

NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES
COMMISSION ON PUBLIC SECONDARY SCHOOLS

REPORT OF THE VISITING COMMITTEE

BROOKFIELD HIGH SCHOOL

BROOKFIELD, CT

OCTOBER 1 – OCTOBER 4, 2007

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STATEMENT ON LIMITATIONS

THE DISTRIBUTION, USE, AND SCOPE OF THE VISITING COMMITTEE REPORT

The Commission on Public Secondary Schools of the New England Association of Schools and Colleges considers this visiting committee report of Brookfield High School to be a privileged document submitted by the Commission on Public Secondary Schools of the New England Association of Schools and Colleges to the principal of the school and by the principal to the state department of education. Distribution of the report within the school community is the responsibility of the school principal. The final visiting committee report must be released in its entirety within sixty (60) days of its completion to the superintendent, school board, public library or town office, and the appropriate news media.

The prime concern of the visiting committee has been to assess the quality of the educational program at Brookfield High School in terms of the Commission's Standards for Accreditation. Neither the total report nor any of its subsections is to be considered an evaluation of any individual staff member but rather a professional appraisal of the school as it appeared to the visiting team.

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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 six Commissions: the Commission on Institutions of Higher Education (CIHE), the Commission on Independent Schools (CIS), the Commission on Public Secondary Schools (CPSS), the Commission on Technical and Career Institutions (CTCI), the Commission on Public Elementary and Middle Schools (CPES), and the Commission on American and International Schools Abroad (CAISA).

As the responsible body for matters of the evaluation and accreditation of public secondary school member institutions, CPSS requires visiting committees to assess the degree to which the evaluated schools meet the qualitative Standards for Accreditation of the Commission. Those Standards are:

Teaching and Learning Standards

- Mission and Expectations for Student Learning
- Curriculum
- Instruction
- Assessment of Student Learning

Support of Teaching and Learning Standards

- Leadership and Organization
- School Resources for Learning
- Community Resources for Learning

The accreditation program for public schools involves a threefold process: the self-study conducted by the local professional staff, the on-site evaluation conducted by the Commission's visiting committee, and the follow-up program carried out by the school to implement the findings of its own self-study and the valid recommendations of the visiting committee and those identified by the Commission in the Follow-Up process. Continued accreditation requires that the school be reevaluated at least once every ten years and that it show continued progress addressing identified needs.

Preparation for the Evaluation Visit - The School Self-Study

A steering committee of the professional staff was appointed to supervise the myriad details inherent in the school's self-study. At Brookfield High School, a committee of six members including the principal supervised all aspects of the self-study. The steering committee assigned all teachers and administrators in the school to appropriate subcommittees to determine the quality of all programs, activities, and facilities available for young people. In addition to faculty members, the self-study committees included parents, students, and school board representatives.

The self-study of Brookfield High School extended over a period of thirty school months from September 2004 to June 2007. The visiting committee was pleased to note that students, parents, and school board members joined the professional staff in the self-study deliberations.

Public schools evaluated by the Commission on Public Secondary Schools must complete appropriate materials to assess their adherence to the Standards for Accreditation and the quality of their educational offerings in light of the school's mission, learning expectations, and unique student population. In addition to using the Self-Study Guides developed by a representative group of New England educators and approved by the Commission, Brookfield High School also used questionnaires developed by The Endicott Center for Research and Educational Advancement at Endicott College 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-study.

It is important that the reader understand that every subcommittee appointed by the steering committee was required to present its report to the entire professional staff for approval. No single report developed in the self-study became part of the official self-study documents until it had been approved by the entire professional staff.

The Process Used by the Visiting Committee

A visiting committee of fifteen evaluators was assigned by the Commission on Public Secondary Schools to evaluate Brookfield High School. The Committee members spent four days in Brookfield, Connecticut, reviewed the self-study documents which had been prepared for their examination, met with administrators, teachers, other school and system personnel, students, and parents, shadowed students, visited classes, and interviewed teachers to determine the degree to which the school meets the Commission's Standards for Accreditation. Since the evaluators represented public schools and central office administrators from across the state of Connecticut, diverse points of view were brought to bear on the evaluation of Brookfield High School.

The visiting team built its professional judgment on evidence collected from the following sources:

- review of the school's self-study materials
- 52 hours shadowing 15 students for a half day
- a total of 30 hours of classroom observation (in addition to time shadowing students)
- tours of the facility

- individual meetings with 30 teachers about their work, instructional approaches, and the assessment of student learning
- group meetings with students, parents, school and district administrators, and teachers
- the examination of student work including a selection of work collected by the school

Each conclusion on the report was agreed to by team consensus. Sources of evidence for each conclusion drawn by the visiting committee appear in parenthesis in the Standards sections of the report. The seven Standards for Accreditation reports include commendations and recommendations that in the team’s judgment will be helpful to the school as it works to improve teaching and learning and to better meet Commission Standards.

This report of the findings of the visiting committee will be forwarded to the Commission on Public Secondary Schools which will make a decision on the accreditation of Brookfield High School.

Overview of Findings

Quality of the Self-Study

The self-study report completed by the professional staff at Brookfield High School (BHS) was consistent in its high quality for each component of the standards. The report was comprehensive, well written, and provided the committee with evidence to support the strengths and needs of the school. Each indicator was well addressed and rated fairly. Consequently, the visiting committee was able to use the report not only to validate its work but also to guide the development of recommendations in each area.

In addition, the BHS professional staff, parents, students, and school board members were candid and open with committee members during interviews and meetings. The visiting committee was impressed with the number of parents and board members who took time during the visit to meet with the committee. Discussions with these two groups supported the findings in the self-study and were representative of how the school is perceived in serving the broader community.

Discussion of Significant Findings

Although the conclusions of the visiting committee on the school’s adherence to the Commission’s Standards for accreditation appear in various sections of this report, the committee wishes to highlight some findings in the paragraphs that follow. These findings are not intended to be a summary of the report.

Teaching and Learning at Brookfield High School

Brookfield High School’s mission and expectations capture and convey the school’s beliefs about student learning and the purpose of the school. The mission was developed in a thoughtful deliberate process with input from a wide variety of constituents representative of the greater school community. Students, faculty, and staff all articulate the values and beliefs expressed in the mission, the three “R’s” – Respect, Responsibility, and Rigor.

The school’s academic, social, and civic expectations are measurable and clearly stated. Rubrics have been developed for each academic expectation, but the school has not yet targeted and

identified a successful level of student achievement for each. The school will need to develop a process for annual review of the mission statement inviting a variety of stakeholders to participate in the process and using a variety of data in the review process.

District support for curriculum development is evident in terms of team leaders and curriculum specialists. Materials and resources which fully support the curriculum are available in classrooms and the library media center. In the recent past, many days of release time were provided as an opportunity for faculty members to work together on curriculum development. The school has an extensive array of learning opportunities for students beyond the school walls which enable students to individualize their learning program, as well as an extensive range of co-curricular offerings for students. Curriculum documents are a work in progress in many areas. Student expectations for learning are not yet fully integrated into each document at both the department level and the course level. Data from use of the school-wide and course-specific rubrics to assess student learning and achievement of the student expectations are not as yet used to inform decisions about curriculum revision and evaluation. The district has a new template to organize the writing of curriculum units, but a framework for the entire curriculum development, evaluation, and revision process has yet to be developed.

The majority of teachers at BHS employs a variety of instructional strategies to engage students as active and self-directed learners, involve students in higher order thinking to promote depth of understanding, and provide opportunities for students to apply knowledge and skills. Technology is used extensively and is an integral part of the instruction in most curricular areas at BHS. Not only is the technology available to teachers and students now, but with the construction project, its availability will continue to increase. In its current implementation, the teacher evaluation plan does not provide appropriate and timely feedback to improve instruction and enhance learning.

Most teachers use a variety of assessment strategies to measure student knowledge, skills, and competencies. School-wide and course-specific rubrics have been developed and disseminated to all teachers, but they are used inconsistently to measure student achievement. BHS needs to fully implement both the course-specific and school-wide rubrics and use the resulting data to inform the school about both school success and student success in achieving the expectations for student learning. Once that has been determined, that progress needs to be communicated to students, their families, and the greater school community. The BHS faculty lacks formal opportunity to share and discuss student work, instructional strategies, assessment, and the development and implementation of curriculum. In addition, although teachers in some subject areas often informally share assessments they have designed with colleagues, opportunity needs to expand for all teachers to collaborate regarding assessment and best practices and opportunity should be provided for professional development that focuses on student assessment strategies.

Support of Teaching and Learning at Brookfield High School

There is a strong sense of pride and a dedicated and student-centered staff which characterizes a positive, supportive, and caring school climate at BHS. There is positive student-teacher rapport throughout the school. BHS widely recognizes and celebrates student work and achievement and is also commended for initiating the BHS Freshman Forum program, still in its infancy, an

attempt to ensure that each grade 9 student has an adult in the school community who personalizes that student's education. Formative assessment of that program will clarify its purpose to the participants, both staff and students, and ensure consistency in implementation. The principal is a visible and approachable leader who is known for his encouraging, accessible, and supportive nature and for his constant focus on student development – academic, social, and emotional. Teachers provide leadership essential to the improvement of the school and are afforded opportunities to engage in meaningful decision-making. The school is fostering heterogeneity by gradually eliminating the low track for all students, allowing all students access to more challenging curriculum. However, both class size and teacher student load need to be monitored to ensure that all student needs can be met in the classroom.

Providing support services and programs for student learning and well-being is an area in which BHS excels. The school library media center, while having an older print collection, has extensive access to technology and electronic databases which enable the resources in the library to be fully integrated into and supportive of the school's curriculum and instructional program. The library media specialist is highly involved in the support and implementation of curriculum. Special education services provide appropriate educational programs for students with special needs, and the school's inclusion model enables them to spend much if not all of their day with their non-disabled peers. A strong health services department, including both preventive and direct intervention services, provides strong support for all students. The guidance department provides a full range of services to students. Student services personnel are commended for frequent and effective communication with parents and utilizing community resources to complement and augment services provided to students.

BHS provides parents with a wide variety of opportunities to be partners in their child's education as well as partnerships with businesses, the community, and higher education which provide all students the opportunity to apply their learning beyond the classroom.

The facility is currently undergoing construction. When the project is completed, the building will fully support and enhance all aspects of the educational program and support services. Funding for the maintenance of technology, facilities, and equipment must remain a priority during and after construction, and the school and/or district must develop a plan to improve financial support for education in Brookfield.

SCHOOL AND COMMUNITY REPORT

Brookfield is a picturesque suburban community of 16,186 residents (2005 census) in northern Fairfield County in Western Connecticut. There is no clearly defined center of Brookfield, which is bisected into two parts by the heavily traveled Route 7. The western section of the town borders Candlewood Lake and accounts for much of the commercial real estate, while the eastern side of town contains most of the schools and municipal services. A municipal center with an adjacent police department, fire department, and senior center was constructed near the new post office in the 1980's. The public library is also located in the eastern section of town. There is a volunteer fire department in each of the two sections of Brookfield.

Three of the four public schools, including the high school, are located in the eastern section of town. All school property grounds and other athletic facilities are maintained by the Park and Recreation department.

The municipalities of Danbury and New Milford border Brookfield to the south and north respectively. Both offer additional commercial opportunities and hospitals to Brookfield residents. Newtown lies on the town's eastern border, which is defined in part by the other man-made lake, Lake Lillianonah. On the northeastern corner of Brookfield lies the small bedroom community of Bridgewater. Brookfield is easily accessed by several heavily traveled state roads and the major highway I-84.

Brookfield is considered to be an affluent community, and the median household income according to the 2005 census was \$90,291. The latest unemployment figures for Brookfield show 308 unemployed residents of 3.5% of the community. The largest employers in the town are: Photronics, Kohl's, Shop-Rite Supermarket, Trident Holding Corporation, Wentworth Industries, Inc, YMCA Children's Center, the Brookfield School System and numerous retail furniture stores. There is a small percentage of families who have incomes below the poverty level.

Brookfield residents have several resources for news including a local residential weekly, The Brookfield Journal; the daily papers The Danbury NewsTimes and The Waterbury Republican; three local radio stations (two located in Brookfield) WLAD, W-I95, W105; and a local cable access station, channel 17 which broadcasts the Board of Education meetings.

There are four public schools serving 3,110 students. Center School serves students in grades Pre-K-1; Huckleberry Hill School serves students in grades 2-4; Whisconier Middle School serves grades 5-8; and the Brookfield High School serves students in grades 9-12 with an adjunct alternative high school. Brookfield High School was built in 1959 on a pastoral 150-acre site as Long Meadow High School. The building has had a series of renovations, and was re-named Brookfield High School when it graduated its first class in 1967. In the past 15 years, there have been a series of school renovations in the elementary schools to accommodate an escalating student population, and Brookfield High School is currently undergoing a classroom expansion and athletic field renovation and upgrade slated to be completed by June of 2009.

There are two private schools in Brookfield: St. Joseph Parochial School (grades preK-8) and Christian Life Academy (grades K-8). There is also a regional Catholic high school, Immaculate High School located in Danbury, and Canterbury Preparatory School in New Milford; approximately 10.8% of students in Brookfield choose to attend these independent schools. The current population for Brookfield High School is 941 for grades 9-12. The student body is 93.1% White, 3.6% Asian/Pacific Islander, 2.7% Hispanic, and 0.6% Black/non-Hispanic. The minority student population at the high school in 1999-2000 was 7.4% decreasing to 6.7% in 2004-2005. The population of the high school has shown a slight increase (2004-2005: 927; 2005-2006: 941) and there is a projected increase in the coming years (2006-2007: 1,035; 2007-2008: 1,044).

Currently, there are 71 teachers on staff. In 2004-2005 there were 65.6 teaching positions and the average daily teacher attendance was 93.4%. The average class size in 2005-2006 is 19 students and the average student load for a teacher is 95 students.

Brookfield High School runs an eight period daily schedule with periods 5-7 designated as lunch periods. There are several grouping arrangements for students according to the following levels: general, academic, honors and advanced placement. The alternative school off site receives its population through teacher recommendations and currently has 13 students. Currently, there is no common planning time for teachers, however, plans to provide this opportunity is a consideration in the upcoming school year 2006-07.

Brookfield High School receives students from the Whisconier Middle School and a small percentage from St. Joseph's Elementary School, Christian Life Academy, and from the neighboring community of Sherman which has no high school.

The average daily attendance rate for students in 2004-2005 was 95.51%, a slight decline from the previous year. The average daily attendance rate for teachers was 93.40%, a slight improvement over the previous year. There was an improvement in the student dropout rate from 3% in 2003-2004 to 2.5% in 2004-2005.

In 2003, an assembly celebrating undergraduate awards during the school day was re-instituted highlighting achievement at all academic levels by department, the AMC and New England Math Competition awards, and the Connecticut Interscholastic Athletic Conference. Additional recognition came from other educational institutions including the Smith College Award, Rensselaer Medal, and the Havard-Radcliff Book Award. The annual recognition ceremony for the graduating student body includes recognition from: The National Merit Scholarship Corporation; The President's Student Service Awards; The Connecticut Association of Schools-Connecticut Interscholastic Athletic Conference; scholarships from civic organizations including Catholic War Veterans – Post 1042, the Brookfield Education Association, the League of Women Voters of Brookfield, and the Brookfield Lions Club; scholarships from industry including IBM, Boehringer Ingelheim Pharmaceuticals, Duracell, Kohl's and Stew Leonard's; scholarships from colleges and universities including Loyola, Colby College, Williams College, and American University.

Student performance is measure using data from both the Connecticut Academic Performance Test (CAPT) and the SAT I Reasoning Test. In 2004-2005, the CAPT average for grade 10 (reading/writing across the disciplines, math and science) taken by 99.6% of eligible student. The percent of students meeting state goal in all four areas was 45.8 compared with the educational reference group (ERG) average of 50.7 and the state average 29.2. That same year, the class average for verbal on the SAT I with 94.5% of students participating was 548 compared with 540 for the ERG and 508 for the state; the mathematics average was 527, compared to the ERG of 548, and the state average of 508. Advanced Placement (AP) testing results are strong with an increased number of students enrolled in 14 AP level courses and 82% of students achieving scores of 3 or higher. During the 2003-2004 school year 21.2% of juniors and seniors were enrolled in courses for college credit as compared to 30.8% of the ERG and 25.4% of the state average.

Brookfield High School has complied with the state to develop performance graduation requirements in English, math, social studies, science, technology, and health/physical education. The requirements include specially designed graduation assessments and recommended scores for the CAPT.

In 2004-2005 there were 54 special education students or 5.7% of the student body as compared to 10.9 of the ERG and 11.2% of the state high school average. As of January 2006, a total of 6.4% of the high school enrollment is classified as Special Education. There are no bilingual or ESL classes offered.

The class of 2004 had 90% of its student body attend a two or four year college and 9% joining the military or other employment.

Secondary educational opportunities are offered at the nearby Henry Abbot Technical School (Danbury) or at the vocational agriculture program at Nonnewaug High School (Woodbury). Additional oppotunities include Project Clear, an Education Connection initiative offered in conjunction with the Candlewood Lake Authority, and the Information Technology Leadership Academy (ITLA) offered for the past six years where students from various high schools meet monthly at IBM in Southbury. Higher educational opportunities are offered by the neighboring Western Connecticut State University and Naugatuck Valley Community College. Northwest Connecticut Community College offers "Introduction to Vet Tech" at the high school taught by a biology teacher who is veterinarian. The University of Connecticut offers credit for those who successfully complete an honors program in several disciplines.

One successfully implemented school initiative was the integration of technology graduation requirements to promote student technology proficiency at all grade levels and disciplines. Currently, there is an ongoing student volunteer initiative increasing student involvement and community awareness through work in school offices or participation in a wide range of community programs. Students present their "chits" marking community service and a bulletin board recording the level of involvement is updated to motivate student and to inspire all students to become responsible, respectful, productive members of the community. In 2006-2007, a planned initiative is the elimination of freshman general level classes with a long-term

goal of eliminating general level classes through grade twelve. This initiative is seen as a way to increase student expectation through assimilation into academic classes.

There is a number of school-business partnerships including lectures and scholarships offered by Boehringer Ingelheim, Danbury Hospital, and UPS. A successful robotics program begun in 2002 staffed with students from both the high school and Bethel and Danbury and coordinated by faculty members and local engineers receives sponsorship from corporations and private individuals including: Boehringer Ingelheim, General Electric (GE), Photonics, Costco, F & D Falls Excavating Company, Inc., and Tornos Technologies. There is also a great deal of support given by the Brookfield business community in sponsoring ads for student athletic calendars, the yearbook, the school newspaper, and programs for the band and color guard, and drama club productions.

There are currently no service learning requirements for Brookfield High School students although many students choose a community service project in lieu of a component for a senior exhibition run through the English Department.

In 2004-2005 the school's per pupil spending (\$10,479) was lower than the state average (\$10,518). The Annual Town Budget, including both education and town spending, has been rejected by the voters for five of the past seven years (1999-2006). Notably, budgets in the fiscal years 2002 and 2004 were extensively cut in several referenda before finally meeting voter approval. Community support for the education budget has been also impacted by ongoing costly asbestos abatement (2002) and two high school renovation referenda, which has delayed construction two years. Therefore, the Brookfield High School Community's immediate challenges are to advocate for fiscal support from the community and to maintain a high standard of education in a facility that will be undergoing extensive renovation.

Directly tied to the complications of the high school renovation is the annual budget for the school which, as of this report (6/06), has been defeated twice by the voters of Brookfield. Increases in health insurance costs and the escalating costs of fuel, concerns for any business, are placing pressure on an already stressed school budget which already spends \$39.00 less per student than the state average. The immediate implications of limited financial resources will be: increased class size for all disciplines, limited curriculum work and professional development, no 7-12 literacy curriculum specialists, no English or World Language department chair, no common planning time for teachers, and no language lab. Other implications directly tied to student performance will be elimination of some AP classes and the delay of delivering remediation for students in math or literacy. Book and equipment purchases will be limited along with a variety of classroom or lab technologies.

After several years of anticipation and preparation, the major challenge in meeting the demands of the renovation of the school and athletic facilities and expansion of the high school is currently underway. As part of the preparation, floor tiles which contained asbestos were removed over the 2003-2004 and 2004-2005 school years leaving concrete flooring throughout the school. Currently, cosmetic repairs to classrooms (ceiling tiles, chipped paint) are a low priority. A student survey taken January 2006 indicated a lack of pride in the school; many consider the appearance of the school to be a contributing factor in this result. The 30 million

dollar renovation, scaled down from original proposals, is scheduled to continue through 2009 and already there is a noticeable distraction from a learning environment. The current 11th grade has attended four separate schools, each while the school was undergoing renovations. Construction has limited outdoor space for classes, extra-curricular activities, and parking. The constant noise of the daily construction has an adverse impact on a classroom environment in many areas of the school, and school has been shortened one day because of a broken water main. In the coming school years, teachers will have to be mobile, perhaps moving classrooms in order to accommodate construction. There will be a net gain of 12 classrooms, and expanded library media center and enhanced outdoor athletic facilities. Much of the renovation involves an upgrade of the overall facility in order to bring the building up to code.

Other major challenges for the school district have been the State of Connecticut's mandated education requirements and those federal requirements created with the No Child Left Behind initiative, specifically CAPT. District graduation requirements (beginning with the Class of 2006) necessitated that all academic departments make curriculum adjustments in their various disciplines. Accordingly, each academic department designed and implemented district standards and competencies for graduation that have been published in the school program of studies. In order to better prepare students to succeed in the CAPT, academic departments have implemented pre-tests, developed resources and appropriate assessment, redesigned rubrics, and adjusted curriculum delivery. Increased emphasis was placed on attendance for the CAPT resulting in a high percentage (99.6%) of participation. Increased emphasis has also been placed on the delivery of technology instruction through all disciplines as required by the state. The school computer network has developed as a valuable learning and communications tool for all members of the school community with e-mail becoming the principle means of communication for staff and parents. Currently, there is an informal student performance improvement plan in place, and efforts to analyze student performance data by department are in the early stages. This student performance improvement plan also included the development of school-wide rubrics which are currently being tested or implemented by all departments and the gradual elimination of all general level classes. Finally, there is an emphasis on the integration of community service activities and support for students with goals of programs such as the Capturing Kids' Hearts and Respect-Me Conference.

Many of the details in this community profile are contained in the appendices that follow this report.

In conclusion, meeting the immediate and long term challenges outlined above will require commitment from the entire staff, stamina for this evaluation process and renovation, and our collective competence as we seek to improve our school community.

Brookfield High School

Mission Statement

Brookfield High School will motivate and inspire all students to become responsible, respectful, productive members of the community. All students will learn through a rigorous academic and varied co-curricular experience which holds students accountable while valuing their individual worth.

Expectations for Student Learning

Academic

Brookfield High School expects all students will:

- Comprehend, acquire, evaluate and use information from various sources
- Develop and apply critical reasoning and problem-solving skills
- Develop and apply creative thinking skills
- Communicate for a variety of purposes to a variety of audiences

Social and Civic

Brookfield High School expects all students to:

- Demonstrate shared responsibility for their own learning
- Develop ethical and respectful behavior, independence and self-discipline
- Demonstrate a shared partnership between the school and the community
- Participate as active, responsible citizens in both school and the greater community, recognizing and respecting individual differences
- Develop an historical perspective, recognize the diversity of our heritage and understand America's role in the global community

COMMISSION ON
PUBLIC SECONDARY SCHOOLS

TEACHING AND LEARNING

STANDARDS

MISSION AND EXPECTATIONS
FOR STUDENT LEARNING

CURRICULUM

INSTRUCTION

ASSESSMENT OF STUDENT
LEARNING

TEACHING AND LEARNING STANDARD

1

Mission And Expectations for Student Learning

The school's mission statement describes the essence of what the school as a community of learners is seeking to achieve. The expectations for student learning are based on and drawn from the school's mission statement. These expectations are the fundamental goals by which the school continually assesses the effectiveness of the teaching and learning process. Every component of the school community must focus on enabling all students to achieve the school's expectations for student learning.

1. The mission statement and expectations for student learning shall be developed by the school community and approved and supported by the professional staff, the school board, and any other school-wide governing organization.
2. The school's mission statement shall represent the school community's fundamental values and beliefs about student learning.
3. The school shall define school-wide academic, civic, and social learning expectations that:
 - are measurable;
 - reflect the school's mission.
4. For each academic expectation in the mission, the school shall have a targeted level of successful achievement identified in a rubric.
5. The school shall have indicators by which it assesses the school's progress in achieving school-wide civic and social expectations.
6. The mission statement and the school's expectations for student learning shall guide the procedures, policies, and decisions of the school and shall be evident in the culture of the school.
7. The school shall review regularly the mission statement and expectations for student learning using a variety of data to ensure that they reflect student needs, community expectations, the district mission, and state and national standards.

Conclusions

Brookfield High School's mission statement and expectations for student learning was developed by members of the school community and approved by the school community and the board of education. The development of the mission and expectations for student learning began with the formation of a committee in 2004. The committee consisted of teachers from various departments, an administrator, parents, a board of education member, and students. After examining other mission statements and gathering information from various sources including faculty and student input and Brookfield Public Schools Strategic Plan, the committee developed a draft mission statement and student learning expectations. The draft was presented to the faculty where it underwent three revisions before it was finally approved by the faculty in June, 2005. The board of education adopted the mission statement and student learning expectations on February 8, 2006. The mission statement has been disseminated to the school community in numerous ways. These include posting in all classrooms, publications, and in common areas around the school. The development of the mission and expectations for student learning by a wide variety of members of the school community ensures a commitment to the achievement of the mission and expectations for all students. (self-study, teachers, students, school leadership team, panel presentation)

Brookfield High School's mission statement represents the school community's fundamental values and beliefs about student learning. The development of the mission statement incorporated the vision as defined in the Brookfield Public Schools Strategic Plan as well as the beliefs of the administration and staff. Students and staff members are able to articulate the basic tenets of the mission statement using "the 3 R's," which are: respect, responsibility, and rigor. Teachers, students, parents, administrators, and the school leadership team are able to provide examples of how the principles of the mission statement are in place in curricular and co-curricular activities. The mission, which represents the values and beliefs of the school community, provides every student with opportunities for success. (self-study, teachers, students, school leadership team)

Brookfield High School has defined academic, civic, and social expectations that are measurable and reflect the school's mission. The academic expectations reflect skills that will allow success for each student in a rigorous curriculum. The faculty has also developed rubrics based on each of the academic expectations included in the mission statement. The six rubrics that were developed were: critical reasoning, evaluating information, holistic creative thinking, oral presentation, problem-solving, and writing. The social and civic expectations are measurable using various data (e.g. discipline records, attendance records, and community service involvement) and will provide the school with the ability to support the students as they meet these expectations. The school's academic, social, and civic expectations provide students with a framework for achieving the mission of Brookfield High School. (self-study, teachers, leadership team, classroom visitations)

Brookfield High School has not yet determined a targeted level of successful achievement for each academic expectation identified in the rubric. The school-wide rubrics are used in some classrooms for assignments. Students and teachers report that they strive to achieve the highest level on the rubrics. However, students and teachers are not able to articulate what levels are

expected to be achieved on the rubrics, and students are not aware of the targeted levels that they are to achieve. Many teachers and students report that the rubrics are used to calculate individual grades on an assignment, but there is no clear level of achievement for each academic expectation. Identifying the targeted level of successful achievement in the rubric will provide the students with a blueprint to increased student achievement. (self-study, teachers, students, student shadowing)

Brookfield High School has not yet determined the indicators by which it will assess the school's progress in achieving school-wide civic and social expectations. Students are somewhat aware of the social and civic expectations but, they are not aware of the indicators of success for these expectations. There are many curricular and co-curricular activities for student to participate in that may provide students opportunities to achieve the social and civic expectations but specific targets have not been established to assess the school's progress. Clear indicators of achievement for these expectations will allow students to judge the value of their activities and guide decision-making for new initiatives and programs for the students. (self-study, teachers, students, student shadowing)

The mission statement and the school's expectations for student learning are utilized in guiding procedures, policies, and decisions of Brookfield High School. Students are able to provide examples of how their teachers and administrators use the tenets of the mission statement to make decisions. The Freshmen Forum Program, the ability of students to start clubs, senior privilege, the tendency toward heterogeneous classes, and an offering of high level courses are some examples of programs or decisions that are guided by the mission statement. Both staff and students report that they relate to one another respectfully which is the culture of the school that is identified in the mission statement. Students and staff members are able to see the connections between Brookfield High School's mission statement and the decisions of the school. (self-study, teachers, students, school leadership team, student shadowing)

A formal, regularly scheduled review process of the mission and expectations for learning has not yet been established. The school understands the need to review the mission, but no specific plan has been developed. The lack of specific data sources and input from all members of the school community hinder the school's ability to regularly review the mission statement and the academic expectations for learning and to make effective changes. (teachers, students, teachers, panel presentation, school leadership team)

Commendations

1. A mission statement developed by a variety of members of the school community and visible throughout the school and in many publications
2. The ability of the students, faculty, and staff to articulate the values and beliefs expressed in the school's mission statement
3. The utilization of the mission statement to guide decisions regarding programs and procedures
4. The inclusion of the principles of the mission statement in both the curriculum and co-curricular activities

Recommendations

1. Develop and implement a targeted level of successful achievement identified in a rubric for each academic expectation in the mission
2. Develop and implement a clear procedure with indicators to evaluate the achievement of the social and civic expectations
3. Develop and implement a formal, regularly scheduled review process for the mission and expectations for student learning which uses a variety of data and involves representatives of all school stakeholders

2

TEACHING AND LEARNING STANDARD

Curriculum

The curriculum, which includes coursework, co-curricular activities, and other school-approved educational experiences, is the school's formal plan to fulfill its mission statement and expectations for student learning. The curriculum links the school's beliefs, its expectations for student learning, and its instructional practices. The strength of that link is dependent upon the professional staff's commitment to and involvement in a comprehensive, ongoing review of the curriculum.

1. Each curriculum area shall identify those school-wide academic expectations for which it is responsible.
2. The curriculum shall be aligned with the school-wide academic expectations and shall ensure that all students have sufficient opportunity to practice and achieve each of those expectations.
3. The written curriculum shall:
 - prescribe content;
 - integrate relevant school-wide learning expectations;
 - identify course-specific learning goals;
 - suggest instructional strategies;
 - suggest assessment techniques including the use of school-wide rubrics.
4. The curriculum shall engage all students in inquiry, problem-solving, and higher order thinking as well as provide opportunities for the authentic application of knowledge and skills.
5. The curriculum shall:
 - be appropriately integrated;
 - emphasize depth of understanding over breadth of coverage.
6. The school shall provide opportunities for all students to extend learning beyond the normal course offerings and the school campus.
7. There shall be effective curricular coordination and articulation between and among all academic areas within the school as well as with sending schools in the district.
8. Instructional materials, technology, equipment, supplies, facilities, staffing levels, and the resources of the library/media center shall be sufficient to allow for the implementation of the curriculum.
9. The professional staff shall be actively involved in the ongoing development, evaluation, and revision of the curriculum based on assessments of student performance in achieving the school's academic expectations and course-specific learning goals.
10. The school shall commit sufficient time, financial resources, and personnel to the development, evaluation, and revision of curriculum.
11. Professional development activities shall support the development and implementation of the curriculum.

Conclusions

Each curricular area has taken primary responsibility for a minimum of two academic expectations for student learning. A matrix has been created delineating the various responsibilities for those expectations. For example, the English and world languages departments have chosen the expectation regarding communication for a variety of purposes to a variety of audiences. The mathematics and science departments are responsible for developing and applying problem-solving skills. Although these choices have been made, the school-wide rubrics assessing BHS academic expectations for student learning assigned to each department are used inconsistently by teachers. Not all of the teachers understand the rubric and its goals for assessment and driving instruction. Each curricular area taking responsibility for a minimum of two expectations provides students with several opportunities to progress in the achievement of each academic expectation. (self-study, program of studies, school publications, curriculum guides, student work)

Although school-wide expectations are displayed and communicated throughout the school, there is no daily meaningful connection between them and the written curricula. The written curriculum guides do not directly indicate which school-wide expectation is being addressed in units but only indirectly address academic expectations through the documentation of content-based essential questions and understandings. Most teachers, board members, and parents feel that the curriculum is aligned with the school-wide academic expectations, but students are not aware of the expectations prior to submitting an assignment as assignment sheets for student work rarely indicate which academic learning expectation is addressed in that particular assignment. Lack of explicit alignment between the curriculum and the academic expectations for students prevents students from knowing how to achieve school-wide academic expectations. (self-study, student work, curriculum guides)

The written curriculum prescribes content, identifies course-specific learning goals, and in some cases, suggests instructional strategies and assessments. The district has recently developed a template for each curricular area to use to ensure the consistency of the format of the guide, but the template is not yet consistently used in all disciplines. Each department is at a different stage of the development and revision process in working on their curriculum guides. There are no current curriculum guides for guidance, health, physical education, library media services, and music. As each department revises curriculum, most are taking measures to align with state standards. In some departments (i.e.: English, science, mathematics, and social studies), curricular documents detail essential questions, course-specific knowledge and skills, learner expectations, and performance-based assessments. Within the written curriculum, very little interdisciplinary collaboration is documented. Curricular documents including interdisciplinary connections are found in some areas (English and social studies) and some prescribe the use of school-wide rubrics (world language and English). A few disciplines have completed a pacing guide which includes the topics or units to be studied, specific department learning goals, instructional strategies, and assessment techniques. Practice skills required for CAPT preparation are also integrated into the appropriate units of study and are demonstrated in samples of student work. Inconsistent or incomplete curriculum documents limit the school's ability to provide a comprehensive course of studies for students. (written curriculum guides, student work, curriculum specialists, team leaders, curriculum self-study committee)

Engaging students in inquiry, problem-solving, and higher order thinking does take place, albeit inconsistently, across the curriculum. Honors courses provide more opportunities for students to engage in higher order thinking, inquiry, and problem-solving activities than the academic courses. Some departments work to provide students with opportunities for open-ended thinking in their assessments and for displaying their skills to audiences beyond the scope of their school. Some teachers across many departments provide projects and assessments that emphasize open-ended questions that require and develop higher order thinking skills such as critical analysis and peer editing. BHS offers opportunities for students to engage in challenging writing assignments and projects that demonstrate their abilities to audiences outside of their own classroom, such as document-based questions (DBQ's) in social studies. BHS also offers the Information Technology Leadership Academy (ITLA) program which challenges students to identify a problem and then to generate and to present a novel solution. The interdisciplinary Project CLEAR challenges students to gather data about Candlewood Lake and share their analysis with other school districts and the community. However, many courses engage students in teacher-directed lecture and rote learning activities. The lack of consistency in rigor across the curriculum prevents many students from achieving the school's expectations for academic learning. (classroom visits, student work, curriculum guides)

The curriculum emphasizes depth over breadth in most curricular areas. Interdisciplinary connections across the curriculum are addressed in an informal way. Teachers incorporate lessons that show students how various concepts are connected and how they reinforce each other. Currently, teacher work schedules do not provide the opportunity to plan interdisciplinary lessons and projects. Most departments are engaged in developing curriculum that focuses on essential understandings, essential questions, strategies, and assessments. Core subject areas have completed curricula for the freshman and sophomore years and are expanding these programs to include junior and senior year curricula. In the curricular revisions, some essential questions are written to encourage higher level thinking. Additionally, higher order thinking skills can be observed in some project-based learning and accompanying course-specific rubrics which assist students in making connections to everyday experiences and/or new situations. Some teachers currently communicate expectations for higher order thinking through written course syllabi, rubrics for student assessment, and instructional strategies. Such skills are being included in the curricular revision. There is depth in course content and higher order thinking in the advanced English and math course offerings as well as in social studies and humanities courses. Additionally, students in inclusion classrooms connect information learned through the study of a novel to another literary piece they chose. Curricular revisions in all content areas focusing on depth over breadth, problem solving, and higher order thinking provide opportunities for all students to engage in rigorous learning. (observation, curriculum guides, student work)

Brookfield High School offers a wide variety of opportunities for students to extend learning beyond normal course offerings and the school campus. Many of these activities involve problem-solving and higher order thinking skills, while some expose students to careers and opportunities they may not have previously considered. The BHS Robotics Team, the math team, Students of Service (SOS), cooperative work experience, special chorus, peer counselors, Big Brother/Big Sister and National Honor Society provide students with opportunities to apply and extend their learning through community projects. BHS has an ongoing relationship with the

University of Connecticut (UConn) in Storrs, Western Connecticut State University in Danbury, and Naugatuck Valley Community College in Waterbury for students to take high school courses and to receive college credits and vice versa. For example, a BHS student can acquire up to 24 college credits from UConn while still in high school. UConn Early College Experience college credit courses are available to Brookfield students in Biology, Mathematics, Spanish, European History, Western Civilization, and English. Project CLEAR offers an opportunity for students from towns surrounding Candlewood Lake who are interested in the environment to come together to study and to learn about the lake's ecology and social history. Such a wide variety of opportunities allows students of all levels and learning styles to extend education beyond the school campus. (student shadowing, curriculum subcommittee, self-study)

Curricular coordination and articulation between and among all academic areas in Brookfield High School is limited. The four core curriculum specialists spend time at the middle school addressing curriculum concerns with teachers. Additionally, high school teachers are provided the opportunity to meet with teachers from the middle school in all subject areas. Departments vary in their efforts to meet regularly to coordinate the curriculum within the school. In most academic subject areas, there is a degree of vertical scope and sequence although the allotted time is limited for department members to meet to coordinate this. The Curriculum Advisory Council (CAC), consisting of the principals, team leaders, curriculum specialists, teacher curriculum leaders, parents, and board of education members, is a discussion forum for K-12 curriculum, sending their recommendations to the Curriculum Advisory and Program Evaluation (CAPE), a subcommittee of the board of education. Classroom teachers report that their input is not solicited during this process. Curricular coordination between individual teachers and the library media specialist (LMS) is evident. This includes access to research materials, databases, and other technology resources. Although this also varies from department to department, there is generally a successful coordination of library media center (LMC) resources, programs, and services with the curricular needs of classroom teachers. A vertically and horizontally articulated curriculum can produce a global vision of expectations for students and for teacher involvement in the writing of the curriculum. (curriculum self-study committee, central office personnel, principal, team leaders)

Most instructional materials are current and sufficient to implement the curricula. Because the building renovation is still in progress, new technology, equipment, and supplies become available as they are delivered. The resources of the LMC are more than adequate to allow for the implementation of the curriculum. Through the library media center (LMC) students and staff are able to access digital cameras, digital video cameras, laptops, data projectors, CD players, voice recorders, Aver Key, overhead projectors, slide projectors, and televisions with VCR and DVD players for use in any classroom. The facility meets the needs of the curriculum in most areas. Some areas of concern include a lack of display cases and sink in one art classroom; some teachers have to share classrooms designated for other subject areas and not equipped with content specific tools or technology related to their curricular area; some rooms are too small to accommodate the number of students in a class limiting the teacher's ability to circulate throughout the room. Most core area departments have a computer lab, but students must share computers in larger classes, and discipline-specific software is lacking in some departments (math and science). Materials, supplies, and technology in most areas allow effective implementation of the curriculum, providing students with an environment conducive to

learning. (teachers, student shadowing, building tour)

Currently, involvement of the professional staff in the ongoing development, evaluation, and revision of the curriculum is limited; however, involvement is increasing under recently adopted procedures. Evaluation and revision of curriculum is based on teacher expertise with little emphasis on the results of student performance assessments. A five-year cycle for curriculum review and revision is in place, but, the process to ensure that curriculum revisions are regularly implemented, monitored, and evaluated has not been applied consistently. Each area of study is at a different point in this cycle. Department meetings to identify core-specific learning goals and instructional purposes take place, but there has been limited time and funding for periodic curriculum review and modification. During the last academic year, specific areas of the curriculum were updated in several departments using professional days and release time, but some departments still have no formal curriculum in place. Limited involvement of professional staff in the development, evaluation, and revision of the curriculum based on student performance assessments has created inconsistency in the implementation of the curriculum. (teachers, curriculum guides, curriculum study group)

Recently, release time and personnel have been increased to provide opportunities to develop, evaluate, and revise curriculum in an ongoing systematic manner relating to curriculum development. In 2006-2007, some teachers used departmental release time to create a small number of curricular units that supports the development and implementation of the curriculum. Other departments are in various stages of curriculum mapping. Many personnel involved in the development, evaluation, and revision of curriculum are relatively new to the district, including the assistant superintendent, resulting in inconsistencies in the curriculum format. Department heads and team leaders met regularly in the past with the curriculum consultant and now with the new assistant superintendent to discuss curriculum review and revision. The principal meets weekly with curriculum specialists and team leaders to discuss curriculum and school issues. Currently, each department is represented by a team leader or curriculum content specialist. In the last three years, some teachers have developed a method of mapping courses and have created units during professional development release time and informally on a sporadic basis. Summer professional development opportunities in curriculum writing have been requested but not provided due to a lack of funding. Inconsistency in time and funding of professional development to support the development and implementation of curriculum impedes the systematic integration of best practices into curriculum documents. (central office personnel, principals, curriculum specialists, team leaders, department chairs, teachers)

Some professional development activities support the development and implementation of the curriculum. Teachers in certain departments at Brookfield High School have participated in professional activities such as workshops in differentiated instruction and technology integration at the Brookfield Academy of Integration Technology [BAIT]. Many teachers believe that a variety of professional development activities is needed in-district to support the development and implementation of the curriculum. Teachers would like the time to complete unfinished curricula to develop collaborative projects within and across disciplines, to familiarize department members with changing instructional methodology, and to analyze and assess student work. Limited professional development activities to support the development and implementation of curriculum prevent the school from establishing a comprehensive on-going

and consistent curriculum for all students. (department heads, team leaders, and principals, curriculum self-study committee, teachers)

Commendations

1. District leadership support of the curriculum revision process
2. The variety of curriculum support materials and resources available in the library media center
3. The support of the principal in providing release time for teachers to work on curriculum review and design
4. The varied opportunities students have to extend their learning beyond classroom and the campus
5. The adoption of a common curriculum template
6. The curriculum mapping process underway in a number of curricular areas
7. The engagement of students in challenging writing assignments and projects, such as Project CLEAR, which enable them to apply their knowledge
8. The emphasis on depth of understanding over breadth of coverage

Recommendations

1. Complete all curriculum guides
2. Better define performance standards on all rubrics and ensure that students in all course levels have sufficient opportunity to practice and achieve the academic expectations
3. Use the results of the assessments of student performance in achieving the school's academic expectations to develop, evaluate, and revise curriculum
4. Continue development of essential questions, course-specific outcomes, learner expectations, performance-based assessments, and connection to school expectations for academic achievement in all curriculum documents
5. Ensure the curriculum engages all students in inquiry, problem-solving, and higher order thinking as well as authentic application of knowledge and skills for all ability levels in all curriculum areas
6. Implement the district process to develop, review, evaluate, and revise the curriculum
7. Provide consistent time and funding for professional development activities that relate to implementation, development, revision, and evaluation of the curriculum
8. Increase the formal time provided to teachers to collaborate on curriculum processes
9. Increase the number of interdisciplinary learning activities
10. Increase classroom teachers' direct involvement in the discussion of curriculum processes conducted by the Curriculum Advisory Council

TEACHING AND LEARNING STANDARD

3

Instruction

The quality of instruction in a school is the single most important factor affecting the quality of student learning, the achievement of expectations for student learning, the delivery of the curriculum, and the assessment of student progress. Instructional practices must be grounded in the school's mission and expectations for student learning, supported by research in best practice, and refined and improved based on identified student needs. Teachers are expected to be reflective about their instructional strategies and to collaborate with colleagues about instruction and student learning.

1. Instructional strategies shall be consistent with the school's mission statement and expectations for student learning.
2. Instructional strategies shall:
 - personalize instruction;
 - make connections across disciplines;
 - engage students as active learners;
 - engage students as self-directed learners;
 - involve all students in higher order thinking to promote depth of understanding;
 - provide opportunities for students to apply knowledge or skills;

- promote student self-assessment and self-reflection.
3. Teachers shall use feedback from a variety of sources including other teachers, students, supervisors, and parents as a means of improving instruction.
 4. Teachers shall be expert in their content area, knowledgeable about current research on effective instructional approaches, and reflective about their own practices.
 5. Discussion of instructional strategies shall be a significant part of the professional culture of the school.
 6. Technology shall be integrated into and supportive of teaching and learning.
 7. The school's professional development programs shall be guided by identified instructional needs and shall provide opportunities for teachers to develop and improve their instructional strategies.
 8. Teacher supervision and evaluation processes shall be used to improve instruction for the purposes of enhancing student learning and meeting student needs.

Conclusions

Most teachers at Brookfield High School employ a variety of instructional strategies that are consistent with the school's mission statement and expectations for student learning. Teachers challenge students to communicate effectively through varied media including written work, oral presentations, and visual representations. Students comprehend, acquire, evaluate, and use information from a number of sources, allowing for the development and application of critical reasoning and problem-solving skills through investigative projects, art work, and class debates. Students are required to develop and apply creative thinking skills as evidenced in a variety of classes such as mathematics where students use geometric concepts to create art work. These expectations supported by the faculty create an effective classroom environment. Opportunities for students to practice the social and civic expectations are also evident across the disciplines. Students share responsibility for their own learning by being respectful members in student-centered activities such as group work, role-playing, and class presentations. The use of a variety of instructional strategies supports the mission statement and increases students' ability to achieve the student expectations for learning. (self-study, student shadowing, meeting with teachers, teacher interviews)

The majority of the faculty at BHS employs a variety of instructional strategies to engage students as active and self-directed learners, involve students in higher order thinking to promote depth of understanding, and provide opportunities for students to apply knowledge or skills. In world languages, students apply appropriate vocabulary to simulate real-life conversations. Hands-on learning includes web design in art classes, the robotics project, fine arts performances, and science laboratory investigations. History students campaign for the greatest Greek. Mathematics students in pre-calculus classes synthesize concepts to create graphical and functional representations of their own generated artwork using prior knowledge and graphing calculators. Students are engaged as self-directed learners through the student-designed independent studies courses. The mathematics and science faculty engage students in self-reflection through the use of portfolios. Peer assessment of oral communication and writing skills is common in English and social studies classes, appearing more frequently in honors level classes. While teachers express interest in personalizing instruction, they report difficulty in implementing this due to the disparity in class size. For example, Algebra II courses range from 14 to 29 students per class. Teachers are available to students before and after school for extra help. Brookfield High School has a staff-supported structured lab in which students can receive extra help during the school day. Several teachers have informally developed interdisciplinary units within their courses. In world languages courses, students learn to read, write, and speak in another language while investigating cultural connections. English students in Grade 9 make connections between the literature and historical events of the time to provide a greater contextual understanding. However, lack of collaborative planning time prevents more faculty members from formally expanding interdisciplinary units. With the use of varied instructional strategies, students are able to gain the depth of understanding necessary to apply knowledge in a broad context. (self-study, student shadowing, teachers, students, school leadership)

The faculty collectively uses feedback from a variety of sources including other teachers, students, supervisors, and parents as a means of improving instruction. The Beginning Educator Support and Training (BEST) program serves as the primary formal platform for consistent and

continual discussions related to instructional practices between a first-year teacher and a mentor. Informally, teachers have used peer evaluation to improve their instructional practices although limited time and scheduling constraints make the peer evaluation model difficult to put into practice. Those teachers who have informally taken part in the peer evaluation process have found it to be beneficial in their instruction. Mathematics teachers use end-of-year student portfolio reflections to improve instruction. Department leaders have received and implemented training on the use of three minute classroom walkthroughs for the purpose of providing feedback. Staff members receive feedback from students after formative and summative assessments, and from formal final course evaluations. A majority of teachers are responsive to feedback from parents. The presence of a constructive, yet informal feedback system allows teachers to optimally adjust instruction to meet students' needs. (students, principal, self-study, parents)

Across the school, teachers are experts in their content area, knowledgeable about current research on effective instructional approaches, and reflective about their own practices. Many teachers keep up-to-date on current research through CAPT Workshops and content-specific conferences conducted through professional organizations. Advanced placement and UConn Early College Experience teachers attend conferences that specifically address instructional strategies. English and social studies teachers have received district-funded professional development in differentiated instruction. Teachers also pursue advanced graduate degrees and subscribe to professional journals. A high level of teacher content knowledge of effective practices supports instructional rigor. (self-study, teachers, school leadership team)

There are very few formal opportunities for staff members to discuss instructional strategies. However, there are numerous examples of informal collaboration and discussion of instructional strategies. Teachers report that they often talk about their instructional strategies with colleagues during passing time, lunch, preparatory periods, and before and after school. The mathematics department members meet informally in small groups to analyze assessments and make changes to their instructional practices. Teachers also note that the quarter mile long footprint of the school building and lack of department offices is not conducive to frequent collaborative discussions. Formal time for collaboration is available during monthly department meetings. Lack of formalized opportunities for discussing instructional strategies among and within departments prevents teachers from benefiting from each other's expertise. (self-study, department leaders, teachers)

Technology is an integral part of the instruction in most areas at Brookfield High School (BHS). There are *SmartBoards* in all science and math classrooms. Plans are in place for all other classrooms to have *mimio Boards*. Faculty training for these new resources is available from the Technology Application Teacher. Students have access to online textbooks from home. Family and consumer science classes utilize electronic babies. The mathematics department utilizes graphing calculators to engage and motivate all students along with *TI-GraphLink* software and *TI-ViewScreens*. Students use bibliography creation software (*Noodle Tools*) and online databases in the library media center (LMC). Every classroom has a computer for teacher use. There is a computer laboratory assigned to each of the English, mathematics, social studies, business, technology education, and art departments. A separate computer laboratory is available in the LMC that teachers can reserve for use with their classes as well as a general purpose

computer laboratory in the building. The use of technology to support instruction and improve student learning creates an environment where students think critically while they acquire, evaluate, and use information from a variety of sources. (self-study, students, shadowing, teachers)

Brookfield High School's professional development program is limited in its ability to provide opportunities for teachers to develop and improve their instructional strategies. There are four dedicated professional development days during the school year. The agenda for these days is developed at the building level through the principal, library media specialist, and a teacher representative from each department. But, the district professional development committee makes decisions independent of teacher input regarding instructional needs and priorities. Faculty members report that professional development funds provided for out-of-district opportunities are insufficient to meet the requests of the faculty. However, during the 2006-2007 school year, 50 days of release time for teams of three or more were allocated to BHS staff members for collaboration and professional development with a focus on curriculum development. Teachers in the social studies and English departments also requested and received training on differentiated instruction in anticipation of teaching increasingly heterogeneous classes. Lack of professional development programs based on identified instructional need negatively impacts the ability of the staff to address academic learning expectations. (self-study, teachers, central office personnel, panel presentation, department leaders)

Teacher supervision and evaluation have been inconsistent in implementation to improve instruction for the purposes of enhancing student learning and meeting student needs. The evaluation plan is supportive of teachers in the induction phase, but inconsistencies in the frequency and method of evaluations means the same support is not available to teachers in professional phase I and II. Administrators partially attribute the discrepancy to the turnover of curriculum specialists, team leaders, and central office personnel. There is no existing district-level evaluation steering committee as described in the teacher evaluation guidelines although the administration says it intends to create one. As a result of an inconsistently implemented evaluation process, teachers were not receiving adequate feedback to improve the quality of teaching and learning. (self-study, teachers, central office administrators, teacher evaluation and professional development guidelines)

Commendations

1. The use of a variety of instructional strategies that support student learning
2. The use of various modes of technology across all disciplines to improve instruction
3. Instructional strategies that are consistent with the mission statement and expectations for student learning
4. Teachers who engage students as active learners
5. Ample extra help for students before, during, and after school
6. The numerous opportunities students have to apply their knowledge and skills in their courses
7. The staff supported structured lab which provides academic support for students throughout the school day
8. The use of formal student evaluations at the end of each course

Recommendations

1. Provide opportunities for teachers to plan interdisciplinary activities and integrate student learning
2. Provide professional development opportunities that focus on improving instructional strategies and effective teaching
3. Implement the teacher evaluation plan as approved
4. Develop a formal process to utilize feedback from a variety of sources as a means of improving instruction

4

TEACHING AND LEARNING STANDARD

Assessment of Student Learning

Assessment is an integral part of the teaching and learning process. Its purpose is to inform students regarding their learning progress and teachers regarding ways to adjust the curriculum and instruction to respond effectively to the learning needs of students. Further, it communicates to the school community the progress of students in achieving the school's expectations for student learning and course-specific learning goals. Assessment results must be continually discussed to improve curriculum and instruction.

1. The school shall have a process to assess school-wide and individual student progress in achieving the academic expectations in the mission based on school-wide rubrics.
2. The school's professional staff shall use data to assess the success of the school in achieving its civic and social expectations.
3. For each learning activity, teachers shall clarify to students the relevant school-wide academic expectations and course-specific learning goals that will be assessed.
4. Teachers shall base classroom assessment of student learning on school-wide and course-specific rubrics.
5. Teachers shall use varied assessment strategies to determine student knowledge, skills, and competencies and to assess student growth over time.
6. Teachers shall meet collaboratively to discuss and share student work and the results of student assessments for the purposes of revising the curriculum and improving instructional strategies.
7. The school's professional development program shall provide opportunities for teachers to collaborate in developing a broad range of student assessment strategies.
8. The school's professional staff shall communicate:
 - individual student progress in achieving school-wide academic expectations to students and their families;
 - the school's progress achieving all school-wide expectations to the school community.

Conclusions

Teachers have worked collaboratively to develop school-wide rubrics that are aligned with the mission and expectations. Use of the rubrics is inconsistent, and there is no process to assess school-wide or individual student progress in achieving the academic expectations. The use of school-wide rubrics is evident in some areas but not across all disciplines. A science department lab report rubric is widely used as is the school-wide oral presentation rubric across many disciplines. Teachers report a lack of time and process to collect data related to school-wide and individual student progress. Without consistent use of the school-wide rubrics and an articulated process to assess achievement of the academic expectations, progress toward the school mission cannot be measured. (classroom observation, teachers, school leadership team)

The professional staff does not formally collect or use data to determine school success in meeting the school's social and civic expectations. While some data are collected by the school related to hours of student community service, there is no systematic process for gathering and analyzing these data, and therefore, the school is unable to use those data to monitor the progress toward the social and civic expectations. While there is a wide variety of programs and opportunities that focus on ethical and responsible behavior, there is no method for collecting school-wide or individual student data related to the impact of these programs and opportunities on students or the school. Lack of a method or process for collecting and analyzing data limits the school's ability to determine progress toward the social and civic expectations. (school leadership team, teachers, self-study)

Academic expectations and specific learning goals are communicated to students in the beginning of each school year through course syllabi, but there is inconsistent communication regarding the academic expectations and course-specific learning goals to students in daily learning activities. The course descriptions in the program of studies do not include the academic expectations which are addressed in each course. There is more frequent identification of course-specific learning goals in science, math, and social studies than in other curricular areas. Few students are able to articulate course-specific learning goals for classroom activities. Lack of clarity regarding the connection between the academic expectations and learning activities limits student understanding and achievement of the expectations. (self study, student shadowing, students)

School-wide and some course-specific rubrics have been developed and distributed to teachers, but many are not using rubrics to assess student work, and some teachers do not understand about the frequency with which they are to be used to assess student learning. In some disciplines such as science and social studies, school-wide and course-specific rubrics are used on a regular basis while in other disciplines there is sporadic use of rubrics. Teachers report that large class size limits their capacity to utilize the rubrics to provide meaningful feedback to students. Many teachers report that they make individual decisions about which school-wide rubrics to use in their classroom instruction. Teachers also report that they informally collaborate to adapt the school-wide rubrics to their specific content area, but this is not done as a department due to lack of opportunity to collaborate. With some exceptions such as the school-wide writing and oral presentation rubrics, teachers indicate that they are unclear about the relationship between school-wide rubrics and course-specific rubrics. The inconsistent use of

school-wide and course-specific rubrics results in ineffective feedback to students and teachers about student progress in relation to the achievement of academic expectations. (classroom observations, teachers, student work)

Many teachers use varied assessment strategies to determine student knowledge, skills, and competencies. Social studies and English classrooms use debate, group presentations, and role plays, and science teachers ask students to apply scientific knowledge to research real-life situations. All students in social studies class are asked to defend their position using Document Based Questions (DBQs) and oral presentations. In mathematics classes, students are assigned long-term projects and authentic assessments related to mathematical concepts. Mathematics students prepare portfolios which demonstrate their growth over time in that subject area. Students demonstrate their knowledge, skills, and understandings in all subject areas using a variety of media, including video, graphic organizers, PowerPoint presentations, exhibits, and essays across all subjects. The use of varied assessment strategies enables students with different learning styles to demonstrate their knowledge, skills, and understandings in a personalized format. (self-study, classroom observation, teachers)

Teacher use of assessment to identify and make changes to formal curriculum and to improve instructional practice is limited by staffing, funding, and scheduling constraints. BHS has made use of professional development release days distributed among all department teams consisting of 3 or more department members to revise curriculum. Teachers who teach the same course report that they meet informally to discuss the results of student assessments, but there is no organized structure for this work to take place on an ongoing basis. With more than 70 singleton classes, many teachers are not able work collaboratively to share student work on common assessments. The core content area teachers use some department meeting time to review CAPT scores, and in some departments those data are used to determine areas in need of improvement. Students who score below the proficient range on CAPT are identified, and a tutor meets with students during study hall to address individual student needs. The relationship between CAPT scores and achievement of the academic expectations is not clear. Limited opportunities for teachers to collaborate in order to examine student work and assessment results prevent the school from systematically responding to the learning needs of students and needs for curriculum development. (teachers, school leadership, department leaders, self-study)

There is limited professional development opportunity for teachers to collaborate school-wide and by department to develop a broad range of assessment strategies. Teachers report limited professional development time to refine school-wide rubrics, to develop a systematic way of assessing the academic expectations across content areas, and to use assessment results to document progress of students in achieving the school's expectations for student learning and course-specific learning goals. The limited professional development funding that is available is used for individual teacher requests rather than on opportunities for teacher collaboration on assessment strategies. In addition, funding from the district and grant funds are not targeted specifically to the development of assessment strategies and practices. Lack of professional development focused on teacher collaboration around the development of varying assessment strategies and practices prevents faculty members from effectively ensuring that all students have opportunities to achieve at high levels. (self-study, teachers, central office administrators, school leadership team)

The school and faculty members communicate individual student academic progress to students and parents in a variety of ways, but there is inconsistent information available to students, parents, and the community regarding the school's progress toward school-wide academic, social, and civic expectations. School-wide results on state and standardized tests, grades, and recognition and honors are communicated to individuals and to the press as appropriate. While students do receive feedback via grades and report cards, students do not receive regular, consistent feedback from the faculty regarding their progress toward the academic expectations due in part to the inconsistent use of school-wide and course-specific rubrics and the fact that the connection between grades and academic expectations is not explicit. Data regarding the social and civic expectations are not systematically collected, analyzed, and communicated to students and their families. When individual student progress on school-wide academic expectations is reported to students and their families, students are better able to identify areas for growth and set targets for improvement. (self study, classroom observation, parents, faculty members)

Commendations

1. Consistent use of course -specific rubrics in science for the lab report and for oral presentations across the curriculum
2. Wide variety of assessment strategies used by most teachers to assess student knowledge, skills, and competencies
3. Collaborative effort to create school-wide rubrics

Recommendations

1. Develop and implement a systematic process for assessing student work using the school-wide academic expectations and rubrics
2. Develop a systematic process for collecting and analyzing data related to achievement of the school-wide social and civic expectations
3. Explicitly connect all learning activities to academic expectations and communicate the expectations to students
4. Base classroom assessments of student learning on school-wide and course-specific rubrics
5. Develop and implement a process for communicating individual student and school progress in achieving the academic expectations based on the school-wide rubrics to students and families
6. Provide opportunities for teachers to work collaboratively to develop common assessments, course-specific rubrics, curriculum, and teaching strategies based on an analysis of student work
7. Provide professional development that focuses on student assessment strategies and how to use the data from the assessments to promote student growth over time

COMMISSION ON
PUBLIC SECONDARY SCHOOLS

SUPPORT STANDARDS

LEADERSHIP AND
ORGANIZATION

SCHOOL RESOURCES FOR
LEARNING

COMMUNITY RESOURCES FOR
LEARNING

SUPPORT STANDARDS

5

Leadership and Organization

The way in which a school organizes learning for students, fosters leadership, and engages its members has a profound effect on teaching and learning. The professional culture of the school must be characterized by thoughtful, reflective, and constructive discourse about decision-making and practices, which supports student learning and well-being.

1. The school board and superintendent shall ensure that the principal has sufficient autonomy and decision-making authority to lead the school in achieving the mission and expectations for student learning.
2. The principal shall provide leadership in the school community by creating and maintaining a shared vision, direction, and focus for student learning.
3. Teachers as well as administrators other than the principal shall provide leadership essential to the improvement of the school.
4. The organization of the school and its educational programs shall promote the school's mission and expectations for student learning.
5. Student grouping patterns shall reflect the diversity of the student body, foster heterogeneity, reflect current research and best practices, and support the achievement of the school's mission and expectations for student learning.
6. The schedule shall be driven by the school's mission and expectations for student learning and shall support the effective implementation of the curriculum, instruction, and assessment.
7. Meaningful roles in the decision-making process shall be accorded to students, parents, and all members of the school staff to promote an atmosphere of participation, responsibility, and ownership.
8. Each teacher shall have a student load that enables the teacher to meet the learning needs of individual students.
9. There shall be a formal, ongoing program through which each student has an adult member of the school community in addition to the school guidance counselor who personalizes each student's educational experience, knows the student well, and assists the student in achieving the school-wide expectations for student learning.
10. The professional staff shall collaborate within and across departments in support of learning for all students.
11. All school staff shall be involved in promoting the well-being and learning of students.
12. Student success shall be regularly acknowledged, celebrated, and displayed.
13. The climate of the school shall be safe, positive, respectful, and supportive, resulting in a sense of pride and ownership.
14. The school board shall support the implementation of the school's mission and expectations for student learning.

Conclusions

The school board and superintendent ensure that the principal of Brookfield High School has sufficient autonomy and decision-making authority to lead the school in achieving its mission and expectations. The principal works collaboratively with the superintendent and building leadership to develop a budget and has discretion in determining where reductions will take place during the budget approval process. The principal works with faculty members to manage school resources and develop new initiatives. He has an open-door policy which provides opportunities for meaningful conversation with staff, students, and parents both formal and informal. The principal facilitates meetings with faculty members, the school leadership, parents, and students to gather information, disseminate ideas, discuss relevant issues, and make decisions necessary to implement the mission and expectations for student learning. Recent initiatives that he has implemented include parent/teacher/student organization, the Freshman Forum, homerooms, and the student teacher assistance team. He also collaborates with curriculum specialists to determine the purchase of textbooks and classroom materials. In this environment, the principal has the ability to make the changes necessary to increase the school's ability to ensure a high quality educational experience for all students. (self-study, superintendent, leadership committee, principal, parents, teachers)

The principal provides leadership throughout the school by creating a shared vision, direction, and focus. Since becoming principal in 2006, he has made total student development - academic, social, and emotional- a priority. Programs implemented to support the school's mission include the celebration of student achievement through recognition such as bulletin board displays, trophy cases, and quarterly appreciation breakfasts. He also implemented programs such as the Freshman Forum and student teacher assistance team to advance his vision. To ensure that the school's academic expectations are being met, the principal meets weekly with the school's curriculum specialists and bi-weekly with the school leadership team. The faculty praises the principal's leadership style, stating that he is encouraging, accessible, and supportive. The principal's leadership enables the school community to focus on teaching and learning. (self-study, leadership committee, teachers, administrators)

Many teachers and administrators other than the principal provide leadership essential to the improvement of the school. The four curriculum specialists (coordinators for grades 7-12) are teachers and administrators who facilitate department meetings, evaluate teachers, plan professional development, guide curriculum writing and revisions, analyze student data, and develop a departmental budget with an emphasis on the improvement of student learning. In several departments, a teacher has assumed the role of a team leader who shares many of the same responsibilities as the curriculum specialists without evaluative responsibilities. There are two assistant principals who share the responsibility of discipline, conducting teacher evaluations, coordinating student activities and programs such as the student teacher assistance team and Freshman Forum. Teachers accept leadership roles by serving as advisors to various student activity groups such as National Honor Society, student council, Amnesty International, and Dance, Dance Revolution. Teachers also take on leadership roles by providing professional development to colleagues. Examples of this include the BEST mentoring support program, the ninth grade transition coordinator, the senior year committee advisor, and the technology

committee advisor. Individual teachers are offered opportunities to write and revise curriculum and to develop new programs. Opportunities for teacher leadership continue to promote school growth and advancement of the mission. (self-study, leadership committee, parents, students, teachers, school leadership team)

The organization of the school promotes the school's mission and expectations for student learning. The principal meets with the school leadership team on a bi-weekly basis to discuss implementation of the mission statement and academic expectations. Curriculum specialists also meet weekly to discuss curriculum and academic initiatives and are able to disseminate pertinent information to faculty members. There are a limited number of educational programs in place to specifically advance the mission. BHS has made attempts to provide smaller learning communities through the Alternative Education program for students who have not been successful in a traditional educational setting and a Life Skills program for students who are in need of more intensive support and skill-based training. Formal opportunities for faculty members to plan together on a frequent basis to facilitate meaningful examination of curriculum content, instructional practices, and assessment are lacking, however, limiting teachers' ability to develop and implement interdisciplinary units and create common assessments. The organizational structure within the school allows the school community to move forward in implementing the mission and communicating expectations for learning. (teachers, self-study, guidance, school leadership team, leadership committee, parents)

The student grouping patterns reflect the diversity of learners in the student body and foster heterogeneity which is consistent with best practices and educational research. While advanced placement and honors classes are more homogeneously grouped than the academic level courses, students are afforded the opportunity to enroll in courses at a variety of levels and can override teacher recommendations for placement. Moreover, students have ample opportunities to participate in electives that are heterogeneously grouped. A full inclusion model is utilized for identified special education students to ensure that they have access to the same curriculum and learning expectations as regular students. The recent elimination of the basic track for the freshman and sophomore classes resulted in a greater diversity of student ability at the academic level of course offerings. Several teachers report the large number of students in some classes has limited their ability to differentiate instruction for all students. Recent grouping pattern changes which tend toward heterogeneity create equitable opportunities for all students to achieve the school's mission and expectations for student learning. (teachers, students, guidance, principal, student shadow, self-study)

The schedule is somewhat driven by the school's mission and expectations. BHS's schedule follows an 8-period day, in which classes last 44 minutes with one eight-minute homeroom. The schedule generally does not change from year to year, but it is formally reviewed by the guidance department and administration to accommodate bus schedules and building needs. The schedule was revised in 2007 to include an eight-minute homeroom. Teachers try to work within the existing timeframe to use group work, library time, hands on lab experiences, classroom reading/reflection, and student-driven work. Lack of time prevents teachers from completing many of these activities within a single class period. The staff believes that the schedule supports professional and educational efforts, and most students believe that the schedule provides enough time for learning. However, the current schedule does not provide

flexibility for interdisciplinary learning or common time for teachers to collaborate regarding curriculum, instruction, and assessments. Sophomores, juniors, and seniors have a full forty-five minute lunch which provides them with opportunities to access extra academic assistance. Half of the freshman lunch period is utilized to implement the Freshman Forum program. The rotating schedule allows most classes to meet every day in the same location and time. A six-day rotation is used for health classes, physical education classes, and science labs. Scheduling conflicts can often eliminate educational opportunities provided to students. Lack of flexibility in the schedule has led to the elimination of science lab time for students in academic level courses. Twenty-two percent of students taking Biology and Chemistry classes must leave other courses on certain days in order to take the required science labs. This puts students in a difficult situation in that they must choose which class to attend. In addition, nine students are enrolled in Independent Study or online courses due to scheduling conflicts. Some parents expressed concern that various courses desired by students were not offered due to low enrollment and limited staffing ability. The leadership team is beginning to gather information about alternative schedules to offer a more flexible scheduling model that will provide students with a structure in which they can successfully fulfill the school's expectations and develop their own interests. The schedule in its current form does not provide students with ample opportunity to successfully achieve the expectations for student learning as expressed in the mission. (teachers, guidance, parents, students)

Students, parents, and other members of the school staff are given some opportunities to take part in the decision-making process promoting an atmosphere of participation, responsibility, and ownership. Professional staff members have a range of opportunities for participation in meaningful decision-making through faculty meetings and department meetings. These decisions include curriculum writing/revisions and implementation of extra-curricular activities. Opportunities for meaningful and active roles in decision-making are not widely available to parents and students. The principal meets with both parents and students on an informal basis to discuss various initiatives, however. Brookfield High School has a highly active parent community, but few parents feel that they have a say in important decisions made at the school. A parent/teacher/student organization was recently implemented to encourage more active parent and student participation. In addition, all parents have an opportunity to attend board of Education meetings to voice their opinions and concerns. Students can serve as representatives on a variety of committees such as peer counseling and clubs and activities; however, few students feel that their voice is heard in decision-making. Without involvement of parents and students in formal decision-making, there is a risk of losing input from important partners in the educational community. (parents, students, self-study, leadership committee)

Some teachers have a student load that enables them to meet the learning needs of individual students. The average student load for a BHS teacher is 100 students. There is some class size imbalance in electives and required core curriculum areas such as world languages, social studies, English, and mathematics. The principal and guidance counselors do their best to keep teacher loads as equitable as possible. Class size is often impacted by scheduling conflicts. In addition, student enrollment has increased, but staffing levels have remained fairly stable. Class size for the same courses vary from 15-28 with a quarter of all courses containing over 25 students. At the present time, there are 72 single section courses, impacting teacher loads in core classes. Only half of the students feel that teachers are aware of their learning needs, and few

faculty members feel that they have adequate time to address student needs. Some teachers feel that they are only periodically able to individualize instruction because of large class sizes. In order to address these issues, professional development opportunities have been offered to teachers in order to promote a safe and productive learning environment, and paraprofessionals are sometimes utilized to provide for behavioral and academic support, subject to availability. Inequitable teacher loads negatively impact the personalization of learning and the well-being of students within the classroom. (guidance, principal, leadership committee, self-study)

There is no formal ongoing program to personalize instruction for all students at BHS. The school has recently implemented the BHS Freshman Forum, a program to help personalize each freshman's educational experience, allow for personal knowledge of the student, and to assist the students in achieving school-wide expectations. This program was implemented by the guidance team, the principal, and the ninth grade transition coordinator. However, this program has met limited acceptance from the student participants because of group size and inconsistent delivery of activities in the program. Curriculum is still being developed to better address the needs of this student population. In addition, informal opportunities are extended to students for some degree of personalization through clubs, sports teams, organizations, and activities such as the Gay Straight Alliance, Students Against Drunk Driving, and a student prayer group. However, this level of personalization does not extend to all students and its absence may inhibit some students from achieving the school wide expectations for learning. (guidance, principal, students, assistant principal)

Even though informal collaboration may take place between individual teachers, there is very little collaboration within and across the departments to support learning of all students. There are currently no regularly scheduled opportunities to discuss content or to have intra-departmental collaboration. Department meetings provide a structured opportunity for collaboration but are held only once per month. Currently, these meetings are primarily devoted to information dissemination, curricular revisions, work on rubrics, and review of student work. The administration also provides teachers with 50 total days of release time to allow for collaboration specifically around the curriculum. A lack of formal structure for professional collaboration about instruction and assessment hampers the alignment of the curriculum both within content areas and across disciplines. (self-study, teachers, school leadership team, students)

The school staff at BHS is actively involved in promoting the well-being and learning of students. The staff is supportive, caring, and has excellent rapport with their students. BHS employs several teaching assistants (paraprofessionals) to work with both special and regular education students to support learning needs. The paraprofessionals assist students with their academics but also help them develop organizational skills and at times assist in modeling appropriate socialization and coping skills. In addition, school counselors work with all students to promote emotional well-being. The guidance counselors, administrators, school nurses, and the school psychologist all work together as part of the student teacher assistance team to provide early intervention, assessment, and appropriate strategies and referrals for students who are struggling to be academically successful. They discuss social and emotional issues that students may be facing and ways that the school community can help. A school to career counselor assists students in exploring paths to a potential career including setting up internships,

application for grants, and distributing career interest surveys. The culture of caring that is evident throughout the school provides an environment that allows students to focus on achieving the goals of the mission. (self-study, guidance, parents)

Student success is acknowledged, celebrated, and displayed throughout the school. Many forms of student work are visible in the form of murals, display cases, banners, and bulletin boards. In addition, quarterly student recognition breakfasts are implemented to honor students who have made exemplary academic improvement as well as contributions to the school and community. Students receive recognition for the performing arts, band and color guard, regional and state competitions, concerts, and BHS Battle of the Bands through local newspapers, television, radio stations, and websites. In addition, formal awards ceremonies are held at the conclusion of each academic year for the Robotics club, the technology leadership academy, senior and undergraduate awards, and scholarships. Pep rallies are also held throughout various sports seasons. This positive celebration of student work increases student pride and achievement of the school's expectations. (self-study, students, teachers, principal, parents)

The climate of the school is positive, respectful, supportive, and generally safe. Creating a school climate that emphasizes a positive and respectful atmosphere is taken seriously by the staff members and administrators. The discipline code reflects the student expectations and the school's mission. The school takes great pride in its athletic teams and drama and music productions. Students are proud to attend BHS and demonstrate school spirit through wearing school colors, planning and organizing Spirit Week and pep rallies, and supporting their fellow classmates' success. Although the school is undergoing extensive construction, the student's school pride does not seem to be affected. However, several staff members express concern regarding safety issues in the school. While emergency protocols are in place, not all drills are practiced and reviewed. Some teachers know only what to do in case of a fire drill but not in a lockdown situation. In all, there is a sense of ownership among the students that reflects pride in the school and contributes to the feeling of respect among the majority of staff and students. (student shadowing, teachers, parents)

The board of education is generally supportive of the implementation of the school's mission and expectations for learning. However, the board of education is fiscally conservative, contributing to the budget challenges within the building as its members usually cut the proposed budgets prior to presentation to the first selectmen. The board does consistently ask for input from school administrators and carefully weighs the principal's opinions before making a decision. The policy subcommittee of the board of education offers an invitation to BHS administrators to contribute ideas when discussing issues and making important decisions such as revision of the search and seizure procedures within the school. The board of education promotes and expects the implementation of the school's mission and expectations for student learning. The funding of the new building addition and renovation by the town will help the implementation of the school's mission by increasing science lab space and improving the learning environment. Board of education meetings are televised on the local cable television station to ensure visibility to the Brookfield community. Two BOE members attend the curriculum advisory committee (CAC) which is responsible for approving new courses, new textbooks, and curriculum frameworks. Members of the board of education are also involved in the Brookfield Substance Abuse Coalition. The general support of the school board for the teaching and learning

initiatives at BHS assists the school staff to meet the expectations of student learning. (BOE, principal, assistant principal, self-study)

Commendations

1. The autonomy provided the principal by the superintendent and the board of education
2. The visibility and accessibility of the principal to staff members, students, and parents
3. The maintenance of a consistent vision for the school by the principal
4. The frequent meetings between the principal and the curriculum specialists and the leadership team related to teaching and learning
5. The increased heterogeneity of freshman and sophomore grouping patterns
6. The acknowledgement and celebration of student success
7. The range of opportunities for teacher leadership within the school community
8. The dedication of the faculty and staff that has resulted in a positive and respectful environment where the students can achieve academic success

Recommendations

1. Provide formal opportunities for teacher collaboration within and across the disciplines
2. Increase avenues for meaningful roles in decision-making for students and parents
3. Clarify the purpose of the BHS Freshman Forum and ensure the consistency of the implementation of the program
4. Develop and implement a formal program which provides an adult member of the school community, in addition to a guidance counselor, who serves to personalize each student's educational experience, knows the student well, and assists the student in achieving the school-wide expectations for student learning
5. Review the current scheduling model and make appropriate adjustments to meet the learning needs of all students and eliminate the practice of students leaving other classes early to participate in science labs
6. Make appropriate adjustments to address inequity in class size

SUPPORT STANDARD

6

School Resources for Learning

Student learning and well-being are dependent upon adequate and appropriate support programs and services. The school is responsible for providing an effective range of integrated resources to enhance and improve student learning and well-being and to support the school's mission and expectations.

All Student Support Services

1. The school's student support services shall be consistent with the school's mission and expectations for student learning.
2. The school shall allocate resources, programs, and services so that all students have an equal opportunity to achieve the school's expectations for student learning.
3. Student support personnel shall enhance student learning by interacting and working cooperatively with professional and other staff and by utilizing community resources to address the academic, social, emotional, and physical needs of students.
4. All student support services shall be regularly evaluated and revised to support improved student learning.
5. There shall be a system for effective and ongoing communication with students, parents/guardians, and school personnel, designed to keep them

informed about the types of available student support services and identified student needs.

6. Student records, including health and immunizations records, shall be maintained in a confidential and secure manner consistent with federal and state law.
7. There shall be sufficient certified/licensed personnel and support staff to provide effective counseling, health, special education, and library media services

Guidance Services

8. The school shall provide a full range of comprehensive guidance services, including:
 - individual and group meetings with counseling personnel;
 - personal, career, and college counseling;
 - student course selection assistance;
 - collaborative outreach to community and area mental health agencies and social service providers;
 - appropriate support in the delivery of special education services for students.

SUPPORT STANDARD

6

School Resources for Learning

Health Services

9. The school's health services shall provide:
- preventive health services and direct intervention services;
 - appropriate referrals;
 - mandated services;
 - emergency response mechanisms;
 - ongoing student health assessments.

Library Information Services

10. The library/information services program and materials shall be fully integrated into the school's curriculum and instructional programs.
11. Library/information services personnel shall be knowledgeable about the curriculum and support its implementation.
12. A wide range of materials, technologies, and other library/information services that are responsive to the school's student population shall be available to

students and faculty and utilized to improve teaching and learning.

13. Students, faculty, and support staff shall have regular and frequent access to library/information services, facilities, and programs as an integral part of their educational experience before, during, and after the school day.
14. The library/information services program shall foster independent inquiry by enabling students and faculty to use various school and community information resources and technologies.
15. Policies shall be in place for the selection and removal of information resources and the use of technologies and the Internet.

Special Education Services

16. The school shall provide special education services related to the identification, monitoring, and referral of students in accordance with local, state, and federal laws.

Conclusions

Brookfield High School's (BHS) student support services are consistent with the school's mission and expectations for student learning. The guidance, health, library information, and special education services all focus on the students who need these resources in order to meet the student expectations of BHS. Consistency with the school's mission ensures that all students are supported and maintain a focus on their education and learning. (support staff, teachers, observations)

The school allocates resources, programs, and services so that all students have an equal opportunity to achieve the school's expectations for student learning. The guidance department provides for individual and group meetings with students, for personal, career and college counseling, and student course selection assistance. The student assistance counselor (SAC) provides collaborative outreach to community and area mental health agencies. However, there is not sufficient confidential space within the school building for support services meetings. The student-teacher assistance team (STAT) employs early intervention and pre-identification processes for students who do not meet expectations for student learning. The library media center is available for classes and individual student use through scheduled and flexible visits. Special education referrals and 504 accommodations support a student's individual success when disabilities present barriers to academic achievement. The health services staff provides preventive health service and direct intervention services, as well as emergency response mechanisms and ongoing student health assessments. The equitable allocation of resources, programs, and services provides mechanisms to aid all students in meeting the school's expectations for student learning. (support staff, self-study, parents)

Student support personnel interact and work cooperatively with other professional staff members utilize community resources to address the academic, social, emotional, and physical needs of the students. The special education department coordinates services with local agencies for students with specific needs. The SAC is the guidance and health services liaison for a variety of community support services. The library media specialist maintains a coordinated and cooperative relationship with the Brookfield Public Library. She also coordinates cultural and educational opportunities for students with other local organizations and businesses. Interaction and cooperation with community resources promotes the well-being of students and enhances student learning. (support staff, self-study, guidance counselors, administrators, students, parents)

Few student support services are formally evaluated and revised to support improved student learning. The Connecticut Department of Education regularly reviews special education services. Online evaluations, informal feedback, and surveys from staff, students, and parents have been used to modify and improve guidance, library media, and health services. The absence of regular and formal evaluation of student support services prevents the school from optimally supporting its mission and expectations. (self-study, school support staff, survey)

A system is in place for effective and ongoing communication with students, parents/guardians, and school personnel, designed to keep them informed about types of available support services and identified student needs. E-mail, E-News, the school web site, classroom phones, and cable Channel 17 are all effective methods of communication. The school handbook, progress reports, parent-teacher conferences, and the school newsletter also provide communications. These connections are used to inform students and parents about a variety of guidance department

presentations and programs coordinated by the SAC. Health services coordinate the peer counselors program for students. As a result of these efforts, the students, families, and school personnel have ample opportunities to communicate and stay informed about the services available to all students. (self-study, student handbook, school website, parents)

Student records, including health and immunization records, are maintained in a confidential manner consistent with federal and state law. Health records are stored securely in the nurse's office, while student academic and special education records are maintained in a confidential fashion in the guidance offices. Student academic records are stored in cabinets that are not fireproof and federal regulations require that schools preserve academic records for a number of years. Secure storage is essential to protect student records so the school should make that change. (meetings with support staff, self-study, observations)

The student support services are sufficiently staffed with certified, licensed professionals who work collaboratively to provide counseling, health, special education, and library media services. The library media center is staffed by a certified library media specialist and 2 support paraprofessionals. There are 5 full-time school counselors for approximately 1,000 students, a full-time school psychologist, a full-time student assistance counselor, and a full-time school-to-career coordinator also serve students in the guidance department. There is also a part-time social worker and two part-time speech and language pathologists. Two certified full-time nurses provide health services. The professional health staff reports that a lack of support staff in the health services department makes it difficult to maintain current accurate records. There are 5 full-time teachers and paraprofessionals as needed in the special education department serving students in a variety of ways. The ability to provide support to all students regarding their academic concerns, social/emotional needs, and post-secondary plans is essential to students' continued growth and success. (support staff, self-study, observations)

The school provides a full range of comprehensive guidance services that includes individual, group, personal, career, and college counseling. Information regarding course selection, scheduling, and academic and career planning are provided to all students through small-group and individual meetings with school counselors. Orientation at the start of the school year and the daily BHS Freshman Forum meetings address the needs of ninth graders. Sophomores are introduced to Choices career planning and college selection software in class-size groups. Juniors are invited to attend a variety of college fairs and seminars throughout the year and are introduced to software which assists them in the college planning and selection process. Senior students and their parents communicate with their guidance counselors by e-mail, phone, and personal contact throughout their senior year. Outreach to community and mental health agencies and social service providers is provided as needed. Special education teachers are assigned to specific academic departments to coordinate efforts and improve communication. The current system of support in course selection, academic, college, and career planning, and social/emotional support improves student learning and well-being. (support staff, parents, students)

The school's health services provide preventive health services, direct intervention services, appropriate referrals, mandated services, emergency response mechanisms, and ongoing student health assessments. Preventive health services such as hearing and vision screening for students

and blood pressure/cholesterol checks and flu shots for staff members are scheduled on a regular basis. Appropriate referrals to community programs and agencies are made as needed. Mandated health services determined through planning and placement team or 504 meetings are also provided. The school has protocols for medical emergencies, and there are three automatic external defibrillators (AED) in the school. A confidential list of students with medical alerts is provided to staff. Sophomores and athletes are given free student health assessments. As a result of the support offered by school health services, students are provided a healthy environment for learning. (support staff, observations, self-study)

The library/information services program and materials are integrated into the school's curriculum and instructional program. The library media specialist is consulted for her information literacy expertise as curriculum documents are being revised in order to embed necessary technological skill sets into the curriculum. In circumstances where the curriculum has yet to be revised, teachers consult the library media specialist on a unit-by-unit basis, and she often co-teaches with a classroom teacher the needed information technology skills. Teachers utilize the library media center resources for instruction and research projects. When surveyed, students and staff members report sufficient access to the materials they need. The library media center provides ample access to technology, including computers, online research databases and the electronic card catalog, and access to the Internet. Integration of the library/information services program gives students the tools from which they can build the skills necessary to become life-long learners. (students, teachers, self-study)

Library/information services personnel are familiar with the curriculum and support its implementation to a high degree. The library media specialist actively teaches students to use information technology in the library media center. She teaches cooperatively with classroom teachers to enhance information literacy skills that support the implementation of the curriculum. She coordinates a monthly book club during lunch that is attended by students and staff. Because the library media specialist knows and understands the curriculum through frequent interactions with teachers, she is better able to provide the necessary resources for students to develop better critical-thinking and problem-solving skills. (teachers, self-study, observations, library media specialist)

A wide range of materials, technologies, and other library/information services that are responsive to the school's student population are available to students and faculty members and utilized to improve teaching and learning. Staff members and students are encouraged to recommend additions to the school's library media center collection. Although the average publication date of the collection is 1981, teachers indicated satisfaction with the materials available to support their curricular goals. Significant additions to the collection have been made using two separate memorial funds to purchase young adult fiction and novels. The recent renovation and expansion of the library media center included a substantial increase in the technologies available to students and staff. The library media center provides ample access to information that enhances all aspects of student learning. (students, panel presentation, teachers, library media specialist)

Students and faculty and support staff members have regular and frequent access to library/information services, facilities, and programs as an integral part of their educational

experience before, during, and after the school day. The library media center is open to students and staff members from 7:00 a.m.-3:00 p.m. (one half hour before school begins to one hour after the school day ends), Monday-Friday. Flexible scheduling (e.g. passes from study halls) allow independent student access to resources during the school day. Teachers can easily schedule and utilize the library media center with their classes. The library media center is clearly integral to enhancing a student's ability to expand the depth of his/her academic experience. (self-study, observations, teachers, library media specialist)

The library/information services program fosters independent inquiry by enabling students and faculty members to use various school and community information resources and technologies. The library media specialist teaches students and staff members to use research databases in conjunction with curricular units of study. Students are offered the option of taking online courses when scheduling conflicts arise. Additional technology support is offered to staff members through the library media center website. The library media center webpage provides access to research databases in and outside of school. These services enhance a student's ability to become a self-directed learner. (self-study, students, teacher, library media specialist)

Policies are in place for the selection and removal of information resources and the use of technologies and the Internet. A board of education-approved acceptable use policy governing the use of computer technology is printed in the student handbook. This policy must be signed by both student and parent. A board of education-approved policy is also in place for the ongoing selection and removal of information resources in the library media center. Updated and revised policies ensure that students have access to appropriate resources to assure their educational success. (school resources handbook, self-study, student handbook)

The school provides special education services related to the identification, monitoring, and referral of students in accordance with local, state, and federal laws. School personnel are involved in the identification and referral processes for students who may require special education services. The student teacher assistance team (STAT) meetings, a pre-referral process, aid the school in properly identifying students. Pupil evaluation teams meet at least annually to ensure that student needs are met. As a result of the school inclusion policy, special education services staff meet expectations for student learning through co-teaching, collaboration, and resource room support. Special education students have the opportunity to participate in all facets of the school and have their academic needs met. (self-study, teachers, support staff)

Commendations

1. Highly-qualified and committed support services staff
2. Active use of library media center resources by students and staff
3. High-level of involvement by library media specialist in support of curriculum implementation
4. Comprehensive guidance services
5. Strong support for students and staff members through health services
6. Frequent and effective communication between parents and the community

Recommendations

1. Obtain fireproof cabinets for student records
2. Update print materials in the library media center collection

3. Integrate information literacy skills into all curricular documents
4. Develop a process for evaluation of all support services programs
5. Allocate sufficient conference space for confidential support services meetings

SUPPORT STANDARDS

7

Community Resources for Learning

Active community and parent participation, facilities which support school programs and services, and dependable and adequate funding are necessary for the school to achieve its mission and expectations for student learning.

1. The school shall engage students and their families as partners in each student's education and shall encourage their participation in school programs and parent support groups.
2. The school shall foster productive business/community/higher education partnerships that support student learning.
3. The school site and plant shall support and enhance all aspects of the educational program and the support services for student learning.
4. The physical plant and facilities shall meet all applicable federal and state laws and shall be in compliance with local fire, health, and safety regulations.
5. Equipment shall be adequate, properly maintained, catalogued, and replaced when appropriate.
6. A planned and adequately funded program of building and site management shall ensure the appropriate maintenance, repair, and cleanliness of the school plant.
7. There shall be ongoing planning to address future programs, enrollment changes, staffing, facility, and technology needs as well as capital improvements.
8. The community and the district's governing body shall ensure an adequate and dependable source of revenue to provide and maintain appropriate school programs, personnel, services, facilities, equipment, technological support, materials, and supplies for student learning.
9. Faculty and building administrators shall have active involvement in the budgetary process, including its development and implementation.

Conclusions

Brookfield High School (BHS) adequately engages parents and families as partners in each student's education and encourages their participation in school programs and parent support groups. The school holds open house, junior and senior college nights, and financial aid night. Parent-teacher conferences are held at a parent's request. Parents are informed of opportunities to volunteer through e-news, an e-mail newsletter to parents, through the school newspaper called "Paw Prints," and the Channel 17 – Educational Access Channel. The BHS Band/Parent Group, the BHS Booster Clubs, and the BHS Robotics team are other school groups with high parent involvement. There is also a newly-established BHS Parent-Teacher-Student Organization which plans to engage parents in collaborative conversations about a variety of topics. The school extends an open invitation for parent and family involvement, fostering partnerships and encouraging relationships between the school and the families in support of students. (self-study, parents, community resources committee)

The school fosters extensive business, community, and higher education partnerships. Academic enhancement activities which incorporate area businesses include job shadowing, mentoring, internships (paid and unpaid), and apprenticeships and summer employment. Medical internships are carried out at Danbury, Waterbury, and New Milford Hospitals. Other internships are held by students at Boehringer-Ingelheim, a local pharmaceutical company. The BHS Robotics team receives financial support from a few companies including GE Capital and Phototronics. The Brookfield Education Foundation is a non-profit community group which raises funds to financially support worthwhile projects to enhance education in the community. Project CLEAR, sponsored by the Candlewood Lake Authority, engages students in environmental education initiatives. Roots to Shoots, a national organization that promotes care and concern for animals, engages Brookfield students in service learning projects in the community. In addition, the school collaborates with local universities to offer Brookfield students college credit. Through the UCONN Early College Experience (ECE) program students can earn college credit through the University of Connecticut. Students are also allowed to take classes at Naugatuck Valley Community College for dual credit. The productive partnerships created at BHS have both enhanced existing curriculum and created new learning opportunities for students. (self-study, program of studies booklet, teachers)

The present school site and plant do not adequately support all aspects of the educational program and the support services for student learning, but renovations for the improvement and expansion of the building are underway. Incomplete construction exposes students to pipes, electrical equipment, and unfinished walls that pose potential hazards. Twenty-five percent of the school's classes exceed twenty-five students, and the number of classrooms currently does not meet the demands of the school population. Hallways are sometimes crowded causing gridlock of foot traffic during the change of classes. Storage is also a problem for several departments. Science department storage is not in full compliance with safety standards. The BHS Alternative Program, once housed off-site, has been relocated to BHS, and its staff has been reduced to one full-time teacher with support from onsite faculty members making consistent programming more difficult. The school has exceptional technology infrastructure and equipment. There are eight new computer labs and SmartBoards and Mimio Boards are found in many classrooms. The library media center is almost completely renovated and is flexible and

adaptable to student needs. In spite of the strengths, in its current condition, the school site and plant do not fully support the learning environment. (facility tour, teachers, self-study)

The physical plant of BHS is compliant with all federal and state laws and is in compliance with local fire, health, and safety regulations; however, a recent report by the Civil Rights Compliance Review shows many areas of concern for handicapped accessibility. The handicapped compliance issue to allow front-entrance access and rear-entrance access is in the process of being addressed through the renovation. Mobility of handicapped students to all areas of the campus has been compromised due to the renovations. (facility tour, maintenance staff, self-study)

The school provides adequate equipment necessary to meet both instructional and facility needs. This equipment is properly catalogued; however, it is not maintained according to the maintenance plan and is only replaced when broken and irreparable. Staff members report that they regularly receive the supplies and equipment requested in the annual school budget. There are clear responsibilities designated to personnel to oversee audio-visual, maintenance, and computer equipment. A plan is in place for regular maintenance and replacement of equipment, but budgetary constraints restrict the implementation of those schedules. Lack of adequate maintenance and replacement of equipment prevents instruction from being supported to an optimal level to improve teaching and learning. (self-study, teachers, school support staff, facility tour)

Building and site management is inadequate to ensure appropriate maintenance, repair, and cleanliness of the school plant as established by the current maintenance plan. The building is used not only by the school community but also by outside organizations which puts an added burden on the custodial staff. Over the course of the past years, the custodial staff has been reduced and the school footprint has increased, making it very difficult for custodians to meet building needs. Many staff members report that the creative use of resources by maintenance staff within the district has allowed the site to function despite limited funding. Lack of adequate funding for site maintenance, repair, and cleanliness negatively impact the ability of BHS to address concerns in a timely and thorough manner. (self-study, support services, teachers)

The school addresses future programming, staffing, facility, and technology needs in a variety of ways. BHS has strategic and technology plans for long-range planning which are available on the district website. The district is addressing facility needs with an ongoing renovation project. Unfortunately, the renovation project has resulted in numerous delays and modifications that have brought about extended disruption to the learning process. The operating budget for maintenance has been consistently under-funded, causing preventive maintenance to go unaddressed. Additionally, the capital account has been under-funded for years and replacing equipment has been difficult. District records track current and future enrollments. As a result of inadequate funds, existing plans have not been carried out that would enable the implementation of programs that meet the needs of students. (self-study, support services, facility tour)

The community and district governing body do not ensure an adequate and dependable source of revenue to maintain appropriate school programs, personnel, services, facilities, equipment, and materials necessary for student learning. While Brookfield ranks the 31st wealthiest town in

Connecticut, it ranks 137th out of 169 in support of education. Budget increases average 4% annually, which is inadequate to maintain existing programs and staffing. Program initiatives for the curriculum such as remediation initiatives for academically at-risk students have been scaled back. The world language and guidance department chair positions have not been replaced. Class sizes and teacher-student loads throughout the high school are high. The inconsistency of revenue makes it difficult for administrators and teachers to plan for the future. (self-study, support services, teachers)

Faculty and building administrators are actively involved in the budget development process. Curriculum specialists and team leaders offer input to the school principal when developing the school budget. Although teachers and administrators compile budget requests, they are often not informed of the approved budget details after the budget is passed. Limited involvement of school personnel in the budgetary process makes it difficult to appropriately plan for upcoming programming, staffing, and facility needs, and this has a negative effect on teaching and learning. (self-study, teachers, central office administrators)

Commendations

1. The major renovation/addition project for the improvement and expansion of the school building currently underway
2. Excellent technology infrastructure
3. Updated library media center
4. Opportunities that invite parents in the educational process
5. Varied avenues of communication between parents and school
6. Many programs of outreach to the community that prepare students for the future
7. Partnerships with higher education

Recommendations

1. Complete the renovation project
2. Develop and implement a plan to provide an adequate, dependable, and consistent level of financial support based on the community's ability to pay
3. Provide additional maintenance/custodial support in order to adequately maintain the site
4. Provide improved funding for the maintenance of technology, facilities, and equipment
5. Improve communication during and after the budget process
6. Provide adequate classroom storage; in science labs, provide safety-regulated storage

FOLLOW-UP RESPONSIBILITIES

This comprehensive evaluation report reflects the findings of the school's self-study and those of the visiting committee. It provides a blueprint for the faculty, administration, and other officials to use to improve the quality of programs and services for the students in Brookfield High School. The faculty, school board, and superintendent should also be apprised by the building administration yearly of progress made addressing visiting committee recommendations.

Since it is in the best interest of the students that the citizens of the district become aware of the strengths and limitations of the school and suggested recommendations for improvement, the Commission requires that the evaluation report be made public in accordance with the Commission's Policy on Distribution, Use, and Scope of the Visiting Committee Report.

A school's continued accreditation is based on satisfactory progress implementing valid recommendations of the visiting committee and others identified by the Commission as it monitors the school's progress and changes which occur at the school throughout the decennial cycle. To monitor the school's progress in the Follow-Up Program, the Commission requires that the principal of Brookfield High School submit routine Two- and Five-Year Progress Reports documenting the current status of all evaluation report recommendations, with particular detail provided for any recommendation which may have been rejected or those items on which no action has been taken. In addition, responses must be detailed on all recommendations highlighted by the Commission in its notification letter to the school. School officials are expected to have completed or be in the final stages of completion of all valid visiting committee recommendations by the time the Five-Year Progress Report is submitted. The Commission may request additional Special Progress Reports if one or more of the Standards are not being met in a satisfactory manner or if additional information is needed on matters relating to evaluation report recommendations or substantive changes in the school.

To ensure that it has current information about the school, the Commission has an established Policy on Substantive Change requiring that principals of member schools report to the Commission within sixty (60) days of occurrence, any substantive change which negatively impacts the school's adherence to the Commission's Standards for Accreditation. The report of substantive change must describe the change itself and detail any impact which the change has had on the school's ability to meet CPSS Standards. The Commission's Substantive Change Policy is included in the Appendix. All other substantive changes should be included in the Two- and Five-Year Progress Reports and/or the Annual Report. Each member school is required to submit an Annual Report form to ensure that the commission office has current statistical data on the school.

The Commission urges school officials to establish a formal follow-up program at once to review and implement all findings of the self-study and valid recommendations identified in the visiting committee report. An outline of the Follow-Up Program is available in the Commission's Accreditation Handbook which was given to the school at the onset of the self-study. Additional

direction regarding suggested procedures and reporting requirements is provided at Follow-Up Seminars offered by Commission staff following the on-site visit.

The Brookfield High School Visiting Committee expresses appreciation for the hospitality extended to each member of the team. The self-study was well-prepared, and the school community was welcoming, which enabled the work of the team to progress smoothly and productively.

Appendix A:
Roster of Team Members
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Appendix B:
NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES

Commission on Public Secondary Schools

SUBSTANTIVE CHANGE POLICY

Principals of member schools must report to the Commission within sixty (60) days of occurrence any substantive change in the school which has negative 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
- cuts in the number of support staff
- decreases in student services
- cuts in educational media staffing
- increases in student enrollment that cannot be accommodated
- 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
- identification by the state as an underperforming school
- takeover by the state
- inordinate user fees