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

Commission on Public Schools

Commission on Public Schools

Report of the Visiting Team for South Kingstown High School

Wakefield, RI

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School and Community Summary

School and Community Summary

South Kingstown High School (SKHS) serves the residents of Washington County, which is known locally as South County. It is located approximately 32 miles south of Providence. Originally established in 1729 as Kings County comprises the villages of Matunuck, Wakefield, Kingston, Peace Dale, and West Kingston. Bordered by Charlestown on the west, Richmond on the northwest, Exeter and North Kingstown on the north, and Narragansett on the east, the southern border comprises 5.5 miles of coastline on Block Island Sound. South Kingstown is approximately 62.3 square miles.

The nearby University of Rhode Island brings students to the area, and warm weather beckons tourists, so there are seasonal rentals and summer homes, but the year-round population is approximately 30,650. Approximately ninety percent of the population is white, and no minority group comprises more than 6 percent of the population; 5.1 percent is Hispanic or Latino, 2.5 percent is Black or African American, 2.1 percent is Asian, 2.3 percent is two or more races, and 1.7 percent is Native American.

Historically, commercial fishing, farming, tourism, and the university have provided the primary employment opportunities for residents, and the median household income is $81,735. In 2018, 9.1 percent of people were in poverty.

There are seven schools in the South Kingstown School District including four elementary schools (Matunuck, Peace Dale, Wakefield, and West Kingstown), two middle schools (Broad Rock and Curtis Corner), and one high school, SKHS.

Over the past five years, South Kingstown High School's enrollment has declined by 8 percent and based upon population and enrollment forecasts (conducted by McKibben Demographic Research, LLC in 2019), South Kingstown's "resident non-college fertility rates are below replacement levels" (TFR=1.86 for the district vs. 2.1 for replacement level); many local 18 to 24-year-olds leave the district for colleges and universities or for employment in more urban areas; most of the non-college-bound district immigration occurs in the 0-9 and 30-44 age group; and the median age of district residents is predicted to increase from 35.6 in 2010 to 38.5 in 2030 (excluding college students, the median age of the population will increase from 44.4 in 2010 to 45.9 in 2030). As a result of such demographic changes, South Kingstown's school district's total enrollment is forecasted to decline by 90 students (3 percent of the population) between the 2018-2019 school year and the 2023-2024 school year. It is expected that enrollment will rise between 2023 and 2029.

There are currently 933 students enrolled with a 12:1 student to teacher ratio. The average graduation rate is 94 percent and 43 percent of students take AP courses. The school's minority population is 14 percent, and 15 percent are eligible for free or reduced lunch. The per-pupil expenditure is $19,719, which is $2,410 more than the state average of $17,309.

The faculty includes 78 full-time and part-time classroom teachers, in addition to 5 school counselors, 1.6 school psychologists, 1 research and learning commons specialist, 2 deans, a speech and language therapist, a social worker, a CTE coordinator, and a school nurse-teacher. There are department chairs in the area of applied learning, English, world language, mathematics, science, social studies, health/physical education, special education, fine arts, and guidance. The administrative staff consists of 1 principal, 2 assistant principals, and a K-12 athletic director.

Above and beyond the 182 school instructional days, faculty members have departmental planning time together on Wednesday mornings in addition to monthly faculty meetings, after-school professional development several times yearly, and numerous professional development days throughout the year.

Graduation requirements include a minimum of 24 credits:

- 4 credits in English
- 4 credits in Mathematics
- 3 credits in Social Studies (to include U.S. History)
- 3 credits in Science (to include 2 lab courses)
- 2 credits in Physical Education
- 1 credit in Health Education
- 6.5 credits in electives and/or support courses

Students at South Kingstown High School benefit from established connections with nearby colleges and universities and can participate in dual enrollment programs with the University of Rhode Island and Rhode Island College. There are also various courses offered at the high school in which students can receive college credits.

South Kingstown High School has four career and technical education programs approved by the Rhode Island Department of Education. The programs are allied health- CNA & EMT, computer science, construction technology, and studio art craft/fine artist and designer. Application to programs is required for all in and out of district prospective students. Upon acceptance into any program, students take three full years of courses within their CTE content area with priority seating in all CTE classes, receiving of college credit and/or certifications from specific CTE courses, participating in work-based learning experiences with local industries and community partners, and having the opportunity to learn about many potential careers available within their CTE field. Applications are reviewed throughout the year with rolling admissions for incoming ninth and tenth grade students.

At South Kingstown High School, there are several different levels of special education services and supports. At the high school, there are 9.5 special education teachers, 1.8 school psychologists, one ELL teacher, 1.5 social workers, one speech/language therapist, 0.5 occupational therapist, 1 full-time physical therapist, one director of pupil personnel, and two administrative assistants. There are also nine full-time paraprofessionals who work with students within mainstream classes and special education programs. There are a total of 93 students with active IEPs, receiving a variety of services at a variety of levels. The high school has several different special education programs and classes. Special education teachers collaborate with all teachers, counselors, targeted services, and other support staff in order to achieve the school's 21st century learning expectations.

South Kingstown High School's students are recognized and praised in various ways. There are an annual Senior Honors Night, a combined National Honor Society and World Language Honors Night, and underclassmen awards assemblies, at which students receive departmental awards for all subjects and university or college book awards. Additionally, student-athletes are honored yearly at an athletic banquet and earn athletic titles at the divisional and all-state levels. The school provides two yearly testing dates for students to demonstrate their second language skills with the possibility of attaining the Seal of Biliteracy, and those students who succeed are recognized for their accomplishments at graduation. Students are also honored for art and drama accomplishments and earn positions every year in Rhode Island all-state music and choral ensembles**.** There are also academic state competitions such as the Academic Decathlon and Mathletes in which SKHS students compete. They also compete in the STEAM fair, and winners typically compete in the Rhode Island Science and Engineering Fair. The school has also facilitated summer internships at NUWC.

Core Values, Beliefs, and Vision of the Graduate

MISSION STATEMENT

The Rebel Way

South Kingstown High School is proud to be a safe and respectful community of learners that recognizes and encourages the talents and potential of every student. We are committed to a rigorous curriculum that fosters and develops identified academic, civic and social skills. The 21st century Rebel is an independent, critical thinker

who effectively participates in our diverse community.

We believe students learn best, first and foremost, when they assume responsibility for their own learning. It is incumbent upon the learning community to support them by providing the following:

- clearly communicated expectations
- varied support structures for all learners
- authentic learning opportunities both in and out of school
- instruction that meets all students' needs
- 21st century learning tools
- opportunities to employ critical thinking skills
- timely and constructive feedback
- teachers who are knowledgeable in content and method
- a positive, safe and supportive environment
- multiple opportunities to engage parents

School Improvement Goals: All SKHS students will …

1. Be exposed to a variety of reading materials and strategies that focus on inferring, determining main ideas, and making connections to other texts or real-life. These skills will result in their improved ability to comprehend and become critical readers.
2. Write clearly and effectively by establishing a topic and a context, using evidence and reasoning to communicate ideas.
3. Be able to read, interpret, analyze and extrapolate information from pictorial graphics.
4. All students and staff will clearly articulate and implement the behavioral expectations in all school settings. (See pages 11 and 12 for the behavior matrix related to Positive Behavioral Interventions and Supports (PBIS).)

VISION OF THE GRADUATE

Students who graduate from South Kingstown High School will demonstrate:

1. Critical Thinking Skills:

SK graduates conceptualize, apply, analyze, synthesize, and evaluate information that is read, observed, or gathered from or by experience, reflection, reasoning, or communication, as a guide to a belief, understanding, or action.

Students who demonstrate such skills will:

- apply knowledge and creativity to develop an understanding of their effects on society and the environment.
- interpret a variety of sources, relate knowledge gained to self and community, make predictions, and solve problems in real world situations.
- ask questions, make predictions, design experiments, and collect and analyze data to understand a problem and propose a course of action.
- synthesize, reflect on, and analyze own and others' work.

2. Creativity:

SK graduates use their imagination to create original ideas, turn those ideas into reality, and explore alternate perspectives.

Students who demonstrate such skills will:

- create role plays, projects and other artistic creations.

- formulate original research projects.
- demonstrate creativity by producing unique solutions.
- find innovative ways to better the community.
- develop creative solutions utilizing alternative means to acquire content knowledge.

3. Character:

SK graduates demonstrate honesty, integrity, responsibility and courage. They strive for continuous personal growth by practicing self-discipline, reflection, and loyalty.

Students who demonstrate such skills will:

- demonstrate academic integrity by adhering to the guidelines and norms expected in an academic setting.
- follow appropriate academic research guidelines.
- demonstrate good sportsmanship.
- appropriately use technology.
- give back to the community through various volunteer opportunities, internships, community-based projects, and performances.
- strive for continuous growth through self-awareness and reflection.
- build collaborative relationships inside and outside the classroom.
- engage in academics to their personal best ability.
- become an independent learner and take responsibility for their own learning through goal setting, self-reflection, and problem solving.
- reflect and act on their beliefs and values to demonstrate decision-making skills for reaching their post-secondary goals.

4. Communication:

SK graduates participate effectively in a variety of speaking, listening, and writing opportunities.

Students who demonstrate such skills will:

- communicate effectively through written expression.
- apply knowledge to interpersonal conversations and public speaking.
- actively listen and respond to the ideas of others in an articulate manner.
- use technology to enhance communication.
- use multiple formats to articulate ideas, both formally and informally.
- self-advocate and take responsibility for outcomes by communicating with a purpose.
- construct and critique evidence to respond to others' ideas.

5. Collaboration:

SK graduates work with others effectively and respectfully, contributing to a desirable, shared outcome from a collaborative effort.

Students who demonstrate such skills will:

- provide peer mentoring.
- participate in group thinking and discussion.
- listen and respectfully respond to the ideas of others.
- observe and identify the strengths of others when working within a group.
- work in small and large groups, share the workload, and take responsibility for outcomes.

6. Citizenship:

SK graduates engage in school and community activities and take on civic responsibilities.

Students who demonstrate such skills will:

- improve the South Kingstown and global community and understand the challenges faced by citizens around the world.
- generate plans that can affect social change.
- make connections with outside local and global sources to solve relevant problems.
- understand civics and the role and responsibilities of the individual in a democratic government.
- demonstrate the ability to initiate and take leadership roles.

7. Content Mastery:

SK graduates, with in-depth, varied content knowledge, are ready for postsecondary education and opportunities across industries, disciplines, and careers.

Students who demonstrate such skills will:

- understand the world and the role history plays in complex, modern issues.
- be able to read, understand, and analyze information from a variety of sources
- communicate ideas effectively through written and spoken language.
- become young adults who will be able to make positive life decisions by understanding the importance of being physically and emotionally healthy.
- demonstrate creativity in visual and/or performing arts.
- demonstrate content and skills mastery in life, physical, and earth science by being able to design and execute steps for solving problems that relate to the natural and built environments.
- problem solve real world mathematical scenarios and apply mathematical concepts to various STEAM opportunities.
- learn skills in the academic, personal, social, and career exploration areas that will allow for real life opportunities.
- integrate knowledge and perspectives gained.

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

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 comprised 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 stake-holders 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 comprised of the professional staff were appointed to supervise the school's self-reflection and Accreditation process. At South Kingstown 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. South Kingstown 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 four members was assigned by the Commission on Public Schools to conduct a Collaborative Conference visit to South Kingstown High School in Wakefield, RI. The visiting team members spent two days conducting a virtual 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 Secondary Schools' and Public Elementary and Middle 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 South Kingstown High School.

Foundational Element Ratings

Foundational Element Ratings

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

Foundational Element 1.1a - Learning Culture

Narrative

The South Kingstown High School (SKHS) school community provides a safe environment in that students feel a sense of belonging and connectedness to their school and teachers. Parents feel that their children are safe in school and that the school has made some improvements to the physical security of the building entrances. However, although minor improvements have been made, school staff still report that the building has several unresolved issues such as a leaking roof, broken windows, and interior doors that do not lock which preclude actual physical safety for the school community. The school and district have adopted a number of policies that prioritize student and staff safety and promote an equitable environment. Students expressed a deep appreciation for their teachers, emphasizing that teachers have gone above and beyond to provide a safe, welcoming environment during the Covid-19 pandemic. Teachers expressed a willingness to do whatever it takes to help students and reported spending many hours after school or on the weekends to provide for a productive learning environment.

Rating
Does Not Meet the Standard

Foundational Element 1.2a - Learning Culture

Narrative

The school has a written document describing its core values, beliefs about learning, and vision of the graduate. The school's vision of the graduate includes seven key components including critical thinking, creativity, character, communication, collaboration, and content mastery. Although it is not yet integrated fully into the curriculum, its ideas are drawn from the school's culture and reflect the values of the larger community.

Rating
Meets the Standard

Foundational Element 2.2a - Student Learning

Narrative

The school does not have a written curriculum in a consistent format for all courses in all departments that includes units of study with/essential questions, concepts, content, and skills. While most classes are offering robust curriculum, it is not consistent from class to class and not yet, by design, integrating the school's vision of the graduate. The common planning time has resulted in some shared curriculum in some subject areas, but there is no consistency from department to department.

Rating
Does Not Meet the Standard

Foundational Element 3.1a - Professional Practices

Narrative

The school has aschool improvement/growth plan, which reflects the school's core values, beliefs about learning, and vision of the graduate. The school community uses this plan, as well as the nascent vision of the graduate to inform decision-making. As these processes become more entrenched in the school culture they will have an even greater impact.

Rating
Meets the Standard

Foundational Element 4.1a - Learning Support

Narrative

At SKHS nearly all students receive appropriate intervention strategies to support their academic, social, and emotional success. There are several ways in which students who may need additional services are identified. Response to Intervention/Multi-tiered Support System, the Early Warning System, and mental health referrals all flag students. The advisory program meets four days a week which brings students together with a consistent teacher throughout their entire high school career which allows advisory teachers to monitor student progress. Personal learning time and personal behavioral plans are all in place to help close gaps once students are identified. On the NEASC opinion survey, 89.2 percent of the faculty report they are aware of the steps they can take to ensure students receive the extra support they need, and 80.1 percent of students responded saying they know who to go to if they need social or emotional support and 67 percent take advantage of the academic support which is available if they need them.

Rating
Meets the Standard

Foundational Element 5.1a - Learning Resources

Narrative

The school site and plant limit the delivery of curriculum, programs, and services. While in many cases instruction and programs are effectively delivered in the current SKHS building, the ability to do so in all areas is limited by the physical facility. Concerns in the current building include limited science lab space, limited arts facilities, the small size of the auditorium and gym, the construction tech CTE programming being in a separate building and the space for other CTE programs such as Allied Health being too small. Parents, students, and faculty all report that teachers cannot overcome the shortcomings of the building. In addition, there are maintenance concerns such as interior doors that will not lock, broken windows, leaks in the roof, and floor tiles coming up. Appropriate inspections have been done and systems meet the industry standards in most areas for safety with regard to asbestos, elevator service, board of health compliance, and Compass Safety Food Assessment. The Union Fire District has identified areas of concern which include doors needing repairs and several cases in which the emergency lighting systems are inoperable. The current SKHS building does not support the school committee's stated goal of having "high quality facilities" and limits the educational and programming opportunities that the school and district can provide for its students.

Rating
Does Not Meet the Standard

Standard 1 - Learning Culture

Narrative

The SKHS school community provides a safe, positive, respectful and inclusive culture that ensures equity and honors diversity in identity and thought. Students feel a sense of belonging and connectedness to their school and teachers. Parents feel that their children are safe in school and that the school has made some improvements to the physical security of the building entrances.However, although minor improvements have been made, school staff still report that the building has several unresolved issues such as a leaking roof, broken windows, and interior doors that do not lock which preclude actual physical safety for the school community. The school and district have adopted a number of policies that prioritize student and staff safety and promote an equitable environment. Students who need assistance have many options for assistance for concerns relating to mental health, social, emotional, or academic issues. The school utilizes MTSS meetings to identify students needing intervention and individual teachers may make referrals for student support. Students expressed a deep appreciation for their teachers, emphasizing that teachers have gone above and beyond to provide a safe, welcoming environment during the Covid-19 pandemic. Teachers expressed a willingness to do whatever it takes to help students and report spending many hours after school or on the weekends to provide for a productive learning environment. There are a number of student groups that promote a positive school culture and inclusivity among the student body. The school recognizes that although they employ many strategies to support students' needs there is more they feel they could do. The school recognizes that further integration of the MTSS system is one way this could occur.

SKHS's adopted core values, beliefs about learning, and vision of the graduate sometimes drive student learning, professional practices, learning support, and the provision and allocation of learning resources. Currently, the school feels that the core values and beliefs about learning are embedded and well understood by the school community. The school is still working to embed the vision of the graduate throughout the school community but feels significant inroads have been made especially in conjunction with the newly established senior project. School staff feels that the senior project offers the opportunity to promote and establish the SKHS vision of the graduate throughout the school and community. In addition to aligning the senior project to the vision of the graduate, school staff regularly hold meetings to discuss the vision of a graduate and determine ways in which to align professional practices to support its implementation. Students and parents receive information about the vision of the graduate through emails, meetings, and other related school communications. The school has sought to redesign its course offerings to promote more project-based courses or CTE pathways. They have also instituted a 4x4 schedule to allow for greater exploration of content. The school understands that to continue its growth it needs to continue to provide courses reflective of student interests and needs. The school leadership team also understands the need to increase communication with all stakeholders about the core values, beliefs about learning, and vision of a graduate to inform the school community and increase a shared sense of understanding.

The school community intentionally 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. SKHS offers a breadth and depth of courses that appeal to a broad range of intellectual interests. The school has flexibly scheduled to provide opportunities for students to take advanced or CTE courses or receive intervention support through personalized learning time (PLT). SKHS also has an advisory program that helps to foster connections between peers and adults at the high school. Each student has a faculty member who will remain their advisor throughout their high school career. A peer-to-peer program has been created to support student mental health needs. To help assess connections to the high school, the school administers a connections survey that measures student connectedness to peers and adults at the school. Students are supported in a number of ways, including by the two deans who loop with student grades which allows for meaningful relationships to be built. Students are also supported by their advisory teacher, guidance counselor, and, if applicable, case manager for special services. Students have access to reading and writing interventions and credit recovery. Students who are experiencing academic difficulties may be flagged by the early warning system used by the school. Frequent meetings are held to discuss intervention plans for students

flagged in the early warning system (EWS) by a number of school personnel. The school has a number of lingering questions about how to best provide student support and intervention and is looking to tie this work into a district framework and alignment with the vision of the graduate. The school has a number of traditions that students and teachers alike cite as reasons for the positive school culture. These include a number of student-led activities such as theater performances, talent shows, themed school days, and over 30 clubs and organizations. SKHS offers a full range of interscholastic boys and girls sports as well as a unified program.

The SKHS school community's professional culture demonstrates a strong commitment to continuous improvement through the use of research, collaborative learning, innovation, and reflection. Teacher leaders expressed satisfaction in the professional development offered by the district, and pride in the fact that much of the professional development was developed and delivered by district teaching staff. Teachers are committed to improving their pedagogy through collaboration and reflection in the TLC and CPT time. Research and collaboration are evidenced by the mental health team which meets weekly to discuss and plan support for students with mental health needs. This group also implements the connections survey using the data to further support students. SKHS is committed to continuous improvement and understands the challenges ahead. They have recognized that although they have many support structures in place there is always room to grow and improve in supporting student needs. They would also like to streamline the communication process so that all stakeholders are on the same page and a clear consistent process exists when communicating information about students. They also recognize an inequity that exists in the class sizes between advanced classes and other classes. There was also a need expressed for greater professional development in the area of social-emotional learning.

SKHS has a school culture that promotes intellectual risk taking and personal and professional growth. Students, teachers, and building administrators all expressed great pride for SKHS and the inclusive school community that exists at the school. One student even expressed that she felt SKHS was the best high school in Rhode Island and that she had the best teachers in the state. This positive culture helps to promote high academic standards for learning, a range of learning experiences through a variety of course options, and over 30 clubs and activities for students to choose from. The school provides a number of avenues for staff professional growth through school/ district professional development offerings, common planning time, and the teacher learning center. The time allotted for professional develop indicates a growth mindset in the community that is evidenced somewhat unevenly.

SKHS has an inclusive definition of leadership and provides school leaders with the authority and responsibility to improve student learning in many areas. Teachers at SKHS were extremely complementary to the leadership style of the school principal. He utilizes a collaborative approach that fosters a sense of inclusion and shared responsibility. There are numerous ways students and staff have to share input into the direction of the school. There are a number of faculty boards in which teachers can share in school-wide decision-making including the School Improvement Team, the department head team, facilitating in the teacher learning center, and running professional development. Students have input into the school decision-making process through the student advisory council to the principal and the various aspects of student government.

The SKHS school culture fosters civic engagement and social and personal responsibility in many areas. SKHS offers 30 clubs and activities that appeal to a range of student interests and allow students to showcase their individual strengths and skills. Students also have the opportunity to pursue internships with a number of local businesses to strengthen skills and make future connections.

Sources of Evidence
- central office personnel
- classroom observations
- department leaders
- parents

- school leadership
- self-reflection
- students
- teachers

Standard 2 - Student Learning

Narrative

South Kingstown High 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. The vision of the graduate was just developed in the 2019-2020 SY and is in the early stages of influence. The 7Cs of Success - Critical Thinking, Creativity, Character, Communication, Collaboration, Citizenship, and Content Mastery - are aspects that all students should attain prior to graduation and carry with them into their futures. These aspects are measured in every class in every academic discipline and reported to parents and students at marking periods in the forms of a content mastery grade, which measures a traditional grade for a class and a learner quality score, which measures such skills as work completion, class participation, meeting deadlines, and class attendance.

The school does not have a written curriculum in a consistent format for all courses in all departments that includes units of study with/essential questions, concepts, content, and skills and integrates the school's vision of the graduate. While most classes are offering robust curriculum, it is not consistent from class to class and not yet, by design, integrating the school's vision of the graduate. A curriculum audit was completed recently and a plan will begin on curriculum writing throughout the entire district, which will begin with the English Language Arts department. It is a goal to have a standardized curriculum including common assessments that is district-wide which will be adopted by the school committee. While the vision of the graduate is not yet enmeshed in the curriculum, as the school begins to design more consistent curriculum, that curriculum will reflect it school-wide.

Curriculum ensures that learners demonstrate a depth of understanding over a breadth of knowledge. SKHS has four state-approved CTE programs (construction technology, studio art, applied health, computer science) in which students learn skills that can be applied to a future career. A fifth CTE pathway - biomedical science - is expected to attain state-approved CTE status in the near future. Students enrolled in the Alternative Assessment-Life Skills classes participate in vocational experience with a job coach in school and out in the surrounding community. Several classes were observed that used the online learning component to allow students to dive deeply from photography to Spanish by opening up student choice options.

Instructional practices are designed to meet the learning needs of each student. Teachers strategically differentiate, individualize, and personalize instructional practices based on student learning needs in numerous ways. In the hybrid model SKHS has adopted during the pandemic, teachers have had to modify their course content and teaching style or provide previously unneeded accommodations so all students can access subject content and find success. Teachers allow students to type responses in the chat feature as opposed to answering out loud if they are not comfortable speaking.

Students are active learners who have opportunities to lead their own learning. Students have the opportunity to enroll in state-approved CTE programs beginning in their freshman year and follow the program until graduation. Many subjects have electives that are geared toward the student's interest and future career. From Women's Studies in English to Statistics in math to Carpentry in technical education, there is a diverse range of elective opportunities to meet the needs of every student. Teachers also use a variety of assessments and personalized learning strategies to help spark student motivation. In 2019-2020, SKHS developed the senior project where students compose an exhibition and are either learning something new or are expanding on a previously learned concept. The exhibition consists of a research paper, fieldwork with a mentor, and a presentation before a panel of SKHS faculty. The Genius Hour class, which is currently in its first year being offered as an elective as SKHS, is purely project-based learning. Students brainstorm ideas of what they want to learn, build the idea, and pitch it to their peers for feedback before moving forward on their project. The school wide push towards Project Based Learning has allowed student choice to inspire student work.

Learners regularly engage in inquiry, problem-solving, and higher order thinking skills. Classroom strategies include the use of higher-order questioning and creating inquiry-based projects, interactive lessons, and activities that target and focus on improving critical thinking skills. There are specific courses and programs that are inquiry-based or project-based. For example, the CTE programs are designed around authentic tasks that help students think critically in order to solve real-world problems. Students in the PLTW Medical Interventions have been

working on a unit that focuses on a family and how cancer may be detected among family members. In an English elective (Horror Writing), there is thoughtful analysis and discussion among students while reviewing an EdPuzzle from a previous lesson.

Learners demonstrate their learning through a variety of assessment strategies that inform classroom instruction and curriculum. Various assessment strategies also inform classroom instruction and shape how the class will operate. SKHS utilizes a wide range of formative and summative assessments. Formative assessments include exit tickets, checking for understanding multiple choice quizzes, and quick writes. The school also uses various online resources for formative assessment such as Kahoot, EdPuzzle, and Delta Math. These assessments are meaningful and necessary as they serve to inform and differentiate classroom instruction. Kahoot was being used in a social studies classroom to show which vocabulary had been mastered in a topic by students and which required further study.

Learners have multiple opportunities to demonstrate learning, receive corrective feedback, and use this feedback in meaningful ways to support their learning. Students receive feedback which can be used in meaningful ways to support their learning. Corrective feedback is provided through numerous tools including department-wide rubrics, peer editing, teacher conferencing, self-reflection forms, and student and teacher feedback with comments on G Suite products. Students have opportunities and time to revise and improve their work. If the student receives a grade lower than a 75, they are provided a two-week revision period from the date the assignment was due.

Learners use technology across all curricular areas to support, enhance, and demonstrate their learning. South Kingstown has adopted a district-wide one-to-one policy where there is a laptop for every student enrolled. All teachers are using the G Suite products to assign, accept, and track work. Other programs used include Duolingo, Padlet, Socrative programs, Quizzlet, EdPuzzle, and 3D modeling.In a photography class, students in person were using DSLR cameras to capture their work. Those students who were virtual were able to use smartphones to complete the task. Their work was uploaded on a teacher created slide deck where each student had space to display their work. Students were encouraged to leave feedback on other student work as it was submitted.

Sources of Evidence
- classroom observations
- department leaders
- NEASC survey
- self-reflection
- students
- teachers

Standard 3 - Professional Practices

Narrative

South Kingstown High 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. At SKHS the vision of the graduate was developed with input from a wide range of stakeholders during the previous academic year. Student, parent, and community voices were solicited as part of the process, and a student designed the vision of a graduate graphic that is being used. The entire faculty voted on the content of the vision of the graduate that includes the "7C's" as the core component and reflects the school's core values and beliefs about learning. The current status of the vision of the graduate resides with the School Improvement Team (SIT). This team comprises a cross-section of faculty, parents, administrators, and community members. As reported by faculty and administrators, the mission of the group's work this academic year is to determine how best to implement the vision of a graduate across the school in meaningful ways. This will then be translated into the school improvement and growth plans. Future work includes a more cohesive and complete alignment between the vision of a graduate, the school improvement plans, and the educational goals of the school, district, and community. The senior project will become the capstone project for this work, representing a PK-12 effort for all students.

At SKHS, educators engage in ongoing reflection, formal and informal collaboration, and professional development to improve student learning and well-being. Teachers at SKHS have common planning time once a week by department and there is Teacher Learning Time, cross-disciplinary cohorts that regularly meet to discuss student engagement and educational practices. English learner, reading, math, and special education teachers meet regularly across content areas to discuss and plan for at-risk students, create lesson plans, and strategize to engage all learners. Currently, most professional development is teacher choice and much of it is teacher-led. Instructional rounds, temporarily discontinued due to the Covid-19 pandemic, offer the opportunity for teachers to observe one another's classroom strategy and methodology. Teacher evaluation is conducted on an annual, biennial, or triennial basis with educators sharing feedback, best practices, and assessment tools to enhance their practice. Many teachers attend state and national conferences. SKHS also provides co-taught classes for students in which two teachers co-plan and co-teach to address the needs of all students. These collaborative teaching classrooms provide opportunities to create appropriate modifications and accommodations to the curriculum and instruction for students in these classes. The superintendent plans to create formal opportunities in the district must be created to align curriculum PK-12 in a vertical manner as well as horizontally across grades and courses.

Educators consistently examine evidence of student learning and well-being to improve curriculum, instruction, assessment practices, and programs and services. Teachers meet regularly and collaboratively to review student work and adjust curriculum as needed. Time is provided for teachers to meet by department to develop common assessments and to analyze the results of these assessments. A new Multi-Tiered System of Supports (MTSS) has been implemented this year to address the needs of students at risk. These intervention and remediation efforts in the school address learning gaps for students, especially in the area of social-emotional learning. SKHS is working to implement plans to address the academic needs of all students, particularly those for whom engagement has proved more difficult. Focus this year has been on English and math. The current hybrid block schedule was developed to meet needs related to the pandemic and has impacted the ability of SKHS to respond to student needs. However, creative use of the Personalized Learning Block to ensure that students receive interventions during this period in a pull-out model. This means that students are not missing another class or are not prevented from enrolling in an elective. Parents and teachers cited concerns about the mental health and overall well-being of students, especially as a result of the impacts of the pandemic. There are ongoing relationships with mental health professionals and organizations in the greater community. Students are connected by their counselors with outside resources as appropriate.

Collaborative structures and processes support coordination and implementation of curriculum. The foundational structures and processes are in place for the coordination and implementation of curriculum, along with ample professional development time. The time allowed in the schedule for collaborative work has led to pockets of

consistent curriculum. The administration and faculty hope to harness this time to create a cohesive written curriculum format which will then be employed by all departments and the teachers within them from PK-12. This consistency will create coherence in the district and each school, including SKHS, as student learning objectives are clearly identified. Curriculum resources can be adopted and common assessments created that are aligned with the curriculum development work. As noted by the superintendent and director of curriculum, this is work that the district is beginning with the ELA department on a district level, and SKHS will benefit from this effort. Without an agreed-upon written curriculum, the collaborative structures and processes are limited in their impact on the coordination and calibration of curriculum and assessment.

School-wide organizational practices are mostly designed to meet the learning needs of each student. The newly implemented MTSS system and the creative use of the block schedule contribute to the ability of SKHS to meet the academic needs of students, especially those with learning gaps in English and math. Parents and teachers point to the mental health needs of students that have been exacerbated by the pandemic. Mental health support for students is an increasing need and while partnerships with community resources are in place, there is not yet a structure or process for providing outside support. Teacher relationships are essential to the social and emotional well-being of students and these relationships seem to be quite strong as reported by students and parents. A more formal process of screening and intervention has recently been developed as part of an early warning indication of students who are struggling. SKHS also offers a range of programs that appeal to a variety of students. Various CTE pathways have been created for students in the past few years as well as dual enrollment opportunities for interested students. Students can also enroll in a variety of AP courses. There are some opportunities for vertical conversations with middle school staff which benefit SKHS students.

Educators develop productive student, family, community, business, and higher education partnerships that support learning. SKHS has developed many community relationships that benefit students. Unfortunately, the internship program which allowed students to go into the community and work in local businesses has been curtailed due to the pandemic. It is expected that this program will be reinstated when health metrics allow for the safe inclusion of students in these settings. SKHS students have the opportunity for dual college enrollment at two local higher education institutions which provides an opportunity for students to earn college credit while still in high school. There is a strong parent teacher group and many parents and community members sit on the current school improvement team and previously participated in the development of the vision of a graduate. Parents and students speak highly of the guidance department and the support that students at SKHS receive from this department. This included course selection and the college application process as well as the implementation of accommodations needed for specific students. Parents and administrators report that communication has greatly improved from SKHS in the past year. However, it was also noted that communication has been largely one way from the school to families. The school uses Skyward, a program in which families can check grades for their students.

Sources of Evidence
- central office personnel
- department leaders
- NEASC survey
- parents
- school leadership
- self-reflection
- teachers

Standard 4 - Learning Support

Narrative

At SKHS nearly all students receive appropriate intervention strategies to support their academic, social, and emotional success. There are several ways in which students who may need additional services are identified. The school is moving closer to alignment to Rhode Island's Response to Intervention/Multi-tiered Support System. Special education services are in place. When a referral is made, the standard process of identifying the need for services is implemented and if necessary, an IEP is created. Students who are on IEPs are placed into collaborative classes which allow for special academic services and help with executive functioning goals. Math Workshop and Reader's Workshop are programs through which students are monitored for progress and are given academic support with quarterly reassessment. When academic concerns are raised because of attendance issues and student engagement, the Early Warning System is implemented and a plan is developed by counselors and the student to address these issues. There are several supports and interventions for students who have social and emotional behavioral needs. The Positive Behavioral Intervention Supports reinforce positive behavior in students with school-wide recognition. If a faculty member is concerned about the mental health of a student they can fill out a mental health referral which results in an investigation and a plan for intervention. The robust advisory program meets four days a week and is an opportunity for teachers and students to connect throughout the students' entire high school career. When necessary, Personal Behavioral Plans are developed for students with behavioral issues. The tiered structure is similar to the academic RTI format. On the NEASC survey, 89.2 of the faculty are aware of the steps they can take to ensure students receive the extra support they need. Students responded to the survey with 80.1 percent saying they know who to go to if they need social or emotional support, and 67 percent take advantage of the academic support which is available if they need them. The Multi-tiered System of Support meets weekly. This is a group of stakeholders who review referrals made by teachers in academic and behavioral areas. In this format, data is collected which is reviewed quarterly to ensure that intervention strategies remain effective.

Students consistently receive counseling services that meet their personal, social, emotional, academic, career, and college counseling needs from adequate, certified/licensed personnel. There are four counselors and a guidance department director and an administrative assistant who serve the student population. In addition, the CTE coordinator is considered a member of the department. The department communicates primarily through their website and Twitter account, in addition to student and family email. The guidance curriculum and individual learning plans are disseminated through Naviance. Each counselor endeavors to meet with their students at least twice a year, although there are students who meet much more frequently with their counselors. In addition, there are programs to reach specific school populations, particularly seniors engaged in the college application process and younger students who might be interested in the career and technical education program in which approximately 25 percent of the student body is enrolled. Counselors are informed if students demonstrate a need for academic or social-emotional services. They can then address the issues and when necessary engage outside help. When concerns arise, counselors facilitate meetings with the student, family, and faculty members which can result in a graduation plan. Counselors are also involved in areas that focus on celebrating student achievements such as Senior Honors Night and the Junior Book Award. In addition, they sponsor the Welcome New Student breakfast and created the Shadow Program and Eighth Grade Transition Day which ensure that new members of the school community feel welcome. Members of the guidance department serve on committees such as the Crisis Management Team, the School Improvement Team and the Vision of the Graduate committee. They attend state and national conferences and share resources and ideas with one another. They work collaboratively within their department and in the school community as a whole.

All students at SKHS receive health services that ensure their physical and emotional well-being from adequate, certified/licensed personnel. The health office consists of one FTE certified school nurse teacher, a social worker, two school psychologists, a student assistance counselor, and a contracted CNA. They provide services such as management of acute and chronic health care conditions, administration of first aid and emergency response, and identification of emotional and behavioral concerns. The nurse develops individual healthcare plans for students with serious and chronic medical needs. She works in close cooperation with the guidance department and is a member of the Evaluation Team. On the NEASC survey, 96.4 percent of students report that they received health services that ensure their health and well-being, and 98.8 percent of faculty said that a nurse is

available when a student needs help. The nurse provides preventative services and state-mandated screenings and refers students for both mental and physical health care issues. She is also responsible for immunization management, compliance, and surveillance per the Rhode Island Department of Health. In addition, the athletic department keeps track of annual physicals and mandated concussion awareness training for student-athletes. The athletic trainer treats sports-related injuries as well as documenting treatments, evaluations, and injuries. They also provide home exercise plans to help strengthen injured areas. The health department provides a comprehensive health curriculum for students with the aim of developing lifelong skills to establish healthy adult lifestyles based on the Rhode Island Education Frameworks and Comprehensive Health Instruction Outcomes. The department is also responsible for the CTI allied health class where students can earn department of health certification as a certified nursing assistant or emergency medical technician.

Students do not receive library/information services that support their learning from adequate, certified/licensed personnel. While the physical setting of the learning commons is used by many community members and the library coordinator who runs it offers excellent resources, particularly through her use of technology and media, the school community misses out on resources and support they could have if there were a licensed library media specialist. On the NEASC survey, only 52.4 percent of students responded that they use the library to support their learning, although 75.9 percent reported that they can use the library space when needed. The space includes a makerspace, touch-screen interactive boards, and a green room for video creation. Books, digital resources, student orientation, and teacher and student support are made available by the library coordinator; but fewer than half of the teachers surveyed responded that library/information services are integrated into the curriculum. In addition, the school community loses out on library resources offered by the state by not having a certified library professional in the learning commons.

At South Kingstown High School, identified English Language Learners and students with special needs and 504 plans receive appropriate programs and services that support learning from adequate, certified/licensed personnel. The EL specialist has a formal process for identifying and serving students who speak a home language other than English. New students are provided the RIDE home language survey upon registration. If another language is listed, guidance informs the EL specialist who will then conduct a family interview. The student is given a WIDA screener assessment to determine what level of support they will need to be successful. An EL file is created and housed in guidance. After services are completed, students are monitored for two years following their exit date. The EL specialist collaborates across the school community by administering assessments, working with the technology personnel, communicating with teachers to provide background information and resources to meet specific student needs, meeting with each department, providing professional development, working with guidance to place students in appropriate courses, collaborating with the special education department for EL students who have need of their services, communicating with EL students and their families, and providing interpreter and translation support for families when necessary. In addition, the EL specialist is part of the district EL team and attends monthly meetings. On the NEASC survey, 89.1 percent of teachers state that ELs receive appropriate services and supports, and 90.4 percent report that ELs are appropriately included in in-school and after-school activities.South Kingston High School students are served by 9.5 special education teachers in addition to school psychologists, social workers, a speech/language therapist, an occupational therapist, a physical therapist, a director of pupil personnel, paraprofessionals, and administrative assistants. These educators collaborate among themselves and across the school community. The severe and profound program focuses on developing and improving independence academically, vocationally, and socially through activities such as the Rebel Cafe. Students' academic goals are aligned with the vision of the graduate and students are afforded the opportunity to participate in the Rhode Island Alternate Assessment program. For students ages 18-22 there is a program at SKHS which is similar to the severe and profound program with a greater emphasis on daily living, transition, and vocational skills. Students with IEPs are afforded access to drop-in skills classes based on the severity of their current needs as well as registering for a dedicated skills class where instruction is based on their individual IEP and through which they can earn academic credit. The special education department collaborates throughout the school community in many ways providing accommodations to general education teachers, consultation with general education teachers as well as service providers in and out of the building, communicating with parents, collaborating with deans and administration, offering professional development, requesting feedback, and working closely with guidance counselors. In addition, they keep track of all the required paperwork and meetings. On the NEASC survey, 92.8 percent of teachers state the special education students are appropriately involved in in-school and out of school activities. Guidelines for students with 504 plans are followed and teachers are apprised of the needs of their students with reference to these plans.

Sources of Evidence

- classroom observations
- department leaders
- NEASC survey
- school leadership
- school support staff
- self-reflection
- students
- teachers

Standard 5 - Learning Resources

Narrative

The community and district provide school buildings and facilities that limit the delivery of high-quality curriculum, programs, and services. While instruction and programs are effectively delivered in the current SKHS building, the ability to do so more broadly and efficiently is limited by the physical facility. Plans are in process for a new bond bill for the community that will remedy this situation. This plan will better position the high school to be contained on one campus with most of the athletic fields; provide a more comprehensive, modern, expanded, and streamlined approach to education; and enable maintenance of a more up-to-date building with modern systems. Concerns in the current building include limited science lab space, limited arts facilities, the small size of the auditorium and gym, the construction tech CTE programming being in a separate building and the space for other CTE programs such as Allied Health being too small. Parents, students, and faculty alike cited that the building has shortcomings that no amount of work by the teachers can overcome, especially in the area of the arts. Administrators cited maintenance concerns such as interior doors that will not lock, broken windows, leaks in the roof, and floor tiles coming up. Some of these concerns were identified to be as much as two years old without appropriate resolution. The current high school building is in need of tens of millions of dollars to be brought up to code and there are currently "lots of bandaids" as part of the routine maintenance efforts for the building. While some cosmetic updates have been done, the needs exceed cosmetic solutions. Appropriate inspections have been done and systems meet the industry standards for safety with regard to asbestos, fire protection, elevator service, board of health compliance, and Compass Safety Food Assessment. The report from the Union Fire District noted areas of concern which included doors needing repairs and several cases in which the emergency lighting systems are inoperable. Additionally, it was recommended that a regular cleaning frequency be established for wall, floors, ledges, pipes, equipment, etc. The new building will be a draw for the community as the area already has walking and biking trails, playgrounds, fields, etc. and the bond provides for renovations at the other middle school and the elementary schools so that the grades can be reconfigured across the district. This would create K-5 elementary schools, a grades 6-8 middle school, and SKHS. Efficiencies of the proposed plan would eliminate the need for ongoing and expensive projects at the current site, would create energy savings related to updated energy systems, and increase efficiencies with a one-floor layout for custodial work as well as providing a more state of the art building to provide a state of the art high school education. The current SKHS building does not support the school committee's stated goal of having "high quality facilities" and limits the educational and programming opportunities that the school and district can provide for its students.

The school/district provides ample time and financial resources to enable research-based instruction, professional growth, and the development, implementation, and improvement of school programs and services. Even with declining enrollments and budget decreases, SKHS has been able to provide the time needed for research-based instruction and professional growth as well as the development, implementation, and improvement of school programs and services. The time provided for professional development is adequate as it is in conjunction with common planning time, time for teacher learning communities (TLC) groups, and faculty meeting time. On the NEASC survey, teachers report they have adequate time for professional growth and development. The School Improvement Team (SIT) also plays a role in school improvement with a focus this year in aligning the work on vision of a graduate with programming within the school. The SIT comprises a wide range of stakeholders whose work is geared toward school improvement. In totality, the amount of professional development time provided by SKHS supports teacher growth and the development, implementation, and improvement of programs and services.

The community and the district's governing body partially provide adequate and dependable funding to fully implement the curriculum, including co-curricular programs and other learning opportunities. The school has been able to provide adequate resources for curriculum and technology. Students are able to access athletics as a shuttle bus is run between SKHS and the fields so that transportation does not hinder participation for students. However, funding from the state of Rhode Island has diminished in recent years, posing a funding challenge for the district and SKHS. Of particular concern are the staffing shortages. This is particularly true in terms of staffing the library/media center, hiring of needed support staff, and hiring enough custodians to provide adequate

custodial services. While the building is structurally sound, it is difficult to maintain due to its age.

The school/district has limited short-term and extensive long-term plans to address the capital and maintenance needs of its building and facilities. The district and school has a comprehensive bond bill that has been proposed and will be voted on by the community this spring. If passed, the long-term plans will be implemented and serve the community well as it impacts all of the schools in the district. If passed, the implementation plan will be approximately three years with the updating of the elementary schools and one of the middle schools, followed by a move out of the second middle school. Then, in a domino fashion, the remaining middle school facility will be renovated and an addition completed. Following those projects, SKHS can move into its new home. If the bond bill fails to pass, the short-term plan is limited to making the necessary improvements to the current building as required for upkeep and maintenance. This approach will not serve the multiple purposes proposed in the current bond bill effort and will serve to maintain the status quo, limiting educational and programming opportunities for students, within a facility already found to be in need of significant work.

While the school has protocols in place to ensure effective responses in crisis or emergency situations, in some areas the infrastructure is insufficient. The school and the district have long complied with required fire and lockdown drills and practice these regularly with the appropriate municipal departments. Changes are made to practices as appropriate. Further, there is a crisis management team in place to address situations that require immediate attention on behalf of students. Students and faculty noted that they "feel safe" as a result of the protocols and practices in place at SKHS. There are aspects of the building that limit the full implementation of safety protocols. For example, there are doors that need to be repaired and emergency lights that do not work.

Sources of Evidence
- central office personnel
- classroom observations
- department leaders
- facility tour
- NEASC survey
- parents
- school leadership
- self-reflection
- students
- teachers

Priority Areas

Priority Area

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

Common written curricula with consistent format need to be created for courses in all departments and grade levels which are aligned to the newly created vision of the graduate (2.1).

School Response

Common written curricula need to be created for all departments and grade levels. South Kingstown High School teachers and administrators consult with each other and engage in self-reflection to determine new goals and learning initiatives. Currently, we have to create common written curricula for all departments and grade levels at the high school. Right now, such templates do not exist, but our district-level curricular coordinator has requested that department chairs submit the templates that they like best from their own departments. From that collection, one is going to be selected, and it will be used as a template for the rest of the departments. The school understands that this needs to be completed, and we are currently taking action to do so. We also wish to more concretely align our curricula with our newly created Vision of a Graduate.

Visiting Team Response

Common written curricula with consistent format and rubrics need to be created for all departments and grade levels which apply and align to the vision of the graduate, culminatingin an effective senior project capstone for each student, demonstrating proficiency with each of the skills.The availability of common planning time, and a comprehensive professional development plan for SKHS can harness the time already available in the schedule to create, write, and implement a cohesive, calibrated, and vertically articulated curriculum

Priority Area

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

Supports for students in subgroups, with mental health and SEL needs, as well as with academic content and skills gaps need to be increased and improved (4.1).

School Response

Supports for students with academic content and skills gaps need to be increased and improved. We also know that some students who have gaps in skills and academic content need more support. This could be improved by more staff, but due to budgetary restraints, we may need to increase and improve some of the support systems that are already in place instead. This could be done by creating a more intensive early-warning reporting system, which will let teachers, administrators and support staff know which students need such assistance.

Visiting Team Response

Supports for students in subgroups, with mental health and SEL needs, as well as with academic content and skills gaps need to be increased and improved. Many academic and behavioral supports are in place. The social and emotional needs of students, as well as the needs of students who are in subgroups that are sometimes neglected also need to be prioritized.

Priority Area

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

Create more opportunities for faculty, parents, and students to express their ideas, suggestions, and concerns regarding changes to and structures of teaching and learning as well as the daily life of the school (1.6, 3.6).

School Response

While there are structures and procedures in place for teachers to work with the principal and other administrators at the high school, more collaboration between teachers, the superintendent, and the school committee would be beneficial. South Kingstown High School also wishes to increase collaboration between teachers and administrators at the high school with school committee members and the superintendent. This could be accomplished through professional development work, voluntary staff meetings, and planned visits during scheduled and mandatory faculty meetings.

Visiting Team Response

Create more opportunities for faculty, parents, and students to express their ideas, suggestions, and concerns, especially with regard to families who have not previously been engaged. While outgoing communication from the school and school leadership is recognized, the need for other voices from the school community to be heard is apparent.

Priority Area

The Collaborative Conference visiting team does not concur with the priority area identified by the school.

School Response

Articulation of a district DLI plan for students is needed, indicating what the plan is when such students reach middle school and then high school. The school district has a successful dual-language immersion program at the elementary level, but concrete plans for what will happen at the middle and high school levels has not yet been decided. With vertical articulation in mind, a plan should be developed and shared with all stakeholders.

Visiting Team Response

While the needs of students transiting out of the dual language immersion program are important the concerns do not rise to the level of a school-wide priority area for improvement.

Priority Area

The Collaborative Conference visiting team recommends combining this priority area identified by the school with the first priority area.

Because a unified curriculum does not yet exist, the alignment to the vision of the graduate can be secured in the development of as recommended in the first priority area for growth.

School Response

A formal examination of the school's curricula and their alignment to the newly created Vision of a Graduate should be conducted.We also wish to more concretely align our curricula with our newly created Vision of a

Graduate.

Visiting Team Response

Hand in hand with the implementation of the first priority area of growth - Common written curricula with consistent format need to be created for all departments and grade levels which are aligned to the newly created Vision of the Graduate - the alignment will be an outgrowth of the process.

Commendations

Commendation

The strong positive connections exist in the school between teachers and students, which is reflected in the strong sense of community and pride

Commendation

The inclusive and collaborative nature of the school administration and the opportunity for teachers to take on leadership roles

Commendation

The development of courses and CTE pathways that appeal to a wide range of learners

Commendation

The vast diversity of offered programs and electives that guarantees that all students will find something linked to their interests or future career

Commendation

The ample opportunities for students to receive feedback from both teachers and peers as well as time for revisions to improve grades

Commendation

The ample professional development time for teachers to meet, plan, create curriculum and assessments, and analyze student data

Commendation

The current schedule that provides for flexible intervention opportunities during a personalized learning block for students

Commendation

A strategic process of intervention strategies that assist in closing academic gaps for students

Commendation

The collaborative approach used by the guidance department, EL support, and integrated special education support for students

The care provided by health services and the many additional responsibilities taken on while still providing necessary care to the school community

Commendation

The professional time afforded to teachers that provides ample opportunities for meaningful and collaborative work to benefit the growth and development of the faculty

The district and school protocols and practices that are in place to ensure the safety of all in the event of an emergency

Recommendations

Recommendation

Continue to build out course offerings and pathways that appeal to all learners and their interests.

Recommendation

Ensure the school community receives learning support in the library from a qualified certified/licensed professional.

Recommendation

Ensure that the SKHS facility meets the needs of the faculty, students, and community and supports the delivery of high quality, contemporary educational experience including safety concerns, the arts, and science.

Recommendation

Ensure that custodial services, support staff, and the library/media center staffing are adequate to meet the needs of the school community.

Recommendation

Develop appropriate curricular sequence, offerings, and support for student transitioning into high school who have participated in the dual language immersion (DLI) program in elementary school.

Recommendation

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Recommendation

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Recommendation

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Recommendation

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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 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: Ms. Barbara Fecteau - Beverly High School

Assistant Chair: Dr. Joyce Edwards - Franklin Public Schools

Team Members

Dr. Amanda Vetelino - Hope High School

Dr. Michael Whaley - Burrillville High School