

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

**Commission on Public Schools**



**Commission on Public Schools**

**Report of the Visiting Team for  
Mountain View Middle School**

Goffstown, NH

March 17, 2019 - March 20, 2019

**Kim Royer, Chair  
Mr. Paul Yergeau, Assistant Chair  
Wendy Hastings, Principal**

# School and Community Summary

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## School and Community Summary

Mountain View Middle School (MVMS) is located in Hillsborough County, in the southern third of the state of New Hampshire and serves the communities of Goffstown and New Boston. The towns of New Boston, Weare, Dunbarton, Hooksett, Bedford, and Manchester border Goffstown. New Hampshire's White Mountains, the seacoast, and Boston, Massachusetts are all within a 75-minute drive from Goffstown. Its proximity to major north-south and east-west routes, to the state's largest airport, and to southern New Hampshire's major municipalities and business centers makes Goffstown an attractive small business as well as residential location.

Major employers within Goffstown are St. Anselm College, Northeast Sheet Metal, New Hampshire Steel Fabricators, SAU #19, and Hannaford Supermarket. Goffstown is the home to Hillsborough County Nursing Home, County Offices and the State of New Hampshire Women's Prison. A large majority of the population is employed outside of the community.

The unemployment rate for Goffstown is 2.4 percent as of September 2016. This is 0.20 percent lower than the state average and 2.6 percent lower than the national average, with 13.2 percent of the school population living below the low-income level, according to November 2016 free/reduced lunch program numbers. The percentage of the population below the poverty level in 2014 was 5.1 percent for the town of Goffstown and 1.7 percent for New Boston.

The median household income for 2014 was \$69,123, which increased from \$61,718 in 2000. The per-capita income for 2014 was \$32,661.

Currently, Goffstown allocates 59.3 percent of local property taxes to its schools. Ninety percent of the tax-base is residential. The district received 29.4 percent of the budget revenue from state subsidy. It received 46.6 percent from local property taxes, 23.1 percent from grants and 1.1 percent from other resources.

The Goffstown School District is among the 10 schools in the state with the lowest per pupil expenditure. The District expended \$13,554 per pupil compared to a state average expenditure of \$15,865 per pupil in 2017-2018. In 2016, state, federal, and other resources accounted for approximately 25 percent of all funds received in the district. Sending district tuition accounted for an additional 15 percent, leaving 60 percent of funding to be obtained through local resources. Fifty-three percent of local property taxes are allocated to the public schools at the rate of \$13.55/1000 as of October 2016.

The Town has three regions: Goffstown Village, Grasmere Village, and Pinardville. The combined district population is approximately 23,155. The communities in the school district are racially, culturally, ethnically, and economically similar. Although the white student population has decreased by 8.6 percent during the last 10 years, SAU 19 remains a white community at 92.1 percent. There has been an increase in the number of minority students over the last 10 years, but they still remain a minority. The white student population has decreased by 8.6 percent with .5 percent American Indian, 15 students; 1.5 percent Asian, 42 students; 3.2 percent Hispanic, 89 students; 1.2 percent Black, 34 students; and 1.4 percent Multi-Race, 40 students during the 2015-2016 school year.

Mountain View Middle School consists of grades 5-8 with a population of 873. Students from Maple Ave and Bartlett Elementary attend MVMS in grade 5. Students from New Boston Central attend MVMS in grade 7. Goffstown High School has an enrollment of 1,123. The two elementary schools have 681 students and are the Maple Avenue Elementary School, grades 1-4, in the center of Goffstown and Bartlett Elementary School, grades 1-4, near Manchester in an area called Pinardville. Glen Lake Kindergarten, pre-K and kindergarten has 214 students. The total is 2,891 in the Goffstown School District. SAU 19 includes New Boston Central School, pre-K-grade 6, with 561 students. Goffstown School District educates 75 percent of the town's school-aged students, with the other 25 percent attending private schools. Goffstown High School educates 90 percent of high school-aged students with 10 percent attending private schools. (2015 American Community Survey)

Mountain View enrollment data as of October 1 for the most recent four years

School year 2014-15 2015-16 2016-17 2017-18 2018-19

Grade 5 163 158 186 157 183

Grade 6 179 164 163 188 166

Grade 7 256 274 242 253 270

Grade 8 279 267 286 242 254

Totals 877 863 877 840 873

MVMS projected enrollment for the 2019-2020 school year is 880 students.

The average daily attendance for students is approximately 96 percent. The average daily teacher attendance rate is 96 percent.

Mountain View has a very small percentage of student retention. During the last three-year period, no students have been retained. However, one student advanced to grade 9 from grade 7 in 2017.

There are 141 faculty and staff members at MVMS, 75 of whom are teachers or guidance counselors. The average student to teacher ratio is 25:1. Classroom averages are between 16-27 students, reflecting numbers in courses such as Unified Arts including Technology Education and Family and Consumer Science. All grades have a total of 990 hours per school year of instructional time. Students who elect to take chorus, orchestra, and or/band have 80 minutes, two 40 minutes periods, per week in each class plus sectional time, which varies.

The school seeks strong community relationships through productive partnerships with business, higher education and community groups and provides opportunities for productive interactions between the students and the community. Mountain View has partnerships with Goffstown Parks and Recreational Department, Allard Center YMCA, New Hampshire Partners in Education Blue Ribbon Program, Goffstown Fire Department, Goffstown Police Department, Crispin House, Lion's Club, and Optimist Club. The school works with St. Anselm, Plymouth State University, Granite State College, and Southern New Hampshire University to provide support for education of students and staff. With collaboration from Southern New Hampshire University, SAU 19 offered an on-site master's degree program for teachers.

Various community groups support and enhance extracurricular opportunities for Mountain View students. Parks and Recreation provides positive recreation opportunities for all members of the Goffstown community. The school nurse developed a list of community contacts to help students in need. Local service organizations, such as dentists, eye doctors, and healthcare providers continue to provide food, medications, school supplies, and services to any family in need.

Students can earn the Principal's Honor Roll recognition when they achieve As in all subjects, including Unified Arts in grades 7 and 8. Over the last three years, approximately 26 percent of students achieve all Principals' Honor Roll. Honor Roll recognition is when a student achieves a grade no lower than a B in any of his/her subjects. In grades 5-8, in order to qualify for either Honor Roll, a student must pass all Unified Arts subjects. Approximately 37 percent of students make the Honor Roll. Any student who has maintained all As for seventh and eighth grades is invited to an Honor's Banquet with their parents. All students receive a certificate and a medal of accomplishment.

Students at Mountain View Middle School participate in extracurricular activities included but not limited to sports, student council, drama, select chorus, jazz band, year book, and ski program. The activities provide opportunities for student leadership and decision-making. Students may participate in more than one activity. The activities are gender balanced with the majority of students participating at the seventh and eighth grade levels.

Mountain View Middle School is a New England League of Middle Schools (NELMS) Spotlight School. Every day, 873 students walk through the halls of Mountain View Middle School. Using the tenets of Paws Pride, MVMS teaches, fosters, and provides adolescents with opportunities to become healthy, respectful, and responsible community members who will become lifelong learners and take pride in their academic achievement.

## **Core Values, Beliefs, and Vision of the Graduate**

***Mountain View Middle School is a safe and encouraging learning environment where all students are engaged in a rigorous and inclusive learning experience designed to meet social, emotional, physical, and intellectual needs.***

### **We**

**Persevere** when problem solving by employing multiple strategies, reasoning abstractly, and drawing and applying conclusions.

**Achieve** purposeful, differentiated learning expectations in order to demonstrate effective communication, collaboration, creativity, and critical thinking skills.

**Work cooperatively** to provide a safe learning environment by treating all members of the school community with respect, dignity, and equity.

**Succeed**, acknowledge, and celebrate our achievements.

**Participate** in a variety of activities that promote physical, mental, emotional, and social well-being.

**Respond** and communicate as effective learners through close reading, writing, speaking, viewing, and purposeful listening.

**Inspire**, instill, and model respect, support, and cooperation in all instruction and activities.

**Develop** the characteristics of responsible and ethical community members, and global citizens.

**Engage** in the digital world purposefully, ethically, and safely.

*May 2017*

## **School Improvement/Growth Plan**

The school improvement/growth plan is attached.

### **Related Files**

- [2019-03-07-10:37 MVMS LEIP Goals 2018 - 2019 .pdf](#)

# LEARNING CULTURE

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## Learning Culture

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

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

# STUDENT LEARNING

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## Student Learning

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

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

# PROFESSIONAL PRACTICES

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## Professional Practices

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

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

# LEARNING SUPPORT

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## Learning Support

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

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



# LEARNING RESOURCES

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## Learning Resources

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

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

# Introduction

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## Introduction

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

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

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

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

### Preparation for the Accreditation Visit

Accreditation coordinators and a steering committee comprised of the professional staff were appointed to supervise the school's Accreditation process which includes the self-reflection, the Collaborative Conference visit, the development and implementation of a growth plan, and the Decennial Accreditation Visit. At Mountain View Middle School, a committee of three members, including the principal, supervised all aspects of the Accreditation process.

Public schools seeking Accreditation through the Commission on Public Schools must complete appropriate materials to assess their alignment with the Standards for Accreditation and the quality of their educational offerings in light of the school's core values, beliefs, vision of the graduate, and unique student population. In preparation for the decennial visit, schools are required to complete a Decennial Summary Report to inform the team about their progress since the time of the Collaborative Conference visit.

In addition, the professional staff was required to read and come to consensus on the summary report to ensure that all voices were heard related to the school's progress on their priority areas for growth.

### The Process Used by the Visiting Team

A visiting team of six members was assigned by the Commission on Public Schools to conduct a Decennial Accreditation visit to Mountain View Middle School. The visiting team members spent four days in Goffstown ; reviewed the self-reflection, Collaborative Conference report, and Decennial Summary Report documents; met with administrators, teachers, other school and system personnel, students, and parents; and visited classes to determine the degree to which the school aligns with the Committee on Public Secondary Schools' and Public Elementary and Middle Schools' Standards for Accreditation and the degree to which the school is making

progress toward their identified priority areas for growth as indicated in the school's improvement/growth plan.

Each conclusion in the report was agreed to by visiting team consensus. Sources of evidence for each conclusion drawn by the visiting team are included within each section of the report. The report includes commendations and recommendations that, in the visiting team's judgment, will be helpful to the school as it works to improve teaching and learning and implement its plan for growth and improvement. The report also includes an analysis of the conceptual understanding, commitment, competency, and capacity (4Cs), which is a framework used to evaluate the school's ability for continuous growth and improvement as a learning organization.

This report of the findings of the visiting team will be forwarded to the Committee on Public Secondary Schools or the Committee on Public Elementary and Middle Schools, which will make a decision on the Accreditation of Mountain View Middle School.

# Foundational Element 1.1a - Learning Culture

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## Foundational Element 1.1a

The school community provides a safe environment for students, staff, and the community. Continual updates to the school help maintain a secure facility. The facility manager meets weekly with the central office administrators to review any potential issues. In March 2019, Goffstown voters approved the creation of a capital reserve fund to address the maintenance of the facility. Taxpayers voted to place \$200,000 into this fund. The school had a security film placed on all the windows on the first floor. Rubber tread was placed on stairwells to make them slip-proof. The exterior doors are all locked with numerous cameras throughout the building both on the exterior and interior such as on sidewalks, parking lot, hallways, and common spaces. There have been updates to assist with lockdown drills and devices that will directly call 911.

There is a section on safety intervention procedures in the handbook. This includes a safety assessment, crisis intervention procedures for students, bullying prevention, and a policy on bullying, harassment, other discipline procedures. There are practiced emergency drills along with drills for different security events. The staff worked with and trained from local and state law enforcement, first responders, and Homeland Security personnel to manage various potential crisis events. Starting in the 2018-2019 school year, a full-time school resource officer (SRO) was hired. The SRO has a variety of roles that she completes in the course of a day, including but not limited to teaching DARE to the sixth-grade class, acting as the liaison for the fire and police departments, and working with students and families who are at-risk. The officer and the dean of students work closely together regarding student needs, discipline, and wrap-around services as needed. She is a member of the safety committee and meets weekly at Goffstown High School with administrators and the guidance counselor to support individuals who are involved in the court system.

Larger maintenance included removal of overgrowth from bushes and trees by the ballfield, replacement of the fire pump and new furnaces, and mitigation of drainage issues to prevent flooding and damage to the school.

## Rating

Meets the Standard

# **Foundational Element 1.2a - Learning Culture**

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## **Foundational Element 1.2a**

The school has a written document describing its core values, beliefs about learning, and learning expectations. The school has yet to transition to the vision of the graduate model to more fully align with the 2020 Standards for Accreditation. Learning expectations are embedded in PAWS PRIDE and the school's statement of beliefs. The mission statement was revised in May 2017 to align with the Positive Behavior Interventions and Supports (PBIS) and PAWS PRIDE expectations. The mission describes the academic expectations, which include the use of problem-solving and reasoning skills, purposeful use of technology. Social and civic expectations are to demonstrate the characteristics of a responsible and empathetic individual, community member, and global citizen. Core values, beliefs about learning, and school-wide learning expectations are pervasive throughout the school and embedded in instruction.

The mission statement and learning expectations are posted on the website. There are posters throughout the build representing PAWS PRIDE and the importance of respect, responsibility, community, and pride. A monthly newsletter is sent home and addresses the core values and beliefs of the school. Social and emotional programming has increased positive student behavior that is observed in the classrooms and hallways. Students are rewarded for positive behaviors and citizenship on a trimester basis.

## **Rating**

Meets the Standard

# **Foundational Element 2.2a - Student Learning**

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## **Foundational Element 2.2a**

The school has yet to have a written curriculum in a consistent format for all courses in all departments. There is written curriculum for all courses and all content areas; however, documents for each subject area have yet to implement a consistent format that includes units of study with guiding/essential questions, concepts, content, and skills; instructional strategies; and assessment practices that integrate the vision of the graduate. This Foundational Element is one of the school's priority areas.

### **Rating**

Does Not Meet the Standard

# **Foundational Element 3.1a - Professional Practices**

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## **Foundational Element 3.1a**

The school has a current school improvement/growth plan. SAU #19 and Mountain View Middle School employ an improvement plan each year. The superintendent, assistant superintendent, and building administrators gather for an annual summer retreat to review and analyze student data to develop a Local Education Improvement Plan (LEIP) for each school. Progress on LEIP goals are shared with the school board's curriculum and education committee every March. The Local Education Improvement Plan has four goals, which encompass language art, math, and social-emotional goals, and a school-specific goal. Mountain View Middle School created a science goal related directly to the implementation of the Next Generation Science Standards for the 2018-2019 school year. In preparation of the 2019-20 school year, the LEIP plan will add goals related to the school's priority areas.

### **Rating**

Meets the Standard

# **Foundational Elements 4.1a - Learning Support**

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## **Foundational Elements 4.1a**

The school has intervention strategies designed to support students. There is a wide range of intervention strategies to enhance and improve student learning and well-being and support the school's mission. Team meetings and Response to Intervention (RTI) meetings are used to discuss individual students' needs. There are Tier II and Tier III supports for both English language arts and mathematics. Behaviorally, there are programs to support students through the Flex program, student support room, a full-time board-certified behavior analyst (BCBA), and supports from the dean of students. There is Title I services, a full-time school psychologist, and three guidance counselors. There are advanced math classes including geometry and algebra in grade 8, which are comparable to high school level courses to accommodate the needs of students. There is a reading specialist who works with students below grade level. Health services are managed by two full-time nurses, who provide health and wellness interventions as needed. Special needs students and English language learners are supported by certified teachers and para-educators. There is a full-time school resource officer on staff to support at-risk students and teach Drug Abuse Resistance Education (DARE).

### **Rating**

Meets the Standard



# **Foundational Element 5.1a - Learning Resources**

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## **Foundational Element 5.1a**

The community and district provide school buildings and facilities that support the delivery of curriculum, programs, and services. The school facility is pristine and has a welcoming atmosphere. There is adequate space throughout the facility to address the various educational needs. This includes but not limited to the library media, classrooms, labs, auditorium, gym, fields, confidential spaces and space for health, counseling, to address the curriculum and high-quality programs and services. The community supports and funds the school budget, in addition to approving various warrant articles that help to maintain the facility. Enrollment changes and staffing needs, facility needs, technology, and extensive capital improvement plans are addressed to meet the operational needs of the building. There is a five-year maintenance plan, which includes prioritized anticipated repairs and replacement. Mountain View Middle School serves as an emergency center for the town; therefore additional regulations are necessary and all have passed inspection. There is adequate space throughout the facility to address the various educational needs.

### **Rating**

Meets the Standard

# Foundational Elements Ratings

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## Foundational Element Ratings

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

# Priority Area 1

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## Priority Area

Find opportunities to provide more formal collaboration time during the school year for teachers to individually and collaboratively improve curriculum and instructional practices by using student achievement data from a variety of formative and summative assessments, examining student work, and engaging in professional discourse

## Action, Impact, and Growth

The school has not yet made progress on this priority area as it is planned for the future.

The school initiated some improvements in collaborating within team levels, department levels, and vertical alignment within teachers in different content areas. Each month the teachers get together with their departments. Faculty meetings have been redesigned to allow for collaboration and professional development opportunities. In the 2018-2019 school year, a committee made slight changes to the current schedule to allow for an additional five minutes per class of instructional time. Due to the changes, the additional time provided opportunities for teams to have grade-level collaboration. However, not all teams have time to collaborate with one another due to scheduling conflicts and because instruction is delivered through split teams. Collaboration time is different for each team. Grade-level team meetings are informal, without an agenda, and often the discussion is focused on student concerns, research-based programs, and lesson delivery. There are limited discussions on improving curriculum and instructional practices by using student achievement data from a variety of formative and summative assessments, examining student work, and engaging in professional discourse. In addition, recess duty assignments were purposely designed to allow for conversations to occur with team members during this time. The staff finds this a positive change as it is beneficial in discussing student concerns and reflecting on the delivery of lessons. The fourth and fifth-grade teachers meet at different times of the year to discuss curriculum and assist with a smooth transition for students coming from elementary school to middle school within Goffstown. The sixth-grade teachers in New Boston to transition the students to grade seven. In the summer, there are opportunities to have horizontal and vertical collaboration among teams, departments, and sending and receiving schools. These meetings address a variety of topics including curriculum instruction, assessments, and aligning standards with the curriculum.

Growth can be measured once the priority area goal is implemented.

## Next Steps

The long-term goal is to establish a faculty scheduling committee, which will start in June 2019. The charge of the committee is to determine a schedule that will allow for collaborative planning time to review student achievement data, examine student work, and engage in professional discourse. The committee will include the principal, assistant principal, curriculum coordinator, and various teachers. Once collaboration time is implemented, all teachers will understand how the time will be structured and how to use the time to address learning expectations, social-emotional needs, student work, formative and summative assessments, and the vision of the graduate.

## Sources of Evidence

- central office personnel

- school leadership
- teacher interview
- teachers

# Priority Area 2

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## Priority Area

Define specific and measurable criteria for success for each social and emotional learning expectation, such as school-wide analytic rubrics

## Action, Impact, and Growth

At this time, the school has yet to define specific and measurable criteria for success for each social and emotional expectation, such as school-wide analytic rubrics. A mission statement and learning expectations are embedded in the fabric of the school community, which address social and emotional needs along with executive functioning skills.

In 2018-2019 the district purchased an online version of Second Step to be used with seventh and eighth-grade students. The training was provided in the summer of 2018 for those teachers piloting the program. For those still using the older version, the Positive Behavioral Interventions and Supports (PBIS) committee reviewed the units, discarded lessons and units not relevant to the current student population, and made changes to the sequence of delivery to best meet the needs of the students. In the summer of 2019, all teachers in grades 6, 7, and 8 will be trained in the new version of Second Step.

The topics from Second Step are relevant to middle school issues and the strategies are being carried over into social situations. For example, eighth-grade teachers are using topics related to friendship as a springboard to making positive choices when developing new friendships as they transition to Goffstown High School. Teachers are having dialogues with students about social topics that they have not had in the past using the older version.

## Next Steps

The PBIS team will create a subgroup to define specific and measurable criteria for success on each learning expectation. The projected start date to begin work on the priority area is June 2019.

Upon the school's completion of the vision of the graduate, which includes the attainment of transferable skills, disciplinary/interdisciplinary knowledge, understandings, and dispositions to prepare learners for their future, students will be assured measurable consistent learning outcomes through a defined curricular experience, which includes social and emotional skills and have opportunities to demonstrate their skills and knowledge in a variety of creative ways.

## Sources of Evidence

- central office personnel
- school leadership
- teacher interview
- teachers

# Priority Area 3

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## Priority Area

Develop and implement a formal process to assess and communicate individual learner progress and annual whole-school progress toward learners' achievement of the academic expectations

## Action, Impact, and Growth

The school has worked on academic curricular expectations however has yet to define school-wide expectations and the vision of the graduate in order to communicate individual learner progress and annual whole-school progress.

Central office and building level administrators are working together with New Boston and the middle school to determine when and how to develop and integrate a standards-based grading system.

## Next Steps

In the summer of 2019, at the district administrative retreat, a new set of goals for the LEIP will be created and will include standards-based grading and reporting. The projected rollout of a standards-based report card will be in the 2021-2022 school year.

Upon the school's completion of school-wide academic learning expectations by specific and measurable criteria for success and the vision of the graduate, students will be assured measurable consistent learning outcomes through a defined curricular experience and have opportunities to demonstrate their skills and knowledge in a variety of creative ways.

## Sources of Evidence

- central office personnel
- school board
- school leadership
- teachers

# Priority Area 4

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## Priority Area

Improve executive functioning and social and emotional learning by expanding the skills into direct instruction within the content areas

## Action, Impact, and Growth

Currently, the components of the social and emotional skills that are taught through the Second Step program have not been formally embedded into the direct instruction within the content areas. However, signs of carryover have been observed by the teachers and students in various settings. This includes the social-emotional skills of self-regulation and increased respect and responsibility. The impact of executive functioning skills has been observed by teachers by students organizing their belongs and classroom cubbies and manage their time for work and projects.

## Next Steps

The school is in the beginning stages of improving executive functioning and social and emotional learning by expanding the skills into the content areas.

When the social and emotional skills have been purposely embedded into the direct instruction within the content areas, students will have skills and competencies to handle their emotions, set and meet goals, make good decisions, and forge positive relationships. This will support the learning environment to allow students to succeed.

## Sources of Evidence

- central office personnel
- school leadership
- school support staff
- students
- teacher interview
- teachers

# Priority Area 5

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## Priority Area

Write curriculum in a common format for all courses in all departments, which includes units of study with guiding/essential questions, concepts, content, and skills; instructional strategies; assessments; and integrates the school's vision of the graduate

## Action, Impact, and Growth

The school is in the process of creating a written curriculum in a common format for all courses in all departments, which includes units of study with guiding/essential questions, concepts, content, and skills; instructional strategies; assessments; and integrates the school's vision of the graduate/learning expectations. Some, but not all, current documents include essential questions. Many content areas have yet to include concepts, content, and skills; instructional strategies; and assessment practices. At this time, the vision of the graduate/learning expectations are not written into the curriculum formally. However, because the learning expectations are embedded in all decisions that are made at the school, the curriculum is designed with the learning expectations in mind.

## Next Steps

The school has made the change to the 2020 standards. There is a requirement to create expectations of the vision of the graduate and integrate those expectations into the written curriculum. Work on each of the written curricula will be addressed based on the district's LEIP content review cycle.

Once all of the curricula are aligned, it will provide consistent learning experiences for students that support the vision of the graduate.

## Sources of Evidence

- central office personnel
- school board
- school leadership
- teacher interview
- teachers



# Part 3 - Reflection on Student Learning

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## Reflection on Student Learning

In the vast majority of classrooms, the school implements instructional practices that are deliberately and purposefully designed to meet the needs of each student. Throughout Tier I instruction, there is strategic differentiation and personalization of the learning environment and resources. Flexible seating options, which include standing desks, balance ball chairs, tables, and traditional desks, allow students varied opportunities to identify and select the best option to support their needs. Teachers use a co-teaching model, whereby special education teachers and content-specific teachers collaborate to deliver instruction and support to provide learners with access to rigorous learning opportunities. Many times, the content-specific teacher acts as the lead instructor in the lesson while the special education teacher provides support. English language arts (ELA), mathematics, and science core curricula include differentiated resources to support learners in accessing the content information including, in many cases, varied online components. Students work with partners and/or groups on assignments. Students can sometimes choose their partners; many times the groups are assigned so that the teacher can provide more targeted support and better support the diverse needs of learners. In fifth grade math, students work in teacher assigned pairs where students had to come to a common understanding, through discourse and dialogue, as to how to answer the open response question and show their work. Teachers use a variety of formative assessments which include, but are not limited to, exit tickets, formative bingo, thumbs up, and Kahoots, in order to inform and adjust instruction.

Students frequently have opportunities to lead their own learning. Students are often given a choice of projects and are encouraged to pursue their own personal interests and creative expression. The Second Step program encourages students to set goals for academics at first, and then social-emotional goals. In a Second Step lesson, students use dialogue to help them complete tasks and to speak about their thoughts and emotions. In a Tech Ed class, students work on hydroponic plants. The students decide that they need to add additional components such as a WiFi water purification measuring system to water the plants. In a sixth grade class, students create their own surf shop by determining the size of the shop, what kinds of products to carry, and setting price points. Project-based learning is used by many teachers. In a social studies class, students work in pairs to design a campaign for either Alexander Hamilton or Thomas Jefferson. Students participate in a debate and create a political song, poster, buttons, and a speech. Student work samples demonstrate the use of a journal project from the Mayflower, journal project from the perspective of a World War II (WWII) prisoner in the camp, research on a composer, body rhythm composition, and a piano history project. Other student work samples illustrate opportunities for students to set goals and reflect upon their progress. There are numerous opportunities for students to learn outside of the school walls. Seventh-grade students are currently planning their field trip to Boston, in which they have been given some autonomy to design what they will be seeing on the trip. Students have opportunities to take field trips, collaborate with local organizations, bring awareness about WWII veterans, and work with nursing homes, underscoring the school and district's beliefs that students are not just be focused on skill acquisition, but communicators who understand and participate in the vast world. Student discourse and reflection are used throughout Tier I interventions.

The school consistently designs deliberate learning experiences that allow learners to be engaged while developing inquiry, problem-solving, and higher order thinking skills. Students have opportunities to engage in higher-order thinking tasks and regularly demonstrate abilities to analyze, synthesize, create, make connections, and understand relationships through various assignments. Students make connections with characters from readings and synthesize information from various platforms into one writing piece. In many classes, students create musical compositions, business models, and robotics. Students question and analyze to gain a deeper understanding of the material. Students in a math class continue to question the teacher regarding other potential ways to solve the equation while using Tier III vocabulary and applying previously learned theories. Critical thinking skills are embedded. In a Geometry class, students engage in high-level analysis of geometric shapes and prove their thinking with various theories to solve for isosceles triangles. Science classes in grade five complete a design challenge that requires students to draw upon previous knowledge of the elements to design a house to withstand various natural disasters.

The school is purposefully implementing a variety of effective assessment practices, which allow students to demonstrate their learning and allows teachers to inform curriculum and instruction. In addition to traditional formative and summative assessments, teachers often embrace authentic opportunities to assess students. Students in eighth-grade social studies classes participate in various debates. In English language arts (ELA), students journal write as if they are a character in one of the novels. Rubrics and criteria for success are used to ensure students are provided with specific and measurable outcomes for their assignments. Opportunities to present learning are embedded into the school as well. Students participate in a spelling bee, which is completed before the entire school in a PAWS PRIDE assembly. Concerts provide opportunities for students to demonstrate their learning for other students, families, and community members. Additional opportunities include, but are not limited to, science fair, math nights, social studies museum walk, and art galleries. Common assessments vary from program assessments to document-based questions; however, many teachers do not have time and opportunity to analyze and compare the data with their content partners in order to make informed decisions for necessary alterations to the curriculum, the instruction, and assessments.

The school lives the practice of providing multiple opportunities for learners to demonstrate their learning, receive corrective feedback, and use this feedback in meaningful ways to support their learning. Students receive consistent corrective teacher feedback to guide the next steps in academic learning. Teachers provide students with oral and written feedback, as well as the next steps for classroom tasks and writing assignments. Teachers regularly check-in 1:1 with students to assess understanding, provide additional support, or prompt students. Teachers support students in small groups through instant feedback based on observations. Student work samples demonstrate the use of rubrics and teacher feedback with concrete next steps for students within the content area. The chance to revise work is an option for many students. On student work, teachers write comments that work may be revised and turned in again. In a fifth-grade science classroom, students create clay representations of the mass of all planets in the solar system. Students then read an article on the mass of the planets and are able to make alterations to their models based on their new findings. In Spanish, students provide peer feedback as they review homework and adjust answers to show clarified understanding. In a chorus rehearsal, students receive on the spot feedback about their posture and diction, which helps students improve their performance.

The school has technology firmly in place for learners across the school in all curricular areas to support, enhance, and demonstrate their learning. Students use technology as a way to communicate clearly and creatively to complete various assignments. GoogleDocs and GoogleSlides are used for students to collaborate on writing assignments and to create presentations. The school has begun using an online component for science, math, ELA, and Second Step curricula, which allows support and supplemental learning for students. Many seventh and eighth grade faculty use Moodle as an online resource and platform for learners. There are numerous opportunities for the students to share work with an audience beyond the school community, for example, through cultural postcards where the students had penpals through email and facetime. There are various robotics opportunities open to students from the Makerspace to the technology education classroom. Every classroom in the school is equipped with a Promethean board, which allows students an interactive technological component to their education. Science classrooms are equipped with five desktop computers so that students can engage in the interactive online portion of the science program. Additional technology is available for teachers, including six laptop carts, a computer lab, and the information center. Ongoing staff professional development and training on the various technology initiatives builds capacity for staff to integrate the technology to support the various aspects of student learning.

# Part 4 - Capacity for Continuous Growth as a Learning Organization

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## Conceptual Understanding

There is a strong understanding of what optimal and effective learning looks like at Mountain View Middle School. Lessons in the technology education program, field trips to apply real-world learning, hands-on learning in the arts programs, and debates in social studies are just a few examples that support student learning. The staff has undertaken book studies over the past three years to formulate an understanding of and implementation of growth mindset and the concepts in *The Motivated Brain: Improving Student Attention, Engagement, and Perseverance* with the expectation that it drives learning for students and instruction for faculty. A new science program was piloted in the 2017-2018 school year and implemented in grades 5 through 8 in the 2018-2019 school year. With the support of the central office administrators, teachers were integrally involved in the selection of the program and follow up training of their peers. Of importance is the faculty's desire to use the Next Generation Science Standards (NGSS) standards and ensure common language, as well as a focused scope and sequence that will create a curriculum that is written in a format that matches curricula in other learning areas. The principles of the PAWS PRIDE initiative were developed with an emphasis on students' needs and focus on respect, responsibility, community, and pride. These serve as the underpinnings of a student-centered approach to middle-level education.

Interactive lessons in a world language class and Second Step program helps students develop skills and competencies that are necessary to attain the school's goals for its students. The Second Step program is helping the school community develop a common definition of social-emotional learning. In a science class, sixth-grade students built energy efficient mini homes that demonstrate their content knowledge, understandings, transferable skills, and dispositions that are necessary for future success. Seventh-grade students constructed knowledge using previously learned science knowledge and other interdisciplinary concepts to identify solutions to real-world problems. The collaboration between the library media specialist and the seventh and eighth-grade math teachers to work with Ozobots and graphing applications demonstrates the use of technology to access, support, document, and supplement learning. Some teachers are focused on offering added opportunities for students to demonstrate learning through higher order thinking activities and options to interact and learn from each other through learning activities such as discourse and further interdisciplinary work to continue the work of expanding optimal and effective learning. When teachers and staff collaborate there will be a shared understanding of the academic and social-emotional goals within the school that will lead to effective learning experiences for the students.

## Commitment

There is a high degree of commitment to understanding the needs of students, the development of the mission statement, PAWS PRIDE initiative, focus on social-emotional learning, executive function goals, and academic standards. Staff deliberately revamped the school's prior mission statement to reflect a targeted and more rigorous mission statement. The new mission statement was shared with parents during an open house and the greater community was given a voice in the mission statement. The school's positive behavior and expectations initiative of PAWS PRIDE, which is firmly in place, promotes respect, responsibility, community, and pride. PAWS PRIDE posters are in all classrooms, halls, and common areas. The entire school community clearly exemplifies the core values as outlined in PAWS PRIDE, which are perseverance, achieve purposefully, work cooperatively, succeed, participate, respond and communicate, inspire, develop, and engage. The focus on social-emotional learning is deliberate and purposeful through the implementation of the Second Step program. Administrators support and champion the use of Academic, Character Development and Executive Functioning time (ACE) to explicitly teach executive functioning skills and social-emotional Learning (SEL). Students and staff are purposefully engaged in developing a strong growth mindset. Staff expresses their commitment to build upon curriculum folders and online information for themselves and the community. Curriculum teams are building curriculum binders that outline subject area standards and pacing guides. These guides are a start in creating a consistent format for the curriculum. The district and the school are committed to the development of a common

curriculumformat. There is a myriad of high-level expectations for students, staff and the school, as a whole, in the areas of academics and social expectations, which encompass the tenets of a vision of a graduate. Once a process is created to synthesize these many high-level expectations into a simple document, the staff, students, and community will have a vision and aligned guiding principles for the ongoing work.

## **Competency**

There is a strong understanding and acknowledgment of the changes that need to be made in order to align the curriculum with the standards. Understanding the validity of the first-hand experience, administrators support the faculty in taking the initiative to revamp the schedule to allow for more collaboration. Grade level teams have had opportunities to make timely updates to the new curriculum in their respective subjects, and review common formats in varied areas in science and math. Although the current curricula are not written in a consistent format that includes units of study with essential/guiding questions, content, and skills, instructional strategies, and assessments or integrates the school's vision of a graduate, there is a plan in place to ensure that this work is a strategic part of the school's LEIP. The consistent work that is done by the faculty during after school meetings and summer work sessions are strong examples of school community work that is being done to align curriculum to priority standards. The strong commitment of the staff to do what is best for their students and to embrace the concept of SEL and PBIS goals is a measure of the high level of competence that exists throughout the school. Staff members speak openly about the need to ensure that there are common language and understanding of concepts and goals. For example, the recent revision of the mission, and emphasis on social-emotional learning and its impact on students ensure a consistent experience for students. These steps are identified as critical pieces to ensure uniformity as the staff builds in opportunities to guarantee that their vision and their vision of the graduate is brought to fruition. This focus on ensuring consistency is supported by the district's approach to "move slow to move fast" with the guarantee that all staff is provided with specific and tailored professional development opportunities to model differentiation and provide for the unique needs of the staff and administrators.

## **Capacity**

The staff revised their schedule to reallocate time, secured resources, and identified support to address their identified priorities and is planning to find a way to implement time to meet during the school day for collaboration. Additional time has been added to each period which has allowed for more instructional time for students. This has simultaneously allowed for more informal, and some structured time for collaboration. Aligning recess supervision and planning time for some team members provides additional blocks of time to meet with grade-level content teams and flexibility to meet with administrators when the need arises. The central office staff meets regularly with faculty to provide training, prioritizes funding sources, and allocates resources to implement growth goals. The superintendent and other administrators at the central office focus on the identified priorities. Teachers are invited to share the needs and ongoing work with the school board, which puts forth a budget that provides the financial resources to address the school's priorities. The budget, which has been supported by the community, is designed to provide stipends for summer work to ensure that goals from the district's Local Education Improvement Plan and the Priority Areas, identified through the school's self-reflection, are appropriately addressed. Developing local leadership ensures that new learning is translated across grade level teams. Teachers who piloted the newly adopted science program shared their individual learnings along with challenges that they overcame. Finding additional opportunities to provide more formal collaboration time for teachers to individually and collaboratively improve curriculum and instructional practices by using student achievement data from a variety of formative and summative assessments, examining student work, and engaging in professional discourse will ensure that students are provided with a comprehensive program that meets their individual and specific needs.

# **Additional Information**

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## **Additional Information**

Mountain View Middle School asked the team to look deeper into technology as there were varied opinions among the teachers and staff regarding technology and the amount the school district needs to be effective for students. The school has technology firmly in place for learners across the school in all curricular areas to support, enhance, and demonstrate their learning. Students use technology to communicate clearly and creatively as they work to complete various assignments. Ongoing staff professional development and training on the various technology initiatives support the various aspects of student learning.

# Commendations

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## Commendation

The safe, welcoming, and clean environment

## Commendation

The positive culture and PAWS PRIDE program, which are embedded into the fiber of the school

## Commendation

The engagement and commitment to support student success exhibited by the faculty

## Commendation

The efforts of the faculty to support new initiatives related to student learning

## Commendation

The purposeful and intentional integration of technology in all content areas

## Commendation

The differentiated and purposeful professional development opportunities to support instructional practices and improve student learning

## Commendation

The use of growth mindset, which guides administrators, teachers, and students in decision-making

## Commendation

The efforts of the staff to create and use the information center for engaging learning opportunities

## Commendation

The dependable and adequate funding to ensure coordinated efforts that support learning for all

## Commendation

No additional commendations



# Recommendations

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## Recommendation

Ensure that differentiating instruction occurs in all content areas

## Recommendation

No additional recommendations

## Recommendation

## Recommendation

# **FOLLOW-UP RESPONSIBILITIES**

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

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

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

The Commission urges school officials to use the results of the Collaborative Conference Report as well as the school's identified priority areas for growth to draft a school growth and improvement plan, and to review and implement the findings of the Self-Reflection and valid recommendations identified in the Collaborative Conference report. An outline of the Follow-Up Program is available in the Commission's Accreditation Handbook, which is available on the Commission's website.

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

# **SUBSTANTIVE CHANGE POLICY**

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## **NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES Commission on Public Schools**

Principals of member schools must report to the Commission within sixty (60) days of occurrence any substantive change in the school which has a negative impact on the school's ability to meet any of the Commission's Standards for Accreditation. The report of a substantive change must describe the change itself as well as detail the impact on the school's ability to meet the Standards. The following are potential areas where there might be negative substantive changes which must be reported:

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

# **Roster of Team Members**

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## **Chair(s)**

**Chair: Kim Royer** - Barrington Middle School

**Assistant Chair: Mr. Paul Yergeau** - New England Association of Schools & Colleges

## **Team Members**

**Mr. Andrew Davey** - Fairhaven Public Schools

**Mr. Michael Harris** - York Middle School

**Mrs. Kathleen Sherrod** - Walpole School

**Ms. Tiffany Twitchell** - York Middle School