

**New England Association of
School and Colleges, Inc.**

Commission on Public Schools



Commission on Public Schools

**Report of the Visiting Team for
Charles E. Shea Senior High School**

Pawtucket, RI

April 05, 2022 - April 06, 2022

**Mrs. Kimberly Gallo, Chair
Jacqueline Ash, Principal**

School and Community Summary

School and Community Summary

The name Pawtucket comes from the Algonquin word for river falls. The city has a total area of nine square miles, of which 96.6 percent is land, and lies between three drainage basins, including the Blackstone River, Moshassuck River, and the Ten Mile River. Pawtucket was an early and important center of textile manufacturing and is the home to Slater Mill, an historic textile mill that is recognized for helping to found the Industrial Revolution in the United States. Pawtucket includes residential areas with almost 34,000 housing units, an employment center with 300 industries, and 1,000 commercial and service businesses.

As of the 2020 Census, there are 71,844 residents with 37,411 employed and a median age of 37.6. The poverty rate is 15.6 percent, the median household income is \$50,476, and the median property value is \$194,600. The homeownership rate in Pawtucket is 45.1 percent, which is lower than the national average of 64.1 percent. In 2019, 45.1 percent of the housing units were owner-occupied.

The ethnicity in Pawtucket is White Non-Hispanic 48.2 percent, Black or African American Non-Hispanic 15.9 percent, White Hispanic 13.4 percent, Other Hispanic 7.66 percent, and Other Non-Hispanic 4.38 percent. As of 2019, 26.2 percent of Pawtucket residents were born outside of the United States.

Pawtucket employs 37.4K people. The largest industries are health care and social assistance with 7,460 people, retail trade with 5,118, and manufacturing with 5,110. The highest paying industries are management of companies and enterprises at \$66,944, utilities at \$57,500, and public administration at \$55,666. The unemployment rate decreased from 9 percent in December 2020 to 4.4 percent as of December 2021.

The Pawtucket School District is an urban multicultural district composed of sixteen schools, including ten elementary schools, three middle schools, and three high schools. Charles E. Shea High School has 919 students in grades 9-12. The average mobility rate is 12 percent. The drop-out rate is 3.7 percent, and the graduation rate is 83 percent. The attendance rate averages 85 percent. The student body is comprised of 46 percent Black students, 27 percent Hispanic, 19 percent White, less than 1 percent each Asian, Native American, and Pacific Islanders, and 5 percent of Two or More Races. Students are from approximately 50 countries and speak Spanish, Portuguese, Creole, Arabic, Russian, Mandarin, and many African dialects, including Wolof, Yoruba, and Twi.

The approved local budget for the fiscal year (F.Y.) 22 approved local budget for Pawtucket Schools is \$131,114,497 consisting of \$32,805,937 in city appropriations, \$95,827,629 for state appropriations, and \$2,480,931 from tuition and miscellaneous revenue, including Medicaid Reimbursements. The local taxation spent on schools is 15.8 percent. The average per pupil rate is \$15,265.

For the graduating class of 2021, 28 percent entered a four-year college, 47 percent entered a two-year college, 23 percent entered the workforce, and 2 percent the military. There are many post-secondary opportunities, including Johnson and Wales University, Rhode Island School of Design, Brown University, Rhode Island College, the University of Rhode Island, Providence College, Roger Williams University, the Community College of Rhode Island, New England Institute of Technology, and the Saint Joseph School of Nursing.

S.H.S. has established many partnerships with local institutions for higher learning to prepare students for post-graduate experiences, form affiliations that support student internships in academic pathways and academies, and earn credit for courses taken at the high school. Partnerships are established with Bryant University, Johnson and Wales University, Babson College, Brown University, Rhode Island College, the University of Rhode Island, Providence College, Roger Williams University, New England Tech, and the Community College of Rhode Island. Students take courses through the All Course Network (A.C.N.) that enable them to earn high school and college credits.

S.H.S. has built relationships with local businesses. Students have opportunities through pathways and

academies to complete internships with state or local governmental entities, businesses, or agencies, such as Chase manufacturing, Windwind RI, Teknor Apex, Miriam Hospital, City of Pawtucket, Central Falls City Hall, RI Superior Court, and the Pawtucket Police Department. Students have the opportunity for career and college exploration and planning by partnering with the College Advising Corps, the College Crusade of R.I., the College Planning Center of R.I., Providence College Explore, and the Upward Bound Program.

Shea High School participates in the Employment First initiative for a select group of students with intellectual disabilities. Employment First Shea High School Work Readiness Program allows students to explore various job sites, job tours, and internships. Students have enjoyed working with the Rhode Island Public Broadcasting Service (P.B.S.), Roger Williams Park Zoo, The Flower Shoppe, and Farm Fresh of R.I. Students participate in Unified Sports for basketball.

Students are recognized for their accomplishments in a variety of ways. Students are acknowledged at an annual Honor's Night, in which they receive numerous scholarships, college book awards, and departmental excellence and achievement awards. Students are inducted into the National and Rhode Island Honor Societies and the Chinese, Portuguese, and Spanish Honor Societies. Multilingual students receive either the State Seal of Biliteracy or the district Seal of Biliteracy designation. Student athletes are honored annually at an athletic banquet, and after each season, a member from each varsity team is presented with the Key Player Spirit Award, which is sponsored by two local businesses. Students are frequently celebrated for their accomplishments in the local newspapers and school publications, during morning announcements, parent robo calls and emails, and on social media to reach a broader audience.

Student leadership opportunities include membership in the International Key Club, Student Council, and Class Councils for each grade level. Students can join clubs/activities such as International Dance, Fitness Club, Chorus and Board Games. One of our most significant events is the annual city-wide fashion show. Students showcase a themed line of clothing that they either design themselves or work with professionals in the field. Two S.H.S. robotics teams were members of the Championship Winning Alliance at the RI FIRST Tech Challenge. The boys' basketball team won the R.I. State Division II crown, and the girl's co-op basketball team won the R.I. State Division III championship.

Core Values, Beliefs, and Vision of the Graduate

MISSION: We are a unified community determined to achieve our goals of academic, personal, and social excellence.

VISION: We are Skilled Honorable Empowered Achievers.

MOTTO: We Can. We will. We are Shea High.

Academic Capacity

Critical thinking

Problem-solving

Personal Capacity

Responsibility

Accountability

Social Capacity

Communication

Collaboration

Academic Excellence

Inquiry: Information and Discovery

Framing the Problem

Interpretation, Analysis, & Reasoning

Self-Regulation and Reflection

Framing the Solution

Social Excellence

Collaboration and Cooperative Learning

Communication Skills

Cultural Self-Awareness

Civic Responsibility

Personal excellence

Self-Understanding

Behavioral Ethics

Reliability and Responsibility

Accountability

LEARNING CULTURE

Learning Culture

The school provides a safe learning culture that ensures equity and fosters shared values among learners, educators, families, and members of the school community. These shared values drive student learning as well as policy, practice, and decision-making while promoting a spirit of collaboration, shared ownership, pride, leadership, social responsibility, and civic engagement. The school community sets high standards for student learning, fosters a growth mindset, and facilitates continuous school improvement to realize the school's core values, beliefs about learning, and vision of the graduate.

1. The school community provides a safe, positive, respectful, and inclusive culture that ensures equity and honors diversity in identity and thought.
 - 1a. The school community provides a safe environment.
2. The school's core values, beliefs about learning, and vision of the graduate drive student learning, professional practices, learning support, and the provision and allocation of learning resources.
 - 2a. The school has a written document describing its core values, beliefs about learning, and vision of the graduate.
3. The school community takes collective responsibility for the intellectual, physical, social, and emotional well-being of every student and can demonstrate how each student is known, valued, and connected to the school community.
4. The school community's professional culture demonstrates a commitment to continuous improvement through the use of research, collaborative learning, innovation, and reflection.
5. The school's culture promotes intellectual risk taking and personal and professional growth.
6. The school has an inclusive definition of leadership and provides school leaders with the authority and responsibility to improve student learning.
7. The school culture fosters civic engagement and social and personal responsibility.

STUDENT LEARNING

Student Learning

The school has a vision of the graduate that includes the attainment of transferable skills, disciplinary/interdisciplinary knowledge, understandings, and dispositions necessary to prepare learners for their future. Students are assured consistent learning outcomes through a defined curricular experience and have the opportunity to demonstrate their skills and knowledge in a variety of creative ways. Students actively participate in authentic learning experiences while practicing the skills and habits of mind to regularly reflect upon, and take ownership of, their learning.

1. The school has a vision of the graduate that includes the attainment of transferable skills, knowledge, understandings, and dispositions necessary for future success and provides feedback to learners and their families on each learner's progress in achieving this vision.
2. There is a written curriculum in a consistent format for all courses in all departments that includes units of study with guiding/essential questions, concepts, content, and skills and integrates the school's vision of the graduate.
 - 2a. There is a written curriculum in a consistent format for all courses in all departments.
3. Curriculum ensures that learners demonstrate a depth of understanding over a breadth of knowledge.
4. Instructional practices are designed to meet the learning needs of each student.
5. Students are active learners who have opportunities to lead their own learning.
6. Learners regularly engage in inquiry, problem-solving, and higher order thinking skills.
7. Learners demonstrate their learning through a variety of assessment strategies that inform classroom instruction and curriculum.
8. Learners have multiple opportunities to demonstrate their learning, receive corrective feedback, and use this feedback in meaningful ways to support their learning.
9. Learners use technology across all curricular areas to support, enhance, and demonstrate their learning.

PROFESSIONAL PRACTICES

Professional Practices

The school maintains and implements a school improvement/growth plan, organizational practices, and productive community relationships to meet and support student learning needs. Educators engage in ongoing reflection, collaboration, and professional development to improve their practice and examine evidence of student learning and well-being to improve curriculum, instruction, assessment practices, programs, and services.

1. The school engages all stakeholders in the development and implementation of a school improvement/growth plan, which reflects the school's core values, beliefs about learning, and vision of the graduate.
 - 1a. The school has a current school improvement/growth plan.
2. Educators engage in ongoing reflection, formal and informal collaboration, and professional development to improve student learning and well-being.
3. Educators examine evidence of student learning and well-being to improve curriculum, instruction, assessment practices, and programs and services.
4. Collaborative structures and processes support coordination and implementation of curriculum.
5. School-wide organizational practices are designed to meet the learning needs of each student.
6. Educators develop productive student, family, community, business, and higher education partnerships that support learning.

LEARNING SUPPORT

Learning Support

The school has timely, directed, and coordinated interventions for all students. The school provides targeted supports to meet each student's individual needs, including counseling services, health services, library/information services, and other appropriate support services to assist each student in meeting the school's vision of the graduate.

1. All students receive appropriate intervention strategies to support their academic, social, and emotional success.
 - 1a. The school has intervention strategies designed to support students.
2. All students receive counseling services that meet their personal, social, emotional, academic, career, and college counseling needs from adequate, certified/licensed personnel.
3. All students receive health services that ensure their physical and emotional well-being from adequate, certified/licensed personnel.
4. All students receive library/information services that support their learning from adequate, certified/licensed personnel.
5. Identified English Language Learners and students with special needs and 504 plans receive appropriate programs and services that support their learning from adequate, certified/licensed personnel.

LEARNING RESOURCES

Learning Resources

The school has adequate and appropriate time, funding, and facilities to support the realization of its core values, beliefs about learning, and vision of the graduate. The school and school community provide time, funding, and facilities for student learning and support; teacher collaboration and professional growth; and full implementation of curricular and co-curricular programs in the school. The school has appropriate plans, protocols, and infrastructure in place to ensure consistent delivery of its curriculum, programs, and services.

1. The community and district provide school buildings and facilities that support the delivery of high-quality curriculum, programs, and services.
 - 1a. The community and district provide school buildings and facilities that support the delivery of curriculum, programs, and services.
2. The school/district provides time and financial resources to enable researched-based instruction, professional growth, and the development, implementation, and improvement of school programs and services.
3. The community and the district's governing body provide adequate and dependable funding to fully implement the curriculum, including co-curricular programs and other learning opportunities.
4. The school/district has short-term and long-term plans to address the capital and maintenance needs of its building and facilities.
5. The school has infrastructure and protocols in place to ensure effective responses in crisis situations.

Introduction

Introduction

The New England Association of Schools and Colleges (NEASC) is the oldest of the six regional accrediting agencies in the United States. Since its inception in 1885, the Association has awarded membership and accreditation to those educational institutions in the six-state New England region who seek voluntary affiliation.

The governing body of the Association is its Board of Trustees, which supervises the work of three Commissions: the Commission on Independent Schools (CIS); the Commission on Public Schools (CPS), which is composed of the Committee on Public Elementary, Middle, and High Schools (CPEMHS), and the Committee on Technical and Career Institutions (CTCI); and the Commission on International Education (CIE).

As the responsible agency for matters of the evaluation and accreditation of public school member institutions, CPS requires visiting teams to assess the degree to which schools align with the qualitative Standards for Accreditation. The Standards are *Learning Culture, Student Learning, Professional Practices, Learning Support, and Learning Resources*.

The accreditation program for public schools involves a five-step process: the self-reflection conducted by stakeholders at the school; the Collaborative Conference visit, conducted by a team of peer educators and NEASC representatives; the school's development and implementation of a growth/improvement plan; the Decennial Accreditation visit conducted by a team of peer educators and NEASC representatives; and the follow-up program carried out by the school to implement the findings of its own self-reflection, the recommendations of the visiting team, and those identified by the Committee in the follow-up process. Continued accreditation requires that the school participate in the accreditation process over the ten-year cycle and that it show continued progress addressing identified needs.

Preparation for the Accreditation Visit - The School Self-Reflection

Accreditation coordinators and a steering committee composed of the professional staff were appointed to supervise the school's self-reflection and Accreditation process. At Charles E. Shea High School, a committee of three members, including the principal, supervised all aspects of the Accreditation process. The steering committee organized an appropriate committee or committees to determine the quality of all programs, activities, and facilities available for young people by completing the school self-reflection.

Public schools evaluated by the Commission on Public Schools must complete appropriate materials to assess their alignment with the Standards for Accreditation and the quality of their educational offerings in light of the school's core values, beliefs, vision of the graduate, and unique student population. Charles E. Shea High School used questionnaires developed by the Commission on Public Schools to reflect the concepts contained in the Standards for Accreditation. These materials provided discussion items for a comprehensive assessment of the school by the professional staff during the self-reflection.

In addition, the professional staff was required to read and vote on Part 2 of the self-reflection to ensure that all voices were heard related to the alignment of the school to the Standards for Accreditation. All professional staff members were expected to participate in the self-reflection process either by participating on a committee or by participating in discussion and evidence gathering to support the school's alignment to the Standards.

The Process Used by the Visiting Team

A visiting team of six members was assigned by the Commission on Public Schools to conduct a Collaborative Conference visit to Charles E. Shea High School in Pawtucket, Rhode Island. The visiting team members spent two days conducting an in-person visit; reviewed the self-reflection documents, which had been prepared for their examination; met with administrators, teachers, other school and system personnel, students and parents; and

observed classes to determine the degree to which the school aligns with the Committee on Public Elementary, Middle, and High Schools' Standards for Accreditation. The team also reviewed the proposed priority areas for the school's growth plan to be developed as part of the Accreditation process.

Each conclusion in the report was agreed to by visiting team consensus. Sources of evidence for each conclusion drawn by the visiting team are included within each section of the report. The report includes commendations and recommendations that, in the visiting team's judgment, will be helpful to the school as it works to improve teaching and learning and implement its plan for growth and improvement.

This report of the findings of the visiting team will be forwarded to the Commission on Public Schools, which will make a decision on the Accreditation of Charles E. Shea High School.

Foundational Element Ratings

Foundational Element Ratings

Foundational Elements	School's Rating	Visitors' Rating
1.1a - Learning Culture	Meets the Standard	Does Not Meet the Standard
1.2a - Learning Culture	Meets the Standard	Meets the Standard
2.2a - Student Learning	Does Not Meet the Standard	Does Not Meet the Standard
3.1a - Professional Practices	Meets the Standard	Meets the Standard
4.1a - Learning Support	Meets the Standard	Meets the Standard
5.1a - Learning Resources	Does Not Meet the Standard	Does Not Meet the Standard

Foundational Element 1.1a - Learning Culture

Narrative

The school community provides a safe environment through policies, procedures, safety and security features, and support for students. However, the physical plant has some areas that are unsafe for students. The school has well-established and consistently implemented policies and procedures to help ensure a safe environment for learners and adults. Comprehensive security measures include a full-time school resource officer (SRO) assigned to maintain a safe and secure environment during school hours and outside 30 minutes before and after the school day. The state of Rhode Island legislates a locked door policy for all grades K-12 public educational institutions; Shea adheres to this policy during and outside school hours. Exterior and classroom doors have an entry fob system, and interior doors are equipped with a keyed entry system in the event of a power outage or crisis. The main entrance includes an enclosed and locked alcove staffed on one side by a secretary and the other by the SRO's office, which enables verification of all visitors. A video security monitoring system collects data from multiple vantage points inside and outside. Requisitions have been submitted to central administration for more cameras to be installed where blind spots exist. All classrooms and administrative, guidance, social support personnel, and dean of students offices are equipped with an internal communication phone line to contact the main office and any other room. A multi-channel wireless radio system is used by administrative and social support personnel, the dean of students, physical education teachers, the school resource officer, and the behavior technician. Fire alarm, lockdown, and evacuation procedures are practiced regularly according to state regulations and are well-known by all students and staff. Distinct and school policies are detailed in the handbook, which is updated throughout the school year. Clear procedures are used for adherence to mandatory compliance with Department of Children, Youth, and Families (DCYF) reporting, bullying, non-discrimination, physical restraint, verbal de-escalation, blood-borne pathogens, sexual harassment, and hazardous substance policies. All school employees receive training on an annual basis. Many teachers and staff have received training in trauma-informed practices to better identify and respond to students in crisis. Some teachers have been trained in the national No Bully program, nonverbal crisis intervention, and restraint. All of these support systems are designed to help ensure the well-being of students.

Rating

Does Not Meet the Standard

Foundational Element 1.2a - Learning Culture

Narrative

The school has a written document describing the vision of the graduate; however, the document has yet to contain core values and beliefs. The vision of the graduate was developed through a two-year collaborative effort of staff and students and is aligned with the district's vision, mission, values, and strategic priorities. The vision of the graduate is based upon the attainment of the transferable academic, personal, and social competencies of critical thinking, problem-solving, responsibility, accountability, communication, and collaboration. The mission, vision, and motto are displayed in every classroom and communicated daily through morning announcements. Although the school has embedded its core values into its vision statement, the VOG and core values will be separated for clarity and clear definition.

Rating

Meets the Standard

Foundational Element 2.2a - Student Learning

Narrative

Shea High School has yet to complete a written curriculum in a consistent format for all courses in all departments that includes units of study with guiding/essential questions; concepts, content, and skills; instructional strategies; assessment practices; and integration of the vision of the graduate. A significant investment in program materials was the first step in designing a consistent curriculum. All schools in Rhode Island must adopt RIDE-approved green curriculum materials; Pawtucket selected the Savvas system. The Savvas program for core courses in English language arts (ELA), math, social studies, science, and world language was purchased and is being piloted. The textbooks are based on units of study that include essential questions, knowledge and skills, and formative and summative assessments aligned with the unit of study. Savvas does not provide overarching curriculum documents written in a consistent format for its courses.

Rating

Does Not Meet the Standard

Foundational Element 3.1a - Professional Practices

Narrative

Shea High School has a comprehensive school improvement (CSI) plan. Goals are chosen annually after a root cause analysis is completed. A committee completes a needs assessment and develops goals with input from others. School-specific goals and objectives address improving student attendance, increasing student literacy skills, and increasing student math skills. The CSI is monitored monthly by team members to ensure effective implementation. The school improvement plan informs decision-making in the school through the selection of implementation of strategies and procedures to achieve the goals.

Rating

Meets the Standard

Foundational Element 4.1a - Learning Support

Narrative

The school has intervention strategies designed to support learners. The Response to Intervention team is coordinated by a district integrated tiered system of supports (ITSS) facilitator. The ITSS team meets bi-weekly to review student concern forms provided to faculty and provide or arrange general academic support in response. The team reviews students who are new to the school or returning from outside placement. At this time, RTI interventions are discussed by the ITSS team but are not yet part of the process. The i-Ready assessment program is used three times a year to monitor proficiency in ELA and math. Data is used to inform instruction and recommend students receive targeted intervention in algebra, geometry, and English. An academic assistance course, Credit Recovery, runs weekly after school hours and is offered to students who do not pass a course or need support in a core academic subject. Social and emotional intervention strategies are provided in conjunction with the appropriate school counselor, social worker, psychologist, and/or school nurse. The school collaborates with outside agencies, including Boys Town and a behavioral specialist from the Rhode Island Alternative Academy, to support students and staff. The district provides an alternative program, the Success Academy, which runs from 9 a.m to 1 p.m daily.

Rating

Meets the Standard

Foundational Element 5.1a - Learning Resources

Narrative

The school building and facility cannot fully support the delivery of curriculum, programs, and services. The school was built in 1938. Many efforts have been made to improve and maintain the building; however, it is in dire need of repairs and infrastructure upgrades. Last year, the building was set to close for renovations, so outstanding repairs were not completed. The renovation plan was rejected at the end of the school year, and the school reopened in the fall. The windows in most classrooms lack insulation; electric heaters are used in some classrooms, which draw on the electrical system. Electrical circuits are sometimes tripped, especially if the teacher uses other devices, such as the whiteboard or student computers. Many windows cannot be opened or closed due to a lack of repair. Custodians often raise or lower the windows to ensure no one is injured. The building is not air-conditioned; therefore, there is a lack of air circulation. A science, technology, engineering, and math (STEM) lab and one additional computer lab with 15 stations were added. However, areas of the school lack the electrical and bandwidth capacity to run state-of-the-art computers and associated software. The library has sufficient physical space to meet the needs of all students but lacks the proper resources. The auditorium stage and balcony cannot be used due to structural problems, and several chairs are damaged, so band, chorus, and theater students cannot perform on stage. In some classrooms, lighting impedes students' ability to view lessons on the overhead projector. The school buildings and facilities are clean and well-maintained. The school meets all applicable federal and state laws and is in compliance with local fire, health, and safety regulations for a facility of its age. A plan to construct a new district-wide comprehensive high school is in process; however, it may take several years. Therefore, plans to address safety, electrical, and technical inadequacies will ensure all students have access to a facility that supports the delivery of curriculum, programs, and services.

Rating

Does Not Meet the Standard

Standard 1 - Learning Culture

Narrative

The school community provides a positive, respectful, and inclusive culture that ensures equity and honors diversity in identity and thought. The school has well-established and consistently implemented policies and procedures to help ensure a safe environment for learners and adults. The school has a full-time school resource officer assigned to maintain a safe and secure environment. Several security features include an enclosed and locked alcove at the main entrance, a video security monitoring system, an internal phone communication system, and a multi-channel wireless radio system used by administrative and support personnel. Fire alarm, lockdown, and evacuation procedures are practiced regularly. Distinct school policies are detailed in the handbook and updated throughout the school year. The handbook is pinned to the top of the *Shea News*, a digital document shared daily with teachers, and important information is shared with students through the digital *Raiders News*. The school has a trained crisis response team and clear procedures and policies for mandated reporting, bullying, sexual harassment, discrimination, blood-borne pathogens, and hazardous substances policies. School employees receive all required training on an annual basis. Many teachers and staff received training in trauma-informed practices to better identify and respond to students in crisis. Some teachers have been trained in the national *No Bully Program* and nonverbal crisis intervention and restraint. The school ensures a positive, respectful, and inclusive culture in several ways. Students participate in Re-Think Ed, a tiered social-emotional learning curriculum that promotes well-being, connectedness, and success. Students engage in group activities and discussions that foster a sense of shared values, civic engagement, and social responsibility. The school offers diverse clubs and activities for students, including Spoken Word, International Dance Club, Unified Sports, interscholastic sports, Shea Fashion, Key Club, Art Club, and Cooking Club, which promote inclusivity and celebrate diversity. Teachers, students, and administrators take pride in the school. Some parents and alumni who attended Shea express a sense of pride. Student work is displayed and celebrated. Interactions between teachers and students demonstrate a school-wide culture of mutual respect and genuine caring. Students trust their teachers and administrators and can easily name teachers they could go to for help at any time.

The school's vision of the graduate is beginning to drive student learning, professional practice, learning support, and the provision and allocation of learning resources; however, the core values and beliefs have yet to be delineated. The school has written documents describing its vision of the graduate throughout the school community, including on the website, the school handbook, and hyperlinked to the *Shea News*. The vision of the graduate has been communicated to families through products created by graphic arts students, the school's social media outlets, written communications to parents, and monthly family engagement meetings. Clear, eye-catching posters, mugs, t-shirts, and documents, many of which were designed by graphic arts students, communicate the VoG to all stakeholders. The vision of the graduate posters are displayed in every classroom and common areas. The school created a motto to accompany its VoG and integrated it into the language of the school. The motto is "We can problem solve and think critically; we will collaborate and communicate; we are responsible and accountable. SHEA High: Skilled, Honorable, Empowered, Achievers." The vision of the graduate is based on the attainment of transferable academic, personal, and social competencies, including critical thinking, problem-solving, responsibility, accountability, communication, and collaboration. The school developed rubrics to evaluate student achievement in these competencies and has drafted ways to measure the attainment of each competency, including common assessments, graduation portfolios, senior presentations, individual learning plans, career pathways coursework, community service, and leadership roles. The district and school's commitment to developing CTE Career Academies supports each competency's attainment. Many recently-purchased Savvas educational materials focus on critical thinking, problem-solving, and communication. The school designed a new tool for formative classroom walk-throughs to help administrators and faculty focus on higher order thinking, including critical thinking and problem-solving and accountable student talk encompassing responsibility, accountability, and communication. Teachers are encouraged to use varied instructional strategies, including those that encourage collaboration across disciplines. The school has yet to implement a formal plan for measuring, collecting, or sharing performance data or providing feedback on each student's progress in meeting the competencies.

The school community takes collective responsibility for the intellectual, physical, social, and emotional well-being of every student and can demonstrate how each student is known, valued, and connected to the school community. Interactions between teachers and students are positive and mutually respectful, and the culture is one of caring. Several practices support students and keep them connected to the school community, including an advisory program where one teacher follows a group of students throughout their four-year high school career. The student-advisor ratio does not exceed 14:1. During the advisory period, students develop an individual learning plan through the Choices 360 online platform. This information helps advisors and students work together to plan a personalized program. The advisory program meets twice weekly for all grades and strives to promote a spirit of responsibility, leadership, and pride in each student. Other community-building activities include several clubs and sports activities, a formalized partnership with Boys Town, support of a behavioral specialist, a family and community liaison who is well-known in the community, and teachers who take the time to know their students in and out of class. The school has a ninth-grade academy model to facilitate the transition to high school. In this academy, teachers use the Kinvo program to communicate regularly with parents. The program has a dedicated assistant principal. However, there is a lack of academic support during the school day for all students. The Content Recovery Program for academic assistance is offered only after-school. In the winter, students who wish to participate in Content Recovery must walk home in partial darkness on busy streets. The school community's professional culture demonstrates a commitment to continuous improvement through research, collaborative learning, innovation, and reflection. Teachers have common planning time with their departments during the five-day cycle. The district provides stipend time for curriculum development. The school teamed with Instructional Partners to develop a tool for instructional leaders to conduct formative classroom walk-throughs in math and English language arts (ELA) to support faculty and focus on increased rigor. In the 2022-2023 school year, the principal will expand walk-throughs to include all core academic departments. During the four professional development days, many teachers are offered Choice Boards to personalize and expand their knowledge. The core academic departments attend professional development connected to implementing new educational materials. These teachers hope to engage in professional development choices shortly. The school acknowledges this is a developing area, and the school leaders are committed to providing more research-based teacher opportunities. As the school provides more professional development opportunities, including time with Savvas consultants and increased common planning time, teachers will have the opportunity to develop the practices defined in the school's newly developed walk-through instrument.

The school's culture promotes intellectual risk-taking and personal and professional growth. Each Savvas unit of study closes with a self-reflection section. Students are consistently asked to respond to this exercise and measure their growth. Students can revise classwork. Students are provided with multiple rubrics with places for teachers to check boxes related to student proficiency and encouraging teacher comments. CTE Career Academies and their associated authentic learning experiences and internships promote intellectual risk-taking and prepare students for professional growth. Several courses are offered across the disciplines, from multi-language learner (MLL) instruction through open enrollment. Advanced placement courses provide opportunities for intellectual risk-taking and personal growth. Opportunities such as advisory, Student Leadership Team, Key Club, and other community services promote a sense of personal and shared responsibility and a sense of individual and group agency.

The district has an inclusive definition of leadership and provides school leaders with some authority and responsibility to improve student learning. Many programming decisions are made at the district level to ensure consistency between the two high schools. For example, the school schedule is dictated by the budget and the district's desire to keep the two high schools equitable. However, this sometimes prevents the school's individual needs from being met. District administrators include the superintendent, assistant superintendents, and several directors, including teaching and learning, special education, CTE technology, business, and facilities. They work with school administrators to operate some of the educational programs. Still, the school leaders do not have control over the district budget and cannot determine how to address facility needs that directly impact student learning. Shea High School has an Instructional Leadership Team (ILT) which includes the principal, other building administrators, and faculty instructional leaders. The ILT is a knowledgeable, active, and influential part of the school culture that meets weekly to develop and support the implementation of school and district initiatives. School improvement meetings, including teachers, parents, students, and community members, occur monthly. These meetings are used to gather ideas and feedback as a part of the school improvement process. Staff participates in several district-wide committees to develop the program of studies, CTE offerings, professional development planning, and the district Community Action Board.

The school culture fosters some civic engagement and fosters social and personal responsibility. The advisory program, student leadership organizations, career and technical education (CTE) academies, associated internships and shadowing opportunities, and the positive interactions between teachers and students encourage fair and respectful treatment. The school culture and community engagement coordinator organizes and conducts community outreach activities and monthly family engagement meetings open to all stakeholders, students, and families. The school works with Boys Town to help create a cultural environment of social and personal responsibility while increasing parent engagement. As the school implements its new vision of the graduate, which explicitly includes responsibility and accountability, it will have more opportunities to promote civic engagement and a sense of social and personal responsibility. When the school furthers its efforts to develop a more comprehensive curriculum, provide continual, reliable training for its implementation, and fully implements its vision of the graduate, all students will have the opportunity to engage in relevant, challenging, and equitable learning.

Sources of Evidence

- central office personnel
- classroom observations
- facility tour
- parents
- school leadership
- school support staff
- self-reflection
- students
- teachers

Standard 2 - Student Learning

Narrative

Shea High School developed a vision of the graduate (VoG) based on the attainment of transferable skills, knowledge, understandings, and dispositions necessary for future success; however, it has yet to provide feedback to learners and their families on each learner's progress in achieving this vision. The competencies include critical thinking, problem-solving, responsibility, accountability, communication, and collaboration. Rubrics have been developed to define further and measure each competency, and ways to measure the attainment of each competency, including common assessments, graduation portfolios, senior presentations, individual learning plans, career pathways coursework, community service, and leadership roles, have been drafted. The school has yet to implement a formalized plan for measuring and collecting performance data or providing feedback on each student's progress in meeting the competencies. The plan is to develop this capacity through the advisory period. Because each group of students is assigned to an advisor, this advisor will work with individual students to review and document their progress in achieving the academic, personal, and social competencies using the established rubrics. As the consistency with explicitly aligning the VoG to the curriculum, instruction, and assessment practices and implementing a formal plan to measure, collect, and communicate student progress, students will have a well-rounded, complete process for achieving the vision of the graduate.

At this time, the school has yet to have a written curriculum in a consistent format for all courses in all departments that includes units of study with guiding/essential questions, concepts, content, and skills and integrates the vision of the graduate. However, work on this endeavor has begun. The district made a significant investment in program materials as the first step in designing consistent curricula across classrooms and schools in the district. All schools in Rhode Island must adopt RIDE-approved green high-quality curriculum materials to provide equitable access; Pawtucket selected the Savvas system. The school purchased the Savvas program for required courses in English language arts (ELA), math, social studies, science, and world language and is piloting implementation. Savvas provides educational textbooks and materials, including significant online resources. The textbooks are based on units of study that include guiding questions, specific knowledge and skills, and assessments aligned with the unit of study. However, Savvas does not provide curriculum documents written in a consistent format. The school's elective and CTE career academy courses do not have a Savvas educational program or district-created curriculum documents. The district creates instructional calendars for each course, starting with core academic courses using Savvas. These calendars identify topics, focus standards, pace, and some assessments. The calendars differ among disciplines. With revision, these calendars can potentially be curriculum maps and guide curriculum document development. When the district designs a consistent format for all courses and creates curricula that ensure alignment between standards, knowledge and skills, assessments, and the vision of the graduate, students will be assured a consistent curricular experience.

Some of the taught curricula ensure that learners demonstrate a depth of understanding over the breadth of content. For required core courses, the Savvas program materials are aligned with the rigor of state standards and offer a depth of understanding. In ELA, teachers received significant support from a Savvas consultant and are comfortable with the materials. They have learned how to modify materials to challenge and meet the needs of students. Other departments have yet to receive the same level of support and, therefore, cannot take full advantage of the materials. In several CTE Career Academy courses, students engage in project-based learning and are required to research and carry out the plans and practices to reach a project-based goal, such as the VoG products created by graphic arts students. The school developed partnerships with local institutions of higher learning, allowing students to access in-depth curricula aligned with future college and career interests. Internship help students participate in authentic opportunities in various settings aligned with the CTE Career Academies, including Government and Public Administration, Pre-Engineering, and Information Technology.

Some instructional practices are designed to meet the learning needs of each student. Educators strive to meet students' academic, social, and emotional needs in various ways. Each student must complete an individual learning plan, a self-directed planning and monitoring tool that seeks to broaden students' perspectives, facilitate goal setting, and support attaining academic and career goals. Students complete and discuss this plan during their advisory sessions. The Savvas program moves through a cycle of instruction in each unit of study with a gradual release model. Each unit ends with a reflective assessment for students to monitor and address growth. However, teachers have not had the training and support to effectively use the Savvas materials to provide all learners with rigorous learning opportunities.

Further, the Savvas materials often lack differentiation and scaffolding ideas, including support for English language learners. Differentiation is a focus area and has been incorporated into the newly developed walk-through instrument. As the school develops curricula and offers professional development and feedback focused on differentiation, students will benefit from an educational program that meets their individual needs.

Students are sometimes active learners who have the opportunity to lead their own learning. The administrators and faculty continue to develop current CTE Career Academy offerings and plan for new academies, including an Education Academy. All are designed to offer authentic learning opportunities, allow students to lead their learning, and prepare students for post-secondary education and career. In CTE classes, there is frequent use of project-based learning and student collaboration to reach a goal. For example, learners build drones, create digital information for publishing, and build awareness about a civic or social issue in government. Co-curricular opportunities provide opportunities for active, authentic learning. One example is the after-school Robotics teams; students from these teams recently participated in Championships Winning Alliance at the RI FIRST Tech Challenge. The annual Citywide Fashion Show welcomes students to design, create, and model original fashions or those developed with professionals in the field. This inclusive, welcoming event fosters collaboration, creativity, responsibility, and respect. Other co-curricular events encourage the same dispositions while promoting authentic learning. Some teachers use strategies to facilitate active, student-centered learning, such as students working in pairs or small groups to complete in-class learning activities and laboratories and building on the ideas of others through analysis, discussion, and debate. Most of these opportunities are in-class tasks that span one to two lessons. As opportunities for students to actively participate in authentic learning experiences and longer-term project-based learning in academic courses increase, students will learn the transferable skills, understandings, and dispositions defined in the vision of the graduate and be better prepared for college and career.

Learners are sometimes engaged in inquiry, problem-solving, and higher order thinking skills in classes across the disciplines. The teacher applied for and developed a partnership with Brown University in the Pre-Engineering Academy. The university provides free drones and online software to students each year. A graduate student from Brown provides support, and guest speakers are provided. Students can take the drones home at the end of the course. Last year, there were 26 students in the course. In the same academy, students are offered a dual enrollment Wind Technology course through the Community College of Rhode Island. In physics class, students work through a PheT Interactive Simulation, a project from the University of Colorado structured as an inquiry-based lesson. Students experiment, collaborate and create new ideas. In a chemistry class, students analyze the data from a recent laboratory while the teacher circulates to help with questions and formatting issues. Many classes have structured lessons at the mid-level thinking range appropriate for the lesson. For example, in a multi-language learner (MLL) class, students discuss why it is important to be on time. Students work in groups to answer the prompt using sentences in English. Later, groups share ideas with the class, and the teacher asks follow-up questions and models correct vocabulary syntax. In an Advanced Placement US History class, students are involved in a test review packet, and the educator informs students about test structure using academic vocabulary. The staff recognizes the need to support teachers as they implement new curricula and increase rigor in the classroom. As students consistently engage in inquiry, problem-solving, and higher order thinking skills in all disciplines, learners will be cognitively challenged and develop a full range of thinking skills. Learners sometimes demonstrate their learning through various assessment strategies that inform classroom instruction and curriculum. Educators understand the concept of formative assessment and strive to use it; however, many educators are traditional in their approach to formative and summative assessments, including exit tickets, constructed responses, written tests, essays, and presentations. Standardized diagnostic and monitoring assessments, including administering iReady three times per year, provide reliable, standardized data for literacy and numeracy. This data helps inform instruction and support student achievement. As new curriculum is developed, common assessments are used by teachers, and the resulting data is compared in department meetings.

Learners have multiple opportunities to demonstrate learning and sometimes receive corrective feedback and use this feedback in meaningful ways to support their learning. Google Classroom allows teachers to provide immediate, specific feedback to students or groups of students collaborating on a project. All teachers offer opportunities to students to revise and edit work to demonstrate proficiency. Some teachers ask questions about students' writing for feedback. Rubrics are used in many courses; however, feedback is primarily limited to marking the appropriate box on the rubric and writing general comments. Most feedback includes generalized, less specific feedback to guide the next steps in learning, such as great use of words and excellent organization. As teachers offer more specific, meaningful feedback, student learning can be supported.

Learners rarely use technology across all curricular areas to support, enhance, and demonstrate learning. The school has some state-of-the-art technology experiences, such as a STEM lab for Pre-Engineering and Information Technology courses. This lab has a dedicated server and direct ethernet lines to computers. The computers in this lab have a variety of industry-aligned software, including PhotoShop, Adobe Creative Suite, Illustrator, and Autodesk free software. Teachers can sign up to use another computer lab with 15 stations. Google Slides are used for digital media coursework; however, it is not an industry standard program. The request for appropriate software was denied shortly before the course began. In a business class with 28 computers, students work on paper ledgers because the computers cannot accommodate all students and allow for timely work. In the classroom, if the space heater and technology are used simultaneously, a fuse would fail and cut off power to the adjacent hallway. As a result, students wear coats to class to use the whiteboard and computers. Teachers would like to incorporate technology as an important part of instruction and communication; however, when the technology and infrastructure can meet necessary demands, learners and educators can use technology to support, enhance, and demonstrate learning.

Sources of Evidence

- classroom observations
- school leadership
- self-reflection
- student work
- students
- teachers

Standard 3 - Professional Practices

Narrative

Shea High School engages all stakeholders in the development and implementation of a school improvement/growth plan, which reflects the school's vision of the graduate. The Rhode Island Department of Education designated Shea as a school with priority status; therefore, the school must use the state-defined comprehensive school improvement (CSI) plan. Administration of the state-wide SurveyWORKS collects parent, student, and educator data to inform, develop, and steer annual SIP goals. All stakeholders participated in a root cause analysis and needs assessment, specifically identifying areas of need and outlining how to improve each area. The plan is driven by the Shea mission statement and vision of a graduate. A Comprehensive School Improvement Team works collaboratively with the Instructional Leadership Team (ILT) to make decisions about strengthening, modifying, and implementing data-informed to complete the CSI plan each year. The ILT dedicates one meeting a month to CSI, reviewing evidence and procedures to align with the goals outlined in the plan. The plan addresses specific needs in literary, math, attendance, and educational pathways. The school culture and community engagement coordinator updates the ILT on the student leadership team meetings, monthly parent engagement meetings, and community events to provide further data.

Educators continually engage in ongoing reflection, formal and informal collaboration, and professional development to improve student learning and well-being. Departments attempt to meet once a week for common planning time (CPT); however, these meetings are frequently disrupted by the need for teachers to cover classes. During CPT, educators share best practices for teaching, learning, and classroom management. High stakes and diagnostic assessment data are reviewed, and techniques are developed to improve student learning and well-being. It is an opportunity to ensure communication between the ILT and faculty. Strategic school-wide goals and tenets are aligned and shared. All department chairs share their CPT meeting minutes with the principal, who provides feedback on any questions and concerns departments may express. The Trend Data Tool developed by the district supports implementing the vision of the graduate. This data provides evidence from instructional rounds by monitoring the academic, personal, and social development of students and teachers' facilitation of these goals. Teachers and administrators take part in these rounds to provide feedback for growth. When the school can ensure reliable meeting times, all teachers will be able to participate in reflection, collaboration, and professional development to improve student learning and well-being.

Educators examine evidence of student learning and well-being to improve curriculum, instruction, assessment practices, and programs and services. Professional learning communities (PLCs) meet weekly to create opportunities for continuous improvement through teacher collaboration. During PLC and department meetings, teachers analyze student data and discuss instructional strategies. Feedback gathered is brought into ILT, CSI, and district-level curriculum meetings to inform and advise school-wide curricula, strengths, needs, and direction. Teachers in all disciplines review student i-Ready data informing them of the student's literacy and math levels; however, many teachers need further training to use this data to inform instruction. Developing instructional strategies is a concern of teachers because the Savvas materials are not appropriate for many struggling learners, and a plan is needed to bring them to the Savvas instructional level. Common summative assessments are used in each department and are directly aligned with the focus standards for each curriculum unit. The results of these assessments are reviewed in department meetings.

Collaborative structures and processes support the coordination and implementation of the curriculum. Implementing the curriculum and the efficacy of classroom walkthroughs will potentially align instructional practice with school-wide goals using the Data Trend Tool. Although further planning and implementation is needed, this is an effective start to a comprehensive plan for curriculum coordination. Vertical articulation has yet to be implemented.

School-wide organizational practices are designed to meet the learning needs of each student. Open enrollment is offered for all Advanced Placement offerings, including special education and MLL students, ensuring that all students benefit from a challenging curriculum. Fully supported inclusion classes are available for all core academic subjects. MLL classes are available for students who qualify based on district WIDA/ACCESS testing.

Educators develop productive student, family, community, business, and higher education partnerships that support learning. Through the Rhode Island Department of Education's All Course Network, students are encouraged to take courses for high school and college credit through multiple institutes of higher learning throughout the state. Through the Employment First Initiative, students in the Life Skills can explore job opportunities based on their Career Development Plan. Local businesses and community organizations offer placement opportunities. The CTE Pathway for Public Administration and the Pathway for Information Technology offers site-based internships. Family engagement evenings facilitated by the culture and community engagement coordinator allow all stakeholders to discuss using and allocating Title 1 funding to support community engagement. The school uses platforms such as Kinvolved and Skyward, automated phone calls, traditional mailers, and a weekly parent newsletter to inform and connect with parents.

Sources of Evidence

- community members
- department leaders
- parents
- school leadership
- school support staff
- teacher interview
- teachers

Standard 4 - Learning Support

Narrative

Students receive intervention strategies to support their academic, social, and emotional success; however, the range, timeliness, and coordination of these services has yet to maximize the success and well-being of all at-risk students. The school uses the i-Ready assessment program three times per year to monitor the acquisition of English language arts and math skills. Test data is shared with teachers, and teacher recommendations to the Response to Intervention (RTI) team through a student concern form. The RTI team is a tiered system of support (ITSS), is led by a facilitator, and meets biweekly. For Tier 1 interventions, the teacher is required to provide differentiated instruction and monitor progress every two weeks. i-Ready lessons are used to support student learning. The RTI team determines if there is a need for Tier 2 support which may be short-term or year-long. If Tier 2 is recommended, a parent notification letter is sent from the coordinator explaining Tier 2 recommendations. Tier 2 recommendations include intervention classes in Algebra, Geometry, or English, where students remain in their assigned academic class and participate in the intervention classes for added support. However, not all teachers are familiar with the referral process. An academic assistance course, Credit Recovery, runs weekly after school hours and is offered to students who did not pass a course in prior years or who need support in a current core academic subject. This presents a problem for students who walk long distances to school, are involved in after-school activities, or have responsibilities that require them to go home or work after school. If the student does not progress or cannot attend the support program, the RTI team makes a referral for a 504 or a special education evaluation. The RTI process provides general academic support to students but has yet to offer targeted interventions and associated progress monitoring. Teachers have yet to be proficient at analyzing i-Ready data and then translating that data into targeted, differentiated lessons. There are few resources to guide teachers in developing course-specific differentiation and scaffolding. In addition, teachers are unsure how far they can deviate from the Savvas program to provide differentiation and scaffolding. Counselors offer social-emotional interventions. Shea collaborates with outside agencies, including Boys Town and a behavioral specialist from the Rhode Island Alternative Academy, to provide support to students. Since the pandemic, Shea High School has devoted a great deal of time and effort to supporting the social-emotional needs of students. An alternative program, Success Academy, services approximately 20 students with academic and social-emotional needs. The referral process for this program starts through conferences with students who express anxiety and/or social-emotional needs that could be better addressed in a small setting. Collaboration with social agencies, such as Family Care Community Partnerships, Rhode Island Truancy Division Court, Juvenile Probation Court, DCYF, and local hospitals, is determined individually. The school tries to meet the needs of its students in a difficult time and with minimal resources. However, when the school defines and communicates a formalized RTI, coordinates all offered services; develops a timely screening, referral, and monitoring process; and assists teachers with intervention strategies, appropriate intervention services can be available to all students.

Many students receive counseling services that meet their personal, social, emotional, academic, and college and career needs from certified/licensed personnel. Four full-time school counselors have caseloads of approximately 230 students each. A grant from the School Counselor Corps Grant in 2021-2022 allowed expanded counselor hours. The school has an adjustment counselor, a full-time social worker, a school psychologist, a behavior specialist, and a full-time college advisor from the College Advising Corps who assists the department with the college application or career process. A developmental guidance curriculum, initially developed in 2007 with the help of the Rhode Island School Counselors Association, has been updated to address American School Counselors Association (ASCA) standards. Counselors organize students' advisory and health classes presentations on dating violence, sexual assault, and the dangers of performance-enhancing drugs. Counselors focus on chronic absenteeism and increasing the graduation rate to align with the comprehensive school improvement plan. They refer students to Content Recovery. Counselors encourage students to come to school and help them with scholarships. Also, counselors help students with food insecurity, housing, mental health, academic issues, attendance, and college and career planning. Counselors communicate with parents through quarterly letters, phone calls, and conferences; however, some parents would like additional support for the college selection and application process, including financial aid, scholarships, and timelines. The school acknowledges the need for more professional support staff and forms partnerships with other organizations to expand services to students. The counselors, social worker, and psychologist work with

various community agencies, including Tides Family Services, Blackstone Valley Community Action Program, Blackstone Valley Advocacy Center, Office of Rehabilitation Services, Day One, and Taylor Hooton Foundation.

Students receive health services that ensure their physical and emotional well-being from adequate, certified/licensed personnel. One nurse serves approximately 920 students. The nurse provides direct and preventative services, including managing student illnesses or injuries, administering medication, diabetic management, annual vision and dental screenings, and the annual flu vaccine clinic for students and staff. The nurse manages and updates student medical files. The nurse works with parents/guardians and students to create, implement, and adjust care plans for students with identified physical health needs. The nurse, adjustment counselor, social worker, psychologist, school counselors, and case managers work collaboratively to support students identified as having mental health issues. The nurse uses the Skyward platform to document visits to the nurse's office, and it can be used for data collection and reporting for appropriate meetings. Starting in March 2020, the nurse's duties were expanded to include COVID-related issues; she helped to open the school for in-person learning and continues implementing mitigation strategies, contact tracing, and COVID testing.

Students receive library/information services that support some learning from adequate, certified/licensed personnel. The library media specialist (SLMC) is well-versed in locating information resources, using information technology resources within and outside the school, selecting print resources, and collaborating with classroom teachers to integrate research and resources into the curriculum. The school is a member of the Rhode Island Learning Information Network for Kids, which allows sharing resources through an interactive web-based catalog of library materials. Students and staff can request books from other libraries, and items are delivered through the statewide library network. The library subscribes to the Follett Destiny Discover, which allows students and educators to search and access the school's print and digital resources, including eBooks, audiobooks, and free and paid subscription databases. The library has a current LibGuide site, a content management and information sharing system, designed specifically for libraries. which allows collaboration between librarians and teachers to meet the subject area research needs of a particular department, class, or assignment. The library media specialist collaborates weekly with ELA teachers during department planning time and quarterly with other departments when planning literacy and research lessons. In addition, she conducts library orientation for freshman and MLL students and an after-school book club. It is very beneficial to students that Shea offers access to information technology resources outside the library because it does not currently provide a range of print offerings or adequate state-of-the-art technology to view and listen to resources. The library media center is a traditional library. When the media center can provide access to a wider range of print materials and adequate digital media communication tools, the media center can support learning for all students.

Identified English language learners (multi-language learners MLL) and students with special needs and 504 plans receive appropriate programs and services that support their learning from adequate, certified, licensed personnel. The school regularly monitors English proficiency for MLLs using the ACCESS assessment. The test is given in January, and results are received by May, allowing placement decisions for the following school year. Qualified MLL students are supported in core academic classes by teachers who are certified to teach MLLs. MLL support is provided by an MLL support teacher 2.5 days per week. Currently, 25 percent of students are MLLs. Section 504 plans are monitored by the school counselor and the 504 coordinator during the year. All necessary information is shared with teachers to inform instruction, and annual 504 meetings are held to review progress and update the plan for each student. Special educators support students with Individual Education Programs (IEPs) directly. Each student with an IEP is assigned a case manager who works closely with the student and family to set goals, manage the education plan, and communicate with administrators and teachers to inform instruction. Students are placed in the least restrictive environment. Co-taught classes are offered ELA and math for students needing such a setting. The school offers a self-contained Life Skills classroom taught by a special education teacher. Life Skills students are offered opportunities to work with a job coach in an employment setting outside of school. The school conducts annual meetings to review IEPs and schedules progress review meetings as needed. Team members review progress quarterly, and reports are completed and shared with the family.

Sources of Evidence

- central office personnel
- classroom observations
- department leaders
- parents
- school leadership
- school support staff
- self-reflection
- students
- teachers

Standard 5 - Learning Resources

Narrative

The community and district have yet to provide school buildings and facilities that support the delivery of curriculum, programs, and services. The school is clean and well-maintained at the surface level; however, facility issues impact safety, teaching, and learning. The auditorium stage and balcony cannot be used due to structural concerns and have been marked with hazard tape for more than a year; the auditorium cannot be used for presentations and celebrations. Students and parents feel a functioning auditorium for student performances and celebrations are important. The back staircase from the gym to the auditorium has inadequate lighting and a loose railing that could cause a stumble. Lockers have open spaces. Electrical issues can trip circuits causing darkened hallways. Some windows are not well-insulated or cannot be opened easily to allow air circulation. The temperature in the classrooms, whether it be too cold or too hot, impacts learning. The faculty works around the significant needs of the building to provide quality learning experiences for students. Space heaters are sometimes used, but the electrical wiring system in the building is outdated, and these heaters draw electricity away from teaching and learning technology. Students wear coats to one class so the teacher can unplug the space heater and use the whiteboard and computers. In general, the school's electrical infrastructure and bandwidth have yet to meet the needs of a comprehensive high school for using industry-standard technology as a teaching, learning, and communication tool. The school has some state-of-the-art technology experiences, such as a STEM lab with a dedicated server and direct ethernet lines to computers. Another computer lab has 15 stations that teachers may sign up to use. However, for most classes, technology is problematic. Students in a business class work on paper ledgers because the 28 computers in the room cannot accommodate all students and allow for timely work. The back staircase from the gym to the auditorium has inadequate lighting and a loose railing, causing a team member to trip, yet this is used as a thoroughfare. Students, parents, and staff who cannot use the stairs must use a lift that takes them from the first to the second floor, but there is no access to the third floor. As a result, any unique courses or laboratories offered on the third floor are not available to all students. When using the lift, students must wait until hallway traffic has ended, which creates lost instructional time. Emergency lighting is inadequate or not available in some areas of the building. The school buildings and facilities are clean and well-maintained. The school meets all applicable federal and state laws and is in compliance with local fire, health, and safety regulations for a facility of its age. A plan to construct a new district-wide comprehensive high school is in process; however, it may take several years. Therefore, plans to address safety, electrical, and technical inadequacies will ensure all students have access to a facility that supports the delivery of equitable curriculum, programs, and services.

The school/district provides some time and financial resources to enable research-based instruction, professional growth, and the development, implementation, and improvement of school programs and services. The school receives financial and other resources from a variety of sources, including the district, grants, and services offered through community partners, and uses this funding to support the implementation of school programs and services. However, professional development, common planning time, and faculty meeting time have yet to be sufficient to meet needs. The teacher contract allows for four, one-hour meetings per year between administrators and full faculty, allowing for only the most basic information sharing. Recently, the district implemented a new schedule to accommodate common planning time. As a result, departments meet for 35 minutes per week. The school works with Instructional Partners to support professional development. They have developed a Trend Data Collection Tool, an instrument to guide formative walk-through observations, and they will continue their work to implement the tool and learn to analyze associated data. Teachers have had limited professional development on higher order thinking and differentiation, especially since using an entirely new educational program, Savvas, in many content areas. Students will benefit when the school formalizes a timely, reliable plan for implementing research-based instruction, professional growth, and the development, implementation, and improvement of school programs and services.

The community and the district's governing body have yet to provide adequate and dependable funding to fully implement the curriculum, including co-curricular programs and other learning opportunities. However, significant progress has been made in this area. The district has purchased Savvas educational materials, including textbooks and online resources for core courses in ELA, math, social studies, science, and world language. Career academies, including Pre-Engineering, Information Technology, and Government Public Administration

have been developed, and each offers relevant courses, including Project Lead the Way for the Pre-Engineering Academy. The Pre-Engineering and Information Technology Academies offer industry-aligned technology and software, and all academies offer opportunities to enhance learning through internships or partnerships with universities and other area post-secondary institutions. The district is developing plans to implement two more career academies at Shea, including a Biomedical pathway in September 2022. The district used ESSER dollars to fund additional teacher positions for Shea but is not yet sure if these positions can be funded when the ESSER funds are finished. The school has limited staff to provide academic and social-emotional intervention services during and after the school day to meet students' needs. Facility issues and funding are inadequate to provide all students with industry-aligned technology and software.

The school/district has yet to develop short-term and long-term plans to address the capital and maintenance needs of its building and facilities. The district is awaiting final approval for the implementation of its long-term plan, which is a new comprehensive high school that will combine the populations of the two high schools in Pawtucket. The plan has been developed, and the district is awaiting the result of an upcoming referendum. The schools will be combined in approximately five years if the plan is approved and implemented. Shea has significant capital improvement needs, and the district has yet have a short-term plan to address these needs. However, researching the ways and means to install new windows is in process. Currently, there are no long or short-term plans for addressing the electrical, bandwidth, or other facility issues.

The school has infrastructure and protocols necessary to ensure effective responses to crisis situations. The Crisis Team develops and revises Shea's Emergency Operating Procedures at the beginning of each year, which is sent to the central administration and school committee for approval. Once approved, it is sent out to all school faculty and staff. Fire alarm, lock down, and evacuation procedures are practiced regularly according to state regulations. The school has a trained crisis response team and clear procedures and policies for mandated reporting, bullying, sexual harassment, discrimination, blood-borne pathogens, and hazardous substances policies. School employees receive all required training on an annual basis. Many teachers and staff have received training in trauma-informed practices to better identify and respond to students in crisis. Some teachers have been trained in nonverbal crisis intervention and restraint.

Sources of Evidence

- central office personnel
- classroom observations
- community members
- department leaders
- facility tour
- parents
- school leadership
- students
- teachers

Priority Areas

Priority Area

PRIORITY AREA FOR GROWTH #1

The Collaborative conference team concurs with Priority Area #1 as identified by the school.

Develop and implement a plan to address the maintenance and repair of the facilities to fully support the delivery of high-quality curriculum, programs, and services (Standard 5, Foundational Element 5.1a, Principles 5.1, 5.3)

School response

Although the district plans to build a comprehensive high school, the faculty, staff, and students will be in Shea High School for a minimum of five years before completion. Principle 5.4 states that the school and district have short-term and long-term plans to address the capital and maintenance needs of its building and facilities. The HVAC system and areas not usable due to disrepair need to be addressed.

Visiting team response

Shea High School recognizes the need for a continually monitored and implemented facility plan. The school and central office staff referred to the upcoming referendum to construct an updated comprehensive high school that will serve the populations of both Pawtucket high schools as a remedy for the serious facility problems. This is a long-term solution for the aging facilities; however, it does not serve the current population, nor will it serve students for the estimated five to seven years to complete this project. This timeline could be extended based on the results of a fall referendum, which will determine whether or not the project will begin within the next year. The school's electrical infrastructure does not meet the needs of the facility and the technology required for teaching and learning. The windows are not insulated, and some are hazardous to open and close. Space heaters are used to heat areas of the building where the HVAC is inadequate or unusable. The back hallways to the stage and performance arts classrooms are inadequately lit, narrow, and ill-suited to student traffic. Due to structural issues, the stage and the balcony in the auditorium have been unavailable to students for the past two years. Physically disabled students may avail themselves of a lift that takes them from the first to the second floor, but access to the third floor is unavailable. When using the lift, students must wait until hallway traffic has ended, which creates a loss of instructional time. Physically disabled parents experience limited access. Despite the reality of an aging building needing updating, renovation, and repair, the custodial staff keeps the building clean and orderly. Necessary renovations will put the condition of the building in line with the pride with which it is maintained.

Priority Area

PRIORITY AREA FOR GROWTH #2

The collaborative conference visiting team recommends a modification to the priority area identified by the school.

Original: Develop a uniform curriculum planning template to modify current electives, establish new department offerings and CTE course offerings that align with the standards and rigor of the current Savvas curriculum

Revised: Write the curriculum in a consistent format for all courses in all departments that includes units of study with essential questions; concepts, content, and skills; assessment practices; aligned instructional strategies; and integration of the school's vision of the graduate (Standard 2, Foundational Element 2.2a, Principle 2.2)

School response

Shea High School is implementing new curricula across all disciplines. To allow greater flexibility and choice for students concerning their scheduling, developing new courses and realigning current electives will ensure that rigor and critical skills are uniform regardless of whether or not students take a traditional academic track or develop their own course of study.

Visiting team response

The visiting team suggests modifying the school's original priority area to better align with the Standards. At this time, Shea High School does not have a written curriculum in a consistent format for all courses, nor is there vertical articulation. The school had purchased the Savvas program for required courses in ELA, math, social studies, science, and world language, and was piloting implementation. Savvas provides textbooks and online resources based on units of study that include guiding questions, knowledge and skills, and assessments aligned with the unit of study. However, Savvas does not provide curriculum documents written in a consistent format for its courses. The school's elective and CTE career academy courses do not have Savvas educational programs or district-created curricula. Course curricula written in a consistent format that includes units of study with essential questions; concepts, content and skills; assessment practices; instructional strategies; and integration of the school's vision of the graduate will guide teachers and help ensure equity of learning opportunities, vertical alignment, and guidance for differentiation and scaffolding to meet the needs of all students. When a comprehensive definition of curriculum is embraced by the Pawtucket School District and adapted into Shea HS curriculum documents, the curriculum will become a useful resource to the school community. Modifying electives and creating new course offerings must be completed before being written in a common format. Therefore, the team recommends focusing on the written curriculum. Any new courses or electives can be written into the curriculum and become objectives in completing the written curriculum.

Priority Area

PRIORITY AREA FOR GROWTH #3

The Collaborative Conference visiting team recommends a modification to the priority area identified by the school.

Original: Improve support services in the areas of Response to Intervention and Instructional Tiered Support System, which follows the model Tier 1- class/school-wide, Tier 2-targeted, Tier 3-intensive individualized

Revised: Ensure all students have access to a range of timely, coordinated, and directive intervention strategies with a formal process to identify and refer students who need additional assistance to support their academic, social, and emotional success (Standard 4, Principle 4.1)

School response

Shea High School needs to create a more effective referral system that is accessible to teachers and school counselors. In addition to this, professional development and training must be implemented, so the system is fully understood and used appropriately.

Visiting team response

Some intervention services are available during the school day and after school. However, these services are not coordinated to provide targeted, timely services to meet the varied needs of students or to communicate necessary information to teachers, support staff, and parents. Structuring intervention services should include a formalized plan which defines the steps for implementation of a cohesive RTI plan that ensures universal screening, identifies targeted academic, behavioral, and/or social-emotional interventions, includes reliable and defined progress monitoring, and effectively coordinates and communicates services and progress between and among all stakeholders. Currently, not all staff are familiar with the referral process. In addition, the primary academic support program for tutorial and content recovery is an after-school academic support program with no late-bus transportation. While many students at Shea High School walk to school, they can walk up to 1.75 miles each way. Attending an after-school academic support program in the late fall and winter is difficult for students

who must walk home in partial darkness, or who have responsibilities after school that prevent their attendance. The school can use the services in the original priority area as objectives to meet the revised priority area.

Priority Area

PRIORITY AREA FOR GROWTH #4

The Collaborative Conference visiting team recommends a modification to the priority area identified by the school.

Original: Develop and build the capacity to improve instructional practices in all classrooms by aligning lessons with specific focus standards, and implementing Instructional Rounds using the Trend Data Collection tool

Revised: Engage educators in ongoing reflection, formal and informal collaboration, and professional development to improve student learning and well-being and examining evidence of student learning and well-being to improve curriculum, instruction, assessment practices, and programs and services (Standard 3, Principles 3.2, 3.3)

School response

These instructional practices are a school-wide initiative, including all teachers and learners in the building. The grants we seek and the programs run to implement these strategies will inform decision-making in the school. The school-specific goals from the CSI Plan are derived from the Needs Assessment and the Root Cause Analysis Report written in response to student data and performance. In engaging learners with high-level questioning and content delivery, a higher level of rigor will be reached. This priority area addresses Principle 3.2, and will lead to a more effective practice of Principle 3.3.

Visiting team response

The visiting team agrees this need is relevant; however, classroom observations and teacher interviews indicate the need and desire for professional development, including professional development aligned with higher order thinking, differentiation, and the newly purchased Savvas materials. The faculty is aware of the Trend Data Collection Tool, but some teachers are unclear about how the data would be used. Teachers have had limited professional development focused on the elements of the collection tool. The activities in the original priority area can be used as objectives to meet the revised priority area.

Priority Area

PRIORITY AREA FOR GROWTH #5

The Collaborative Conference visiting team concurs with the priority area identified by the school.

Implement and integrate the vision of the graduate into curriculum, instruction, and assessment, define specific and measurable criteria for success, and a formal process to assess and communicate individual learner progress (Standard 1, Principles 1.1, 1.2, Standard 2, Principle 2.1)

School response

The school developed the vision of the graduate during the 2020-2021 school year by engaging in a collaborative and inclusive process to identify and commit to the mission, core values, and beliefs about learning with support from NEASC professional development opportunities. Shea has challenging and measurable learning expectations for all students, which address career, academic, social, and civic competencies. Our next steps include embedding our mission, core values, and beliefs in school-wide instructional practice. Additionally, the

vision of the graduate will become the umbrella under which all stakeholder communication and interaction take place.

Visiting team response

Shea High School has developed its vision of the graduate and has identified the pivotal next steps, including integration of the VoG into the curriculum, instruction, and assessment. Articulating clear, well-defined core values and beliefs, separate from the VoG, will ensure that all stakeholders understand what effective learning means at Shea High School. The school will develop criteria to measure individual learner progress toward achievement of the VoG, and a process to communicate students' achievement.

Commendations

Commendation

The positive, caring culture and strong sense of pride

Commendation

The student activities and clubs that provide students with opportunities for personal growth in a positive, respectful, and inclusive culture

Commendation

The CTE Academies that provide opportunities for students to develop intellectual risk-taking, personal growth, and professional skills that prepare students for post-secondary education and careers

Commendation

The advisory program that meets twice weekly at all grade levels and offers an advisory teacher who follows students through their four-year high school career

Commendation

The promotion of the vision of the graduate through various media throughout the school

Commendation

The well-designed vision of the graduate materials that inform and engage the school and larger community

Commendation

The positive, supportive attitude of teachers and administrators in encouraging students to revise and edit work to demonstrate proficiency

Commendation

The partnerships developed with area universities, colleges, and technical schools to provide learning opportunities for students, such as the drone program with Brown University

Commendation

The use of iReady and other standardized assessment tools to provide reliable literacy and numeracy data to inform instruction

Commendation

n/a

Recommendations

Recommendation

Articulate the core values and beliefs separate from the vision of the graduate

Recommendation

Ensure that all technology-related course offerings include reliable access to technology and appropriate software

Recommendation

Develop and implement an intervention program during the school day to ensure access for all students

Recommendation

n/a

Recommendation

n/a

Recommendation

n/a

Recommendation

n/a

Recommendation

n/a

Recommendation

n/a

Recommendation

n/a

FOLLOW-UP RESPONSIBILITIES

This Collaborative Conference Report reflects the findings of the school's Self-Reflection and those of the visiting team. It provides a blueprint for the faculty, administrators, and other officials to use to improve the quality of programs and services for students in this school. The faculty, school board, and superintendent should be apprised by the building administrators yearly of progress made in aligning with the Standards for Accreditation.

The Commission expects school officials to use the results of the Collaborative Conference Report as well as the school's identified Priority Areas for Growth to draft a school improvement/growth plan, and to review and implement the findings of the Self-Reflection and Collaborative Conference Report. An outline of the next steps in the Accreditation process is included in the Commission's Accreditation Handbook, which is available on the Commission's website.

A school's initial/continued Accreditation is based on satisfactory progress implementing the school's improvement/growth plan based on the Priority Areas validated by the visiting team and recommendations identified by the Commission as it monitors the school's progress and changes which occur at the school throughout the decennial cycle. The school will complete a Summary Report and host a Decennial Accreditation visiting team two years after the Collaborative Conference to show progress implementing the school's Priority Areas. The Decennial visiting team will identify recommended next steps as well as additional recommendations for the school to continue to align with the Standards for Accreditation and to improve outcomes for students.

To ensure that it has current information about the school, the Commission has an established Substantive Change Policy requiring that principals of member schools report to the Commission within sixty days of occurrence any substantive change which impacts the school's alignment with the Commission's Standards for Accreditation. The Report of Substantive Change must describe the change itself and detail the impact(s) the change has had on the school's ability to align with the Standards for Accreditation. The Commission's Substantive Change Policy is included on the next page. All other substantive changes should be included in the Reports of Planning and Progress and/or the Annual Information Report (AIR) which is required of each member school to ensure that the Commission office has current statistical data on the school.

The visiting team would like to express thanks to the community for the hospitality and welcome. The school community completed a Self-Reflection that clearly identified the school's strengths and areas of need. The time and effort dedicated to the Self-Reflection and preparation for the visit ensured a successful Collaborative Conference visit.

SUBSTANTIVE CHANGE POLICY

NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES Commission on Public Schools

Principals of member schools must report to the Commission within sixty days of occurrence any substantive change in the school which has an impact on the school's ability to meet any of the Commission's Standards for Accreditation. The Report of Substantive Change must describe the change itself as well as detail the impact on the school's ability to meet the Standards. The following are potential areas where there might be negative substantive changes which must be reported:

- elimination of fine arts, practical arts, and student activities
- diminished upkeep and maintenance of facilities
- significantly decreased funding - cuts in the level of administrative and supervisory staffing
- cuts in the number of teachers and/or guidance counselors
- grade level responsibilities of the principal
- cuts in the number of support staff
- decreases in student services
- cuts in the educational media staffing
- increases in student enrollment that cannot be accommodated
- takeover by the state
- inordinate user fees
- changes in the student population that warrant program or staffing modification(s) that cannot be accommodated, e.g., the number of special needs students or vocational students or students with limited English proficiency

Roster of Team Members

Chair(s)

Chair: Mrs. Kimberly Gallo - New England Association of Schools & Colleges

Assistant Chair: Ms. Lori Ferreira - New England Association of Schools & Colleges

Team Members

Ellen Corvi - Mildred H. Aitken School

Adolfo Costa - Cumberland High School

Catherine Hawthorne-Kocak - Winman Middle School