

NEASC

Two Year Progress Report

Submitted by

Maynard High School

for

October 1, 2004

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I. Highlighted Recommendation Responses

(Commission's November 12, 2002, notification letter)

1. Submit school-wide performance standards/rubrics for each of the academic expectations in the mission, indicating the successful level of accomplishment for each.

Status: Completed

The faculty has spent time in defining the expectations for our mission. Each of the school-wide academic expectations have a specific list of skills and knowledge essential for the expectations. In addition, the school-wide academic expectations have been developed for each of the academic expectations for Student Learning. See Appendix A of the *Special Progress Report of July 1, 2003*. In order to more clearly state the expectations in each academic department for the academic expectation, rubrics have been developed by the academic subject areas. These follow this response. The departments focused on the indicators in each category of the rubric to indicate the level of success to be accomplished.

With the development of both school-wide performance standards/rubric for each of the academic expectation in the mission and the development of department rubrics that were prepared based on an understanding of the expectations, the development in each academic course of rubrics has been a major focus in 2003-2004. Most academic courses have prepared these rubrics. School-wide rubrics and department rubrics are included in the newly developed Program of Studies. The course rubrics are available from each teacher who provides these to students with the course outlines. Also, in the Program of Studies, course expectations are listed following the course descriptions so each student is exposed to these expectations for student learning for each course.

2. Illustrate the use of the mission and expectations for student learning to guide procedures, decisions, and policies, particularly those related to teaching and learning.

Status: Completed

Maynard High School has developed whom we are by our mission and expectations and has been cited positively for the process, inclusion of school and community input, and knowledge of it by students, faculty and parents. Maynard High School attempts to live the mission and expectation in our procedures, decisions and policies. The Mission Statement and Expectations are seen as the central core of the school and community's beliefs. Several examples that our practices are driven by the mission and expectations will show its use in the school. There is an extensive method for book adoption and selection of materials. One major area as indicated by the mission statement in our selection of materials is reflected by our concerns for diversity. Equal opportunity in all academic areas as well as equal opportunity provided for all students in our school activities is paramount and reflective of the mission statement and expectations in these decisions. Furthermore, opportunities exist in and out of the classroom for roles in leadership capacities abound for all students. In terms of teaching and learning, diversity is being taught and modeled across the curriculum, in instructional practices and manners of assessment. We continue to seek constant input from groups including students and faculty, parents and community who enable us to review the attitudes, appropriateness of proposals in relationship to the climate we have in reference to the mission. Through constant review, reflection and reference to our common core of beliefs stated briefly as respect, understanding, and trust, we attempt to make our practices consistent with our beliefs in our mission statement and expectations.

An on-going practice is in place to ensure that our procedures, decisions and policies are consistent with our beliefs stated in the mission and expectations.

3. Provide an update on the school's plan and timeline to resolve facilities deficiencies.

Status: In Progress

The initial steps, as stated in the *Special Progress Report on July 1, 2003*, explained how a town warrant article created a School Facilities Committee. As stated, the committee was to make a report at the annual town meeting in May 2004. The Facilities Committee reported to the town by bringing the first warrant article for action to the town meeting. The Facilities Committee remains as a standing committee to continue to attempt to meet the needs of the high school facility. The first article that was approved called for an initial sum of \$20,000 for the purpose of upgrading the Maynard High School science labs. Additional articles will be prepared by the Facilities Committee to be submitted at successive town meetings. The Maynard Public Schools has a five-year capital plan for work on the facilities that will be the guiding tool for addressing the facilities' needs. The major areas of focus initially are the academic areas including labs, library, safety/security and the windows and heating system.

Based on the findings of the School Facilities Committee, a timeline and explanation of findings for the resolution of making Maynard High School entirely accessible will be completed by the fall, 2004.

In addition to the five-year plan and the warrant article, a new security plan is in place at the high school. The library has undergone reorganization and is now more student-friendly and class and research oriented. Utilization of more storage spaces, particularly in music and the library has been completed. Parking issues have been addressed and rectified.

4. Enhance the current orientation program for the eight grade.

Status: Completed

The eighth grade orientation program was primarily in need of organization. The existing activities with the eighth grade needed to be clearly developed and established as a formal, specifically timed, spaced and as a specific objective program. The program was developed by the administration and guidance with the cooperation and participation by students, parents, and staff members, including the lead teachers and activity advisors.

The program includes an invitation to the high school curriculum night. This is a chance for eighth grade parents and students to see the existing program by seeing a mock schedule, hearing dynamic presentations and for them to get sample programs in a meeting with guidance. In early September, this is an initial exposure to the high school program. In early November, eighth grade parents and students attend an Activity Night. Advisors and student from the high school have displays and information from activities including music, sports, clubs and the radio/television station. As high school students present on their involvement in activities, a connection is made with the eighth graders on what they may choose to be involved in at the high school.

Throughout the year, eighth grade parents are invited to various college planning evenings by guidance to get them involved early in the process. In early February, the Parent Information Night, focusing on the curriculum and scheduling is held. This is held in conjunction with the course selection process with the students. The newly developed Parent-to-Parent Night has been successful in presenting first hand experiences of high school parents to eighth grade parents in a panel discussion format.

Another program now in place to help eighth graders get information on scheduling, courses, classes, etc. is the Peer Leaders lunches at the middle school. In a survey of current ninth graders, they felt that this program helped the transition the most. Student to student contact, general mailing of newsletters, and then the formal Up-Day Program where the eighth graders experience a high school day, completes the year-long program.

As well as formal programs, such as Up-Day, 8th Grade Parent Orientation Night, the several opportunities for eighth grade students to experience and interact with the high school students, especially Peer Leaders, has enhanced the “Step Up to High School” program.

It should be noted that the eighth grade is incorporated in certain programs at the high school including some sports in the athletic department, the radio/television program and the major music activity, the musical.

5. Develop and implement a plan to verify that all teachers follow the curriculum mapping documents.

Status: Planned for the future

During the 2002-2003 and 2003-2004 school years, extensive work has been done in the realignment of the curriculum, not only with the frameworks, but with the scope and sequence of courses in anticipation of the future MCAS testing in areas such as science and social studies. Extensive course outlines have been prepared in each course. As earlier stated in this report, rubrics and expectations for each department and course have been completed.

As a result, the curriculum maps are only in various stages of completion. All teachers have begun the process with the exception of the new teachers. There is planned for 2004-2005 extensive professional development time in the mapping process. With the cooperation of the Assistant Superintendent, professional development time is planned for the curriculum maps and in areas that the high school needs such as assessment strategies and time to collaborate on assessment data. Training as needed, in the development of curriculum maps has been designated for both the new teachers and those needing assistance in the process.

In the interest of rubrics, expectations and the revisions of the Program of Studies course descriptions, the plan to map the curriculum in 2003-2004 was delayed. The professional development plan for 2004-2005 calls for all teachers to begin in September and on a monthly basis present completed maps for their courses. As all teachers are in various stages of completion of curriculum maps, it will be necessary for all to focus on them. This is especially true, even for the ones completed, as curriculum revisions in scope and sequence will require adjustments of the existing documents. As this is planned as a monthly professional development requirement, better accountability of the status of the maps, opportunities to share style and techniques for their development and coordination of consistent format will be seen in 2004-2005.

In the teacher evaluation process, teachers have been asked to submit detailed examples of the objectives cited in existing maps. This will be a standard practice with all courses once mapping is completed.

The plan to complete development, review and update, and to expect utilization of these curriculum maps is clearly established. The school year 2004-2005 has the curriculum maps as an important goal. Changes in the scope and sequence of teaching the frameworks have delayed finalizing the mapping project. Yet all course outlines and department and course rubrics are completed and in place.

6. Provide more professional development regarding writing, revision, implementing and reviewing curriculum.

Status: In Progress

The professional development calendar for 2003-2004 provided more time for the high school to focus on their unique needs. This is evident in the work done in course outlines, department and course rubrics, course expectations and the development of a revised, updated and more extensive Program of Studies. The plan to focus on curriculum maps in 2004-2005 also illustrates the opportunities for the high school to address its curriculum needs.

During the school year, 2003-2004, the system-wide professional development days consisted of programs in instructional technology practices, students services, managing instructional technology and best practices in differentiated instruction. A professional development day was devoted to a job-a-like program where the teachers were to visit and experience the teaching practices of a colleague in other school systems. Teachers observed a similar subject teacher in another system. The opportunity to review curriculum in other systems was beneficial to the staff. Follow-up opportunities to share experiences and findings resulted in a great deal of opportunity to revise some of our curriculum, especially in terms of presentation of curriculum by implementing instructional practices.

Scoring and examining student work to view progress in the writing curriculum is a regular professional development activity. Each department who has purchased new textbooks has gone through book adoption programs where they have viewed and evaluated texts. Once purchased, the adoption of the books into the curriculum has had review sessions conducted by representatives from the book companies. Curriculum workshops on writing, math and use of assessment folders are scheduled for the summer of 2004.

The three specific standards-based writing prompts are given throughout the school. New teachers are trained to grade and evaluate writing prompts. Professional development curriculum study groups exist. The plan calls for greater time to allow for groups of teachers, department and subject area teachers to collaborate on curriculum. K-12 assessment folders are developed and being passed on from grade to grade annually. Professional development in this area has been provided with more scheduled for 2004-2005. Despite the numerous professional development opportunities, there is still greater need for

collaboration on the development of curriculum by all high school teachers. Work is being done to provide time to do this.

7. Ensure that the curriculum is rigorous in all courses for all students through a greater emphasis on problem-solving, critical thinking and the authentic application of knowledge.

Status: Completed

State framework-based rubrics, standards, and expectations are applied across the curriculum. As outlined in the new program of studies, there is greater expectation of student achievement throughout the curriculum. Each course description includes expectations for the courses highlighting activities that require student engagement in problem-solving, critical thinking and the authentic application of knowledge.

Through the development and use of rubrics in our expectations, department and courses, students recognize and are expected to attain advanced standing in all courses. To so do, students need to demonstrate skills in critical thinking, authentic skills associated with problem solving and more authentic application of knowledge across the curriculum.

An on-going process is in place to ensure that the curriculum is rigorous for all students. For examples, all students are participating in a math calendar of events to promote math across the curriculum. Four times a year students compete in problem-solving activities in all math courses. Through the expanding use of technology in courses, the greater use of the library by classes and especially in the greater use of student-centered learning in more project-based assignments, there is assurance that the curriculum will continue to be rigorous with high standards for all student.

8. Fully integrate the library media program into the curriculum.

Status: Completed

The facilities of the Maynard High School Library are available to student and staff from 7:30 a.m. to 4:00 p.m. Monday through Friday. The library maintains a collection of current print materials to support the high school curriculum. A wide variety of periodical literature is also now available for use by library patrons. The collection of print and non-print materials is added to on a regular basis and out of date material has been weeded throughout the year. Teacher and student input is considered for purchase of new materials. A card catalog is maintained by a computerized system called OPAC. Four computers are available for teacher and student use for academic research. The library also maintains supervision of the schools' audio-visual equipment inventory and distribution to the classrooms.

The library specialist reports that the following goals were realized during the 2003-2004 school year.

- The library collection was put in Dewey Decimal Categories.
- Library orientation was provided for all freshmen and sophomore classes and for all teacher requested classes.
- Approximately \$15,000 in new books were purchased, cataloged and bar coded for the library. Teacher input was encouraged.
- Thirty periodicals with four year subscriptions were purchased.
- Some new AV equipment was ordered for classroom use.
- All of the computers in the library have access to OPAC for student use.
- The AV inventory was completed.
- Weeding of outdated print collection is on-going.

Increased communication between faculty and library to coordinate class use of the facility has been shown. A structured program is in place to track use of the library by classes. A report of use from September to June was developed.

In addition to the library itself, greater inclusion of the school's radio and television studio has been established in conjunction with classroom use. The library is accessible beyond the normal school day hours helping to promote student research projects and Internet assignments.

With the increased efficiency in the library, the purchase of needed materials, and the reorganization of existing space, the library is viewed by students as being both for student and faculty to be more user friendly.

9. Provide regular and formal opportunities for all staff members to discuss and share instructional strategies, best practices and student work.

Status: Completed

With the lack of formal common planning time in the schedule where all teachers in a department or subject area are available, efforts have been made to organize opportunities for collaboration by the staff. By efficient and effective use of available time, this has begun to be a regular practice. Open sessions of principals' meetings established in the teachers' contract are used for discussion opportunities on instructional practices. Time is included in all faculty meeting agendas for the sharing of successful instructional strategies. Early release days are used for common grading of student writing prompts by all teachers and the discussion of student work is a regular part of each session held. The opportunities are designed to provide opportunities for staff-directed discussions and sharing strategies, practices and examining student work.

This practice is particularly true with system-wide CIA meetings. Student success plans are also written and reviewed by staff in conjunction with guidance and Sped support services. On-going efforts exist to ensure that regular and formal time is scheduled both by the school

administrators for the staff and by the central office to schedule for system-wide opportunities for staff to collaborate on instruction in the school and throughout the school system.

10. Report the school's process for assessing the extent to which each student in the school has achieved each of the academic expectations in the mission based on the use of school-wide performance standards/rubrics.

Status: In Progress

With the development of the school-wide performance standards/rubrics and the department and course rubrics that reflect the academic expectations, there is the ability to assess students' attainment of the academic expectations in the mission. This has begun to be a practice by expanding the use of the rubrics now in place.

Assessing the extent to which students at MHS have achieved mission-based academic expectations rests with analyzing and assessing standard test results. Regular formal sessions are held, for example, to review MCAS results. The meeting of extended and expanded graduation requirements allow for student demonstration of meeting expectations. Additionally, each Academic Expectation for Student Learning is reflected in the now established rubrics. The actual assessment is related to each rubric as developed. The specific extensive use of the means to measure the extent has begun to be utilized by the school, departments and courses through the relationship between the expectation and rubric for each.

11. Expand professional development opportunities on a range of assessment strategies.

Status: In Progress

The 2002-2003 school year included the professional development program known as LINKS. This program included instructional and assessment strategies across the curriculum. Emphasis was placed on using assessment to improve instruction and a process to enhance student learning. The school and district goals for 2003-2004 continued to support the need to ensure the use of common assessment practices while using a variety of strategies to meet the diverse learning needs of all students. Staff have been given more opportunities through professional development such as in-service and early release days mentoring, the Job-A-Like program, writing, scoring sessions, MCAS analysis and CIA study groups to work on a range of assessment strategies. A Math Committee developed a calendar of math activities to provide consistent assessment strategies. Assessment folders are being passed from grade to grade and now include the incoming freshmen as well as the folders developed at the high school for the other grades. The incorporation of a variety of

informal and formal assessments has helped record and chart students' progress and achievements.

Professional development days during 2003-2004 were technology sessions and a Job-A-Like program. The technology sessions focused on best practices, managing technology instruction and assessment strategies and showcasing technology instruction and assessment tools and practices. The Job-A-Like program gave staff the opportunity to see other systems' practices including assessment techniques. Included in the experiences with colleagues in other systems was the chance to identify and observe similar subjects/grade levels in aspects of curriculum, instruction and assessment. A specific follow-up early release day session was devoted to sharing experiences, projects and reflections on this professional development offered.

As all teachers in the school are involved in administering and scoring practice writing prompts, all engage in examining student work to discuss the assessment practice and different student work samples.

More work is still to be done so all are utilizing assessment strategies and tools that clearly reflect our expectations for essential learning as developed in school-wide, departmental and course expectations measured through expectations learning rubrics.

Job-A-Like and other professional development programs/opportunities are provided by the central office. Staff is further provided and encouraged to participate in various summer institute programs. For example, strong support is provided for individuals to take advanced placement training courses and to learn about various assessment strategies. Technology training has led to project-based assignments and the entire staff has been introduced to assessment strategies and practices.

12. Increase student access to technology throughout building.

Status: Completed

The first step in improving student access to technology involved a system-wide reorganization of the technology support staff. Rather than a technology director with one system manager, the system created three technology support staff, one for each building with coordination under the central office administration, superintendent and assistant superintendent. This provided the high school with one technology manager and support staff members on a full-time basis.

As a result, we were able to open a third lab for general student and class use. This increased both the number of students using the technology as well as direct involvement of classes. The computer labs are now updated, better monitored and more secure. Clear procedures are in place for use of the labs with a formal calendar to schedule use. The library computers as

well are better maintained. Other technology has been purchased through the library and used by classroom teachers and their students. DVD players and LCD projectors allow for better use of technology in instructional practices.

The improvements have resulted in teachers assigning more project-based assignments, especially using the Internet as a tool. Spreadsheets, report findings have all been enhanced. Creative assignments have resulted from the increased access by students to technology in the library, classrooms, and computer labs. Incorporation of technology in regular student work is now more widely used and expected by the staff. Student access to technology at MHS has certainly increased with the opening of an additional tech lab and better access to library technology.

13. Provide an update on and assess the adequacy of financial support to address the current program, staffing and technology needs of Maynard High School.

Status: In Progress

Maynard High School has maintained the status of current programs, staffing, and technology funding to meet our needs. During FY'04 and FY'05, the budget process for the school has not resulted in any staff cutbacks. We have been able to continue all our course offerings as planned. All core academic areas have been maintained at existing level including a .2 increase for FY'05 in social studies with a teacher returning to full-time from a .8 status. We have not had any elective programs cut to help maintain a variety of courses in the curriculum. With the reorganization of the technology support team personnel, our technology needs are better met through purchasing of computers and support equipment as well as care and upkeep of the technology.

The dedication of curriculum development funds to the large-scale purchase of library books and classroom textbooks has significantly addressed deficiencies in these areas. New or updated texts have now been purchased in English, math, science, social studies and foreign language. The efficient use of circuit breaker funds has allowed for the purchase of many supplies in areas previously neglected, such as art, business and music. There is concern for continual/future support for maintaining current programs in FY'06 and beyond, but at the present time, the high school has benefited from a commitment of the School Committee, Selectmen and Finance Committee to address needs cited by the NEASC resulting in funds to purchase textbooks, library materials, and update technology.

The budgeting process now utilized recognizes the need for and inclusion of more instructional texts and supplies for the high school. This alteration was driven by the NEASC recommendations as well as academic changes prescribed by the state frameworks. This is true also for the technology needs at the high school. Staffing for the high school has been budget driven, but has had support and direction from central office.

Additional Highlighted Recommendations

(Commission's letter October 12, 2003 on Special Progress Report)

1. Continue to monitor and assess the impact of the \$400 activity fee on student participation.

Status: In Progress

Since the 2002-2003 school year, an activity fee of \$400 has been assessed on student participation in all student activities. The plan provides for a fee of \$200 for additional family members and a reduced fee of \$100/\$50 for families who meet federal income guidelines. Each year the plan has continued, but there has been no increase in fee charged. The FY'05 budget calls for a continuation of the current fee structure, but no support from the school committee or the administrative team was given for an increase in current charges. Entering the third year of the program finds little change in participation levels. There has grown greater support for assisting students and families beyond the federal guidelines. We have had two former classes of MHS donate money from a class reunion to be used to assist needy students meet the expense of the fees. Also, a new group of Maynard alumni, called "Remembering Maynard's Own," have formed a non-profit organization to offer full or partial financial assistance to students to offset the cost of the activity fee. Donations collected will be used solely for the purpose of helping students participate by assisting in paying their student activity fee. The impact of the fee for 2003-2004 included:

- Continued greater numbers seeking free/reduced lunch, entitling them to a fee reduction. Greater numbers sought this program to reduce fee costs.
- Music continues to see an increase in participation, especially in chorus.
- Participation remained steady in WAVM due to middle school students participating at the fee amount for Fowler School.
- Student participation continues to be impacted by "get their money's worth" by participating in a greater number of activities or more seasons involved.
- The clearest comparison for monitoring is seen in athletics. Sports have the highest number of student participating and the comparison between '02-'03 and '03-'04 is as follows:

	<u>2002-2003</u>	<u>2003-2004</u>
Fall	148	159
Winter	84	79
Spring	115	141

There were 337 students in 2002-2003 and 316 in 2003-2004. Overall, counting a total that includes students in more than one sport as well as participation in the middle school (including those participating on high school teams) the numbers increased from 521 to 528 overall.

Concluding that the fee structure remains the same, participation levels are not expected to change drastically as more people support maintaining programs and find a way to pay the current fee.

2. Clarify the school's process for assessing the achievement by each student in the school of each of the academic expectations in the mission using school-wide rubrics.

Status: In Progress

The ability to assess the achievement by each student in the school of each of the academic expectations in the mission has become possible through the development of definitions for each such expectation. Specific skills and knowledge essential for each expectation with definitions for the expectation in specific, measurable ways were created. Activities for essential learning for each academic expectation have been developed to facilitate measuring students' achievement. The school-wide academic expectations rubrics provide the means to assess the level of achievement by each student in meeting our academic expectations in the mission.

Inclusive in assessing achievement of the academic expectations are both formal and informal assessment tools or methods. Departments have developed who is responsible for teaching the expectation and how it is demonstrated. To measure proficiency in a common core of academic knowledge, concepts and methods, students have the opportunity to exhibit their proficiency per formal and informal assessment. These vary widely from tests, papers, presentations, portfolios, etc. The rubrics have contributed to students understanding levels of proficiency resulting in more rigorous demands for successful fulfillment of the expectation. As students are expected to be continuous learners, assignments involving critical thinking, problem solving, and independent work is measured more extensively.

Accessing and using the library for research is essential. Projects addressing some aspect of evaluating the quality of information are included. Here and elsewhere, assignments are clearly more open-ended questions requiring research and evaluation.

Personal goals as well as meeting group goals are part of the essential learning. Standards are set and included in numerous academic activities. Among these is the focus on academics through an Academic Spirit Week. Effective group collaboration and collaborate goals setting in relation to the directed rubric is measured in many formal and informal academic activities. Throughout the rubrics to meet school-wide expectations is the importance of demonstrating communication skills. Participation is a means used to measure a demonstrated worth ethic and individual responsibility.

Much has been done to establish the means to assess students on the academic expectations. A great deal has been done by departments and individual course teachers to use rubrics to assess proficiency of students in meeting the academic expectations and to provide opportunity to demonstrate proficiency as well as opportunities to engage in various activities to demonstrate and to be assessed. Continual wide-spread use of these rubrics, continual assessment opportunities and a further expansion for demonstrating proficiency needs to be presented in academic activities, community-wide activities and in-school

activities need to be part of the individual teacher's course expectations in his/her course outlines and rubrics provided.

3. Report the completion of curriculum mapping efforts

Status: Planned for the Future

As demonstrated throughout this two-year report, the development of expectations, the preparation of rubrics that are school-wide, department and course rubrics to assess our expectation for student learning has been the focus through 2003-2004. All courses have extensive course outlines that were reviewed and updated. A new Program of Studies was prepared that includes specific course expectations for each individual course as well as school-wide and department based rubrics to meet proficiency in all courses and respective course levels. As a result, the completion of the curriculum mapping has been delayed.

During the 2004-2005 school year, the completion of the curriculum mapping is a priority goal. All teachers have completed initial maps for courses with some teachers completing full course maps. However, all staff will be completing this effort through a formal preparation plan. Each map will follow a consistent format, including curriculum content resources, instruction with skills and strategies, assessment and related activities including cross discipline connections.

Clearly, the initial steps, some more extensive than others, have teachers mapping the curriculum to identify what is being taught and when. Many of the course outlines have presented an operational view of the curriculum. The overview of student learning experiences is evident. Greater value will be presented as the maps will help with matching assessment tools to the standards developed in the rubrics.

Using specific professional development time, the responsibility of staff to submit timely progress reports and copies of completed maps and the overseeing of the tasks in the preparation by the lead teachers has led to a formal preparation plan, specific format and consistent areas included during the mapping efforts in 2004-2005. The curriculum maps will be a positive addition to the formal curriculum, instruction and assessment procedures for gathering and using data on what is being taught and when, what is happening in classes and data to assess what is happening as opposed to what ought to happen.

4. Submit the findings of the School Facilities Committee related to Maynard High School along with a timeline and explanation of funding for the resolution of all school facilities deficiencies.

Status: In Progress

After the establishment of the School Facilities Study Committee at the annual town meeting in the spring of 2003, the seven-member committee conducted extensive tours and meetings to determine the facilities' needs at Maynard High School. The committee met with the building principal and the business administrator who conducted a tour to highlight the needs as evident to the school and community. The committee also met with the developer of the roofing repair plan who presented a plan of the needs.

At the annual Town Meeting in the spring of 2004, the committee presented a report. The committee remains in existence to continue to study, recommend and implement steps to improve the high school facility. The report of the facilities committee to the town consisted of first, a review of the needs with a proposal to focus on the academic area's needs as a first priority. Secondly, the committee supported the Town Warrant Article #11 to provide \$20,000 for the purpose of upgrading the Maynard High School science labs. This initial warrant article to be the first in the steps to address the facilities' needs. The warrant article passed.

Additional areas identified for future funding in the academic area includes library, furniture for science labs, and windows. Other areas to be addressed are the gym and locker rooms, roof, boiler and stage lighting. These are identified in a five-year plan. The facilities committee's next step is a proposal to have the high school fully accessible by a proposal in the fall of 2004.

5. Update on the school's report of a substantive change, dated October 3, 2003, related to the temporary staffing of the school library by non-certified personnel.

Status: In progress

In order to meet the need of a full-time certified library-media specialist at the high school, the current non-certified personnel is seeking certification/re-certification. He is currently working with the Assistant Superintendent and the Department of Education on requirements. He is highly qualified, holding a bachelors of science degree in English and a masters degree in library/media communications. His certification is in secondary school English as he is a part-time teacher of our media course, as well as WAVM Director of the school radio/television station.

Although he served as a Director of Media Services in the Maynard Public Schools, directing all school libraries, all audio-visual programming for K-12 and grant writer for school libraries and summer enrichment programs before his retirement, he has not kept his certification under the new regulations. If at the end of 2004-2005, the two year period that the Department of Education allows for acquiring proper certification/re-certification, the requirement has not been met, we will need to seek permanent replacement with certified personnel. Despite the tremendous improvements cited in this two-year report in the library

facility and program, we will need to address the current arrangement that fails to meet the commission's guidelines related to library staffing.

II. Recommendations responses in the evaluation report

Mission and Expectations for Students Learning

<u>Page</u> 17	<u>#</u> 1	<u>Recommendation</u> Develop a separate document that defines the school's academic expectations for student learning in specific, measurable ways, describes levels of performance and indicates which level is the indicator of successful accomplishment.	<u>Status</u> Completed
<u>Person(s) Responsible</u> All Departments		<u>Completion Date</u> Spring 2003	
<u>Action Taken</u> School-wide academic expectations rubrics have been developed for each of the school's academic expectations. These are included in the special progress report (July '03). Using these as the basis for measuring levels of performance and indicating successful accomplishments, department and course rubrics have been developed.			

Mission and Expectations for Students Learning

<u>Page</u> 17	<u>#</u> 2	<u>Recommendation</u> Implement a plan of action that assigns responsibility by program and department to ensure that all students demonstrate mastery of each expectation for student learning.	<u>Status</u> In Progress
<u>Person(s) Responsible</u> Administration, Department Lead Teachers		<u>Completion Date</u>	
<u>Action Taken</u> Passing the MCAS exams, passing courses and meeting course and graduation requirement are central focus to determine meeting mastery. Measure student performance based on quizzes, tests, projects, and mid-terms, finals and other assessment tools are also used. All department have activities for essential learning which were included in the Special Progress Report (July '03) in Appendix B.			

Mission and Expectations for Students Learning

<u>Page</u> 17	<u>#</u> 3	<u>Recommendation</u> Use the mission statement as the starting point for the procedures, policies, and decisions of the school, rather than as a reference point used after the fact.	<u>Status</u> Completed
<u>Person(s) Responsible</u> All faculty and staff		<u>Completion Date</u> Fall '03	
<u>Action Taken</u> The Mission Statement drives the curriculum, procedures and policies of the school. The Mission Statement is the central core of the school and community's beliefs. The core beliefs are posted, reviewed and addressed in many school activities. Respect, Understanding and Trust, identified as the core beliefs, in short, are focal points for development of procedures, policies and decisions.			

Mission and Expectations for Students Learning

<u>Page</u> 17	<u>#</u> 4	<u>Recommendation</u> Establish and implement a process for collecting data in order to review and regularly revise the mission statement and expectations for student learning.	<u>Status</u> In Progress
<u>Person(s) Responsible</u> All academic departments and administration		<u>Completion Date</u>	
<u>Action Taken</u> Measurable data is acquired through various surveys and conducted by classroom teachers, guidance personnel, and health department (including the At Risk Youth Behavior Survey). A comprehensive survey on attitudes and future plans is conducted yearly with the senior class. Constant input from representative student groups and faculty, parents, and various support groups enable MHS to review the attitudes, appropriateness and climate of our mission statement.			

Mission and Expectations for Students Learning

<u>Page</u> 17	<u>#</u> 5	<u>Recommendation</u> Emphasize the role of the mission statement and expectations for student learning in the formation of the school culture.	<u>Status</u> Completed
<u>Person(s) Responsible</u> Faculty and Administrators		<u>Completion Date</u> Spring '04	
<u>Action Taken</u> The Mission Statement and Expectations is reviewed and posted in all classrooms. Homeroom teachers serve as mentors for a four-year period, periodically reviewing the school's Mission Statement and Expectations to best assess student appreciation of those values. Homeroom visitations by student government organizations and the effective use of the suggestion box help solicit student input. Student appreciation for the cultural diversity of its student body is addressed in the Mission Statement and Expectations.			

Curriculum

<u>Page</u> 21	<u>#</u> 1	<u>Recommendation</u> Complete the curriculum mapping documents for all courses to connect course content to the school's expectations for student learning and also suggest instructional practices and assessment procedures for each.	<u>Status</u> Planned for the future
<u>Person(s) Responsible</u> All departments		<u>Completion Date</u> Anticipated Spring '05	
<u>Action Taken</u> Due to curriculum revisions as mandated by the state frameworks, mapping has been delayed. Great emphasis has been placed on developing course outlines, rubrics and course expectation in the newly revised program of studies. Curriculum maps exist for most courses in various stages of completion. All teachers are to prepare and /or complete during the 2004-2005 school year. All teachers will submit mapping monthly to lead teachers in order to keep process current throughout the '04-'05 school year.			

Curriculum

<u>Page</u> 21	<u>#</u> 2	<u>Recommendation</u> Develop and implement a plan to verify that all teachers follow the curriculum mapping documents.	<u>Status</u> No Action
<u>Person(s) Responsible</u> All departments		<u>Completion Date</u> TBD	
<u>Action Taken</u> Based on Recommendation #1, implementation has not been acted upon. The maps completed are being updated and used. But, the completion dates for mapping have been delayed for a year.			

Curriculum

<u>Page</u> 21	<u>#</u> 3	<u>Recommendation</u> Implement the four-year plan to review curriculum and update materials	<u>Status</u> In Progress
<u>Person(s) Responsible</u> Lead Teachers and administrator		<u>Completion Date</u> TBD	
<u>Action Taken</u> Instructional materials have been updated on a course-by-course basis. Curriculum has been reviewed via state mandated standards and rubrics. Instructional materials have been updated in science, math, English and social studies. The four year plan is more closely being followed to ensure continual updates. As noted in earlier reports, the four major core areas are following a sequential review plan.			

Curriculum

<u>Page</u> 21	<u>#</u> 4	<u>Recommendation</u> Utilize standardized tests and classroom assessment data to inform curriculum changes.	<u>Status</u> Completed
<u>Person(s) Responsible</u> All academic departments and administration		<u>Completion Date</u> Fall '03	
<u>Action Taken</u> Formal assessment work sessions of actual standardized test (i.e. MCAS, AP exams) to focus on areas of need are now held. Item analysis is an ongoing procedure for all standardized tests. Math department changes in the focus areas of integrated math has resulted in changes. Based on results of analysis, curriculum is changed to re-teach weaknesses as well as enhanced standards that have been reached.			

Curriculum

<u>Page</u> 21	<u>#</u> 5	<u>Recommendation</u> Provide more professional development regarding writing, revising, implementing and reviewing curriculum.	<u>Status</u> In Progress
<u>Person(s) Responsible</u> Lead Teachers/Administration		<u>Completion Date</u>	
<u>Action Taken</u> More principal and faculty meetings have been dedicated to developing, writing, revising, implementing and reviewing curriculum. Administrators are cognizant of the needed time being spent on curriculum topics. Course outlines, expectations, rubrics reflect products from a commitment to professional development related to curriculum.			

Curriculum

<u>Page</u> 21	<u>#</u> 6	<u>Recommendation</u> Address the issue of fairness in the way professional development funds course work are allocated on a “first com, first served” basis.	<u>Status</u> No Action
<u>Person(s) Responsible</u> Central Office Administration		<u>Completion Date</u> TBD	
<u>Action Taken</u> This is a central office issue. Fund distribution is in total control of central office. However, more funds were made available, but somewhat limited.			

Curriculum

<u>Page</u> 21	<u>#</u> 7	<u>Recommendation</u> Ensure that the curriculum is rigorous in all courses for all students.	<u>Status</u> Completed
<u>Person(s) Responsible</u> All teachers		<u>Completion Date</u> Spring '04	
<u>Action Taken</u> Enhanced departmental rubrics, expectations and performance standards apply across the curriculum. Clear communication of course expectations exists for all courses, indicating that expectations are high at all levels. Students are given course evaluation forms and self-evaluations to assess the reaction to established expectations.			

Curriculum

<u>Page</u> 21	<u>#</u> 8	<u>Recommendation</u> Provide more opportunities to incorporate authentic application of knowledge across all disciplines	<u>Status</u> In Progress
<u>Person(s) Responsible</u> All staff		<u>Completion Date</u>	
<u>Action Taken</u> Inclusion of senior projects, use of field trips, work study, job shadowing, peer leaders, teaching assistants, independent study opportunities are some of the means by which students are incorporating authentic application of knowledge. Development of a pilot senior project program is in place for '04-'05.			

Curriculum

<u>Page</u> 21	<u>#</u> 9	<u>Recommendation</u> Provide formal opportunities for teachers across all disciplines to discuss and share ideas regarding curriculum.	<u>Status</u> Completed
<u>Person(s) Responsible</u> Administration/Lead Teachers		<u>Completion Date</u> Fall '03/Spring '04	
<u>Action Taken</u> This is done through principal, faculty, and early release days' meetings. Many opportunities are given for collaboration of teachers to discuss and share ideas regarding curriculum. Open session at faculty meetings, specific agenda topics, principal's meetings dedicated to curriculum topics and work are regularly included as agenda items. Formal CIA and lead teacher meetings dedicated to curriculum topics are included in the school year calendar.			

Curriculum

<u>Page</u> 21	<u>#</u> 10	<u>Recommendation</u> Create a system that will fully integrate the library media program into the curriculum.	<u>Status</u> Completed
<u>Person(s) Responsible</u> Library Specialist		<u>Completion Date</u> Spring '04	
<u>Action Taken</u> There is a requirement of all incoming freshmen to have a library orientation. Library is more research oriented now. Formal notification to all curriculum areas, regarding available resources for classroom topics is updated regularly. Library is more classroom friendly. Access to materials online has improved.			

Curriculum

<u>Page</u> 21	<u>#</u> 11	<u>Recommendation</u> Provide a means to review and keep updated all print and non-print materials	<u>Status</u> In Progress
<u>Person(s) Responsible</u> Library Specialists, Classroom Instructors		<u>Completion Date</u> Spring '04	
<u>Action Taken</u> Continuous update of inventory by department as per structured sequence of review is in effect. Integration of updated and new texts into the curriculum is in progress with a rotation of purchases to meet needs. Funds have been provided through curriculum development. A sequential plan for replacement of materials both in regular classroom course texts and supplemental material has led to major upgrades in courses.			

Instruction

<u>Page</u> 24	<u>#</u> 1	<u>Recommendation</u> Develop and implement a plan for all staff members to discuss and share instructional strategies, best practices, and student work.	<u>Status</u> Completed
<u>Person(s) Responsible</u> All Departments		<u>Completion Date</u> Spring '04	
<u>Action Taken</u> Formal job alike sharing of strategies with a professional development session dedicated to sharing best practices and student work held several times this year. Teacher mentoring program is a well-structured program that includes several sessions on these topics. CIA and professional development teams are organized for this purpose. This includes sub-groups of specific subject area teachers to deal with common concerns.			

Instruction

<u>Page</u> 24	<u>#</u> 2	<u>Recommendation</u> Design and implement a professional development program addressing instructional strategies to enhance student-centered learning and the promotion of critical thinking in all courses	<u>Status</u> Completed
<u>Person(s) Responsible</u> Lead Teachers		<u>Completion Date</u> Fall '03	
<u>Action Taken</u> A specific development program, LINKS, addressing instructional strategies and attended by entire faculty and administration was held in 2002-2003. Follow-up activities are scheduled for regular review. Sessions focused on student-centered learning and assessment. On-going professional development activities has focused on student-centered learning and critical thinking skills. Individual learning styles studied and strategies for differentiated instruction introduced. A system professional development committee develops programs after seeking teacher input for areas of focus. This is tailored to the needs of staff.			

Instruction

<u>Page</u> 24	<u>#</u> 3	<u>Recommendation</u> Develop and implement a process for expanding school-wide utilization of student centered classroom instruction.	<u>Status</u> No Action
<u>Person(s) Responsible</u> Lead teachers and administration		<u>Completion Date</u> TBD	
<u>Action Taken</u> There is teacher initiated utilization of student-centered classroom instruction but no school-wide process is in place at this time. Professional development workshops have addressed the topic, but process has not yet developed consistently.			

Instruction

<u>Page</u> 24	<u>#</u> 4	<u>Recommendation</u> Develop and implement a process for inter-departmental and intra-departmental collaboration.	<u>Status</u> No Action
<u>Person(s) Responsible</u> All academic departments and administration		<u>Completion Date</u> TBD	
<u>Action Taken</u> Teacher initiated individual collaborative programs are conducted yet there is no school-wide collaborative process in place for inter-departmental or intra-departmental collaboration. The school leadership holds sessions to deal with tasks but a consistent process needs attention.			

Instruction

<u>Page</u> 24	<u>#</u> 5	<u>Recommendation</u> Develop and implement a process for funding the purchase of sufficient, updated textbooks, instructional materials, technology and equipment	<u>Status</u> Completed
<u>Person(s) Responsible</u> Science, Math, English, Social Studies Departments		<u>Completion Date</u> Spring '04	
<u>Action Taken</u> Coordination of needs by departments establishing priority lists as per the state frameworks with a planned order of textbook replacement and approved through the school committee textbook adoption process is in place. Process includes coordinating and combining school budgeted resources with central curriculum development funds has fostered extensive purchasing to update textbooks. Major replacement of old texts has resulted from a concerted effort of high school and central office personnel.			

Instruction

<u>Page</u> 24	<u>#</u> 6	<u>Recommendation</u> Provide a more efficient and useful mentoring program for beginning teachers.	<u>Status</u> Completed
<u>Person(s) Responsible</u> Lead Teachers/Mentors		<u>Completion Date</u> Fall '03	
<u>Action Taken</u> All new staff complete a year-long formal teacher mentoring program, BTSP. Program is evaluated and adjusted on a yearly basis. Greater inclusion of recommended professional topics is a result of the annual evaluation of the program. Program rated beneficial to both mentors and mentees.			

Instruction

<u>Page</u> 24	<u>#</u> 7	<u>Recommendation</u> Ensure that the formal evaluation tool is used to better instruction practices.	<u>Status</u> Completed
<u>Person(s) Responsible</u> Administration/Lead Teachers		<u>Completion Date</u> Spring '04	
<u>Action Taken</u> Formal timetable of evaluations is adhered to. Evaluations reflecting specific instructional practices are included. Specific reference to strategies and instructional practices are cited in evaluation reports. Specific reference to student outcomes related to the instructional practices are included.			

Assessment of Student Learning

<u>Page</u> 27	<u>#</u> 1	<u>Recommendation</u> Implement the use of the writing across all disciplines	<u>Status</u> Completed
<u>Person(s) Responsible</u> All Departments		<u>Completion Date</u> Fall '03	
<u>Action Taken</u> Writing rubric is administered across the curriculum. All departments are involved in administering and scoring writings according to the writing rubric. There exists specific writing rubrics posted in all classrooms. All staff has been trained in the rubrics. All staff share in discussion of student work.			

Assessment of Student Learning

<u>Page</u> 27	<u>#</u> 2	<u>Recommendation</u> Develop and implement a system to collect and analyze assessment data to show successful fulfillment of the school's stated expectations for student learning	<u>Status</u> Completed
<u>Person(s) Responsible</u> English Department		<u>Completion Date</u> Spring '04	
<u>Action Taken</u> Writing prompts are scored, recorded and analyzed for improvement or for areas in need of attention. Maintaining cumulative student assessment portfolios, K-12 in English with math beginning to do so also. MCAS test results and follow-up evaluation are done by teams of teachers following each MCAS test given to focus on assessment results and accompanying instructional needs. Annual reports of AP Exam results and year-to-year progress data is gathered and reviewed. Formal CIA assessment of standardized test results by all lead teachers in school and throughout the system.			

Assessment of Student Learning

<u>Page</u> 27	<u>#</u> 3	<u>Recommendation</u> Devise a means to communicate with parents and the community student achievement of the academic expectations for students learning in the school's mission statement.	<u>Status</u> Completed
<u>Person(s) Responsible</u> Administration/Guidance		<u>Completion Date</u> Spring '04	
<u>Action Taken</u> Parent Networking meetings are held with administrators to communicate data, discuss issues, propose solutions. Principal, music and guidance newsletters are sent home regularly highlighting student achievement. Use of high school website to distribute information has become a major tool in forming the home and community. Eighth grade parent's night and fair focus on the academic expectations. Parent night programs along with letters from specific departments outlining expectations for student learning are done regularly.			

Assessment of Student Learning

<u>Page</u> 27	<u>#</u> 4	<u>Recommendation</u> Implement a plan that allows teachers formal time collaboration for revising curriculum and instruction based on assessment results.	<u>Status</u> Completed
<u>Person(s) Responsible</u> All Academic Departments and Administration		<u>Completion Date</u> Spring '04	
<u>Action Taken</u> CIA meetings focus on assessment results both in the school and throughout district. Formal time has been allotted to develop course/department outlines, expectations and rubrics by the use of meeting times and specifically designed professional development early release and professional days.			

Assessment of Student Learning

<u>Page</u> 27	<u>#</u> 5	<u>Recommendation</u> Expand professional development opportunities for the development of a range of assessment strategies.	<u>Status</u> Completed
<u>Person(s) Responsible</u> Professional Development Committee/Lead Teachers		<u>Completion Date</u> Spring '04	
<u>Action Taken</u> Through the development of in-service courses and job alike programs, all teachers have the opportunity and requirement to engage in professional development. AP training of teacher is provided through area colleges and the College Board at the district expense. Partial reimbursement for teachers attending courses to better their assessment strategies has improved in the recent budgets.			

Leadership and Organization

<u>Page</u> 32	<u>#</u> 1	<u>Recommendation</u> Expand the administrators visibility in the classroom	<u>Status</u> Completed
<u>Person(s) Responsible</u> Principal and Assistant Principal		<u>Completion Date</u> Spring '04	
<u>Action Taken</u> More observations are being done on a regular basis, formal and informal. Increased walk-throughs including central office administrators are done. Regular routine includes visits to classrooms to share in activities.			

Leadership and Organization

<u>Page</u> 32	<u>#</u> 2	<u>Recommendation</u> Expand the role of the principal as the instructional leaders of the school	<u>Status</u> Completed
<u>Person(s) Responsible</u> Science, Math, English, Social Studies Lead Teachers with Principal		<u>Completion Date</u> Spring '04	
<u>Action Taken</u> Greater coordination between principal, lead teachers and faculty. Facilitation of information from administrators through the lead teachers to the faculty has been enhanced. Greater support of working environment is evident. Administration encourages teachers to expand repertoire of instructional techniques.			

Leadership and Organization

<u>Page</u> 32	<u>#</u> 3	<u>Recommendation</u> Develop a consistent plan to implement authentic forms of instruction and assessment	<u>Status</u> Completed
<u>Person(s) Responsible</u> Science, Math, English, Social Studies, Foreign Language, Unified Arts Lead Teachers		<u>Completion Date</u> Spring '04	
<u>Action Taken</u> Implementation of standards based curriculum, guided by standards based rubrics and accompanying expectations are included in the plan. Faculty work sessions, faculty meetings and principal's meetings, as well as early release workshops have focused on these topics.			

Leadership and Organization

<u>Page</u> 32	<u>#</u> 4	<u>Recommendation</u> Continue to foster heterogeneity in the school's classes.	<u>Status</u> Completed
<u>Person(s) Responsible</u> Lead Teachers/Administration		<u>Completion Date</u> Spring '04	
<u>Action Taken</u> Increased return of previously out-placed students. Students are given the flexibility to choose course levels with faculty support. Greater implementation of the inclusion model via the use of aides. All courses are open to all students. Grade nine has courses designed to require heterogeneity.			

Leadership and Organization

<u>Page</u> 132	<u>#</u> 5	<u>Recommendation</u> Review the schedule and ensure that it meets the needs of the school's mission and expectations for student learning.	<u>Status</u> Completed
<u>Person(s) Responsible</u> Administrative Staff/Guidance		<u>Completion Date</u> Spring '04	
<u>Action Taken</u> As cited by the Community Conversation Committee Review of the high school, the high school is positively cited for its various programs to meet the needs of the students in regard to the school's mission and expectations. Use of independent study, innovative programs, (i.e. VHS), and teachers' assistants programs have encouraged students in meeting the mission and expectation for student learning.			

Leadership and Organization

<u>Page</u> 32	<u>#</u> 6	<u>Recommendation</u> Allow for common planning time so that teachers have an opportunity to share and discuss curriculum, instruction, and assessment ideas.	<u>Status</u> Completed
<u>Person(s) Responsible</u> Lead Teachers/Administration		<u>Completion Date</u> Spring '04	
<u>Action Taken</u> Support and encouragement of common planning time, includes the use of principal meetings and early release days for department meetings in all areas. Specific sessions for department meetings with administration to discuss issues have been supported. Also, departments have time arranged to meet on issues related to curriculum, instruction and assessment. More common time in the daily schedule is under study and advisement through the scheduling process with lead teachers.			

School Resources

<u>Page</u> 38	<u>#</u> 1	<u>Recommendation</u> Expand the physical size of the library/media center in order to accommodate the needs of the faculty and student body.	<u>Status</u> Completed
<u>Person(s) Responsible</u> Library Specialist		<u>Completion Date</u> Spring '04	
<u>Action Taken</u> The reorganization of existing space is completed to better meet the needs of student body and faculty. Additional use of adjacent anti-rooms previously is used for storage to provide for more access to area in the library.			

School Resources

<u>Page</u> 38	<u>#</u> 2	<u>Recommendation</u> Budget and provide necessary resources for the library and update the technology, hardware and software in the library media center.	<u>Status</u> Completed
<u>Person(s) Responsible</u> Library Specialist		<u>Completion Date</u> Spring '04	
<u>Action Taken</u> Overall upgrade of library and support technology has been provided in the curriculum development budget. Continued solicitation of staff for support needs for the library. Working with the technology staff, the library has updated computers, printers and software program for technology use for students. Periodicals and books have been added to the collection as a result of focused attention in the budge for the need of the high school library.			

School Resources

<u>Page</u> 38	<u>#</u> 3	<u>Recommendation</u> Develop and implement a plan to increase the support necessary to integrate library services into all curriculum areas.	<u>Status</u> Completed
<u>Person(s) Responsible</u> Library Staff		<u>Completion Date</u> Spring '04	
<u>Action Taken</u> There is increased communication between library and faculty. Library orientation units are mandatory for all incoming freshmen before use. A review orientation for upper-classmen is done also. Faculty input into library purchases to enhance curriculum has been solicited. Library is more structured and students are encouraged to use the facility. Library is managed more efficiently. There is greater student-centered projects using the library assigned by teacher, reflecting the integration of the library into the curriculum areas.			

School Resources

<u>Page</u> 38	<u>#</u> 4	<u>Recommendation</u> Revisit current staffing levels in the health services department	<u>Status</u> Completed
<u>Person(s) Responsible</u> School Nurse		<u>Completion Date</u> Spring '04	
<u>Action Taken</u> Current full-time aide will be supplemented by the addition of regular hours by a certified school nurse. Cooperation between each building's staff has improved health services.			

School Resources

<u>Page</u> 38	<u>#</u> 5	<u>Recommendation</u> Develop and implement a plan to schedule common planning time for support services and classroom teachers	<u>Status</u> In Progress
<u>Person(s) Responsible</u> All Department Lead Teachers		<u>Completion Date</u>	
<u>Action Taken</u> Use of principal meetings and early release days for department meetings for all areas to provide common learning time. Informal/voluntary daily departmental meetings as needed have become a standard practice. Common planning time schedule still needs formal development.			

School Resources

<u>Page</u> 38	<u>#</u> 6	<u>Recommendation</u> Enhance the current orientation program for the eighth grade.	<u>Status</u> Completed
<u>Person(s) Responsible</u> Guidance, Lead Teachers, Administration		<u>Completion Date</u> Spring '04	
<u>Action Taken</u> A thorough reorganization of the orientation program for the eighth grade has been done. The program called "Heading Up to High School" includes several parent sessions. The students are involved in activities, meetings, visitations and lunches with peer leaders.			

Student Resources

<u>Page</u> 38	<u>#</u> 7	<u>Recommendation</u> Implement the acceptable use policy for technology and the Internet	<u>Status</u> Completed
<u>Person(s) Responsible</u> Lead Teachers		<u>Completion Date</u> Fall '03	
<u>Action Taken</u> Acceptable use policy is required for all students and faculty. Policy is disseminated to all staff and is available in the student handbook. Signature is required. Greater monitoring of use of computer labs is scheduled for coverage duties. Sign-up procedures are used. Updates are done daily on the use pattern for labs between staff.			

Community Resources

<u>Page</u> 42	<u>#</u> 1	<u>Recommendation</u> Develop and implement a plan to replace inadequate equipment and other instructional materials to bring Maynard High School to current accepted standards.	<u>Status</u> Completed
<u>Person(s) Responsible</u> Science, Math, English, Social Studies Lead Teachers		<u>Completion Date</u> Spring '04	
<u>Action Taken</u> New materials in math, science, English, and social studies have been purchased. New science equipment is being purchased with a \$20,000 warrant from town meeting, spring 2004. An on-going process is in place to continue appropriate updates. For example, social studies has submitted requests for new updated maps. They are planned to be purchased this summer with both budget and grant funds.			

Community Resources

<u>Page</u> 42	<u>#</u> 2	<u>Recommendation</u> Provide adequate storage space for audio-video materials in the library and for educational materials in the music room.	<u>Status</u> Completed
<u>Person(s) Responsible</u> Music Department, Media Department Personnel		<u>Completion Date</u> Winter '03-'04	
<u>Action Taken</u> Computerization of library catalog has been finished. Purchased LCD projector, new DVD players which are now part of the well-organized audio-visual storage area. Three storage areas have been cleaned and organized for general band and chorus use. Inventories have been done in both the library and music rooms with steps taken to update materials and weed out old, unused equipment.			

Community Resources

<u>Page</u> 42	<u>#</u> 3	<u>Recommendation</u> Allow for more student access to technology throughout the building	<u>Status</u> Completed
<u>Person(s) Responsible</u> Technology and Business Teacher, Media Specialist		<u>Completion Date</u> Fall '03	
<u>Action Taken</u> Computer labs have been updated and are available for general student use. There are now three labs and the procedures to use the labs are in place and work well. Labs are more secure. Better use of library computers with access to library card catalog included in the increased access and use of computers by students. The labs are more greatly used this past year by students and classes. Upkeep, monitoring and programs are in better condition.			

Community Resources

<u>Page</u> 42	<u>#</u> 4	<u>Recommendation</u> Develop a means to solicit community support to continue quality educational programs for all students.	<u>Status</u> In Progress
<u>Person(s) Responsible</u> Administration		<u>Completion Date</u> On-going	
<u>Action Taken</u> Maynard Education Foundation provides grants to teachers to enhance instructional supplies and practices. Science grants through the Corning Foundation have provided for new equipment. Open school committee work sessions on budget to encourage the support for instructional materials has opened process to community. Access to web-page for school related issues, including budget documents and overview of school needs. Live broadcast of all school committee meetings. On-going relationship between building and local business (Earthwatch), community programs (Rotary), etc.			

Community Resources

<u>Page</u> 42	<u>#</u> 5	<u>Recommendation</u> Provide financial support to address the current and future programs, staffing and technology needs of Maynard High School.	<u>Status</u> Planned for the Future
<u>Person(s) Responsible</u>		<u>Completion Date</u> On-going	
<u>Action Taken</u> MHS is maintaining the status of current programs. There is concern for continual/future support for maintaining current programs. The high school programs have remained in tact without any cutting of programs, staff or technology support. Cooperative effort with the Selectmen and Finance Committee to meet the request for financial support is evident.			

Community Resources

<u>Page</u> 42	<u>#</u> 6	<u>Recommendation</u> Implement plans to address security and safety issues at the entrances to the school facility.	<u>Status</u> Completed
<u>Person(s) Responsible</u> Assistant Principal with Crisis Team		<u>Completion Date</u> Spring '04	
<u>Action Taken</u> A formal crisis team intervention program has been implemented with a completed safety manual. A safety manual was designed in conjunction with local law enforcement. Faculty and staff identification badges have been issued. Teacher sign-in and sign-out procedures have been instituted. Guest sign-in required with main door monitored at reception table. Secured doors for public safety officials to identify possible trouble areas. Designated areas for security purposes now in force. Student parking spots have been assigned.			

Community Resources

<u>Page</u> 42	<u>#</u> 7	<u>Recommendation</u> Provide guidance with private meeting space.	<u>Status</u> In Progress
<u>Person(s) Responsible</u> Administration, Guidance		<u>Completion Date</u> On-going	
<u>Action Taken</u> Counselors have their own private meeting space. There is common meeting area, which is in the process of being completely enclosed. Designated use of this facility is monitored by guidance and the main office.			

III. Mission Statement and Expectation for Student Learning

Maynard High School Mission Statement

Maynard High School strives to provide a challenging and nurturing environment, free of bias, where students, faculty and administrators are supported in actively taking creative approaches to finding solutions, exchanging ideas openly, and taking risks as they pursue and celebrate academic excellence and lifelong learning. Through our dedication to the principle of equal access to knowledge, the high school holds high expectations for all students and faculty to succeed through hard work. The high school advocates high academic achievement to ensure the widest range of choices for our graduates' future and for further education, whatever direction it may take. We affirm the principals of democracy, equality and justice. We promote community service and membership in a collaborative community of learners, where our core values of respect, understanding and trust can flourish. We uphold high standards of ethics. Through all aspects of student life we encourage our student to exercise leadership, to show school pride, and to make a positive contribution.

Maynard High School Expectations for Student Learning

Academic

- Student will be proficient in a common core of academic knowledge, concepts and methods in reading, writing, math, speaking and listening to achieve future success.
- Student will be continuous learners who use critical thinking when solving problems, acquiring knowledge, and evaluating ideas.
- Student will be able to identify and access varied primary and secondary resources (e.g., library, computer) and evaluate the quality of information.
- Student will demonstrate how to set and achieve personal a group goals.
- Student will take personal responsibility for learning through a demonstrated work ethic.

Social

- Student will consistently treat themselves and other with respect and tolerance.
- Student will show school and personal pride in their achievement through public display of academic work for the recognition of achieving high standards.
- Student will be able to communicate effectively with a variety of people in various situations.
- Student will employ appropriate strategies, skills, and processes to make sensible independent choices and decisions.

Civic

- Student will demonstrate an understanding of the rights, responsibilities, and roles of individuals in their school, local, national, and world communities.
- Students will demonstrate citizenship as contributing member of the school and local communities as they prepare for the challenges of adult life.
- Students will be effective leaders in a variety of academic and extracurricular school programs.

IV. Substantive Changes

There have been no changes since the school's last letter of substantive change of October 3, 2003

V. Strengths/Achievements

The faculty has expressed enthusiasm with the work done on the development of school-wide performance standards/rubrics and the preparation of the department and course rubrics. The support from the community to meet recommendations from the visiting team has been encouraging to our work.

Student performance has continued to improve. All students eligible for graduation by meeting the high school requirement also met the competency determination required on the MCAS. Average SAT scores increased to 524 verbal, 522 math, from 491 verbal, 496 math. The number of students in AP courses continues to increase with 16.7 percent of the school population enrolled. The data presented by the College Board this year on AP performance and participation showed that 18.2 % of our senior class and 17.0 % of our junior class received a three or better on an AP Exam. This is based on the entire class, not just those enrolled in AP courses. The number of students inducted to the National Honor Society rose to a membership of fifty-one.

The English and Math Departments have continued to foster programs to enhance student performance. English has school-wide writing prompts with feedback from staff who score them using the writing rubric. Math has instituted a math problems challenge where all students participate in solving problems in a math challenge competition. Science has developed a rubric for lab reports, both on content and in relation to the writing standards. Science has added an AP Biology course while increasing the science graduation requirement to three years looking to all students completing a year of Physical Science, Biology and Chemistry.

The Social Studies Department also has incorporated a term paper rubric with the writing standard rubric. Students in the Economics course have participated in the Federal Reserve Challenge, giving students a greater opportunity to use knowledge acquired. After a year of Community Service as a club, the program is returning as a class with greater academic creative and service components. VHS continues to increase enrollment in courses. Our School-to-Career and our Teachers' Assistant program in elementary, middle and high school programs continues to expand with greater role of high school students working with students and the curriculum. A peer tutoring and mentoring program of our peer leaders is quite successful in providing transition from middle to high school. Students as assistants in science have been involved in setting up science lab situations as well.

With an increase in hiring of new teachers, the mentoring program has continued to expand. A greater role has been delegated to the lead teachers to communicate through formal and informal sessions with their department. Students are actively involved in school and community activities. A successful musical, *The King and I*, was received well by school and community. A now annual Academic Spirit Week brings students together in competition such as the quiz bowl culminating a week promotion academic beyond the classroom. Students are given numerous leadership roles in the school in academic projects as well as social activities.

As the summer of 2004 ends, the new school year sees an increase in student population by approximately thirty-five. A Connections program provides for a greater link between regular and sped programs.

VI. Restructuring or Other Reform Initiatives

The major restructuring of the school is the increased role between the administration and components of the school's organization. The lead teachers meet regularly with the principal to discuss proposals as well as the day-to-day operations of the school. The lead teachers are given a greater role as communicators between the members of their department and the administration. Decisions are perceived as being broader-based. Greater communication exists by restructuring team meetings on students to give the administration, guidance, teachers, students and parents greater input and feedback to potential and actual areas of difficulty for a student. Regular meetings to be proactive on students at risk now take place between the principal, assistant principal and counselors. Reports from teachers are reviewed to make recommendations for action to help in situations that may arise.

The development of a new Program of Studies which provides course descriptions, expectations and prerequisites for all courses taught give all parents and students a greater perspective on the programs, requirements and specific courses. The scope and sequence of the Social Studies Department courses have been aligned with the Massachusetts Frameworks to meet MCAS requirements and prepare for future testing. The physical science course for freshmen has been revised and renamed Introductory Physics in alignment with the Massachusetts Frameworks. The Business Department has been eliminated. The computer applications course is now included in the technology program, and the accounting courses are now in the Math Department. In addition to the adoption of a third year science requirement, the proposal to institute a foreign language requirement is under consideration with preliminary presentations done to the School Council and School Committee. The consideration of a two-year foreign language minimum requirement will be determined in 2004-2005. AP programs continued to be added with biology this year and calculus proposed for next year. The technology opportunities have been restructured to include integration of the CAD and other computer based programs into actual applications in integrated/experimental exercises.

The major initiative is the senior project pilot program for 2004-2005. Community Service is redesigned as a one-semester fall course. The second semester course is a project-based program to pilot a senior graduation project. This is an optional pilot program at this time to satisfy a possible requirement of a senior graduation project at some future point. The pilot senior project program will consist of a six-part process. It will include the development of a proposal, a research paper, community service component, a tangible product, a presentation and a public display of product. Limited to 10-15 seniors next year, the senior project is designed to give students practical application of knowledge and skills and a means to demonstrate skills acquired.

VII. Follow Up Program

The Follow-Up Program was the concerted effort of the high school administration and the central office administration to build in time to the school calendar for 2002-2003 and 2003-2004. During both school years, three early release days were designed for work sessions for the follow-up to the commission's report for the special progress report and the two-year progress report. Extensive faculty meeting time was also provided for departments to work on the development of definitions of school-wide standards for our expectations of student learning, development of both school-wide and department and course rubrics. Each year, three days, designated by teachers' contract as principals' meeting, were used for development, discussion, review and consensus building on our expectations, rubrics and the school-wide and department standards. Work was done throughout this period of time by the staff in conjunction with the direction of the follow-up committee consisting of the lead teachers who meet monthly as well as having been provided professional days to develop the responses to the recommendations in the evaluation report. These were brought to the full faculty for consensus.

The lead teachers (Follow-Up Committee) consists of:

Gary Jusseume, English

James Adams, Math (Chair of the Follow-Up Committee)

Lawrence Vanaria, Science

Allen Stebbins, Social Studies

Jennifer Adams, World Languages

Lisa MacLean, Special Subjects/ Unified Arts

The School Council consisting of teachers, parents, students and community members have regular monthly meetings. The NEASC follow-up and status are on each agenda. Thorough review and input is conducted by the council of the needs to meet commission's standards. The student government has also been active by relating activities to our expectations such as promoting Academic Spirit Week, seeking student response to school-wide proposals for student input to the decision-making process by using a suggestion box, and members serve on various committees as representatives of the student body.

VIII. Statistical Data Sheet

School: Maynard High School **Principal:** John D. Lent
City, State: Maynard, MA **School Telephone** 978-897-8891
Email address: lent@maynard.k12.ma.us **FAX Number:** 978-897-6089
Dates of Accreditation Visit: April 21-24, 2002

Grades: 9-12 **School Enrollment:** 345 at time of the evaluation (10/1/01)
Grades: 9-12 **School Enrollment** 315 at present time (10/1/03)

Based upon the state’s definition of a dropout, indicate the dropout rate for most recently completed school year as well as for the preceding two years.

<u>2.6 %</u>	<u>2001</u>
<u>0.1 %</u>	<u>2002</u>
<u>0.9 %</u>	<u>2003</u>

DISPOSITION OF VISITING COMMITTEE RECOMMENDATIONS

	Number	Percentage
COMPLETED	33	69%
IN PROGRESS	9	19%
PLANNED FOR THE FUTURE	2	4%
REJECTED	0	0%
NO ACTION	4	8%
TOTAL	48	100%

Signature of
Principal/Headmaster _____

Signature of Chair of
Follow-Up Committee _____ **Position:** Business Dept/Math Lead Teacher

Date Progress Report Submitted: October 1, 2004