

NEASC COMMENDATIONS

STANDARD 1 – Core Values and Beliefs about Learning

- The core values that are embedded into the culture of the school, including student involvement in extracurricular activities, mutual respect among students, faculty, and parents, recognition of positive behavior among students, and student leadership roles
- The initiatives that have been taken with respect to the core values and academic learning expectations that have contributed to the success of the school, staff, and students
- The district's introduction of one-to-one technology and the hiring of a social/emotional director reflect the school's core values and learning expectations in the allocation of resources
- The display of banners, posters, murals, and floor mats throughout the building reinforce the value of the school's core values and their ability to shape a positive school culture

STANDARD 2 - Curriculum

- The opportunities for students to apply knowledge and skills acquired outside of the classroom as well as participation in job shadowing, internships, and co-curricular activities
- The opportunities available in the curriculum for advanced learning, such as the variety of honors and Advanced Placement offerings
- The multiple authentic learning experiences that exist, such as vocational education, career center, and STEM classes
- The several supplemental co-curricular activities that support and provide authentic learning opportunities
- The provision of Internet access, In-Focus or J-Touch screens in classrooms and the plan for one-to-one computer devices for students to use
- The demonstration of the ethical use of technology by students

STANDARD 3 - Instruction

- The school's core values that are embedded into instructional practices
- The emphasis on inquiry, problem-solving, and higher-order thinking
- The instructional practices that show differentiation to allow all students to perform at high levels
- The analysis of student achievement data from formative and summative assessments by teachers
- The efforts of teachers to actively seek information to improve their instruction skills and methods within their content areas

STANDARD 4 – Assessment of and for Student Learning

- The use of a variety of formative and summative assessments to modify instruction and enhance student learning
- The implementation and formal review of midterm and final summative assessment to impact instructional practice
- The individualized formative assessment practices used by faculty to improve instruction and learning
- The practice of teachers working individually to identify and respond to student achievement modifying and adjusting instructional practice as necessary
- The provision by teachers of specific and measurable criteria, feedback, and opportunities for improvement

STANDARD 5 – School Culture and Leadership

- The sense of pride and community at Agawam High School that fosters a safe, supportive, inclusive, and engaging culture of student success
- The dropout rate of 1.1 percent that demonstrates a culture of support for all learners
- The open enrollment policy for Advanced Placement coursework that encourages an environment of high expectations for all
- The diverse course offerings and activities that help to foster heterogeneity and allow students to explore areas of personal interest
- The implementation of a menu of professional development opportunities, which are aligned with district initiatives, that allows teachers to improve in a self-identified area of need
- The research-based evaluation and supervision process carried out by building administration that allows for improvement in the areas of teacher growth and student learning
- The small student loads and class sizes that allow for teachers to meet the individual needs of students and for success to be achieved
- The varied roles and leadership opportunities for students, teachers, and parents in the decision-making process that promote engagement, responsibility, and ownership within the school community
- The focused and reflective collaboration among the school committee, superintendent, and principal that helps the school support students in meeting learning expectations
- The decision-making authority granted to the principal that allows for effective site-based management of the school

STANDARD 6 – School Resources for Learning

- The use of timely, coordinated intervention strategies for all students
- The technology used to provide an effective range of coordinated services
- The use of technology in health services' to record, update, and maintain student records
- The academic and emotional support provided by the guidance department for all students
- The implementation of inclusive classrooms and specialized programs that assist students with academic and emotional needs

STANDARD 7 – Community Resources for Learning

- The school's wide range of programs and services including numerous clubs, athletics, and school-to-career programming
- The local business and industry partnerships formed through faculty efforts and engagement
- The full range of technology support provided in a timely manner by the school's technology department
- The process for the maintenance and cataloging of equipment
- The ongoing implementation of the one-to-one technology goal
- The maintenance of appropriate levels of professional staffing
- The positive improvements made to the athletic facilities and compliance with Title IX