

NEAS&C

Self-Study Report

**Pilgrim High School
Warwick, Rhode Island 02888**

2007 – 2008

Table of Contents

1. School and Community Profile.....	3
2. Pilgrim High School Statement of Critical Strengths and Needs.....	10
3. Teaching and Learning Standard 1: Mission and Expectations for Student Learning.....	12
4. Teaching and Learning Standard 2: Curriculum.....	29
5. Teaching and Learning Standard 3: Instruction.....	41
6. Teaching and Learning Standard 4: Assessment of Student Learning.....	51
7. Support Standard 5: Leadership and Organization.....	65
8. Support Standard 6: School Resources for Learning.....	82
9. Support Standard 7: Community Resources for Learning.....	99

SCHOOL AND COMMUNITY PROFILE

The Community

Located in central Rhode Island, Warwick is Rhode Island's second largest city. Warwick is bordered by Cranston, East Greenwich, Narragansett Bay, and West Warwick. In 2005, Warwick's population was approximately 87,233. Although it is Rhode Island's second largest city, Warwick has a small town feel to it and is comprised of more than 20 villages, many of which have annual festivals and celebrations. Along these lines, large segments of the city's population identify themselves with the village that they live in rather than with the city itself.

As of 2005, the median household income was \$57,153. In addition, the percentage of families in the city with income below the poverty level was 13.7% and the unemployment rate was 4.8%. The city houses two major malls, part of a large retail corridor along Route 2 and Interstate 295. Warwick is also home to Rhode Island's major airport. The city and state also have a significant but declining manufacturing presence. The largest employers in the city as of 2004 are Kent Hospital, Citizens Bank, United Parcel Service, and Metropolitan Life Insurance Company. In the last five years, tourism and hospitality, service sector jobs, medical professions, and high technology have become our biggest employment opportunities.

The school district currently has a total population of 11,892 students, of which 1,275 students are at Pilgrim High School. In addition to Pilgrim, the district operates twenty elementary schools, three junior high schools, two other senior high schools, and a career and technical center. Elementary school enrollment is 5,730 students, all of whom are from this community. At the secondary level there are a total of 5,353 students enrolled. Of this total, six are non-resident students. Furthermore, twenty-nine Pilgrim students are placed in an alternate setting for the purposes of meeting special needs. There are also five elementary, two secondary, and two pre K-12 non-public schools that operate in the city of Warwick.

Finances have been severely affected by the new state regulation requiring a cap of 5.25% on budget increases. For 2005-06 the local resources were 69.2% of the budget, state resources were 24.1%, federal resources were 4.4%, and other resources were 2.3%. Non-resident students paid \$9400 in tuition for the 2005-06 school year.

The School and the Students

The student population over the past ten years has remained relatively stable. As of October 2006 the population of Pilgrim High School was 1,275 students. However, the ethnic, racial, and cultural composition has changed somewhat over the last eight years with 0.7% Native American students, 1.17% Asian-Pacific students, 2.43% African

American students, 91.2% Caucasian students, and 3.68% Hispanic students comprising the student body. No unusual variance in age/grade distribution has been observed at Pilgrim High School. Enrollment for the 2006-07 school year included 673 males and 602 females: freshmen, 195 males/170 females; sophomores, 180/155; juniors, 161/143; and seniors, 137 /134. The 2007-08 school year has been projected at 1,312 students.

In the 2004-05 school year, 50.5% of the seniors at Pilgrim High School took the SAT's. The state percentage was 72%. During the 2005-06 school year, 48% of seniors took the SAT's, while the state percentage was 69%. The graduation rate for the class of 2005-06 was 89.55%, and the retention rate was 8.24% of the student body. In 2004-05, 89.77% of the senior class graduated, and the retention rate was 7.74%.

There were 910 in-school suspensions in 2005-06 and 471 out of school suspensions. During the 2004-2005 school year, there were 833 in-school suspensions and 440 out of school suspensions. Expulsions are not tracked. Failing grades were recorded for 247 males and 143 females in 2005-06. In the 2004-05 school year there were 260 males and 179 females with failing grades.

The average daily attendance rate for both males and females in 2004-05 was 91%. In 2005-06 it was 90% for males and 91% for females. Teacher attendance rate for 2004-5 was 97.5%, and for 2005-06 it was 95%. During the 2004-05 school year, on average, teachers contacted approximately 45.05% of the parents by either the telephone, e-mail, or a scheduled in person conference. Teachers contacted approximately 45.34% of the parents using the same communication vehicles during the 2005-2006 school year.

Transience or mobility at Pilgrim High School is influenced by relocation of families, attendance at drug or mental health rehabilitation programs, or transfer within the district due to discipline or behavioral issues. In addition, students at Pilgrim might withdraw or transfer for pursuit of a GED, job exploration, or an alternate educational program. The drop out rate is well below the state average: 3% compared to 15% in 2004-05, and 4.1% compared to 15% in 2005-06.

Course enrollment is evenly distributed between males and females, with the notable exceptions of family and consumer science (three times as many females) and technology courses (five times as many males). All students are required to take four years of English, health, and physical education; three years of science, mathematics, and social studies; and a half-year of keyboarding and fine arts. Starting in the 2007-08 school year, all students will take a fourth (applied) mathematics course and a full year of fine arts and computer literacy. Juniors and seniors elect to take many English, science, business and social studies electives, so the course enrollment data indicates higher numbers for these departments.

There are 34 clubs/activities running at Pilgrim, including Third Eye, the Homework Club, and Student Leaders. Four additional clubs will be added in the fall of 2007. In the area of athletics, 224 boys and 157 girls participated in 16 fall and winter sports

during 2006-07, and 121 boys and 63 girls participated in seven spring sports during the 2007 season. Golf, the only coed sports team, had 9 students.

The average Pilgrim class size during 2006-07 was 14 students, with class sizes ranging from five to 32 students. Core academic classes averaged 18, and elective classes averaged 13. The average caseload for teachers of core academics was 85.5, and for teachers of electives the average was 73 per semester. Music and physical education had higher teacher loads; 150 per semester. Guidance counselors had a caseload of 261.

In 2006-07 there were 127 teachers at Pilgrim, three administrators, and 16 teacher assistants (support staff). We also had seven other professional staff: a school-based coordinator, an occupational therapist, a physical therapist, a speech pathologist, a school psychologist, a social worker, a resource officer, and a student assistance counselor. There were 9 members of our clerical staff, 14 members of our custodial staff, and a science lab assistant.

All teachers at Pilgrim High School teach within their areas of certification. Almost 10% are teaching with a provisional certificate, while 48% of the teachers have an advanced degree. In addition, all three administrators have a masters degree. Also, 3 teachers and the school psychologist have achieved National Board for Professional Teaching Standards Certification. The state requires teachers to attend school for 180 days and mandates 15 hours of professional development (PD) per year. Since the 2004-05 school year, all of the teachers at Pilgrim have fulfilled the requirement in the areas of literacy, graduation by proficiency, or personalization. Faculty meetings are held for one hour each month (11 per year), and department meetings for one hour each month (10 per year). This year, 2006-07, the teachers will attend 181 ½ days, (three hours of mandated PD) and ½ day of voluntary PD. Next year, teachers will attend 182 days and one voluntary PD day. During 2007-08, the schedule will include 11 common planning periods per year, and each one will be 49 minutes long.

Pilgrim has a rotating seven period schedule with six periods per day. In 2006-07, the classes are 47-48 minutes long, and the lunch period is 68-70 minutes, totaling 309 minutes of instruction per day or 927 hours per year. In 2007-08, we will have the same rotating schedule with 48-49 minute classes, 68-70 minute lunch period, and 20 minutes for an advisory period for a total of 330 minutes per day which meets the state requirement.

For seniors who are middle to low performing academically, we offer the Accuplacer Cluster. This collaboration with New England Institute of Technology (NEIT) requires the students to take the Accuplacer test as a pre-test and post-test in English and mathematics. If they score high enough on the post-test to enter a credit course at NEIT, they receive a significant scholarship to NEIT.

Beginning in 2006-07 the guidance department began a partnership with CCRI which allowed students who were applying to CCRI to take the Accuplacer test at Pilgrim High School; for those who did so, the admissions application fee was waived. Dual

Enrollment is a program offered through NEIT, CCRI, URI, RIC, and Johnson & Wales University, allowing a student to spend his senior year at one of the colleges and receive credit at Pilgrim for his senior year as well as credit for his freshman year at the college. There were two high school students who were dual enrolled at a college while at Pilgrim for their senior year in 2005-06 (one male and one female). Approximately five other students took courses at CCRI for enrichment.

In addition, the Early Enrollment Program (EEP) is a collaborative program with Rhode Island College (RIC), and classes are taught at Pilgrim by the Pilgrim faculty, and students receive credit at RIC for the successful completion of their coursework. There are seven EEP offerings. Fifty-four students have enrolled in EEP, URI Writing, service learning, or teacher certificate classes. We currently offer URI Writing which is a three credit course and Child Development & Psychology which takes place over two semesters and totals six credits (where students receive credit at URI upon successful completion).

The Rhode Island Department of Education (RIDE) has a Teacher Assistant Certification Program, which is a course offered at Pilgrim. Upon completion, students can take the RIDE Para-Pro Assessment. If a passing grade is achieved, they can apply to 37 different school districts as a teacher assistant. Pilgrim has one student participating in a pilot E-learning course (2006-07). This student is taking AP Physics online through Curry University in Virginia to prepare for the AP physics exam.

Pilgrim High School enjoys a mutually supportive arrangement with businesses, community agencies/organizations, and individual volunteers. The RI Department of Education, through the Department of Labor and Training and the School-Based Coordinator's Network, supports partnerships in all sixteen career clusters recognized by the US Department of Education. Approximately 120 teachers (some multiple times) and 270 students have participated in this program since 2000. Pilgrim High School is most notably assisted in this process by various trade associations, the Warwick-based Feinstein Mentoring Foundation and Junior Achievement.

Pilgrim also has a unique special education program, the Work Activities Program, which services most Warwick students who have moderate to severe disabilities. This program teaches vocational training through hands-on activities. The students go into the community once a week and complete tasks that are required of the paid employees. This allows students the opportunity to generalize their skills, to explore different career fields, and to build or master skills before they enter the competitive workforce. Some of our current job sites are: Ruben's Pet Store, West Bay Food Market, Building 19, Dave's Market, Pranzi Catering, and Saver's.

We have articulation agreements with NEIT and URI for programs taught at Pilgrim. EEP classes are taught at Pilgrim giving credit at either RIC or URI. The Service Learning group is currently working with the Ronald McDonald House, Save the Bay, and several Warwick elementary schools; placements change from year to year. Pilgrim has another partnership with the RI Builders Association (RIBA). The technology

department has created an articulation agreement to qualify students for three out of the four different certifications (safety, math, and OSHA) that RIBA offers. Pilgrim also has a co-curricular team participating in the Vex Robotics Design System competition. They receive support from three different engineers who come into Pilgrim and mentor the group in preparation for the statewide, state-sponsored competition, with the winner going on to the national competition.

During 2006-07, teachers of ninth grade classes had the same administrative period, but common planning time was not used. The collective bargaining agreement for 2007-08 year states, "Effective 2007-08 for teachers with ninth and tenth grade class assignments and effective for all teachers for the 2008-09 school year, three (3) will be office assignments, one will be utilized as a common planning period and professional development period every other seven day cycle" (draft contract). Ninth grade cluster teams include English, science and social studies for 2006-07 (90% of the students fit into full clusters). During the 2007-08 school year, 10th grade will also be clustered, and math will be included in the clusters for each grade. Teachers will have common planning time, and it will be fully operational by the 2007-08 school year.

Students in 9th, 10th and 11th grades, who scored two years below grade level in reading (based on the Degree of Reading Power Diagnostic), take a half year course in literacy, and those who score three years below grade level take a full year of literacy. The English and literacy classes are clustered/ linked to help raise a student's reading ability and test scores. During 2007-08, if needed, 12th grade courses will be added.

Students in 10th grade honors may elect a two-year Humanities Honor cluster program. This series requires a two year commitment and students must maintain honors level grades in English and social studies along with a business course component in preparation for AP courses during their senior year. Honors courses are taken by 15.1% of the student population (9.6% female, 5.5% male). Percentages of students in upper level (5-8 Stanine) classes are 58.3% of the student body (26.9%, 31.3%). For lower level courses, the percentage is 24.4% (9.6%, 14.7%). (ethnic breakdown available). Since 2004-05 the percentage of students taking special education courses has remained steady at 5.9%.

During the 2006-07 school year, all students are heterogeneously grouped in the following areas: physical education, health, technology education, art, business, music, family and consumer science, physical science, and the science elective courses. No other major academic area is heterogeneously grouped. In the 2007-08 school year, most of the major academic areas will have heterogeneous classes, with the exception of advanced placement (AP) courses, honors courses, and some special education courses.

Of the class of 2004, 42% were accepted to a four-year college, 32% were accepted to a two-year college, 5% enrolled in other training, and 0% reportedly enlisted in the military. The class of 2005 had 36% of the students accepted to a four-year college, 11% accepted to a two-year college, 3% enrolled in other training, and 0% reportedly enlisted in the military. In 2006, the graduation class had 44% accepted to a four-year

college, 38% accepted to a two-year college, 2% enrolled in other training, and 2% enrolled in the military.

Pilgrim High School has many existing or planned reform initiatives. Starting with the 2006-2007 school year, the department chairs have received training on creating professional learning communities. This professional development extended to the entire faculty over a three month period. Text based discussions about the development of PLC's were held in small groups led by department chairs.

A move is being made toward a standards-based curriculum and Graduation by Proficiency (GBP) which includes end of course exams, senior projects, and digital portfolios. These GBP requirements will be phased in starting in 2007-08. Core areas have revised their curriculum to reflect this change. Each year students will be required to complete two pieces of evidence per core academic area that demonstrates proficiency towards academic Grade Span Expectations. These will be entered into the students' digital portfolios. The district has hired a Graduation by Proficiency Coordinator to streamline this transition. Although community service is not a requirement at Pilgrim High School, we recommend the following number of hours for those applying to National Honor Society: freshmen 20 hours, sophomores 30 hours, juniors 40 hours and seniors 50 hours. Service Learning is available for 12th grade students. In this Family and Consumer Science/English combination course, students benefit from actively participating in community service and then expound upon it in their English class. Pilgrim High School has changed its course offerings to reflect the new state required "three plus one" math requirement. Many faculty members have received professional development from Connie Prevatt, a reading specialist, to help prepare them for literacy courses instituted in the English department in 2004-05.

During the 2007-08 school year initiatives include: common planning time, increasing personalization with the use of advisories, stanine (homogeneous grouping) dissolution, 9th and 10th grade clusters, and Grade Span Expectation alignment with course curriculum. A number of school based initiatives include Student of the Week, Literacy Word of the Day, Teacher of the Month, Staff Member of the Month, the Homework Club, and "Positive Call from the Principal." Pilgrim recognizes student academic achievements with Junior Book Awards, National Honor Society, Senior Awards Night, Future Business Leaders of America Awards, athletic awards, High Honors and Honor Roll.

School Improvement Planning

The School Improvement Team (SIT) is responsible for school improvement planning and is focused on fulfilling the mission statement. School wide initiatives are centered on literacy, graduation by proficiency, and personalization. Literacy improvement includes work on writing effectiveness, reading analysis and interpretation, and problem-solving. GBP has required technology upgrades such as First Class, a system-wide e-mail program, and a link to Rhode Island's electronic portfolio system. To implement these

initiatives, the district has hired a technology coordinator and a Graduation by Proficiency Coordinator in each high school.

Personalization initiatives include advisories, clustering, and the Third Eye program. In addition, guidance initiatives include guidance curriculum, Individual Learning Plans for freshman, counselors who work with incoming freshmen all year, and flexible time (12:00-6:00PM pilot for 2006-07 school year only) when counselors were available to meet with upper classmen and their parents about college/career concerns. In the 2007-08 school year, counselors will not be available on flexible hours, but will occasionally schedule specific evening presentations to parents.

SIT is comprised of administrative leaders, faculty members, staff, students, and parents. The team is divided into three sub-committees: academics, spirit, and grounds. Academic committee members focus on improving academic achievement, state test scores, and personalization. Spirit committee members work to improve the overall atmosphere of the building and the participation of the student body. There has been a noticeable improvement in attendance at extracurricular activities due to the impact of the spirit committee. Grounds committee members focus on improving the school building and grounds. These three committees are dedicated to creating a safer and more welcoming environment at Pilgrim High School.

Since 2003, Pilgrim has been ranked High Performing and Improving. Every year improvements need to be made in order to remain “High Performing,” and Pilgrim’s sustained ranking shows continual improvement. Pilgrim is a Board of Regents Commended School. In 2004, 74% of seniors were accepted to either a two or four year college. In 2006 that number increased to 84%.

“In order to excel tomorrow, we challenge all students to meet the highest academic, civic, and social standards today” is the mission statement of Pilgrim High School. The three targets of the mission statement (academic, civic, and social) are at the center of all changes made at Pilgrim. The belief at Pilgrim High School is that if students can “meet the highest academic, civic, and social standards” then the community has achieved its goal by creating a well-rounded individual who will contribute to the community.

**Pilgrim High School
Statement of Critical Strengths and Needs**

STRENGTHS

Mission and Expectations for Student Learning

- A clearly stated mission statement, embodied within the Student Code of Ethics and other school publications, and visible throughout the building
- High academic expectations as evidenced by the increase in academic rigor, varied instructional and assessment practices, and use of the school-wide rubrics, Certificate of Mastery Tasks, and the electronic portfolio
- High social expectations as evidenced through assemblies, clubs, and activities, utilizing students and adults within and outside of the school to model the expectations

Professionalism

- A highly qualified, professional faculty and staff who support the well-being and learning of students
- A willingness to pursue professional development that utilizes strategies to improve instruction
- Faculty, staff, support staff, and assistants who make the most of the facilities and equipment provided

Support Systems

- The variety of quality resources and support services available to support academics, applied learning and a diverse student body
- A wide range of electives and extra curricular activities to support students' efforts to meet academic expectations

NEEDS

Physical Plant

- Address the many concerns about the physical plant, such as roof replacement, mold concerns, new ceiling tiles, and improvements to the auditorium
- Provide consistent daily custodial services

Professional Development

Increase professional development opportunities that focus on

- the use of differentiated instruction to better serve classes that are heterogeneously grouped
- improving instruction and the use of technology in the classroom
- the new Performance Based Graduation Requirements so that all teachers in the building are able to support students
- opportunities to share assessment practices

Organization

- Increase collaboration between central administration and their subordinates
- Explore the integration of a standards-based grading system with the current system
- Consider a schedule that allows for more flexible use of time during the school day

MISSION AND EXPECTATIONS FOR STUDENT LEARNING

Teaching and Learning Standard 1

Pilgrim takes pride in its mission statement: *“In Order to Excel Tomorrow, We Challenge All Students to Meet the Highest Academic, Civic and Social Standards Today.”*

Pilgrim High School, a high performing and Board of Regents Commended School, is one of three high schools in the second largest school district in Rhode Island. **The development of the school’s mission statement was initiated in 2001 under the direction of the school principal, an educational consultant, and the School Improvement Team (SIT), which consists of faculty, department heads, parents, and students.** SIT Team members further developed and revisited the mission statement which was adopted in September 2002, and the faculty voted to accept the mission statement in October 2002. Pilgrim’s mission statement was aligned with the district mission statement.

In 2004, a committee of administrators and teachers was formed to write the Academic Expectations for Learning based upon the guiding beliefs of the mission statement. The mission statement and Academic Expectations for Learning, with learner indicators and learner outcomes for each expectation, were revisited and were adopted in October 2006. The Pilgrim faculty voted to accept the revised mission statement and Academic Expectations for Learning in November 2006, and the school committee was informed of the progress and the adoption of the mission statement. Hence, this mission statement and the Academic Expectations for Learning were initiated in 2001, revisited

twice, aligned, and adopted in 2006, and have continued to serve as the guide for implementing the guiding beliefs and values within the school today.

The school's mission statement represents the school community's fundamental values and beliefs about student learning. The mission statement is written in succinct terms that capture the essence of the beliefs and values of the school. A copy is visible in every classroom and in common areas within the school. It can be viewed in key school documents such as newsletters, and report cards, on banners within the school, and is heard during daily morning announcements. Communication with parents and the community reflects the mission statement as it is displayed on the school website and letterhead. Student leaders proudly wear the mission statement on tee shirts as they serve in various capacities and as they work with the freshman class throughout the year, informing and modeling school values and beliefs about student learning.

The Pilgrim High School community honors and respects diversity by holding all students to the highest academic, civic, and social standards. These are reflected and supported on interim reports and through various activities and committees. Current SIT team members are divided into sub-committees which address three areas: academics, physical facilities, and school spirit. Each of these committees uses the mission statement and expectations to guide, plan, and carry out goals and action plans for Pilgrim.

There is a wide range of courses designed to address various interests and academic levels. Students are offered classes at advanced placement and honors level as well as a myriad of courses that address broad interest levels in the arts, business, and technology. Academic excellence is a challenge for all students to meet the highest

standards as outlined in the academic course catalog. As Pilgrim has revised its mission statement and academic expectations for learning, the district has revised courses to provide students with specific learning indicators that lead students to meet the Proficiency Based Graduation Requirements (PBGR's). Further work is needed to help students understand how classroom instruction, performance assessments, school-wide rubrics, and electronic portfolio-worthy documents all provide students with evidence of meeting the benchmarks for these requirements.

Administrators, faculty, staff, student body, and parents are afforded many opportunities to actively participate in activities that represent the values and beliefs about student learning. These opportunities include Open House evening, Parent—Teacher—Student Association (PTSA) meetings, and Family Guidance meetings. Additional evening assemblies are held for parents and students that address graduation by proficiency requirements, that report school and district test results, which explain senior project requirements, and that supply information pertaining to post-secondary transition planning. Supporting documentation is routinely distributed to the parents at these meetings. These supportive documents include the mission statement. Pilgrim celebrates successful student learning and outcome expectations and offers celebratory rewards to seniors as a result of the Regents Commendation for High Performance on the New Standards Reference Examinations. In addition, induction and awards ceremonies for National and Foreign Language Honor Society, and Senior Recognition celebrate academic excellence and recognize students' hours of service to the community.

Student Leaders and the newly formed Third Eye/Youth Crime Watch are examples of Pilgrim leadership groups, which lead the school by modeling values and

beliefs of the Pilgrim community. The Third Eye consists of 22 students and began in October 2006. This group seeks to reduce the number of episodes of violence and thefts. The Mission and Expectations Committee strongly believes that since the inception of this group there has been visible improvement in respect for the diversity of the student body and an overall decrease in episodes of conflict among students.

Third Eye, with the help of the Attorney General's office, consulted within the community and brought the Challenge Day Organization to the school. Pilgrim High School was the first Rhode Island visit that this organization made. Nearly 200 faculty and students participated in activities over a two-day period. These exercises sought to promote respect for diversity and sensitivity to social problems and towards those who have experienced or have overcome adversity. Activities that promote new ways to communicate respect and build new bonds within the student community were part of the goal of Challenge Day.

With the support of the Attorney General's office, local businesses, Youth Crime Watch America, local police, and the school resource officer, Pilgrim's Third Eye proudly promotes attendance, supports faculty-student events, and takes its positive message to other schools in the community. Pilgrim now experiences a significant decline in school violence and in the number of thefts within the school.

The Gay Straight Alliance (GSA) was formed in 2005 to promote respect for diversity within the school culture and collaborates with other social groups. These programs further support the challenge for "*all students to reach the highest academic, civic and social standards today.*"

The school has defined school-wide academic, civic and social learning expectations that are measurable and reflect the school's mission. Pilgrim's school-wide academic expectations for learning are aligned with the school mission statement, the district mission statement, and the Grade Span Expectations (GSE's) for Math, English-Language Arts, Life and Physical Sciences, and Social Studies. The GSE's, required by the state of Rhode Island, are aligned within the district curriculum and have been a major source from which the Academic Expectations for Learning have been derived.

The current Teacher Support Team has changed its name to Response to Intervention Team to align with the current Federal Guidelines for Individuals with Disabilities Education Act (IDEA). This team consists of four teachers in varied disciplines, a school social worker, a school psychologist, a school nurse, a special educator, two guidance counselors, and administrators. It serves to identify students at risk for academic failure, brainstorms intervention strategies, and collects data to assist students in making academic progress with informal support. A system that is supported by research-based data, it includes parent involvement and flexible intervention strategies, and clearly fits into Pilgrim's mission statement because the Response to Intervention Team addresses both academic and social expectations.

The discipline referral was revised in fall 2005 by the administrators and faculty. This referral process, when revised, was aligned with the mission statement and with the school social expectations, which are listed in the Student Agenda, the Senior High School Program of Studies, and the Code of Ethics.

All Pilgrim students are encouraged to meet the highest academic standards; those students who demonstrate significant effort and performance can be nominated by any teacher or administrator for recognition as Student of the Week. The school principal determines the award recipient after reviewing nominations. Also, students who have demonstrated effort or improvement within a significant academic, civic, or social expectation may receive recognition through verbal praise and a phone call to the student's home by the principal.

Pilgrim subscribes to a web-based program called Turnitin, which assists teachers in maintaining high academic standards. This program is a technological solution to the problem of plagiarism. Turnitin allows students to submit research-based papers/reports electronically, screens to identify plagiarism, and enables students to properly cite reference sources; authenticity of research and applicable projects are stressed.

Goals to better serve the community lead to the development and implementation of life saving skills classes in first aid and CPR as well as the purchase of AED equipment. Through the collaborative work of faculty, the Red Cross club, and Third Eye, grants and fundraising activities in the 2006 and 2007 school year provided money for training and equipment. The entire senior class was certified in CPR by fall 2006. In addition, faculty were provided training, and underclassmen are trained within the PE and health courses.

For each academic expectation the school has a targeted level of achievement as identified in a rubric. The current academic expectations for learning were approved and adopted by the school committee in 2007. The academic expectations for learning were compiled in the 2005-2006 school year by the Senior Exhibition Project Guidebook

Development Team. All Warwick high schools now have the same academic expectations for learning and summative rubrics to support those expectations. Another smaller committee developed the rubrics after these academic expectations for learning were created. These rubrics were adopted in 2006. While Pilgrim's problem solving and writing rubrics have been in school-wide use, the academic and summative rubrics were implemented district-wide in the fall of 2007.

The standards and individual indicators are listed for each course in the Warwick School Department Secondary High School Program of Studies catalogue. Included in the district graduation expectations are five school-wide academic expectations for learning in which all students must attain proficiency. These expectations have been developed by a large group of administrators, a curriculum coordinator, a technology application assessment coordinator, an information services and technology coordinator, supervisors of content areas, and teachers in 2005-2006.

In addition, each academic department uses all or some part of the school-wide Written Response Rubric and the Problem Solving Rubric. There are also individually designed rubrics within certain departments which evaluate the students' work and progress and are aligned with the Grade Span Expectations. Students have begun performing Certificate of Mastery tasks and have begun completing tasks within their academic department area for inclusion in their personal E-Portfolios. The school-wide rubrics are matched to the standards of the Proficiency-Based Graduation Requirements (PBGR's) which are part of the Warwick School District Plan in compliance with the State of Rhode Island PBGR's. These are all aligned with the mission of the school to prepare students to be life-long learners, responsible citizens, and productive workers.

The school shall have indicators by which it assesses the progress in achieving school-wide civic and social expectations. Pilgrim High School aligns policies with Warwick Public Schools to monitor students' progress as it pertains to their civic and social expectations. The interim report is implemented at the halfway point of each quarterly marking period. Using a rubric, teachers rate each student's performance in the civic and social expectations areas. Both parents and guidance counselors have access to the interim report for the opportunity to monitor and collaborate.

Beginning at the opening of each school year, monthly assemblies are held for students in all grades to explain the student code of ethics and academic, social, and civic expectations. Upperclassmen model high expectations to entering freshmen. Assemblies that follow provide students with feedback and data on the rate of tardiness and absences and review student compliance with the dress code, rules for the use of cell phones and listening devices, and other school policies. Students who participate in sports, clubs, and special groups within the school are reminded of the standards described in the Student Code of Ethics, the Mission Statement, and Expectations for Learning. The criterion for participation includes successful academic performance, and progress reports are used by leaders and coaches to monitor progress and compliance. Students must meet a less than 20-percent absentee criterion in order to attend proms and special dances. Teachers, guidance counselors, and administrators meet with parents to identify and collaborate on strategies to increase academic support and to decrease behaviors which do not meet Pilgrim's social expectations.

The mission statement and the expectations for student learning guide the procedures, policies, and decisions of the school and are evident in the culture of the

school. For example, in 2000, the Student Leadership Program was initiated by a department head. Student leaders mentor freshman, provide tours to new students, model and uphold a positive image, share information within the school community, and encourage participation in clubs and school activities. Also, a five-week Freshmen Orientation Program was established to ease the students' and parents' transition to the high school setting. In 2002, the mission statement was added to the student leader t-shirts. To emphasize and support academic rigor and develop proficiency, an afternoon program that meets twice weekly, the Homework Club was established in November 2006. In addition to department nights, students receive additional help in their academic subjects through teacher volunteers and National Honor Society volunteer student tutors.

In order to align the District Advisory Program with the State Department of Education mandates for personalization, the Warwick School Department agreed upon a district-wide goal: "Warwick Schools will provide all students the opportunity through an advisor-advisee relationship to develop skills to become productive citizens." The Academic Committee of the School Improvement Team and members of the Advisory Committee have merged in order to develop suggested strategies and activities to create a purposeful advisory program. This program continues to be a work in progress and implementation is planned for fall 2007.

To include all students in the Pilgrim culture, one student has initiated the Pilgrim Pals Program, which was developed to increase the inclusion of students with developmental disabilities in the Pilgrim community. It is comprised of students in all grades and meets twice monthly. Activities include homework help, conversation, hands-on projects, and interactive games.

As of spring 2005, a community police officer is now a part of the culture of the school. This officer participates in the civic and social activities of the school, and his positive daily presence within the school provides a safe environment.

Students have demonstrated behaviors that clearly align with Pilgrim's civic and social learning expectations. In recent years, Pilgrim High School has experienced several occasions of loss and tragedy. Each time, whether it was a faculty member, support staff, a student, or students from a sister high school, the Pilgrim community rallied together in caring and supportive ways and arranged multiple activities to foster remembrance and to raise funds honoring those who belonged to the Pilgrim family. Students, staff, and administrators alike show their Pilgrim Pride by serving food, cleaning tables, soliciting donations, painting murals, making home repairs, and washing cars. In one instance, students teamed together and gained their employer's permission to donate all tips for the day to a worthwhile cause. Last year, when four students from Pilgrim and Warwick Veterans High School tragically lost their lives, students, faculty, and administrators from both schools arranged the first annual faculty-student basketball fundraiser to celebrate the young lives.

Additional activities to promote civic and social expectations that reflect the Pilgrim mission statement include assemblies with motivational speakers and special presentations. These have included graduates of Pilgrim, a professional basketball player and a professional baseball player, who provided personal stories and emphasized the importance of meeting academic, civic, and social expectations for future success. The "Freedom Calls" assembly that occurred in March 2007, was sponsored by the National Guard and identified social expectations within the general society, decision-making

choices, and promotion of the prevention of violence, crime, and substance abuse. This motivational presentation gave practical advice to students who may not be equipped to fight for their personal freedom and carried the message of using conviction, courage, and ambition for personal success.

Pilgrim utilizes the district ConnectED program as a communication tool to reach out to parents in the community. This program electronically contacts all parents of Pilgrim students concerning absences, important academic testing periods, safety announcements, and civic and social events and concerns. Families receive a pre-recorded message highlighting the event or concern.

Also evident in the school is the use of the FirstClass electronic communication system. This provides students, faculty, staff, and administrators with opportunities to communicate events, procedures, and policies within the school and throughout the district. All members of the school community can access information for communication and learning through their personal FirstClass account. Scheduled events, procedures, professional development opportunities, attendance, and meetings are all communicated through the use of this system.

The school has reviewed 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. In 2002, the existing School Improvement Team completed a self-study in preparation for the Rhode Island School Accountability for Learning and Teaching (SALT) visit. Following this visit, the school administrators and the School Improvement Team developed action

plans in response to these findings. The district also responded to action plans and revised the district curriculum in the areas of reading, literacy, writing, and mathematics.

These curricula include tiered levels of literacy instruction as well as a change in the life and physical science curricula. All curricula have been aligned with the National Standards and Grade Span Expectations. Technology has been updated and is an evolving method for students to demonstrate academic expectations for learning and learning outcomes.

Using data from the SALT visit from 2003 and NSRE testing, Pilgrim developed its action plans to emphasize the mission statement and the academic expectations for learning in the areas of reading, writing, and mathematics. During this time, the NSRE data identified Pilgrim as in need of improvement and making insufficient progress. In response to the action plans, Pilgrim reviewed the Mission Statement and Academic Expectations for Learning, revised action plans, and engaged faculty of all disciplines in incorporating the goals of the state and district frameworks by increasing intensity of instruction with focus on problem solving and writing. The faculty also focused its attention on providing authentic and performance-based assessments in all disciplines, and students utilized school-wide rubrics and classroom rubrics that align with Grade Span Expectations. In addition, faculty members increased collaboration and inter-departmental meetings across the major disciplines. Focus on assessment has moved to an increase in providing students with multiple opportunities to demonstrate their performance. Furthermore, antiquated technology systems have been updated within the school and system wide, and professional development has been provided in the area of use of technology for instruction. Students have been involved in developing electronic

portfolios using the FirstClass and RI Portfolio systems. Along with the Electronic Learning Center, a technology center within the school library was added as support for the action plan to improve the writing and teaching of a standards-based curriculum. It also provided improved technology that was not evident at the time of the 2003 SALT evaluation.

Another focus area for Pilgrim was to address high expectations that challenge all students. In response, it was acknowledged that students in our special needs population needed to improve performance in the areas of reading, math, and writing as indicated by the NSRE scores. Faculty in target areas have been collaboratively reviewing student work, focusing on increasing academic rigor, and providing special needs students with motivational and academic support for testing. Pilgrim proudly was classified as a “high performing and improving school” in 2005 and a “high performing and Regent’s Commended school” in 2006.

Providing students with multiple opportunities to demonstrate learning in all classes has been a work in progress for Pilgrim, as has increasing professional development in the areas of differentiation of instruction and Balanced Literacy. A move toward heterogeneous grouping has been planned by the district for September 2007. Additional areas that need to be addressed are common planning time and interdisciplinary teaming.

During the self-study process, it became evident that a formal timeline has not been established for reviewing the mission statement. However, evidence indicated that since its inception it has been revisited several times, most recently in the fall of 2006.

It should be noted that Pilgrim High School examines and uses all data received in order to ensure that the school community is actively living the mission statement. A recent example is the current review of the Endicott Survey results. It is evident that while 80 percent of students know the mission statement and the academic expectations for learning, students do not clearly articulate understanding of the applications of these within their classrooms. Likewise, the data indicates that faculty understanding of use and application of academic expectations and rubrics for each expectation within the classroom is a weakness and needs further attention. A plan is being devised by the NEASC co-chairs, administrators, and steering committee to address how faculty can incorporate and carry out the mission statement and academic expectations for learning within the classroom. While the ever-present changes in high school reform have placed many demands on all high schools, Pilgrim aspires to provide courses and activities that meet the highest standards.

Pilgrim High School takes pride in its present mission statement: *“In order to excel tomorrow, we challenge all students to meet the highest academic, civic and social standards today.”*

MISSION AND EXPECTATIONS FOR STUDENT LEARNING

Support Standard 1

Executive Summary

Pilgrim High School students, faculty, administrators, staff, and parents are knowledgeable and clear about the school's mission statement. The present mission statement embodies the core values and beliefs about student learning by faculty, administrators, and parents. The Mission and Expectations for Student Learning Committee has gathered, reviewed, and rated supporting evidence, and noted specific areas of strengths and weaknesses. **Through the self-study, the committee has determined that Pilgrim High School adheres to the standard on Mission and Expectations on an ACCEPTABLE level.**

The evidence supports the Committee's conclusion that the Mission Statement guides the policies, procedures, instructional and assessment practices of Pilgrim High School. It has been reviewed and revised, but at this time there is no defined plan for ongoing review. Pilgrim has defined academic, civic, and social expectations that are measurable and reflect the school culture and has identified indicators that assess progress on the civic and social expectations. This is specifically evident in that Pilgrim High School is a high performing and Regent's Commended School. However, in its effort to develop a targeted level of successful achievement for students, the Warwick School Department identified the need for all secondary schools within the district to have clear student academic expectations and summative rubrics that are aligned with the district-wide curriculum and course offerings. The School Committee has approved

these rubrics for district-wide use in the 2007-2008 school year. Pilgrim has placed emphasis on increasing academic rigor through its use of performance based assessments and tasks, use of school-wide rubrics, development of electronic portfolios, and Certificate of Mastery Tasks while awaiting completion and implementation of the district-wide initiative.

The focus on social, civic, school, and community activities attest to the success of the Pilgrim High School community in living its mission statement: **“In order to excel tomorrow, we challenge all students to meet the highest academic, civic and social standards today!”**

Missions and Expectations for Student LEARNING

Support Standard 1

Strengths and Weaknesses

STRENGTHS:

- The school has successfully demonstrated that students are held to high academic expectations through the increase in academic rigor, instructional and assessment practices, professional development, and use of the school-wide rubrics, Certificate of Mastery Tasks, and the electronic portfolio.
- The school has high social expectations as evidenced through assemblies, clubs, and activities, and utilizes students and adults within the school and outside of the school to model the expectations.
- The mission statement is clear, is embodied within the Student Code of Ethics and other school publications, and is visible throughout the building.
- The school demonstrates high civic and social expectations as evidenced by activities within the institution that reach out to members of its culture and branch out into the community.

WEAKNESSES:

- The school does not have a plan for scheduled revisiting of its mission statement.
- The school has a rubric for social expectations embodied within the interim report but does not have a system of data collection and analysis of these expectations.
- The developed Academic Expectations for Learning summative rubrics will not be implemented district-wide until fall 2007.

CURRICULUM

Teaching and Learning Standard 2

Each curriculum area shall identify those school-wide academic expectations for which it is responsible. At Pilgrim High School each department has identified the academic expectation for which it is primarily or secondarily responsible (see document). Pilgrim High School teachers have access to school wide academic expectations rubrics which are located on First Class, the district's email system. The rubric for each academic expectation identifies the learning experiences required to meet the expectation and are available for teachers to assess student progress. Pilgrim High School also has a Program of Studies that lists academic expectations addressed by each course and curriculum area. In addition, the curriculum guides for math and science, scheduled for printing, will include the aligned academic expectations for individual core courses.

The curriculum should 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. Teachers from all three high schools in Warwick have met by content area to develop curricula purposely aligned to Rhode Island's Grade Span Expectations (GSE's). Curriculum guides that aligned various assessments, instructional strategies and instructional resources to individual GSE's were published. In the last two years these guides have undergone several revisions. These revisions include identifying: the depth of knowledge (DOK) for assessments, applied learning standards for assessments and instructional strategies, and new instructional resources as new books were purchased. Warwick is now aligning each curriculum area to the district's academic expectations. This process has been completed for math, and

the guide for this area is being printed. A timetable has been established for the alignment of academic expectations to the other core curriculum areas and for elective areas. According to the timetable, the alignment process for the remaining core curricular areas is scheduled to be completed by the end of the 2009-2010 school year. For electives, the alignment process is scheduled to be completed by the end of the 2010-2011 school year. In addition to aligning curricula with the district's academic expectations, the district is also in the process of aligning each curriculum to the Grade Span Expectations for ELA and Math.

In addition to curriculum guides, Pilgrim High School has a Program of Studies document. This document lists all courses available at Pilgrim with a short description of each course. The Program of Studies was purposely aligned to Warwick's academic expectations.

Pilgrim High School's written curricula provide suggested assessments that require students to apply knowledge to demonstrate mastery of academic expectations. The suggested teaching strategies include differentiation to help students master each academic expectation. As the GSE's are assessed across the content areas, students are given the opportunity to practice individual GSE's in many different classes. Additionally, many teachers at Pilgrim offer students multiple opportunities for students to successfully achieve the GSE's in their classes. An essential component of Warwick's Graduation By Proficiency Diploma System requires students to enter portfolio pieces which meet at least one academic expectation into their E-portfolio. The E-portfolio system allows teachers to identify the academic expectation being assessed in a particular assignment, and the district has developed district wide rubrics to assess the extent to

which a student's portfolio piece has met an academic expectation. Students who will graduate in 2010 are expected to have constructed an E-portfolio that demonstrates proficiency of each academic expectation as well as academic growth over their four years of high school. In the 2008-09 school year, Pilgrim High School purchased a new E-portfolio system. The Graduation By Proficiency Coordinator at Pilgrim is currently scheduling teachers and students to be trained on the new system.

At Pilgrim High School, academic support is offered for students who need additional help. Teachers are required to stay one hour each week for department night. In addition, homework help is offered through the Homework Club which meets after school in the library on Tuesdays and Thursdays. For students who fail classes, summer school is available to make up the course work.

The written curriculum shall prescribe content, integrate relevant school-wide learning expectations, identify course specific learning goals, suggest instructional strategies, and suggest assessment techniques including the use of school-wide rubrics. The writing of curriculum is a five-phase, district wide process. Warwick has a calendar of curriculum development which outlines the curriculum process and the prospective dates of each curriculum phase. The district has a written curriculum for math, science, English Language Arts, social studies, music, health, and physical education. Curricula that are currently being revised are visual arts and business. The plan is to have all curricula written by the end of the 2007-08 school year.

All written curricula prescribe content, identify course specific learning goals, suggest instructional strategies, and suggest assessment techniques including the use of school-wide rubrics. Each curriculum guide includes the content prescribed for

individual core classes within a curriculum. The guides have been designed so that the first page of each content area lists the “Scope and Sequence” of material to be covered. Content specific to the course is listed for each area by quarter (or, in some cases, by semester) on the scope and sequence page. While the guides do not currently include relevant school-wide learning expectations, they are aligned to the state’s Grade Span Expectations and go on to suggest assessments for the content at various depths of knowledge, offer differentiated instructional strategies, and identify text and technology resources that are available. These curriculum guides attempt to provide instructional guidance for teachers, but they are still new, and there have been few opportunities for professional development on how to integrate new curricula into existing lesson plans.

A timetable does currently exist to reprint the guides to include the relevant school-wide academic expectations. This alignment has been completed for math, and the new guide is scheduled for printing. The alignment process for the remaining core curricula is scheduled to be completed by the end of the 2009-2010 school year.

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. Each written curriculum suggests assessments at varying Depth of Knowledge (DOK) levels. The assessments with a DOK level of three or four provide opportunities for students to engage in inquiry, problem-solving, and higher-order thinking. Some core curriculum areas use common tasks to assess proficiency of skills. These tasks scaffold questions so that the student must answer a level 3 or 4 DOK question at or near the end of the task. Two components of the Graduation By Proficiency Diploma System also provide students the opportunity to demonstrate

problem-solving and higher-order thinking: the E-portfolio and Senior Exhibition Project. The graduating class of 2009 will be required to produce a paper portfolio that includes two entries in English Language Arts, two entries in math, and one entry in any other subject. Each entry must address at least one school-wide academic expectation which is then scored by the instructor based on the school-wide rubric for that expectation, and each entry must also be accompanied by a reflective essay. Future graduating classes will be required to enter multiple portfolio worthy assignments in ELA, math, and science. Senior projects include both research and fieldwork within a career interest. Students are asked to develop a focus question/problem to direct their research and fieldwork and then make a presentation which demonstrates how they resolved the question or problem. For the graduating class of 2008, the plan is to have senior projects judged by various individuals, including teachers, administrators and community members.

Some students in the vocational program are offered the opportunity to intern in fields in which they are interested. These internships are coordinated through the vocational school. Pilgrim High School offers various advanced placement courses and courses that allow students to earn college credit at Rhode Island College or the University of Rhode Island. These courses challenge students to apply acquired knowledge and skills at higher depths of knowledge.

The curriculum shall be appropriately integrated, emphasize depth of understanding over breadth of coverage. The curriculum is being integrated across all content areas as courses are being aligned with math and English Language Arts GSE's. In order to prepare underclassmen for the research component of senior project, several

courses have included a research paper as part of their 2007-08 curriculum. Use of common tasks by some science and math teachers allows students to demonstrate proficiency in writing and communication.

At Pilgrim High School curriculum is defined as what is being taught; the curricular guides prescribe content purposely aligned to the state's GSE's. In order to provide students the opportunity to demonstrate higher order thinking skills many teachers are currently using various portfolio worthy assessments, including common tasks. Students who complete these assignments are assessed at DOK levels of 3 or 4. Additionally, the senior project and portfolio, a 2009 graduation requirement, both emphasize students' depth of understanding. The senior project allows students to demonstrate a learning stretch in an area of interest. The E-portfolio will allow students to demonstrate proficiency in course specific GSE's and the academic expectations, as well as applied learning standards, at DOK levels of 3 and 4.

The school shall provide opportunities for all students to extend learning beyond the normal course offerings and the school campus. Pilgrim High School offers students the opportunity to extend learning in various ways. Students can choose to take E.E.P. courses which allow students to earn college credit at Rhode Island College or advanced placement courses which offer the opportunity to earn credit at various institutions. The English department offers a college freshman writing course through the University of Rhode Island. Students also have the opportunity to take courses at CCRI (the Community College of Rhode Island) during their senior year. There are many co-curricular opportunities available to students. Academic clubs such as French Club, Academic Decathlon, Math League, yearbook, school newspaper, a poetry club,

metals club, and the Book Club welcome any student at Pilgrim High School. Other clubs such as the Gay Straight Alliance and the Do-Something Club offer a place for students to discuss social and cultural issues. School-to-work opportunities include internships arranged through the vocational program and the school store, a school based enterprise. The Family and Consumer Science department offers a service learning elective in which students have the opportunity to participate in community service programs. Finally, senior project requires students to complete research and fieldwork in a career of interest, and to reflect upon and present what they have learned as a result.

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. For the last three years the district has been developing curricular guides that align with the state's GSE's for core content areas spanning grades K through 12. Department leaders from the three high schools and three junior high schools meet monthly with content supervisors to discuss issues regarding curriculum. Department leaders also meet monthly with teachers where curriculum issues may be discussed and weekly with administration to discuss relevant school wide issues. These regular meetings allow for the flow of information between and among the district's secondary schools. When curriculum is being developed, teachers from the junior high schools and senior high schools work together. Elementary and junior high school teachers may also work together, notably in the areas of health and science where the GSE's cover grades 6-8. A few times a year, the library staff sends out a newsletter to faculty asking if any additional resources should be made available at the library.

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. Pilgrim High School is currently undergoing textbook adoption which occurs at the district level. Textbook adoption involves dialogue among teachers from all three high schools in the district. Math and science received new textbooks for the 2007-08 school year. Social studies will pilot new textbooks during 2008-09. Ancillary materials and technology (hardware and software) were negotiated into each textbook contract. Currently, staffing meets state and contract guidelines, and the building has a sufficient number of rooms to accommodate students and classes.

The faculty of Pilgrim High School was surveyed to assess the adequacy of school facilities. Question one “Do you agree that the library/media center’s resources adequately support your curriculum with supplemental materials as well as computers to support research?” elicited the following responses: a total of 37 responses, 12 disagree, 1 strongly disagrees, 19 agree, and 5 strongly agree. Responses to the question, “Do you agree that the laboratories in the school are up to date, classrooms are large enough to do project-based learning, and computer rooms are available to accommodate classes?” were as follows: a total of 36 responses, 8 strongly disagree, 20 disagree, 6 agree, and 2 strongly agree. Their concern stated as the main reason for disagreement was that there are not enough computers to accommodate classes. Other faculty members stated the additional concern that if they are able to schedule time in the computer labs, many of the computers are broken and cannot accommodate an entire class.

The professional staff shall be actively involved in the ongoing development, evaluation, and revision of the curriculum based on assessments of students

performance in achieving the school's academic expectations and course specific learning goals. Teachers at Pilgrim High School volunteer to work on curricular revisions. Curriculum development is based on a five-phase calendar. The five phases involve the following steps: planning/writing, pilot, textbook adoption, implementation, and evaluation/revision. Topics regarding curriculum are discussed between department heads and content supervisors at monthly meetings. Most department heads disseminate information to teachers at monthly department meetings; however, since there is no format for the dissemination of information, some gaps in communication exist.

Currently district wide common assessments and tasks are being implemented in ELA and math. Tasks are scheduled to be implemented in science in 2008-09 and in social studies the following year. Common assessments are part of the Performance Based Graduation Requirements (PBGR) and incorporate the GSE's and applied learning standards. The academic expectations are embedded as they complement the applied learning standards.

In the areas of ELA and Math, the Warwick School Department has been itemizing the responses from state standardized tests in order to use the results as a focus for future curricular revision. This has not been done strictly at the school level.

The school shall commit sufficient time, financial resources, and personnel to the development, evaluation, and revision of curriculum. Funds have been made available through the district and Pilgrim High School's Article 31 monies for teachers to develop and revise curriculum. During the 2006-07 school year, substitute teachers were provided during school hours and stipends were paid during the summer for teachers to work on curriculum development. The summers of 2006 and 2007 were spent developing

course proficiencies in math and science, ELA curriculum development, and math and science curricular revisions. However, in the 2007-08 school year, the budget for the curriculum office was substantially cut so that there have been far fewer opportunities for teachers from around the district to meet and collaborate on curriculum development/revision.

Professional development activities shall support the development and implementation of the curriculum. On a district level, some professional development has been provided on the use of new curriculum and new textbooks. Professional development has also been provided by the district on differentiated instruction, and a number of teachers voluntarily participated in a Saturday series of workshops on differentiated instruction. Ongoing and embedded professional development of this instructional strategy continues to be offered to ELA, math, and social studies teachers. Many teachers at Pilgrim have also attended professional development workshops in various areas through BEHR. Article 31 funds are used to cover the cost of these workshops. The Collective Bargaining agreement between the Warwick School Department and the Warwick Teachers' Union provides for one mandatory professional development day (up to 6 hours in length) and one voluntary day (up to 6 hours) at which time the school department has the opportunity to provide focused staff development to the entire faculty.

CURRICULUM

Support Standard 2

Executive Summary

The curriculum for core academic areas at Pilgrim High School is a district wide document that is common among the three high schools. Pilgrim High School also offers electives in each curriculum area that are specific to the school. **The committee has determined that Pilgrim High School meets the Curriculum standard at a LIMITED level.** Written curriculum documents for each academic area do prescribe content, suggest instructional strategies, and suggest assessment techniques including the use of school-wide rubrics. Each department area in the school has also identified the school-wide academic expectations for which it is primarily or secondarily responsible. However, the alignment process has not yet been completed to ensure that all students have sufficient opportunity to practice and achieve school-wide academic expectations, nor do the curriculum guides integrate relevant school-wide learning expectations or include course-specific learning goals. Alignment of curriculum to school-wide academic expectations can be found in the school's Program of Studies, but the curriculum document itself has been purposely aligned to the state's GSE's. Because of this, the curriculum guide emphasizes breadth of coverage rather than depth. As Pilgrim High School implements the new Performance Based Graduation Requirements (which include portfolio and senior project), more opportunities are being provided to students to engage in inquiry, problem-solving, higher order thinking, and the authentic application of knowledge and skills. More funding must be provided at the district level for teachers to meet and collaborate on curriculum.

CURRICULUM

Support Standard 2

Strengths and Weaknesses

STRENGTHS:

- Pilgrim High School does have curriculum guides for most academic areas that prescribes content, suggests instructional strategies, and suggests assessments.
- When the budget allows, teachers are involved with the district's efforts to develop and revise curriculum.
- Pilgrim does provide sufficient equipment, supplies, facilities, staff, and library sources to support the curriculum.
- Pilgrim offers a wide range of electives and extra curricular activities to support students' efforts to meet academic expectations.

WEAKNESSES:

- The curriculum documents need to be aligned to the school-wide academic expectations.
- More funding needs to be provided so that teachers can collaborate on the development and revision of curriculum.
- More professional development needs to be provided regarding the new Performance Based Graduation Requirements so that all teachers in the building are able to support students.

INSTRUCTION

Teaching and Learning Standard 3

Instructional strategies at Pilgrim High School are consistent with the school's mission statement and the expectations for student learning. The mission statement of Pilgrim High School reads as follows: "In order to excel tomorrow we challenge all students to meet the highest academic, civic and social standards today." In addition, students are expected to demonstrate proficiency in the areas of academic, social, and civic expectations. Faculty and staff were involved in the development of the mission and have the mission and expectations at the forefront as they prepare lessons. They are highly committed to the school wide expectations, try to re-enforce these in their classrooms, and are committed to challenging all students with the highest academic standards. At Pilgrim High School community-wide partnerships and a community service program that is committed to integrating civic responsibilities has been developed. Instructional strategies such as creating a portfolio and meeting the requirements of the recently implemented Senior Project provide opportunities for student to become life long learners. Faculty is also committed to involving students in various social activities that promote mutual respect in our increasingly more diverse school community.

The faculty of Pilgrim High School understands that quality of instruction is critical to the success of each student, is the single most important factor affecting the quality of student learning, and is the link between curriculum, learning expectations and student performance. Instructional practices are reflective of the school's mission and expectations for student learning, are supported by research in best practices, and are

refined and improved based on student needs. Teachers are reflective about their instructional practices and participate in professional dialogue with their colleagues about instruction and student learning. **Personalizing instruction and engaging students as both active and self directed learners and providing opportunities for students to apply knowledge or student skills are strengths of the faculty. The concepts of making connections across disciplines are not as consistent. Teachers continue to make improvements in involving students in higher order thinking to promote depth of understanding and in promoting student self-assessment and self-reflection.**

The use of strategies which personalize instruction are widely used by faculty at Pilgrim. Most teachers confer with students individually regarding understanding and performance. Many teachers provide students with choice of assignments based on multiple intelligences, and others employ differentiated instruction strategies from the district's professional development. Computer tutorials are used in Algebra I, II and Geometry classes as well as in the social studies department. These tutorials allow students to re-enforce concepts and to explore new ideas at their own pace. The newly implemented advisory program offers students the opportunity to interact with other students with whom they might not otherwise have contact during their academic classes at Pilgrim. Students also receive personalized instruction at department nights. Teachers are available once a week for 45 minutes in order to provide individual instruction as part of the collective bargaining agreement. Many teachers also meet with individual students prior to the beginning of school. The guidance department at Pilgrim provides individual services, such as scheduling, college search and application procedures, and small class

instruction on issues such as SAT preparation. The newly created homework club provides individual instruction, help in organizing, and completing projects.

Instructional strategies often engage students as active learners. Teachers effectively engage their students in active learning via strategies which include cooperative learning groups, Socratic seminars, literature circles, and primary source analysis. In the fine arts and technology education departments, multiple opportunities for hands on applications exist throughout the curriculum. Some teachers in ELA (English Language Arts) use I-Search projects (which are open-ended and interpretive in nature) and structure their classes in pods, which are revolving small groups. The social studies department has a mock trial and model legislature program that allows students to actively engage in debates, panel presentations, and simulations.

There are multiple opportunities for students to apply knowledge or skills in the classroom as well as in the community. In core academic classes, students are given assignments that allow them to apply knowledge and skills. These assignments include, but are not limited to, document-based essays, research papers, developing solutions to real world problems, and numerous types of writing. The family and consumer science department provides students with many opportunities to apply knowledge and skills. The “Cookie Project” allows students to create recipes in a test kitchen atmosphere. Projects are also done with textiles. The child care program is also an excellent example because unit plans are created and students implement their plans with the young children. In all areas of the arts, students display their artwork. Those active in the chorus, chorale, and band programs perform at school assemblies, concerts, and musical productions and for

the community. The academic decathlon team competes at a state-wide level. Pilgrim also hosts a science fair and history day competition. The senior project, a graduation requirement, also allows students an opportunity to apply knowledge and skills.

Instructional strategies which make connections across disciplines are being used by some of the faculty. The humanities program, which combines grade 10 English II with grade 10 US History and the Careers program, is a good example of cross-disciplinary teaching. The business department has also worked with the social studies department in creating cross-disciplinary activities. Many English teachers structure their assignments and projects using historical content. The recent teaming of the ninth grade teachers and allowing these teachers common planning time will result in an increase in inter-disciplinary instruction.

Involving all students in higher order thinking to promote depth of understanding is an important challenge at Pilgrim. Advance placement courses regularly focus on developing critical thinking skills as do many of the schools honors courses. Higher level language classes use literature circles that feature a “connector.” This student must make connections between the present reading and other readings, films, or events in history. Math courses include critical thinking problems to promote a depth of understanding. Lab experiments are used in many science courses, and the marine environmental program is an excellent example of students using higher order thinking and applying skills. However, some teachers have expressed interest in learning more about how to infuse higher order thinking skills for students of all abilities.

Students are provided many opportunities to assess their learning and self-reflect. Some teachers use reflection in the form of student journals, and English

teachers often include reflection as an integral part of the writing process. Self-reflection is also used with portfolio assignments. Many teachers express the need for professional development in this area.

Teachers use feedback from a variety of sources, including other teachers, students, department leaders, and to a lesser extent, parents, as a means of improving instruction. Most feedback occurs informally with peers. Recently many department leaders have been using department meetings as a means of discussing instructional strategies. Many teachers also feel that feedback from students is a positive way to adjust their instructional strategies to meet student's needs. The special education department is highly effective in using parental feedback to assist teachers with improving instruction. Some teachers employ strategies such as anonymous student comments to improve class instruction and to alter assessments. Students report feeling comfortable with providing feedback to teachers.

Teachers are knowledgeable in their content areas and about current research on effective instructional approaches, and many are reflective about their own practices. Most of Pilgrim's core teachers have achieved "highly qualified" status, and several teachers have obtained National Board Certification or its equivalent. To remain current on effective instructional approaches, teachers at Pilgrim maintain membership in a variety of professional organizations and participate in a range of workshops focusing on instructional strategies. A system-wide emphasis on differentiated instruction has provided professional development for many teachers. In addition, individual teachers have chosen to attend workshops pertaining to topics such as classroom management, use of technology, and advance placement institutes. Teachers

recently have been given common planning time and many use this time to discuss and reflect on the work of their colleagues and their own practices.

Discussion of instructional strategies at Pilgrim High School is slowly beginning to emerge as a significant part of the professional culture of the school.

Traditionally, faculty and department meetings have primarily served as a way to share administrative information rather than as a means to discuss instructional strategies. However, a shift is beginning within Pilgrim. Monthly department meetings have been devoted to looking at student work and discussing instructional strategies. The principal also meets with department leaders in order to provide guidance and oversight.

Technology is integrated and supportive of teaching and learning. Each classroom has at least one computer with internet access. The Electronic Learning Center (ELC) has 25 working stations and is available to all faculty members for classroom use. There are several computer labs in the business department, and the foreign language department has a language lab with audio equipment, a SMART board, and computers with internet access. The Library/Media Center has recently been updated with 28 working stations in an enclosed area with video conferencing capability and a teacher work station with a LCD projector and a SMART board. In the library, there are also eight working computer stations. Library/media specialists are knowledgeable and regularly assist students and teachers with any technology based instruction or assignments. However, there is no formal plan that integrates the library/media specialists with teachers or curriculum revisions. Several teachers have completed the RITTI (Rhode Island Technology Teaching Initiative) training and have received SMART boards, LCD projectors, laptops, and desktops for their classrooms. Teachers have

expressed an interest in receiving professional development in how to incorporate technology into their lessons. PowerPoint projects are done in every department, and course specific software is also evident.

The professional development program is guided by identified instructional needs and provides opportunities for teachers to develop and improve their instructional strategies. Up until now, the focus of district wide professional

development has been on one of the three areas which exist to improve student learning. These areas include literacy, personalization, and proficiency based graduation requirements. The elimination of past leveling systems has created a need for professional development in the area of differentiated instruction. The district has been providing teachers with various learning opportunities in this area and will continue to do so. The current administration at Pilgrim is very supportive in allowing teachers to participate in various professional development opportunities.

Teacher supervision and evaluation processes are used to improve instruction for the purposes of enhancing student learning and meeting student needs. Non-tenured teachers are formally observed by department leaders once per

quarter. A pre- and post- conference provides an opportunity for new teachers to receive feedback and to discuss and strengthen their instructional strategies. Tenured teachers are formally observed once by their department leader per year. All teachers receive a formal evaluation at the end of the year. The district does not yet have a formal mentoring program. This supervision and evaluation process has been status quo for many years, and there is currently a district wide committee that is working on this issue.

INSTRUCTION

Support Standard 3

Executive Summary

Teachers at Pilgrim High School incorporate instructional strategies that are consistent with the school's mission and expectations for student learning. Many of these techniques personalize instruction via student choices and culminate with a portfolio and a senior project. In addition, strategies which foster high-order thinking skills and provide opportunities for students to apply knowledge and to reflect on their work are becoming more and more a part of the culture at Pilgrim. Teachers make such strategies part of their day to day classroom operations at an acceptable level. Teachers have routinely advocated for more opportunities for professional development and collaboration with their peers in order to create the school wide learning environment necessary for such active, rigorous student learning to become the norm.

The faculty understands that the quality of instruction is critical to the success of each student. Teachers use feedback from a variety of sources, including students, to improve instruction. Teachers are knowledgeable in their content area, are willing to pursue professional development opportunities and are aware of current research on effective instructional approaches. Common planning time is now part of the teaching schedule and is used to improve instruction and meet student's needs. Technology is integrated into and supportive of teaching and learning. Teachers from all departments have expressed an interest in receiving professional development to improve strategies for incorporating technology into their lessons.

Based on the findings used to complete this report and the CPSS scoring rubric for adherence to the Instruction Standard, the instructional strategies at Pilgrim High School are ACCEPTABLE.

INSTRUCTION

Support Standard 3

Strengths and Weaknesses

STRENGTHS:

- A highly qualified, professional faculty and staff
- A willingness to pursue professional development that utilizes strategies to improve instruction
- An emphasis on collegial discussions focused on student work in order to improve instruction
- Advisory program that allows for personalization

WEAKNESSES:

- Institute a systematic process to support the transition of new faculty and staff
- Increase professional development opportunities that focus on improving instruction and the use of technology in the classroom
- Include library/media specialists in curriculum and instructional meetings
- Increase the scope of interdisciplinary learning opportunities
- Increase the use of differentiated instruction to better serve classes that are more heterogeneously grouped

ASSESSMENT OF STUDENT LEARNING

Teaching and Learning – Standard 4

Pilgrim High School (Warwick, Rhode Island) is currently working toward a process that adequately assesses school-wide and individual student progress in achieving the academic expectations in the mission based on school-wide rubrics. As

of the 2007-2008 academic year, Pilgrim High School has adopted an initial series of school-wide writing and reading comprehension rubrics that are applicable across all disciplines. These rubrics are based on the Rhode Island Skills Commission rubrics, and are aligned with any common tasks that the school plans on implementing. The school hopes to develop an additional set of school-wide rubrics that specifically address the academic expectations. In the 2006-2007 academic year, thirty-four percent of the faculty reported that they utilize class specific rubrics on a weekly basis to evaluate student work. Seventeen percent of the faculty noted that they use departmental rubrics. Clearly, Pilgrim High School has room for improvement in the area of assessing student proficiency and progress in a uniform manner throughout the school. However, with the implementation of the 2007-2008 school-wide rubrics and the correlation those rubrics have with Rhode Island Skills Commission expectations, Pilgrim High School is moving forward to adequately and uniformly assess student achievement of the academic expectations.

In September of 2007, Pilgrim High School formally adopted civic expectations, and has been working to implement formal and informal measurements in order to gauge success. For instance, Pilgrim implements a school community service program. In the 2006-2007 academic year, a total of seventy-one

students completed (literally) thousands of community service hours for this program. Pilgrim's principal, Mr. Dennis Mullen, is quoted as saying: "[Pilgrim High School] already has classes that go along with [civic expectations], such as our community service class. The school gives awards, certificates, and medals to those students who complete the fifty hours of community service. This [information is] to be kept on record." Also, sixty-one percent of faculty in the 2006-2007 school year reported communicating general civic expectations to students in their classes on a weekly basis. However, less than fifteen percent of students in the 2006-2007 academic year report their teachers regularly referencing and holding them accountable to civic expectations. These inconsistencies can most likely be explained by the lack of formal expectations (at the time of the survey). Social expectations per the mission statement also have been communicated to faculty and have been adopted. The primary statement of social expectations currently reads: "A Pilgrim High School student will be respectful, ethical and self-disciplined who is able to work independently and cooperatively". Pilgrim social expectations are further defined in the district's Code of Ethics. Teachers at Pilgrim have access to a number of tools in evaluating a student's proficiency in meeting social expectations. They may utilize comments on the quarterly report card that convey direct and indirect assessment regarding respect, self discipline, responsibility, and cooperation. Teachers also may indicate on office referrals any student infractions that relate to social expectations. Pilgrim's faculty chooses a "Student of the Week" who demonstrates exemplary academic and social qualities. The school currently issues Interim Reports where teachers are encouraged to evaluate each student (on a four point scale) regarding

his/her proficiency in meeting the social expectations. **Therefore, formal assessment data for determining student progress in social expectations at Pilgrim is adequate.**

Students at Pilgrim High School are generally aware and informed about relevant school-wide academic expectations and course-specific learning goals that are being used as the basis for assessment of student work. Seventy-two percent of the

Pilgrim faculty reported in 2006-2007 that they regularly utilize rubrics in evaluating students. These rubrics are congruous with class-specific learning goals, and in most cases aligned with school-wide academic expectations. Likewise, approximately forty-five percent of the teachers reported that they often verbally and specifically reference academic expectations and learning goals in the context of a lesson. Students at Pilgrim report relatively consistently with these findings. Forty-four percent of the student body reported in 2006-2007 that they are often or always made aware of the school-wide academic expectations in their class assessments. Another thirty-two percent of students reported that academic expectations are highlighted at least sometimes in their classes. Forty-seven percent of the student body reported that they are often or always made aware of the course-specific learning goals. Another thirty-eight percent of students reported that the same occurs at least sometimes in their classes. Overall, the school-wide academic expectations and course-specific learning goals are at the forefront of teaching and learning at Pilgrim High School.

Pilgrim High School has a solid foundation, and is improving in classroom assessment based upon school-wide and course specific rubrics. According to Pilgrim parents in 2006-2007, approximately eighty-six percent of students clearly understand criteria for grading. Likewise, eighty-one percent of Pilgrim's faculty report that they

evaluate their students' learning in relation to clear, course specific learning goals. Seventy-four percent of Pilgrim students support this data by expressing the fact that they know in advance what they have to do in order to receive a particular grade. Because school-wide rubrics have just been introduced to Pilgrim in the 2007-2008 academic year, Pilgrim is currently working toward implementing those rubrics across the curriculum. Teachers are being asked to utilize the school-wide rubrics whenever applicable to activities in their classes. Likewise, teachers in all disciplines are formulating new activities and assignments related to their own curricula that align with the school-wide rubrics. Regular usage of these rubrics across all disciplines will be evidenced in the various examples of student work that Pilgrim High School presents to the NEASC team. Generally, teachers at Pilgrim understand how to use both school-wide and course specific rubrics in order to evaluate student performance. However, many teachers find difficulty in translating a rubric score to a traditional grading system (A-F scale). This difficulty is not the fault of Pilgrim teachers, for standards-based rubric assessment and traditional evaluation are not compatible. Therefore, in order to address this issue, Warwick Public Schools (at the district level) must reformulate its end-of-term evaluation (report cards) to align with standards-based evaluation. In the meantime, Pilgrim has implemented a number of assessment strategies that support uniform assessment such as the senior project, digital portfolios, and standards-based end of term examinations.

Pilgrim High School teachers use a variety of assessment and evaluation tools and strategies in order to determine student skills and competencies. In the 2006-2007 academic year, faculty members were polled concerning the different types of

assessments that they were utilizing in their classrooms. The results were as follows: fifty percent of teachers across all disciplines reported using multiple choice/matching tests on a monthly basis; fifty-two percent of teachers reported using expository writing; thirty-three percent of teachers reported using creative writing; thirty-three percent reported using long term projects; twenty-one percent reported using oral presentation; thirty-five percent of faculty reported using peer evaluation; fifty-five percent reported using problem solving assessments; sixty percent of teachers reported using reading comprehension exercises; and fifty-one percent of teachers across all disciplines reported using extended response (all statistics applicable to a monthly basis). Students surveyed in the same time period confirmed these faculty results: seventy-seven percent of students reported that they were often assessed in a variety of ways in core subject areas (English, math, social studies, and science). Fifty-two percent of students reported that they were often assessed in a variety of ways in their non-core subjects (physical education, music, art, technology education, business, etc.). This data may be supported by the 2007-2008 faculty lists concerning the different types of assessments that they utilize, and also by the samples of student work which reflect the same.

There are a number of opportunities at Pilgrim High School for teachers to meet collaboratively and discuss and share student work and the results of student assessments in order to improve instructional strategies. At Pilgrim, ninth and tenth grade core academic teachers are structurally teamed in order to allow teachers to share common students and plan integrated units. Teachers in many cases have common planning time built into their schedules, providing opportunities to plan activities and assessments and discuss student performance for the purposes of improving instruction.

Likewise, over the course of the last three academic years, Pilgrim has offered formal professional development time so that teachers could meet in order to examine student work and calibrate standards-based scoring rubrics. Curriculum has been revisited across all core disciplines in recent years. Teachers who have been involved in the district-wide curriculum revision process report that end-of-term and major classroom assessments, and the New England Common Assessment Program (NECAP) are major factors in determining the curricula changes and outcomes. At Pilgrim High School, there are examples of instructional improvement that have come as a direct result of looking at student work. For example, each year the Pilgrim High School leadership team reviews testing data from previous assessment results to inform instructional decisions for the current year. This process is specifically evidenced through the “writing across the curriculum” initiative suggesting that all faculty members submit writing samples on a monthly basis to the principal. Additionally, in the science department, life science teachers discuss assessments and related instruction on a quarterly basis, specifically how they relate to the Rhode Island Grade Span Expectations (GSEs). Chemistry teachers meet weekly for a similar purpose. Business department members attend professional conferences such as Rhode Island Business Educators, and then launch discussions related to assessment, instruction, and curriculum. The Business department at Pilgrim High School is also committed to incorporating members of the business community in the assessment and evaluation process, collaborating with local business and government in order to achieve teaching and learning objectives. Foreign Language teachers also report meeting three to four times per year in order to discuss the relationship between assessment, curriculum, and instruction. Thus far, the math department has met formally

twice in order to discuss common tasks. The music teachers also meet formally as a department in order to discuss student needs and success in the academic expectations. The social studies department members have participated in Reflective Practitioner activities. They report altering instructional practices on a regular basis as a result of professional development. English teachers have collaborated in implementing alternative assessment strategies, such as Socratic Seminars, text-based discussions, and end-of-unit presentations. Many teachers report having utilized embedded professional development time in their daily schedules to integrate solutions in assessment and related curriculum and instructional concerns. Across all disciplines, due to these collaboration opportunities, instructional approaches have been modified in a variety of ways. In English, mathematics, and science, common tasks have been introduced and modified. The social studies department is currently in the process of creating and adopting the same. Additionally, social studies and business teachers report that differentiated instruction and technology in education are being utilized through strategies such as Think-Tac-Toe and various innovations utilizing Smart Boards and computer software presentation programs (Photo Story, PowerPoint, Inspiration, Movie Maker, Publisher, etc.). In the music and foreign language departments, teachers report more consistently utilizing scaffolding techniques in introducing material to be assessed. Overall, teachers in all departments are making a concerted effort to regularly meet collaboratively in order to share student work for effective analysis and revision of curriculum and instruction.

Pilgrim High School's professional development program provides a number of opportunities for teachers to collaborate in developing a broad range of assessment strategies. According to data obtained from 2006-2008 faculty surveys,

classroom assessment strategies across all disciplines include eclectic and diverse approaches. It is quite clear that the various professional development opportunities that have been offered in recent years have been a valuable resource for all faculty members. Likewise, at Pilgrim, all digital portfolio-worthy projects are aligned with Rhode Island Grade Span Expectations (GSEs), thus meeting a wide range of skills, competencies and knowledge. Teachers report the following programs that have been particularly helpful in generating exemplary assessments: Rhode Island Technology and Training Initiative (RITTI) grant program, Rhode Island Skills Commission Task Development workshops, various Quest Conferences, multiple opportunities for Differentiated Instruction and Inclusion workshops, “Backwards Design” workshops sponsored by Roger Williams University, Connie Prevat training seminars, Certificate of Initial Mastery training, Math Proficiency Writing, Power Co-teaching strategies, Curriculum Alignment to Grade Span Expectations (GSEs), Ramp Up programs, the Rhode Island Writing Project, Young Adult Literacy Conference, Getting Started with Graduation Portfolios, Foundations of Education, and Warwick Public Schools common task workshops. Many of these professional development opportunities are department-specific (see departmental lists provided). Overall, Pilgrim faculty has taken advantage of numerous professional development opportunities that have resulted in many different and effective assessment strategies.

Pilgrim High School is effective in communicating individual student progress and the overall school’s progress in achieving school-wide academic expectations. There are a number of avenues that the professional staff at Pilgrim utilize in order to meet these ends. For instance, on a quarterly basis, Pilgrim teachers complete

both interim reports and report cards for each student in their classes. These progress reports communicate the level of student success through traditional evaluation means. Student performance on rubric-evaluated assessments (throughout the academic quarter) is reported along with an opportunity for individual teacher comments. Some students at Pilgrim have Personalized Literacy Plans (PLPs) and Individual Educational Plans (IEPs) that offer weekly progress reports of academic and social progress. At Pilgrim High School there is a Response to Intervention (RTI) team that meets regarding students who are consistently not performing to academic standards. RTI is another avenue where Pilgrim faculty can effectively communicate (and intervene when necessary) student needs in terms of the academic and social expectations. Beginning with the class of 2009, students at Pilgrim will be responsible for maintaining a digital portfolio of select pieces of work in English and mathematics courses (initially). These portfolio entries will be evaluated using rubrics that directly relate to the school-wide academic expectations. At present, students at Pilgrim are required to complete an end-of-term senior project in order to graduate. Senior projects must meet sets of requirements that relate directly to school-wide rubric assessment. In April of 2008, teachers were trained on the MLA “Yes” test for senior project. This training was followed with a “faculty read” of all senior project research papers. Additionally, Pilgrim High School reports its school progress to the wider community through the publishing of New Standards Reference Examination (NSRE) test scores in both English/language arts and mathematics. (In 2007-2008 the state of Rhode Island began using the New England Common Assessment Program (NECAP)). These state-sponsored tests are closely related to Rhode Island Grade Span Expectations (GSEs), which have a direct correlation to Pilgrim’s school-

wide academic expectations. For the 2005, 2006, and 2007 test results, Pilgrim juniors earned Board of Regents “commended” honors. Additionally, Pilgrim students have increased their overall performance in almost all areas. Some targets for improvement on state testing include: writing effectiveness (an overall gain of 19% over the past five years); math problem solving (a gain of 3% from 2006-2007, with scores standing at 47% proficiency); and math concepts (a gain of 4% from 2006-2007, with scores standing at 39% proficiency).

There is some evidence of reporting civic and social expectations as well. Pilgrim teachers have an opportunity on the interim reports and report cards to evaluate students based on social expectations. Pilgrim’s Community Service volunteer program, two Community Service classes, and the Third Eye program are means of reporting student successes in social and civic expectations. For the 2006-2007 and 2007-2008 academic years, Pilgrim hosted “Challenge Day”, a program designed to promote acute awareness of social and civic expectations. Also, Pilgrim administration sponsors a program called “Student of the Week”. Pilgrim Faculty members have the opportunity to nominate students on a weekly basis who are exceeding academically and demonstrating social and civic accolades. Students at Pilgrim also take part in various state and national competitions (i.e. History Day, Science Fair, various vocational competitions) that communicate performance data concerning their successes. Overall, Pilgrim High School is effectively communicating student successes and needs related to the academic, social, and civic expectations.

**Assessment of Student Learning
Teaching and Learning Standard 4
Executive Summary**

Based upon the evidence collected from the Pilgrim High School building administration, faculty, students, and Warwick Schools administration, the committee finds that Pilgrim High School meets this standard at an acceptable level. Teachers across disciplines are utilizing school-wide and course specific rubrics in order to assess student work. They are clarifying course work in terms of school academic expectations and course-specific learning goals. Teachers are utilizing varied assessment strategies in their classrooms.

As is evidenced in the self-study report, Pilgrim teachers are actively working to assess students according to standards that are congruent with Rhode Island Skills Commission expectations. Pilgrim High School is committed to addressing the fact that traditional end-of-term evaluation procedures still exist, a condition that is beyond the school's control. Therefore, Pilgrim faculty is implementing a number of standards-based evaluations in order to more clearly and consistently assess students across academic departments. For instance, digital portfolios are required for students graduating in 2010. The class of 2009 will be compiling portfolio work in non-digital portfolios. These portfolio expectations reflect standards that are consistent with school-wide academic expectations. Likewise, beginning in 2008 all graduating seniors are required to complete a senior project. This project is an assessment that is most certainly in the spirit of NEASC assessment expectations.

In addition to reformulating academic assessment in order to meet NEASC standards, Pilgrim High School has also implemented a number of assessment parameters

and programs related to social and civic expectations. For instance, as of September 2007, Pilgrim High School has adopted social and civic expectations for all students. There are a number of ways that faculty can both formally and informally assess students in light of these expectations. Through evaluation methods on interim reports and end-of-quarter report cards and other special programs such as Student of the Week and Community Service, Pilgrim Faculty can communicate student successes and needs in the realm of social and civic expectations.

Finally, Pilgrim High School offers many varied professional development opportunities for teachers to collaborate in developing a broad range of student assessment strategies. Ninth and tenth grade teachers are structurally teamed in order to communicate regarding issues related to assessment. Many conversations yield actual changes and improvements in instruction and (even indirectly) curriculum. The administration has offered a number of formal professional development opportunities to research diverse assessment approaches. Many members of the Pilgrim faculty have taken advantage of these opportunities.

*Based on the previous findings used in order to complete this report, and the CPSS scoring rubric for adherence to the Assessment of Student Work Standard (4), assessment at Pilgrim High School is **Acceptable**.*

**Assessment of Student Learning
Teaching and Learning Standard 4
Strengths and Weaknesses**

The NEASC Assessment Team at Pilgrim High School has recognized the following strengths related to NEASC standards: 1) Pilgrim High School faculty members across all disciplines are actively using school-wide and course specific rubrics in order to assess student work; 2) Pilgrim High School administration has implemented and supported a system of standards-based assessments that evaluate students by parameters that are directly consistent with school-wide academic expectations, course specific learning goals, and Rhode Island Skills Commission expectations (in programs like digital portfolio and senior project); 3) teachers at Pilgrim High School are consistently using varied assessment strategies in order to evaluate student work; 4) Pilgrim High School notes student progress and deficiency both efficiently and effectively to students, parents, and the wider community; 5) Pilgrim High School is committed to providing opportunities for teachers to meet both formally and informally in order to discuss student work and make resulting changes in instruction and (indirectly) in curriculum.

The NEASC Assessment Team at Pilgrim High School has recognized the following weaknesses related to NEASC standards: 1) because school-wide rubrics have just recently been introduced at Pilgrim High School, it may take time before they are used on a regular basis by all members of the faculty; 2) because they are so new, at this point in time there are limited opportunities to formally assess students based on social and civic expectations; 3) because Warwick Schools is still using traditional end-of-term evaluation, it is difficult for Pilgrim teachers to uniformly assess students in a standards-

based construct; 4) Pilgrim High School teaming scheduling poses a problem for many teachers to meet often enough in order to facilitate optimal changes in instruction as a result of discussions about student work; 5) curriculum at Pilgrim High School is rather inflexible because of the fact that all curriculum revisions in all departments must go through the district curriculum revision process; 6) due to the fact that so many of Pilgrim's faculty and department meetings have been dedicated to NEASC, senior project, and digital portfolio work, it has been very difficult for faculty members to share assessment strategies gleaned through assessment related professional development opportunities.

LEADERSHIP AND ORGANIZATION

Support – Standard 5

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. At Pilgrim High School there is acceptable collaboration among the school administrators, teachers, staff, students, and parents. There is a strong feeling among the faculty that there is no collaboration among the school committee, superintendent and their subordinates. Pilgrim also has grouping patterns that are continually evolving to promote and challenge student learning.

The school committee and superintendent ensure that the principal has sufficient autonomy and decision-making authority to lead the school in achieving the mission and expectations for student learning. The principal has input on decisions about school policy and budget. Monthly principal meetings facilitate communications with essential school administration personnel. Although the director of secondary schools sets the budget for each department, the principal has his own school budget. **According to the Endicott Survey results from 2006-2007, 77.5% of teachers, staff members, and the principal believe that the principal has sufficient and appropriate responsibility, autonomy, and authority. Using his budgetary discretion, the principal is able to make improvements such as the replacement of student lockers and desks. In addition to monthly meetings, there are regular Leadership Team meetings with**

administrators and department chairs to discuss key issues which in turn are communicated to the faculty members.

The principal provides leadership in the school community by creating and maintaining a shared vision, direction, and focus for student learning. Endicott Survey results indicate that 84.2% of the staff believe the principal provides a clear vision for the school community. Parents also believe the principal is an effective leader (82.7%) and are familiar with the vision for the school (74.4%). Students who view the principal as accomplishing the school's vision is at 66.4%. The principal focuses the school community on student learning through his messages to parents from the Principal's Desk on his website, to students in the Student Handbook, and to students and families on Connect-Ed. He has developed a faculty advisory committee and serves as chair of the academic strand on the school improvement team.

In addition, the principal focuses the school community on student learning by reviewing the mission statement during the daily announcements, recognizing student achievement with Student of the Week, and rewarding student effort during the state assessments. He implements differentiated instruction/evaluation strategies such as the Senior Project and Common Tasks.

Lastly, the principal's leadership fosters a culture that drives the mission statement and focuses the school community on student learning by providing a safe, clean, and orderly environment (fire drills, lock downs, shelter-in-place, evacuation drills, and mock plane disaster), immediately dealing with difficult issues and emergencies (recent deaths of three students, zero tolerance policies for hazing, harassment, racial issues, and fighting), and emphasizing social expectations as well as academic

achievement on interim progress reports and through daily announcements. **The principal provides visionary leadership and focus on student learning and is committed to promoting partnerships with students, parents, faculty, staff, administrators, and the community to foster the school's mission and vision statements. Some of the new programs and initiatives for 2007 – 2008 implementation include more recognition for students and teachers for effort and achievement, additional math classes to meet new graduation requirements, digital portfolios for Graduation by Proficiency, heterogeneous grouping of students, daily advisory classes, and interdepartmental use of Rhode Island Skills Commission writing rubrics.**

Teachers as well as administrators other than the principal provide leadership essential to the improvement of the school. Committees that meet regularly to address student learning and school improvement include the School Improvement Team (SIT), the curriculum committees for each academic area, the Faculty Advisory Committee, the Response to Intervention team (RTI), the Leadership Team, and common planning and professional development periods that are incorporated into the teachers' administrative duty schedule. The SIT is divided into three strands: school spirit, academics, and physical facilities. The team meets at least monthly and is composed of teachers, parents, students, an assistant principal, and the principal. This team has promoted Third Eye, Challenge Day programs, and the Gay-Straight Alliance Club (GSA) which serve to improve and foster positive attitude, tolerance, and acceptance within our school community.

There is a system-wide curriculum committee for each academic discipline. These committees meet periodically to revise and update curriculum. They are composed of department chairs, teachers, and the district's curriculum director. The Faculty Advisory Committee meets periodically to address the concerns of the faculty and staff members. This committee is composed of a member from each department and an administrator. The Response to Intervention Team meets bimonthly to discuss students who are having difficulty. This team is composed of teachers, administrators, the school psychologist, the school social worker, the school nurse, and a member of the guidance department. An initial meeting is held with parents, the student, and the student's teachers. RTI makes referrals to ETM (Evaluation Team Meeting) as needed. **Teacher leadership is essential as is a dynamic and efficient staff who is dedicated to education. The staff believes, 70.8%, that teachers assume a variety of leadership roles.**

In addition to the customary after school academic department nights, school clubs, teams, and organizations, there are several new groups such as the Homework Club that meets twice weekly, the Book Club that meets monthly, and the Social Debate Club.

The organization of the school and its educational programs promote the school's mission and expectations for student learning. The schedule and the organization of the school are designed to support the mission and the most effective student learning. There are a number of programs sponsored by Pilgrim High School intended to promote student personalization and provide students with alternate ways of learning. To increase personalization, advisory classes have been added to the daily schedule for all students.

The teacher/student ratio is 1:15 in these classes. In addition, ninth and tenth graders are also scheduled into teams. These teams are heterogeneous groups of students who, for the most part, have the same teachers for their core subject areas. Team common planning periods for teachers are incorporated into the administrative duty schedule. Another small group that provides personalization is the Homework Club which meets after school under the supervision of a teacher.

There are also programs that allow for student learning outside of the traditional school day and school year. One example is summer school. If a student does not meet the required minimum passing grade of 65 for a class, that student is allowed to make up the course by taking it over the summer. Any student whose grade is 50 or less in a course, may still make up the course but must also take a study skills course along with the subject they are retaking. Another way the school provides students the opportunity to learn on an individual basis is department night. Department night is a time when students are able to make up work that was missed, to see a teacher for extra help, or to attend to anything else that the student may need.

Many other students may enroll in programs that run in conjunction with the school day but take place outside of the normal class period structure and outside of the physical building. There is the Marine Biology Program where students take a boat onto the bay, collect samples, and learn about their marine environment. Also, there is the Career Tech Program at Toll Gate High where students learn hands-on specific skills. Three other programs are a Service-Learning Program, an Academically Talented Program, and an Auto-English class that is specifically for seniors and is affiliated with New England Institute of Technology.

Over the past few years, a majority of the curricula have been rewritten to conform and align with the mission statement, its expectations, and the state's Grade Span Expectations. Committees have completed the chemistry curriculum and the English language arts curriculum. The district has also made summer reading a mandatory assignment for all students and has adopted district wide academic writing rubrics. The overall goal is to promote students as life-long learners, responsible citizens, and productive workers.

Student grouping patterns 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. **Pilgrim High School meets this indicator by grouping all students heterogeneously except for Honors, Academically Talented (AT), Advanced Placement (AP), and Early Enrollment Program (EEP) classes. According to current research and best practices, advisory classes are incorporated into the students' and teachers' daily schedules.**

The schedule is driven by the school's mission and expectations for student learning and supports the effective implementation of the curriculum, instruction, and assessment. Endicott Survey results show that 65.5% of the students believe the schedule permits them to take the courses they need. Thirty point one percent of students report that their classes usually end before the teachers finish instruction. The school's master schedule is reviewed annually to ensure that it supports the mission and expectations for student learning and is adjusted accordingly, and the curriculum is delivered effectively within the existing schedule format. Heterogeneously grouped classes allow for differentiated instruction that supports students' individual modes of

learning styles and needs. **Teachers have common planning time, professional development, and an advisory program built into the schedule. Pilgrim's schedule promotes the school's mission and expectations for student learning and provides the means necessary for the effective implementation of the curriculum, varied instruction, and assessment.**

Meaningful roles in the decision-making process are accorded to students, parents, and all members of the school staff to promote an atmosphere of participation, responsibility, and ownership. Various ways of involvement in the school community by the faculty are as follows: SIT, Advisory, RTI, Endicott, Salt Surveys, Open House and common planning. Ways of involvement for the staff are RTI, Endicott, Salt, and Librarians' 9th grade orientation/research. Student involvement includes First Class, lunch, Endicott/Salt, RTI, Student Council, Student Leaders, class Executive Committees, Third Eye, GSA, Challenge Day, pep rallies/Spirit Week, murals, advisories, special education's recycling/newspaper delivery/attendance collection, and Battle of the Bands. The parents' involvement includes Open House, Parent Teacher Student Association (PTSA), RTI, Endicott/Salt surveys, and the District Strategic Planning Team. Through these forms of participation, student learning and well-being are enhanced. **The atmosphere at Pilgrim is generally a cooperative one with all parties having a voice in decision-making processes. The principal acts as a facilitator in many instances, has an open-door policy, and allows other members of the school community to take on leadership roles. In other words, the principal is the liason between the faculty, the staff, the students, and the parents while allowing involvement and decision-making by each group to occur.**

Each teacher has a student load that enables the teacher to meet the learning needs of individual students. Contractual language exists to limit student class size to a maximum of 28 students per academic class. Students with Individual Education Plans (IEPs) for mild to moderate disabilities are “weighted” as 1.5 students and students with severe disabilities are “weighted” as 2 students. The contract also provides a chart that identifies the teacher/IEP ratio, and if a class should become a co-op class (a cooperatively taught class with a subject area teacher and a special education teacher), a special educator would be added. By day ten of the school year, every effort is made to keep the classes within the “weighted” limits. In the case where a class is over the contractual limits, other options are explored. Student and/or teacher schedules may be changed or additional compensation is provided to the teacher. Some students with severe disabilities are provided with one-on-one assistance, thus allowing more time for teachers to spend with all students. For the 2007-2008 school year, there are 16 co-op classes and fifteen teacher assistants.

Guidance counselors are blocked by the computer system from adding students to an over weighted class. They can override the block only with an administrator’s approval. Interviews with counselors indicate hundreds of schedule changes are made each year to accommodate class size issues. For the 2006-2007 school year there were approximately twelve over weighted classes with additional compensation provided to teachers. There were also nine teachers who taught an additional class for extra compensation.

The Endicott Survey supports meeting the indicator with 65.7% of the students indicating that teachers spend one-on-one time if needed, 54% of the

students indicating that teachers are aware of the students' learning needs, and 49.1% of the staff indicating that they have the time to address individual student needs in classes. More than half of teachers' student loads meet students' needs which has a profound effect on teaching and learning.

There is 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. There is an advisory committee who disseminates examples of advisory materials to teachers/advisors which they may choose to use during advisory classes. Advisory classes meet every day for twenty minutes, the student/teacher ratio is 15:1, and students are assigned alphabetically. **This program focuses on three distinct goals for each student: academic, social and personal, and career. This program is promoted by the RI State Department for Education as a comprehensive K-12 guidance piece. Pilgrim will establish a mentor program as part of the high school restructuring and reform plan. Joe DiMartino, from the Center of Secondary School Redesign works with the School Improvement and Advisory Teams to help develop a plan that will meet our needs.**

The professional staff collaborates within and across departments in support of learning for all students. The social studies department has instituted a Critical Friends group in which four or five members meet both formally and informally on a regular basis to discuss best practices in both learning and assessment. This group has met on a trial basis and is planning to expand in the 2007-2008 school year. The English

department keeps a binder with best practices and lessons from various teachers. There are also a number of interdisciplinary programs (Connections, Careers, AT, Auto-English) that are formal examples of cross curricular instruction. These programs have been expanded in the 2007-2008 school year to allow common planning time for cross departmental collaboration.

Department chairs represent every department of the school. They meet regularly to discuss pertinent issues facing the school community. In turn, the department chairs meet with their respective departments regularly. In addition to constant interaction within the department offices, a monthly department meeting is held. Occasionally, these meetings will be cross departmental which allow teachers a formal opportunity to collaborate across disciplines. **The faculty collaborates both within and across departments in support of learning for all students. Each department has a faculty area in which discussions, formally and informally, consistently address issues such as learning expectations, consistent grading standards, quality of student work, and curriculum revision.**

All school staff is involved in promoting the well-being and learning of students. The school committee's policy, found in A-A of the Warwick Public Schools manual, supports the belief that student involvement in decision making is both accepted and encouraged. The district's mission statement,

“The mission of Warwick Public Schools, working cooperatively with families and the community, is to provide challenging learning environments that enable all students to develop skills and knowledge necessary to become self-directed, life-long learners, highly productive and responsible citizens, and contributors to a technological and diverse society.”

provides the ideological framework for empowering students. Under the system's goals and objectives, in section A-E, it is stated that peer coaching, study groups, and mentoring program groups will be implemented within the next three years to assist in creating an academic community which involves both teachers, administrators, support staff, and students (section

A-D). **Active involvement by teachers and support staff is obvious on every level. Resource and special education teachers communicate with classroom teachers daily or weekly through both planned and unplanned meetings and through formalized and documented channels such as progress reports. Weekly department nights devoted to students' needs, advisories geared towards guiding individuals, and common planning team time promoting student learning contribute to the school staff's involvement. Finally, through exemplary behavior and conduct that is professional, the staff contributes to a positive learning environment for all students.**

Student success is regularly acknowledged, celebrated, and displayed. The principal is proactive and regularly models the recognition of successful student achievement (e.g., PA announcements, breakfast invitations for honor roll students, letters home, phone calls home, etc.). He also acknowledges the work and accomplishments of students and teachers through recognition of Student of the Week and Teacher of the Month and Staff of the Month Awards. Similarly, the school displays, recognizes, and honors high quality student work in a variety of ways (e.g., display boards and display cases, evening presentations to the community, local newspapers, and theater productions). A local community newspaper, The Warwick Beacon, regularly

covers sports and other student achievements extensively. Teachers also have student work prominently displayed in their classrooms.

Awards are notably displayed in each department's display case and announced over the school's public address system. Teachers have work displayed throughout the school, in the art corridor, and at the Science Fair. There are many awards recognized such as the National Honor Society, Book Awards, Foreign Language Honor Society, Community Service Awards, and Academic Decathlon. Academic recognition seems more prominent than athletic recognition at Pilgrim. Students report that they feel their efforts are appreciated and celebrated. Teachers regularly contact parents to celebrate improved student work and student accomplishments. They not only report to parents regularly through four report cards and four interim reports per year, but also by occasional phone calls home and through First Class email. **According to the Endicott Survey, 45.2% of students have been recognized for something they have accomplished at school. Student success is regularly acknowledged, celebrated, and displayed according to 77.5% of the staff. And 75.3% of parents report that their students are recognized for things they have accomplished at school. Interest in and recognition of student achievement contribute to the well-being of students.**

The climate of the school is safe, positive, respectful, and supportive, resulting in a sense of pride and ownership. Pilgrim has student, teacher, and parent handbooks each containing the mission statement, code of ethics, school calendar, school map, learning tools, study skills, and behavior and attendance expectations as well as lists of all sports and clubs available. The Third Eye program is geared towards knowledge and skills needed to promote school safety. The Challenge Day program is designed to stop

violence and the feeling of alienation that students face daily, by creating a feeling of support and respect. The Gay Straight Alliance program helps to build acceptance, tolerance, and well-being among students. There are also many safety procedures in place and frequently practiced such as fire drills, lockdowns, shelter in place, and evacuations.

Examples of school pride and ownership include the annual Senior Follies, student and teacher basketball, softball, volleyball, and football games, teacher and staff appreciation football games, Battle of the Bands, and First Friday of the Month Pilgrim Pride Day. There are also walls and corridors filled with student murals and other student art work. Students have assisted with the building of the sign in the front of the school and with the dugouts in the ball field. The Work Activities Program students are in charge of collecting the recycling bins, daily attendance sheets, and delivering the daily newspapers.

The Endicott Survey reports that 66.5% of students feel safe at school, 64.7% are proud of their school, and 33.4% think bullying is a problem at school. In addition, the survey shows that 50.9% of students feel teachers care about them, 56.1% feel teachers respect them, 36.8% feel students respect teachers, and 39% feel that students respect one another. According to the staff results, 87.5% report feeling safe at school, 50.8% report students respect the staff, 84.2% feel supported by colleagues, 73.3% feel supported by the administration, and 96.6% have pride in their contributions to the school. Eighty-three point nine percent of parents trust their children are safe while at school, and 81.5% feel their children have a good relationship with their teachers. Despite these programs and procedures, the

faculty and students are equally divided as to the issues of school climate and respect.

The school board supports the implementation of the school's mission and expectations for student learning. The school board operates under the vision of a plan that includes pre-planning, creating the plan, communicating the plan, action planning, and monitoring and evaluation of the plan. The district's strategic plan (revised June 2006) includes the following parameters:

- Nothing will take precedence over the improvement of student performance.
- All action planning and implementation teams must be fiscally responsible and work within their allocated budget.
- We will not implement any new instructional programs without providing appropriate professional development.
- The strategic planning, action planning, and implementation teams will have diverse representation and will seek input from the community.
- We will not tolerate discrimination of any kind.
- All work of action planning development and implementation teams must be approved by the district strategic planning committee.
- The school committee must review and approve adoption of the district strategic plan.
- Student intervention teams will be expanded to include all schools to address the needs of diverse learners.
- Self-studies will be completed at the school level in accordance with guidelines established by the Commissioner of Education.
- We will maintain interagency agreements with state and local agencies for the coordination of services to children and families to include the identification, provision of services and transitional needs of preschool

children with disabilities and children and youth with behavioral health care needs.

- We will annually update the district's technology plan. The current update is titled Focus 2008.

Endicott Survey results show that 40.8% of the staff feels that the school board supports the mission and expectations for student learning. The school board makes decisions and passes policies and procedures that formally support the implementation of the school's mission and expectations for student learning.

LEADERSHIP AND ORGANIZATION

Support Standard 5

Executive Summary

At Pilgrim High School there is sufficient collaboration among the school administrators, teachers, staff, students, and parents. The school has student grouping patterns that are continually evolving to promote and challenge student learning while the climate of the school is safe, positive, respectful, and supportive. Pilgrim High School's principal has sufficient autonomy and decision-making authority to lead the school in achieving the mission and expectations for student learning and provide leadership in the school community. The school's organization, student grouping patterns, and schedule promote the school's mission and expectations substantially. The school's teachers, as well as administrators other than the principal, provide leadership that is essential to the improvement of the school. The school committee formally supports the school's mission and expectations, and meaningful roles in decision-making are accorded to the

students, parents, and the school staff. Student loads are appropriate, students have advisory teachers, and seniors have mentors, all which personalize students' education. The professional staff collaborates within and across departments to promote the well-being of students and student success is regularly acknowledged. **The school's rating is at an ACCEPTABLE level according to the Rubric for Standard on Leadership and Organization.** The evidence gathered and assessed within the committee supports the school's adherence in these areas.

LEADERSHIP AND ORGANIZATION

Support Standard 5

Strengths and Weaknesses

STRENGTHS:

- The school committee not only supports the school's mission and expectations for student learning, but they and the superintendent ensure that the principal has sufficient autonomy and decision-making authority to lead the school in achieving the mission and expectations for student learning. The principal also provides leadership in the school community by creating and maintaining a shared vision, direction, and focus for student learning.
- Teachers, as well as administrators other than the principal, provide leadership essential to the improvement of the school. Meaningful roles in the decision-making process are accorded to students, parents, and all members of the school staff to promote an atmosphere of participation, responsibility, and ownership.
- The organization of the school, its educational programs, and student grouping patterns reflect the diversity of the student body, foster heterogeneity, reflect current research and best practices, and promote achievement of the school's mission and expectations for student learning.
- Teachers have appropriate student loads and advisories for student personalization.

- The professional school staff not only supports the well-being and learning for all students, but they collaborate within and across departments.
- Students' successes are regularly acknowledged, celebrated, and displayed throughout the school which is safe, positive, respectful, and supportive resulting in a sense of pride and ownership.

WEAKNESSES:

- The school has not considered alternatives to departmental structures so that they can better address the goals of interdisciplinary curriculum design and teaching or other school-wide expectations articulated in the mission.
- There is a lack of sufficient collaboration between central administration and their subordinates.
- The school's schedule only allows for flexible use of time during state testing, mid and final exam weeks, literacy tier III classes, and assemblies.

SCHOOL RESOURCES FOR LEARNING

Support Standard 6

Pilgrim High School (PHS) support service personnel engage in practices consistent with the school's mission by providing supports that enable students to reach their potential. Varying levels of compliance and awareness of the school's mission and expectations exist when establishing practices and policies for the support services.

The course catalog indicates that coursework is varied and involves inquiry, higher level thinking, and problem solving opportunities available to all students. Counselors encourage students to take challenging programs that provide the opportunity to achieve school-wide expectations.

The overwhelming majority of students are placed in mainstream classes and all have equal access to the curriculum. A system of "weighting" (an Individual Education Plan identified student counts as 1.5 and in some cases as 2 students) creates smaller classes when large numbers of students with IEPs are in a class. Classes with a high ratio of students with IEPs (a formula exists) have a special education and regular education teacher in the class, thus strengthening our inclusion program. Adjustments are made for students with unique needs through their IEP or 504 plans, i.e. extra time for standardized tests, modification of assignments, and/or a resource period, or teacher assistants.

Library/information services support challenging academic experiences for some students by working collaborately with teachers, but information literacy is not uniformly applied across curriculums. Monetary restraints have limited PHS's library efforts to

provide a wide variety of resources for all levels of students. Technology in the school supports academic courses and programs.

There are sufficient staff members to support student learning and to personalize each student's education experience. As of September 2007, all students have been assigned to an advisory period with a member of the faculty. The advisory classes average 12 students per teacher. Students and advisors will remain together throughout the students' high school experience.

PHS has a part-time faculty member, a school-based coordinator, who works to engage the school community in the integration of applied learning as it relates to career and technical education. The school-based coordinator works to provide PHS with vital links to local businesses, industries, and community resources while promoting opportunities that support and enhance classroom learning. She assists faculty in finding opportunities for applied learning and classroom integration of career/contextual experiences. These programs include summer externships, an activity in which more than 50 faculty members have participated, as well as student field trips to local businesses and colleges, job shadowing experiences, and career exploration fairs. Current activities include interdisciplinary applied learning projects as varied as the construction of a meditation garden in a previously unused school courtyard and an opportunity for community service students to participate in a real-world simulation and then use that training to support economic education in the district's elementary schools.

There are many community service programs and other opportunities offered to engage students in civic and social activities that benefit the school or the larger community. Examples include, but are not limited to, student participation on all School

Improvement Teams (SIT) (academic, school spirit, and physical plant), a student leadership program that trains students and provides opportunities for them to serve as role models and leaders in advisory classes and during various times during the school year (i.e. Open House), the Third Eye program, sponsored by the attorney general's office, that encourages appropriate student behavior; the Gay Straight Alliance (GSA) that fosters a safe environment for all students and works with other student groups (i.e. the GSA co-sponsored a dance with Third Eye), and a community service class co-taught by the English and Human Science and Service Departments.

PHS has a full-time school psychologist, a part-time school social worker, and a part-time student assistance counselor. The social worker is at PHS two days a week, and serves as a member of the evaluation team, Response to Intervention team (RTI), and district wide emergency response/crisis intervention team. She completes social histories as part of special education evaluations, provides crisis intervention, provides individual and group counseling, and makes referrals to outside social service and mental health agencies when appropriate. Similarly, the school psychologist serves as a member of the evaluation team and the RTI team. In addition, she provides psychological assessments as part of special education evaluations, handles crisis interventions, and offers short term counseling. Funded through school district and grant money, the student assistance counselor is at PHS three days a week and provides counseling and referrals of students with substance abuse problems or whose life has been affected by family substance abuse issues. The student assistance counselor meets with students individually for assessment, case management, and brief motivational counseling; she conducts psycho-educational groups for students in areas such as substance abuse, children of alcoholics, and recovery;

and she is the advisor to Students Against Destructive Decisions (SADD), a national organization designed as a forum for teenagers to encourage their peers to resist pressures to use substances. **However, the school does not have a comprehensive strategy to assess if support services provide students with equal opportunities to achieve the school's stated academic, civic and social expectations for student learning.**

Special education teachers provide support to general education teachers by communicating regularly and participating in the cooperative teaching model when applicable. Community agencies cooperatively engage in supporting the school's efforts to address the social, emotional, and physical needs of students. Alateen and other support meetings are conducted as needed. In addition to a part-time student assistant counselor and a full-time school psychologist, a full-time school resource police officer is a member of the Pilgrim community. He works with faculty, students, administration, and staff to support a safe learning environment and serves as liaison to the Warwick Police Department.

PHS has 5 full-time guidance counselors and a guidance department leader who carries a reduced student load. The ratio of counselor to students is 1:260 for counselors and 1:75 for the department leader. Guidance services are provided to students through a number of venues. Group orientation classes are held for all 9th graders (through the science class) and 12th (through health class) graders at the beginning of the school year. Counselors are assigned to advisory classes and meet with their advisory groups on a set schedule. Ninth graders are seen again in their keyboarding classes to develop an Individual Learning Plan (ILP); all 11th graders meet with guidance counselors in the electronic learning center (through their science classes) to begin the college career

research process and use the online career planning program Bridges. Counselors are available throughout the day, and parents and students may schedule an appointment to meet with a counselor or may stop in on the chance that a counselor is available. Junior/senior counselors coordinate a field trip to University of Rhode Island.

Course selection is done by students in a group with their counselor. Parents must approve a student's class selections. A course selection catalog is available and reviewed annually by the assistant director of curriculum and the guidance department leader. Students are encouraged to take challenging courses, and Warwick is currently re-examining its restrictive guidelines for Advanced Placement and honors classes. The number of students (2006-2007) enrolled in AP courses was 71, and many students were enrolled in multiple AP courses. All students must carry a 7 course class load every semester. Counselors encourage community service to meet our mission's expectation, but it is required only for National Honor Society acceptance. The Guidance Department has written its own mission and vision statement which is aligned with the American School Counselors Association.

A counselor attends truancy court. Counselors provide reports to Family and Juvenile Drug Court if they have a student involved, consult with agencies providing out of district placements, and are involved in the Key transition program, a program designed and run by outside agencies to help students transition back to school from a drug placement. Guidance counselors refer students to in-house support staff, (i.e. student assistance counselor). Outreach is brought about by the in-house staff's work with community agencies and mental health providers.

To support the delivery of services for students, counselors write 504 Plans and attend IEP and Evaluation Team meetings. Two counselors are on the RTI, and counselors work with PHS case managers to support students with identified learning disabilities. As of September 2007, the district established an alternative educational placement to best serve the needs of exceptional students with behavior disorders. Tuition is paid for some students to attend West Bay Collaborative, Southern Rhode Island Collaborative Education and Training Center (SORICO), or other out of district placements.

As of fall 2007, a comprehensive guidance curriculum is being developed.

However, the guidance department does not have secure storage for student records, and availability of meeting space for guidance is limited.

PHS has instituted a program that assigns two counselors to all of the 9th graders. This has been done to facilitate students' transition into high school and allows these counselors to work with and focus on the freshmen class and problems unique to this population. Students are assigned different guidance counselors after 9th grade. Counselors do not routinely meet with all students individually; however, all students see their counselor several times a year in small groups and advisory classes. Students can make an appointment whenever needed.

Counselors work with other professionals in the building, such as the social worker, when meeting with small groups of students to discuss social and emotional issues. These groups usually run for 6-8 weeks. Counselors conduct meetings about college applications and financial aid. Guidance publishes a newsletter quarterly. In cooperation and collaboration with local colleges, guidance arranges for students to take the

Accuplacer exam at PHS. Tech-math and Tech-English have been designed to support students who wish to attend New England Institute of Technology (NEIT). If a student can demonstrate proficiency in these areas by passing the Accuplacer, then scholarships to NEIT are awarded.

Preventive and intervention health services are available throughout the school day. The health office is staffed by a full time certified nurse-teacher (registered nurse) and clerk. The clerk has additional responsibilities beyond the health office, but is housed in the health office. By contract, the nurse-teacher has a free period and a lunch period in her schedule, but can always be contacted by walkie talkie wherever she is in the building. When the nurse is absent, a certified substitute is provided.

Approximately 3,500 to 3,700 health cases are seen annually by the nurse teacher. Annual training is provided by the nurse teacher to faculty, staff, and administration on the use of epi-pens. The nurse-teacher maintains 6 automatic external defibrulators (AEDs) that are available throughout the building. In addition, the nurse-teacher works cooperatively with community agencies making arrangements for faculty, staff, administration, their families, and students to be provided with flu shots, and for school-wide educational presentations on drunk driving, organ donation, bullying and blood drives. Pilgrim was the first school in the state to pilot “Vaccinate Before You Graduate,” a program designed to provide needed immunizations to graduating seniors. This program is conducted in conjunction with the Wellness Company. All seniors are instructed in the importance of this program by the nurse. The meningitis vaccine and Gardasil (the papilovirus vaccine) are also available to graduating seniors.

A process is in place for faculty, staff, and administration to make referrals to the nurse-teacher because of health concerns. The nurse-teacher assesses the health issue and provides appropriate treatment or referral. Students excused from physical education for medical reasons are recorded by the nurse, and alternative assignments are provided. The nurse teacher participates in preparation of IEPs, 504 plans and is a member of the RTI team.

Written emergency response plans are in place for medical emergencies, lock down, shelter in place, and fire drills (copies provided). The nurse-teacher maintains an “emergency bag” with supplies that are taken out of the building during emergencies. In the health office, emergency supplies are stocked, such as medical supplies, prescription drugs, blankets, etc. A district-wide phone communication system can be (and has been) used to alert families to health emergencies, and the nurse-teacher works with the State Department of Health when needed.

All referrals, injuries, visits to the health office, student inoculations, and medical issues are recorded and records are maintained beyond graduation. All 9th graders have a vision screening and are re-screened, if needed, by the nurse. As of September 2007, the Warwick School Department, as part of the district wellness policy and strategic plan, is compiling data on our student populations’ body mass index (BMI). The nurse provides a Health Concerns List to all faculty members to alert them to potential health dangers for students, (i.e. latex allergy). Health alerts are flagged on Star Base, the student database used by administration. The nurse maintains care plans for students as required by law.

Student records are kept in locked files in a secure office with restricted key access.

Every student must take a health class each year that is taught by the physical education/health department. All seniors prior to graduation are trained in cardiopulmonary resuscitation (CPR), automated external defibrillator (AED), and first aid by physical education teachers who have Red Cross Instructors' certification. The nurse is a certified CPR instructor and participates in the CPR training program for students and faculty with the physical education department. Most physical educators are certified CPR/first aid instructors, and one faculty member is a certified instructor of trainers. The physical education/health department, in conjunction with the Red Cross, provides students with the opportunity to become certified baby-sitters.

The librarians attempt to integrate Pilgrim's curriculum and instructional program into services and programs in the library but are not involved in curriculum revisions in content areas, nor are they formally informed of curriculum changes. Because of budget restraints, there is often a problem with acquiring materials in a timely fashion. This prevents the proactive acquisition of materials and delays services and program adjustments necessitated by curriculum changes. The library curriculum was revised in 2002 and is not scheduled for revision.

In recent years, an emphasis has been placed on teacher and staff participation in decision making with regard to the selection of materials. Teacher/staff input is requested on a regular basis through the library newsletter *Pilgrim's Progress*, flyers, memos, department meetings, department leader meetings, teacher/staff workshops, and informal discussions.

Some teachers regularly use library/information services, but this varies greatly by department and individual. Teachers may collaborately plan lessons with the librarians and reserve the library tech center and the library.

The librarians support the school's mission and expectations for students and the library has a supportive and complementary Library Mission Statement. This mission drives purpose, programming, instruction, and resource acquisitions. Particular attention has been paid to acquiring resources for all levels of students.

Both librarians are on the SIT academic sub-committee and regularly attend department leader meetings. Secondary librarians meet sporadically, but there is no district effort for K-12 articulation in library/information literacy or in curriculum coordination, evaluation, or revision. The librarians are available to work with classroom teachers to ensure students have access to resources which support curriculum. PHS's webpage has a link to the library.

A major effort has been put forth to reevaluate the Pilgrim High School collection, and many out-dated and inappropriate materials have been discarded in order to make room for current print and non-print materials to supplement curriculum.

The print collection in the library contains approximately 14,500 volumes and 8 print periodicals that support curriculum. Because of budget cuts, there are deficits in some areas, particularly young adult literature and titles to support literacy classes.

Technology in the library has been updated and currently includes 8 student computer stations. As of fall 2006, a new library tech center, housing a wireless 28 station computer lab, a faculty computer station, a SMARTBOARD, and a printer, was opened in the library. The original purpose of the room was to support library research

and information literacy, but demands made by the Graduation by Proficiency program have reduced availability of the library tech center.

The library houses a small collection of non-print resources that are fully cataloged and support curriculum, 333 VHS tapes, 11 DVDs, and approximately 50 book kits which include a book and tape. Space for the non-print collection was taken from the library to create an office area. Because of a combination of budget restraints and departmental collections, any efforts to increase the collection have been minimal. There is a catalog of non-print resources available for faculty and staff. The majority of non-print resources are purchased by and housed in individual departments to support their curriculum needs, and no attempt has been made to catalog or share the department collections.

Purchasing of all library resources reflects adherence to the mission, understanding of our cultural and socio-economic and racial diversity, and the interests of our students. In the last few years, a focus on purchasing materials for all levels of students' needs has been made.

The library has two full time certified school library media specialists and a clerk, who has daily duties outside of the library. Both librarians have a free period and an office duty period that takes them from the library. **Library hours are from 7 am to 3pm, Monday-Thursday and 7am to 2:30 on Friday.** Librarians are available Wednesdays after school and by appointment; at all other times the clerk keeps the library open for student use.

Teachers regularly bring their classes to the library to access information on the Internet or from the library's database. Librarians and the clerk have made a concerted

effort to welcome all members of the PHS community into the library, which has been totally redesigned to facilitate easy access to materials. Two classes plus individual students and small groups can be accommodated in the library and library tech center, but seating and access to technology are often strained.

The library/information services foster independent inquiry by enabling students and faculty to access the EBSCO database (newspapers, magazines and references) from school or remotely via the Internet. Electronic resource folders (i.e. MLA format) are available on First Class (school email), through video-streaming, and on a library web page on the PHS site. The school subscribes to the TURNITIN, a plagiarism protection program, and incorporates it into classroom assignments.

The information literacy curriculum can be implemented across curriculum, ability groups, and grade levels. Students are given assignments incorporating print and non-print research skills, including electronic media (i.e. 12th grade senior health projects).

Faculty members are made aware of information resources and technologies available in the library to support instruction through daytime workshops conducted by the librarians, the library newsletter, librarians presenting to some departments, and a student-teacher orientation program. Many teachers have been trained in the Rhode Island Teachers and Technology Initiative (RITTI) program that focuses on incorporating technology into the classroom and provides hardware to participating teachers.

All classrooms, except gym areas, have a working computer(s) with Internet access. A number of rooms are set-up as computer labs, as per curriculum demands (i.e. business and math). Some rooms have multiple computer stations. The Electronic

Learning Center (ELC) may be scheduled by a teacher for use with his class; due to high demand the heavily used ELC may be difficult to schedule. Integration of technology in teaching varies by subject and teacher.

There is a policy, developed by administration and approved by the School Committee, in place for use of technologies and the Internet. The Acceptable Use Policy (AUP) was modified August 2007. Adherence and understanding of the policy is not consistent. **There are procedures in place for the selection and removal of information resources, and for the handling of out-of-date, little used, or challenged resources, but no official School Committee policy exists.** Librarians have advocated for the development and School Committee approval of policies for many years.

Pilgrim High School provides special education services to identify, monitor, and refer students for special education, in accordance with local, state, and federal laws. All special education students have current IEPs. At times, there is a delay in meeting the timeline for re-evaluations. There are fifteen certified special education teachers, sixteen teaching assistants, and a department leader in the special education department.

The referral process to identify newly referred students for special education services is a tiered system. Teachers refer students to the RTI which consists of teachers, guidance counselor(s), administrator(s), and other personnel as needed. Recommendations and accommodations are made by the RTI. If the implemented recommendations do not facilitate improved student performance, the student is referred to the Evaluation Team. The Evaluation Team consists of the department leader for

special education, the school psychologist, the social worker and the educational diagnostician. Evaluations are made within 60 days of the team's decision. Students who are found to be eligible for special education services are given IEPs and assigned a resource teacher to facilitate educational success.

Special education personnel follow all local, state, and federal laws and keep current records on all students in their caseload. As of October 2007, the maximum resource teacher caseload is thirty students. To ensure compliance, the Rhode Island Department of Education periodically monitors special education records. As of the last review (2002-2003), PHS meets the standard. All special education information is stored in a double locked and confidential file cabinet in a secured room.

Parents/guardians are provided with procedural safeguards and information about services provided within their children's IEP's. On the district level there is an active Special Education Advisory Committee that meets regularly and provides information, advocacy, training opportunities for parents/guardians, and family workshops.

Information is distributed through Open House, school newsletters, personal contact with caseload managers (telephones are available for special education teachers), and email.

Telephone surveys are annually conducted to monitor our graduates who received special education services.

SCHOOL RESOURCES FOR LEARNING

Support Standard 6

Executive Summary

At Pilgrim High School a wide range of support programs and services is provided in order to enhance student learning and support the school's mission statement. These services reflect the many needs of the student body, which includes an extensive special education population. Many resources enable students to access and succeed high academic, civic, and social standards.

Pilgrim High School allocates resources, programs, and services so that all students have an equal opportunity to achieve the expectations for student learning. A wide and diverse selection of course offerings meets the needs of our population from special education to advanced placement. There are many civic, social, and academic clubs and activities that support student goals and interests.

Student support personnel 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. Comprehensive guidance, health and special education services at Pilgrim High School meet all legal requirements and offer additional services to enhance student learning.

There have been many changes in the library in the last few years, including expanded technology, collection revision, and accessibility to print and non-print resources for all students. The library staff has made a concerted effort to welcome all members of the Pilgrim community into the library, and the library is open every day

before and after school. Information literacy/library curriculum is not fully integrated throughout the building. Due to the lack of a formal process to integrate curriculum changes into the library media services, proactive acquisitions of materials has been prevented, and services and program adjustments, necessitated by these changes, have been delayed.

Through the self-study, the committee has determined that Pilgrim High School adheres to the standard on School Resources for Learning on an ACCEPTABLE level.

SCHOOL RESOURCES FOR LEARNING

Support Standard 6

Strengths and Weaknesses

STRENGTHS:

- There is a variety of resources available to support academics, applied learning, and a diverse student body.
- Quality support services are available to all students.
- A collaborative effort by health services and the physical education/health department provides quality, proactive health services and instruction.
- Access to library resources has been expanded.

WEAKNESSES:

- Evaluation and coordination of support services to enhance and improve student learning and well-being must be formally integrated.
- A process to integrate curriculum changes into library media services and to integrate information literacy standards across curriculum areas must be created.
- A district wide selection challenge policy for School Committee approval must be developed.

COMMUNITY RESOURCES FOR LEARNING

Support Standard 7

Pilgrim High School actively engages parents and families in their students' education and school programs by offering Freshman Orientation and Fall Open House where parents have an opportunity to meet with teachers, support staff, and administrators. In the 2006-2007 school year, Connect Ed was established as an effective means of mass communication where the phone system is utilized to inform all students, families of students, and teachers of upcoming events within the school and community.

At Pilgrim High School parents and families are engaged in students' education and in school programs. Pilgrim High School has an active Parent, Teacher, and Student Association (PTSA). Parents are contacted about their children's academic progress through quarterly interim reports and quarterly report cards. Guidance counselors, teachers, department leaders, and administrators coordinate conferences with parents or guardians to discuss academic issues. In addition, guidance counselors hold conferences at the end of 1st semester and third quarter with any senior who is in danger of not graduating. A member of administration and parents or guardians are invited to discuss what the student needs to do in order to be successful. Letters, warning of the danger of not graduating are also sent. The faculty at Pilgrim High School utilizes First Class, an e-mail system which allows parents and/or guardians with concerns to contact teachers,

administrators, and counselors. Either the main office or Connect Ed notifies parents of student absences. The Special Education Department notifies parents by phone calls and letters of meetings regarding their children's education.

Pilgrim High School actively engages parents and families as partners in their students' education by encouraging participation in school programs and parent support groups. In the spring, the Humanities Program invites parents, guardians, members of the school committee, and faculty to attend an art show exhibit showcasing student art projects. Students' art work is displayed in corridors, classrooms, and in showcases. Parents may share in their children's academic successes through invitation to evening ceremonies for the Science Fair, Rhode Island Honor Society, Foreign Language Honor Society, National Honor Society, *Science Fair*, and Senior Awards. Similarly, Pilgrim High School recognizes student successes by publishing the names of students who have achieved Honor Roll and High Honor Roll in the main lobby, on Pilgrim's website, and in the local newspaper. The school also acknowledges a Student of the Week, not only for academic achievement but also for social and civic activities. In addition, Pilgrim High School is very active with the Rhode Island Blood Bank, and holds blood drives three times a year. Pilgrim High School has a Sports Booster Club run by parents who staff concession stands and run fundraisers.

Pilgrim High School has established productive partnerships with local businesses, the community, and higher education. In February 2007, Pilgrim High School implemented Career Fair, and it will be held each winter. Local businesses, trades, and the New England Institute of Technology participated. Students were

exposed to the various apprenticeships that exist in Rhode Island such as plumbing, electrical, and heating ventilation & air conditioning.

Many students at Pilgrim High School participate in a variety of Early Enrollment Program (EEP) classes at the school and earn college credits through Rhode Island College. Seniors are afforded opportunities to attend the Running Start Program at the Community College of Rhode Island or the Access Program through Johnson and Wales University. These programs allow students to earn college credits while a high school senior. Pilgrim High School also has a partnership agreement with the University of Rhode Island which allows students to earn three college credits by successfully taking and passing the URI writing class offered through the English Department, and the Technology Department has partnered with New England Institute of Technology (NEIT) which offers students scholarship money to attend NEIT after graduation. Each October and May students are invited to attend an Aviation and Construction Fair at TF Green Airport to gain more knowledge about these types of careers. Pilgrim's Business Department has partnered with Pawtucket Credit Union to present Real World in the personal finance classes. In April, students participate in a Real World day fair at Bryant University where they engage in budget and finance activities. In the Special Education Department, students participate in a Work Activities program which exposes them to and helps them in job training and life skills. Students can participate in the community service program offered through the English and Social Studies Departments. The Music Department is heavily involved in the community and volunteers their time and talents to various local organizations such as the Trudeau Center, The Apponaug Alzheimer's Center, Ronald McDonald House, and the Kent County Retired Teacher's Association.

Furthermore, Pilgrim High School helps student teachers from Rhode Island College, University of Rhode Island, Providence College and Johnson and Wales University fulfill their student teaching requirements.

The school physical environment supports and enhances the delivery of educational programs and support services. Pilgrim High School facilities meet the educational requirements of our students. There is a new foreign language lab, a new computer lab in room 407, a new Technology Center computer lab in the library, and necessary software to support senior project and digital portfolio which are needed to fulfill the graduation requirements. There are enough classrooms and laboratories to meet all our students' needs. Each department has an equipment and textbook storage area. In 2004, a new electrical service was installed in the school to meet the demands of the increased need for technology.

The physical plant and facilities do meet all applicable federal and state laws and are in compliance with local fire, health, and safety regulations. Pilgrim High School is adequately funded by the Warwick taxpayers for operation of the building. The physical plant is quite large and issues are resolved every day. There is a permanent support staff in the building: the head custodian, a building mechanic, one grounds person, two day, and five night time custodians. The storage of chemicals in the science department meets all the requirements for Occupational Safety and Health Administration (OSHA), and the Technology Education Department uses OSHA approved flammable material storage lockers. Documentation pertaining to the fire, health, and safety regulations are kept at the district maintenance headquarters at Draper Ave, Warwick, RI. The Material Safety Data Sheets are kept on file in the head custodian's office and main

office at Pilgrim. A district asbestos Environmental Protection Agency (EPA) mandated management program is in place.

Asbestos floor tile removal, ceiling tile replacement, roof replacement, student locker replacement, and auditorium stage replacement have not been addressed due to budget constraints. Several faculty members have concerns about mold in there classrooms as a result of leaks in the ceiling. Temperature control in rooms throughout the building is inconsistent. The recent decrease in day-time custodial staff from 10 in 2006 to 8 in 2007 is placing additional burdens on this staff. The present custodial staff works to the best of its ability with available resources at their disposal.

Pilgrim High School is in compliance with all Federal regulations regarding handicapped accessibility. All programs are designed to meet the varied physical abilities or disabilities of the students. Likewise, Pilgrim High School does not have any deficiency with regard to temporary alternative facilities.

Equipment is adequately and properly maintained, catalogued, and replaced when appropriate. Building maintenance schedules are monitored by the head custodian. Teaching equipment, automotive lifts, and air compressors have yearly inspections. Drainage stone water filters located in the science labs are replaced yearly. The summer cleaning program strips, washes and waxes all room floors and corridors. Air filters are removed and replaced three times a year; fire extinguishers are inspected and replaced if needed once a year. Repair and replacement of equipment is done in a timely fashion.

Pilgrim High School, with limitations on budget and maintenance staff, is showing its age and is in need of some repairs and maintenance. The building is 45

years old and is adequate. There is a replacement program in place for the student lockers and floor tiles. It is expected to take three or more years to complete each of the programs. Painting is scheduled for the building during the summer.

The custodial staff and administration respond quickly to health issues within their expertise. If concerns arise about air quality, they are reported to the head custodian and the district Supervisor of Buildings and Grounds. There is no plan to improve the ventilation and air quality. Radon testing is done every three years and is currently within Department of Health / EPA standards.

While the building is not being cleaned adequately, it is due to cuts in custodial staffing and has resulted in some areas not being cleaned as frequently as necessary. In the 2007 – 2008 school budget one maintenance foreman, one maintenance area supervisor, and six custodial positions were cut. Equipment that is broken or dangerous is removed. In some cases it may not be replaced for long periods of time, if at all, and often temporary quick fixes are made.

Pilgrim High School has a plan that addresses programs, future programs, enrollment changes, staffing, facility and technology needs as well as capital improvements.

Pilgrim High School uses StarBase, a system that tracks the number of students and courses offered in each department. The current enrollment, as of November 2, 2007, at Pilgrim High School is 1304. Each student who transfers or withdraws from the school is given a code which is entered into StarBase. Enrollment at Pilgrim is projected to decrease over the next five years.

At Pilgrim High School future program needs are addressed by affording the staff an opportunity to revise the curriculum to meet initiatives set forth by the State Department of Education. Curriculum revision is an on going process. All departments, core and elective subjects meet with the district curriculum director to modify curriculum. Each department's curriculum must be aligned with the expectations and mission statement of the school for rigor, and with the benchmarks for each discipline. The English, mathematics and science curriculums were approved by the school committee; social studies is still in development and electives have yet to be approved by the director of curriculum.

In regard to staffing needs, the student to teacher ratio, as well as the case loads for guidance counselors, is reviewed on an ongoing basis. Presently, there is adequate staffing and increasing teachers or support staff is unnecessary.

Pilgrim High School is an aging building with needs for improvement; however the status of the building has not interfered with teaching and learning. The roof needs to be replaced and many lockers and ceiling tiles are old and need replacement.

Assessment of the technology needs of Pilgrim High School indicate that all rooms have a working computer, but some are not connected to a printer. The Physical Education Department needs another server to access First Class, the school's e-mail system and primary means of communication. First Class is used for taking attendance, for communication from the principal, and to schedule meetings. First Class is a vital means by which to save paper.

In September of 2007, Pilgrim instituted a new Advisory Period, which meets from 10:04 to 10:24 AM each day. Every student is assigned an advisor, who is a teacher

in the building. The advisory period is one of the requirements set forth by the Rhode Island Department of Education (RIDE) to meet the personalization standard.

There is limited effort from leadership at PHS to generate community support for yearly budgets and bond issues from parents and community members.

Department leaders play an integral role in the budgetary process. They ask the staff of their departments what is needed in the following school year to assist in their teaching and to assist student learning. The teachers are asked what their broad-based budget needs are by the department leaders, who in turn meet with the principal and the director of secondary schools where reductions and modifications are made. Proposed budgets are then brought to the school committee where more revisions are made. Budgetary needs are based on the projected student enrollment. Parents and the community at large are not asked for feedback in the early stages of yearly budget planning.

There is a process for passage of necessary bond issues. The principal indicates a need for a bond. Then the School Committee decides if the need is urgent, and if there is not enough money in the budget, then the bond issues is presented to the city taxpayers / voters to approve or deny. If the bond is approved, the Mayor of Warwick can decide to implement the bond in the fiscal calendar year.

Pilgrim High School's budget had been adequate until the 2007-08 school year. Across the board cuts, with varying amounts in each area, were made in all departments. If this trend continues and there are more reductions in the school budget, it could negatively impact student learning.

The 2007-08 budget cut school programs. Personnel cuts were made as follows: 3 custodial positions, 2 office clerks, and 1 foreign language lab assistant. Although no school programs were eliminated, some were consolidated.

At 45 years old, Pilgrim High school is showing its age. Some of the major building needs are roof repair and replacement of ceiling tiles in most of the building. The heating system needs to be updated, and the auditorium needs new seats, a stage floor, and sound and lighting systems.

The 2007-08 budget reduced expendable supplies such as paper, cleaning supplies, and bacterial antiseptic in classrooms. The technology budget for 2007-08 was also reduced. Despite these reductions, 20% of Pilgrim faculty attended RI Teachers of Technology Initiatives, (RITTI), a 60 hour summer program. Upon completion, each participant received a \$3000 technology voucher which was used to purchase technology items, such as Smartboards, laptops, scanners, cameras, etc. The Physical Education Department has expressed a need for individual computers.

Most faculty members do not have an active role in the budgetary process and building administrators have limited roles, including its development and implementation. In addition, because of budget restrictions some orders for replacement books have not been filled, and, as a result, some students do not have books to take home. The faculty and the principal seek funds for student learning needs. Currently there are changes in the Rhode Island Diploma system. The budgetary concerns address the graduating class of 2008 and beyond and seek proper resources for earning a diploma certified by the State of Rhode Island Department of Education.

In 2006-07, Pilgrim High School allocated funds for a new library computer lab with 20 stations. The room is equipped with a smart board, video conferencing capabilities, 1 scanner, wireless network, CD players, CD burners, and 1 laser printer. Also, students were given an e-mail account through First Class, the district's e-mail system. In addition, the seniors submit senior projects through First Class to the Graduation by Proficiency Coordinator.

All students are encouraged to challenge themselves through rigorous courses. There are many honors classes and Early Enrollment Program (EEP) classes where students can earn 3 or 4 credits from Rhode Island College. There is also a URI writing class in conjunction with the University of Rhode Island, and students can earn 3 college credits. New England Institute of Technology also has an agreement with Pilgrim related to technology educational courses. The Service Learning program affords students an opportunity to volunteer in numerous venues and has an articulation agreement with Community College of Rhode Island (CCRI). The school offers many clubs and activities for students such as Student Leadership, Third Eye, Challenge Day, Students Against Destructive Decisions (SADD), Gay Straight Alliance (GSA), blood drives, and various fundraisers throughout the school year. All students are assigned an advisor, and the students stay with the same adult throughout their educational career at Pilgrim, and each student is assigned a guidance counselor. There are also a school psychologist and crisis counselor. Each quarter all students receive an interim report which highlights academic progress as well as classroom behavior.

The total amount budgeted for each department is determined by the needs of the department and by how many students are serviced. In the 2007-08 budget there were

cuts in supplies, clerks, department spending, and new technology equipment. Overall, these budget cuts have not significantly impaired teaching and learning.

COMMUNITY RESOURCES FOR LEARNING

Support Standard 7

Executive Summary

Based upon the evidence collected from the administration, the faculty, the district maintenance director, and a physical facilities inspection, the committee finds that Pilgrim High School meets this standard at an acceptable level. Contact with parents and families is maintained through a wide array of communication methods. The school fosters and actively maintains partnerships with businesses, the community, and higher education in order to promote learning.

Maintenance of the building and equipment is currently adequate. However, budgetary issues have hindered the improvement and maintenance process. There are noticeable defects in the building such as roof leaks throughout numerous areas of the school. In addition, there are noticeable water stained ceiling tiles in classrooms and hallways, and replacement of lockers has not been completed. Pilgrim is an old building that needs maintenance to the structure overall.

Pilgrim does keep track of future student enrollment and is aware of future technology needs for learning. One example is the new library technology center; this initiative should continue to be funded in future budgets.

The administration solicits budgetary needs from each department. Although each area may not receive complete financial support, each area is funded sufficiently to promote teaching and learning.

The physical plant and facilities, funding issues, and the budget, need to be continually addressed because there is concern (from the staff) that community funding

could dwindle over time which will negatively impact Pilgrim's goal of providing a quality education for its students.

The Committee has determined that Pilgrim High School meets the Community Resources for Learning Standard at an acceptable level.

COMMUNITY RESOURCES FOR LEARNING

Support Standard 7

Strengths and Weaknesses

STRENGTHS:

- Faculty, staff, support staff, and aides make the most of the facilities and equipment.
- Technology is adequate.
- Strong ties with RI higher education institutions and the community are maintained.
- Periodic reviews take place for curriculum development.
- Improvements to recreations facilities are made.
- Communication within and outside the building is acceptable.

WEAKNESSES:

- Professional development is needed for evolving technology in the area of digital portfolio.
- Locker replacement is incomplete.
- The roof needs to be replaced.
- Ceiling tiles need to be replaced.
- Staff has concerns about mold issues in the building.
- Daily custodial services are inconsistent.
- Recommended improvements to the auditorium are incomplete.
- Budgetary concerns remain for technology, maintenance, and building improvements.
- Replacement of window screens and shades is needed.
- Installation of climate control for areas with computer technology is needed.