

NEASC

Special Progress Report

Maynard High School

July 1, 2003

#1 Recommendation: Clarify the specific, measurable school-wide academic expectations for which all students in the school are responsible and submit definitions for such expectations.

Completed

The faculty engaged in several work sessions discussing the meanings of each of the school-wide academic expectations. After reaching a consensus on the focus on each of them, the faculty created groups to list what skills and knowledge are essential for the expectations, defining the expectations in specific, measurable ways. Following the development, all groups presented the definitions for revisions and comments. The faculty voted to approve all revised definitions of the academic expectations.

Academic Expectation for Student Learning

1. Students will be proficient in a common core of academic knowledge, concepts and methods in reading, writing, math, speaking, and listening to achieve future success.

READING – Students will deepen their understanding of a literary or non-literary work by relating it to its contemporary context or historical background. Students will identify analyze, and apply knowledge of the characteristics of different genres and subjects.

WRITING – Students will write with a clear focus, coherent organization, and sufficient detail using standard English conventions for a variety of purposes and audiences.

MATH – Students will demonstrate mathematical competence that emphasizes problem solving, communicating, reasoning and proof, making connections, and using various types of representation, which includes numbers, shapes, operations, and relations.

SPEAKING – Students will use agreed-upon rules for informal and formal discussions in small and large groups. Students will make oral presentations that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.

LISTENING – Students will pose questions, listen to, and comprehend the ideas of others, and contribute their own information or ideas in group discussions or interviews in order to acquire new knowledge.

2. Students will be continuous learners who use critical thinking when solving problems, acquiring knowledge, and evaluating ideas.

- Interpreting and analyzing data
- Identifying causal relationships
- Expressing oneself articulately and logically through oral and written communication
- Evaluating primary and secondary sources for validity
- Synthesize information to produce a coherent thesis

3. Students will be able to identify and access varied primary and secondary resources (e.g. library, computer) and evaluate the quality of information.
 - Evaluate materials based on relevant criteria
 - Access catalogs, electronic databases, effective internet research sites, and reading indexes
 - Use standard bibliographic formats to document information sources (e.g. MLA and APA)
 - Analyze statistical data, pictures, graphs, and maps
 - Awareness of plagiarism
 - Demonstration of student understanding of their own analysis of information
 - Understanding points of view and bias

4. Students will demonstrate how to set and achieve personal and group goals.
 - a. Students will determine and plan long and short term goals.

Students will:

 - Utilize a planning system
 - Develop time management skills
 - Re-evaluate goals periodically
 - b. Students will have knowledge of standards and expectations (i.e. graduation/college)

Students will:

 - Meet pre-determined standards
 - Follow a scheduling protocol in a timely manner
 - c. Students will adhere to an established code of behavior

Students will:

 - Be prepared for class (i.e. recognize and follow set guidelines provided by structured homework, attendance and grading policies)
 - Be active participants
 - Meet deadlines
 - d. Students will utilize effective communication skills

Skills to be developed:

 - Listening
 - Speaking
 - Framing relevant questions
 - Compromising
 - Understanding and following directions

5. Students will take personal responsibility for learning through a demonstrated work ethic.
 - Participation in academic activities that extend beyond the school day
 - Participation in extra-curricular/community-wide activities that extend beyond the school day
 - Assumes initiative and self-discipline when processing and completing work
 - Accumulates and synthesizes relevant information from a variety of sources

- Presents information in a detailed manner that meets teacher's standards
- Accumulate minimum requirement of 110 credits in four years
- Fulfill MHS academic requirements
- Maintain a level of attendance that results in full credits awarded in each class

#2 Recommendation: Develop a plan and timeline to develop school-wide performance standards/rubrics for each of the academic expectations in the mission and submit progress to date on their development.

In Progress

Maynard High School has developed who 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 must live our mission and expectations to address and have removed the reasons for our warning.

The plan that was begun and is on-going is to review the mission and expectations to identify and commit to a specific list of essential learnings. These are to be the clearly articulated priorities that all students should achieve before graduating.

As a faculty, we worked to decide exactly what does each expectation mean in our school.

The faculty designed a school-wide (4-3-2-1) rubric for each expectation and decided the level of achievement required for each expectation. (See Rubrics)

Once expectations were identified and the level of achievement represented by the rubrics determined, work was done to be able to account for an equitable level of practice doing each expectation of essential learning.

Finally, we are to determine who is responsible for teaching each expectation. Thus, each department needs a rubric for each responsible expectation. This should be represented by at least three department/areas that focus on each expectation and have a method to assess the level of student achievement. To identify each methods of assessment used for each expectation, defining the means to measure the indicator is necessary.

The timeline for the development of the school-wide performance standards/rubrics for each of the academic expectations in the mission provided for the focus during the 2002-2003 school year on the school-wide rubrics and the department level expectations. As we proceed in 2003-2004, the departments will continue to focus on the indicators in the departments that can be used to address each academic, social and civic expectation. Some progress has been made in the department indicators, however, little progress has been made at the course level, thus the focus for 2003-2004. The plan and timeline are following the sequence of school-wide rubric development to the department rubrics and then to the course rubrics that incorporate the expectations of both the department and school. Consistency between the three levels is essential for ensuring that the indicators to measure the expectations are consistent from the general to the specific.

The definition of the expectations (see Recommendation #1) clarifying measurable academic expectations resulted in the development of school-wide rubrics for the mission's academic expectations. (See Appendix A: School-Wide Academic Expectations Rubrics)

Included in the process are ways in which students can engage in activities to offer practice on the expectation's essential learning and ways in which assessment methods that measure student performance on the expectations can be known to see where students stand relative to the goals of the expectation. The preliminary development of these are stated as activities and include assessment methods for student performance. (See Appendix B: Activities for Essential Learning)

#3 Recommendation: Assign responsibility to departments for each of the academic expectations in the mission

In Progress

Maynard High School academic departments are responsible for the academic expectations. Each department has stated which academic expectation they are responsible for in the mission. The departments expressed ways in which they address the academic expectation.

English

Students will be proficient in a common core of academic knowledge, concepts and methods in reading, writing, math, speaking and listening to achieve future success. Students have the opportunity to exhibit their proficiencies per formal and informal assessments including, but not limited to the following:

- announced and unannounced quizzes, both open and closed book
- homework
- student notebooks and journals
- responses to general discussion, debate and prescribed questions
- reaction papers and essays
- research papers (term papers)
- peer/teacher assessment/editing
- tests
- student generated tests and quizzes
- public speaking
- independent teacher/student generated projects
- independent study
- mid-term and final examinations
- students' presentations (oral, artistic, other)
- portfolios
- standardized and assignment generated rubrics (MCAS, AP and more)
- quarterly report cards
- individualized student progress reports

Students will be continuous learners who use critical thinking when solving problems, acquiring knowledge, and evaluating ideas.

- assign reading, projects, and more outside the scope of the regular course outline and/or regular assignments
- formal debate and discussion relative to drawing connections from the literary world to the historical (old and current)
- critical thinking toward formulating a personal thesis and the pursuit and acquisition of further knowledge

Students will be able to identify and access varied primary and secondary resources (e.g. library, computer) and evaluate the quality of the information.

- writing research/biography papers utilizing primary and secondary source materials ranging from a main text (novel, play poem, biography, autobiography, critical essay) to secondary research sources housed in the library and/or available on the internet
- mini research projects addressing some aspect of the particular unit being taught and requiring utilization of the library an/or the internet
- personal exploration of future, post-secondary career options

Students will demonstrate how to set and achieve personal and group goals.

- Working in collaborative groups on a given assignment within which the group establishes the parameters of the assignment and defines the four to five specific individual goals to be individually undertaken and brought to fruition to achieve the set specifics of the outcome
- A collaborative assignment where individuals define their personal participation grade and self-evaluation with explanation
- A collaborative assignment with team and/or individually directed rubrics

Students will take personal responsibility for learning through a demonstrated work ethic.

- Meeting deadlines (homework, short and long-term projects, submission of drafts and more)
- Completion of daily assignments
- Student accountability with regard to making up work and for seeking-extra-credit assignments
- Self-directed projects outside the normal classroom environment
- Instructional emphasis on the student-as-worker rather than resting solely on the more familiar metaphor of teacher-as delivered-of instructional-services

Math

Students will be proficient in common core of academic knowledge and methods in math to achieve future success.

- Passing the MCAS test (score of 220)
- Passing the midterm and final exams (60% or higher)
- Passing daily quizzes and algebra minutes (60% or higher)
- Checking and reviewing homework completion (60% or higher)

Students will be continuous learners who use critical thinking when solving problems, acquiring knowledge, and evaluating ideas.

- Students will be able to interpret and analyze data. They will be able to draw valid and supported conclusions.
- Students will be able to identify causal relationships with some degree of accuracy.
- Students will be able to express themselves through oral and written responses that are generally logical, coherent and articulate.
- Students will be able to evaluate primary and secondary sources for relevant and accurate primary evidence.

Students will demonstrate how to set and achieve personal and group goals.

- The math projects will demonstrate personal and group participation. The students need to receive a 60% or higher for their individual performance on a project.
- The students will evaluate themselves and each member of the group on their performance. The students need to receive a 60% or higher for their individual performance on a project.

Students will take personal responsibility for learning through a demonstrated work ethic.

- Math tutoring is available four nights a week. If a student is not receiving a 70% or higher, he/she will show proficient level of work ethic by attending after school help sessions with the teacher or attend math tutoring at least once a week.
- Homework Club is available four times a week after school. If a student is not receiving a 70% or higher on homework, he/she will show proficient level of work ethic by attending Homework Club at least twice a week.
- Tutor Progress Reports are available through the Academic Eligibility program. If a student failing and chooses to participate in extra-curricular programs, he/she must complete a satisfactory rating on each report.

Science

Students will be proficient in a common core of academic knowledge, concepts and methods in reading, writing, math, speaking and listening to achieve future success.

- It is the expectation of the science department that students will meet all requirements of the Mass State Frameworks.
- Proficiency is measured by success on quizzes, tests, lab reports, practicals, individual and group projects and presentations, as well as success on MCAS testing requirements.
- Students are expected to meet graduation requirements, i.e. pass two years of science, MCAS standards as applicable, and pass science courses with a grade of C or better, understanding that a grade of 60 or better is sufficient for credit.

Students will be continuous learners who use critical thinking when solving problems, acquiring knowledge, and evaluating ideas.

- Students will apply knowledge to solve problems, draw conclusions, and explain phenomena.
- Proficiency will be defined as success answering open-ended questions such as clinical questions on exams, open-ended short answer questions, exam questions that require inference, writing positional papers, and by drawing valid conclusions in lab reports

supported by data.

- Students will complete these assignments to grade level appropriate performance.

Students will be able to identify and access varied primary and secondary resources (e.g., library, computer) and evaluate the quality of information.

- Students will complete assignments including: written summaries of primary sources for scientific and environmental topics, primary and secondary sources to research animals indigenous to Maynard, research of the properties of the first twenty elements of the periodic table and reporting them on flash cards, and projects on tissue types (histology).
- Proficiency will be demonstrated by the successful completion of these assignments.
- The level of successful accomplishment will include correctly identifying relevant facts and details making valid inferences, drawing logical conclusions, and comprehensive and coherent presentations of the above assignments.

Students will demonstrate how to set and achieve personal and group goals.

- Students will manage personal time and set priorities in order to meet deadlines in all course requirements and balance these with extra and co-curricular activities. Students will be able to work cooperatively to divide tasks and take individual responsibility to achieve group goals.
- Proficiency will be measured by completing assignments and meeting deadlines.
- Students are expected to meet all deadlines and maintain passing grades by avoiding excessive penalties for being late.

Students will take personal responsibility for learning through a demonstrated work ethic

- Students will meet all course requirements
- Proficiency will be measured by completing homework, well prepared lab reports and projects on time, by adequate preparation for tests and quizzes outside of the classroom, and by recognizing a need for help and seeking assistance.
- Students will successfully complete courses.

Social Studies

Students will be proficient in a common core of academic knowledge, concepts and methods in reading, writing, math, speaking, and listening to achieve future success.

- Courses are aligned with the frameworks
- Writing is measured by rubrics
- Discussions are daily
- There is extensive use of the *Think, Pair, Share* technique.
- We plan on developing a listening check list.

Students will be continuous learners who use critical thinking when solving problems, acquiring knowledge, and evaluating ideas.

- We use DBQs (Documentary Based Questions).
- Students produce research projects and book reviews.
- We have service learning projects.
- We have analytical questions on our tests.

- There is a broad use of open-ended questions.

Students will be able to identify and access varied primary and secondary resources (e.g. library, computer) and evaluate the quality of information.

- There is extensive use of research for papers and discussion topics.
- There is extensive use of literature, music, court cases, visuals, films, the computer lab and library research projects.
- We plan on developing department exercises on evaluation of sources, being a “cop in time,” and how to use evidence.

Students will demonstrate how to set and achieve personal and group goals.

- Community Service projects have group goals
- Students, as freshmen, learn to set up step by step goals to produce research projects.
- We are in the process of adopting step by step research goals.

Students will take personal responsibility for learning through a demonstrated work ethic.

- Printed copies of course requirements and grading formula are distributed to the students.
- Students will be able to apply the grading formula, at any point, to determine the grade they have earned.
- Students are expected to get assignments in on time.
- Students are expected to come to class prepared.
- Students receive a consistent message in the Social Studies/History Department that they are responsible for their own grades.

World Language

Students in our classes are provided extensive exercise with and focused practice of the four skills of language, namely reading, writing, listening and speaking in all classes, at all levels. Some specific activities that students are able to engage in the four skills include:

- dialogues
- presentations
- culture studies
- reading consistently (i.e. monthly subscription to magazine, short stories from literature in (AP)
- extensive writing practice (using the MCAS writing rubrics and LINKS in upper levels)
- intensive grammatical study which focuses on clear understanding of English as well as Spanish or French grammar and comparisons made between them.
- limited listening activities (boom box at front of room periodically in lieu of a language lab)
- group language projects that put knowledge acquired to practical use

Students are constantly working in pairs or groups to “solve problems” such as how to communicate in a given situation, with a given audience, or under specific circumstances. Students use their critical thinking skills in figuring out correct tense usage for activities working with a given skill (of the four) being stressed in the lesson. They do cultural study projects in conjunction with the support of the library media center and the rubrics sheet this

department and the librarian have collaborated to create. Upon completion of their projects, students present the knowledge they acquired on the topics studied. Everyday life situation projects also allow students to present their acquired knowledge of the topics being focused on within their course of study. Students evaluate each other continually in a variety of activities from dialogues, to homework assignments, to debate situations and projects.

Students are well-versed in researching sources both at the library and on the internet in our classes through collaboration with the librarian and through training on PowerPoint and other uses of technology of department members.

Students are given rubrics on a regular basis for group and individual projects and they must decide how to achieve their best with regular meetings with the teacher, setting personal goals, and using prior knowledge/experience to improve with each assignment. They decipher for themselves what it means to produce outstanding work using the guidelines given in the rubrics supplied by the teacher.

Students are given clear and detailed expectations at the beginning of the year and they learn to be responsible for living up to those expectations with consistent accountability by the teacher. The expectations change and become more involved/challenging as the year progresses and the level of work becomes more advanced. Students are given a variety of study skills ideas to use (from keeping a vocabulary section in their notebooks, to how to memorize and understand tenses, etc.) regularly in order to have them integrate the best methods for them in their normal study routines. They are encouraged to work in study groups and with student tutors of the Spanish Honor Society and National Honor Society whenever possible and/or necessary.

Unified Arts

Students will be proficient in a common core of academic knowledge, concepts and methods in reading, writing, math, speaking and listening to achieve future success.

- Except/Proficiency Testing (Recorded) – **Music**
- Group discussions are essential in the learning process in health class. Learning is evaluated through observation, review of personal journals and information obtained through formal examination. – **Health**
- Students will create and execute one slide lecture based on a specific artist and/or movement to be evaluated through direct observation. – **Art**
- Through CAD drawings students are assessed by reviewing their 3-Dimensional drawing and building scaled models. – **Tech Ed**
- Students prepare 15 slide show presentation using PowerPoint and evaluated by entire class. – **Business**

Students will be continuous learners who use critical thinking when solving problems, acquiring knowledge and evaluating ideas.

- Students are evaluated through group and self critiques based on state and national rubrics. – **Music**
- Through trial and error process of building a variety of products, students determine if

adjustments are necessary . - **Tech Ed**

- Through the review and analysis of literature (current and past) the students are able to link personal knowledge with new information on a variety of health topics. Analysis for these activities are generally gathered through written essays and sharing of new information and topics of interest. - **Health**
- Through visits to Art Museums, students will view and assess various forms of artwork firsthand. Group discussion and worksheets will be used for evaluation. – **Art**
- Students are asked to compare current issues in the news to those skills and ethics learned about accounting ethics. – **Business**

Students will be able to identify and access varied primary and secondary resources (e.g. library, computer) and evaluate the quality of information.

- Authentic performance of literature. Public performances – **Music**
- Students are given a multi-week project using a variety of tools, techniques, and procedures. For example use a 3D drawing to solve a construction problem, then build the solution – **Tech Ed**
- Use of periodical and internet sources for historical and artistic research papers. A minimum of three sources are needed. - **Art**
- Students are asked to compare current issues in the news to those skills and ethics learned about accounting ethics. – **Business**

Students will demonstrate how to set and achieve personal and group goals. Students will take personal responsibility for learning through a demonstrated work ethic.

- Through performance of original compositions. – **Music**
- Students create art works using preliminary sketches and outlines as guides. – **Art**
- Develop a business plan from the beginning to the end. Use of interviews and research. Students will develop their plan, and then organize their business for review by classmates and teachers. Students will present a PowerPoint presentation of their plan. - **Business**

The departments have begun to restate the Academic Expectations for Student Learning in a way that they can be measured. These performance indicators will be the basis for which each department develops their performance standards rubrics consistent with the school-wide performance standard/rubric. In turn, each course will have the performance indicators developed in a similar fashion also consistent with both the department and school-wide performance standard indicator.

Each department has also developed indicators for the civic and social expectations in the mission. These demonstrate how each department is also responsible for these expectations in the mission.

#4 Recommendation: Implement the use of writing performance standard/rubric across all disciplines.

In Progress

Actively employed by the English Department has been the writing performance standard/rubric. Although this writing rubric is posted in all classrooms, there had been limited use of it beyond the English Department. Despite training of all staff in the use of the rubric and specific experience in the grading process of writing prompts, departments were slow to implement the writing performance rubric. Each department has begun to include the use of the rubric in the grading of developed writing assignments.

SCIENCE – Students prepare positional papers on scientific and societal topics.

MATH – Math projects have been introduced for each course that provide students with the opportunity to incorporate authentic application of knowledge.

WORLD LANGUAGE – To the extent that students can write long compositions and critical writing, we implement the writing rubric in our departments.

ENGLISH – MCAS writing prompt oriented rubric guidelines are posted in each classroom and are implemented across the department courses.

SOCIAL STUDIES – Student writing must meet the requirements of the writing performance standard/rubric in addition to the department rubric for historical analysis and presentation of work.

UNIFIED ARTS – In all our special subjects, all course assignments are realigned to require that the writing rubric be used.

#5 Recommendation: Develop and implement a plan to fund and address all facilities deficiencies, in particular ensuring the resolution of problems with library, science, guidance and music space, storage space and inadequate technology.

In Progress

Article #5 was approved at the annual town meeting held on May 19, 2003, to appoint a committee known as the School Facilities Committee. Members of the committee appointed by the Town Moderator are to consider the facilities needs of Maynard High School as well as the Green Meadow and explore the sale of the Coolidge building to fund our facilities needs.

This Facilities Study Committee will make a report to the Annual Town Meeting in May of 2004. This article was sponsored by the School Department and carried the recommendation of the Finance Committee.

The Finance Committee commented that Maynard High School recently went through a re-accreditation process conducted by various concerns regarding library space, technology, equipment and building issues, and placed the school on warning. This article formed a committee to proceed to make the necessary corrections at the high school in the near future.

#6 Recommendation: Address security and safety issues at the entrances and exits of the school facility.

Completed

All outside doors have a specific master key that will open only the door required. All doors are secured from the beginning of the school day until dismissal time. Entrance to the building during the day is made at the main entrance. In order to address the inability to see from a vantage point of the main office all who enter, a schedule of monitors was developed. The monitors, consisting of staff and students, meet all who entered the building, requiring sign-ins and issuing visitors passes. Visitors are directed either to the main office or appropriate location.

Greater confidence in security and safety now exist by limited access points and monitoring sign-ins of visitors.

Appropriate signs for use of doors, sign-in requirements and reporting procedure for visitors exist now. Also, formal sign-in sheets and specific visitor passes are now in use.

#7 Recommendation: Provide guidance with a private meeting space.

Completed

Each counselor (two) has a private office so equipped for private meetings with space for least four additional people (parents, student, teacher or other specialists). In addition, the guidance conference room is now used for private meetings. A special education meeting room is now available to guidance staff for team meetings of teachers or other groups.

#8 Recommendation: Develop a plan to replace inadequate equipment and other instructional materials.

In Progress

The FY '04 school budget adopted by the school committee and approved by the Town of Maynard Town Meeting includes a special section for curriculum improvement. Although this has existed in each budget in the past, it has been ear-marked for testing expenses, reading and other curriculum programs and instructional materials for specific curriculum projects or programs throughout the system.

However, the Assistant Superintendent/Director of Curriculum, in response to the major increased budget line items submitted by the principal in the high school budget to meet NEASC recommendations, developed requests in the Curriculum Improvement to include major purchases for the high school. For example, the much out-dated chemistry books were placed in this budget category and are in the process of being purchased under this budget.

In the FY '04 budget, these specific priority areas for expenditure to begin the replacement of inadequate equipment and other instructional materials include specifically a category of \$20,000 for NEASC upgrade expenses, and \$14,300 for curriculum materials in math, science and English. Also, a portion of the \$13,000 in professional development will be used in preparing the staff for use of new materials.

It should be noted that monies in FY'03 budget were used to purchase major equipment and other instructional materials, primarily in the English Department as a result of savings due to a mild winter last year and other savings.

#9 Recommendation: Provide adequate storage space for audio-visual materials in the library and for educational materials in the music room.

In Progress

As a result of the planned retirement of the librarian, clean out of each of the storage closets and the library office was begun during this school year. The new media resource person has had the opportunity to work with the retiring librarian to reorganize the space. Specific storage areas have been designated and more efficiently used. The office had a great deal of personal items accumulated over the years that have been removed. The new staff is converting the office into the computer research room. The extensive counter space is sufficient for operating items and the under counter space is being readied for secure items. The library is gaining some space as a result to lessen the shortage of storage space for audio-visual materials. The reorganization of the library within the limited space is a major focus of the new library personnel.

To facilitate room for educational materials in the music room, the three closets in the music area have been reorganized. First, the band director was given back all of her space by removing chairs and stands used sparingly in the band room to the auditorium where they are more regularly used. The three closets are now used, one for instruments, one for uniforms and other such materials, and the large closet with shelving and storage booth for the music scores and other materials. Continued reorganization and updating is being done.

#10 Recommendation: Assess the specific impact of a \$400 activity fee on student participation in each activity, providing comparative data regarding the level of previous enrollment.

Completed

During the 2002-2003 school year, an activity fee of \$400 was assessed on student participation in all student activities. The fees were used to subsidize student activities, including athletics, drama, music, clubs and WAVM, the school radio/TV station. The student activity fee provided for other members of the family to pay \$200 and a reduced fee of \$100/\$50 for families that meet federal income guidelines. The activity fee included the amount for class dues. The students who do not participate in any extra-curricular activity

will be assessed only the yearly fee for class dues, currently \$15 per year. Although the fee was a substantial increase from the previous year's fee of \$100 assessed for athletics, music and WAVM only, it covered all activities, including class activities and clubs.

The impact of the fee included:

- Significant increase in families on free/reduced lunch, entitling them to a fee reduction. In 2001-2002, there were twenty-five students on the free/reduced plan and in 2002-2003, there were forty-three. Greater numbers sought this program to reduce fee costs.
- Students who attend other schools, such as the vocational school, may participate in some activities at Maynard High School. None chose to do so this year. WAVM had six students in 2001-02 who did not attend MHS participate in the radio/TV station. None did this year, as they did not pay the activity fee.

- Listed are the numbers of students in music in the two year period:

Band	60 (2002)	45 (2003)
Jazz Band	18 (2002)	15 (2003)
Wind Ensemble	19 (2002)	18 (2003)
Chorus	52 (2002)	50 (2003)
Madrigals	8 (2002)	7 (2003)
Show Chorus	9 (2002)	4 (2003)

- In WAVM participation held steady at the high school, 2002 = 156 and 2003 = 145. Overall, the numbers (177) are up due to the participation of middle school students who pay a fee for activities at the Fowler School. Concern was expressed if fees continue, or if they are raised in the future.
- Club advisors reported that their participation either remained the same or increased slightly. General consensus amongst the advisors is that students participated in more activities throughout the year as a result of having to pay \$400 to participate in at least one. In fact, parents commented that they encouraged students to be more active to get their "money's worth."
- The most extensive and effective comparison is in athletics where there are 195 students involved in athletics, 87 of whom pay one sport, 73 play two sports and 35 play three sports. There are 337 students enrolled at the high school.

HS Football	34 (2002)	31 (2003)
HS (B) Soccer	19 (2002)	17 (2003)
HS (G) Soccer	25 (2002)	29 (2003)
HS Field Hockey	32 (2002)	34 (2003)
Fall Cheering	Cut (2002)	10 (2003)
Golf	Cut (2002)	27 (2003)
HS (B) Basketball	19 (2002)	30 (2003)
HS (G) Basketball	21 (2002)	25 (2003)
Winter Cheering	16 (2002)	13 (2003)
Co-op Hockey	15 (2002)	16 (2003)
HS Softball	20 (2002)	32 (2003)
HS Baseball	30 (2002)	32 (2003)
HS (B) Track	32 (2002)	21 (2003)
HS (G) Track	30 (2002)	30 (2003)

The effect on participation has varied due to the activity fee. There are some students who have chosen not to be involved due to the fee. However, in many cases, due to extraordinary circumstances, the principal granted further reduction in fees. The greatest concern expressed is the long-term impact of the continuation of the fee structure. Yet, more people have reacted to the fear of losing the programs if cuts were made than to the activity fee to support them.

#11 Recommendation: Complete the curriculum mapping documents for all courses to connect course content to the school's expectations for student learning.

In Progress

In the fall of 2000, curriculum guidelines in a common format of curriculum maps were begun in all courses, both required core courses and elective skill courses. There was a significant amount of professional development needed in the mapping process. As a result, there was a great variety in the extent of completion of these documents. By the end of the 2001-2002 school year, a curriculum map for at least one course unit was the minimally required in all courses from all teachers.

During this time span, teachers developed maps that provided the curriculum content outline with reference to the appropriate standards, listed resources of instructional materials, instructional goals and expectations citing skills and strategies and assessment criteria for grading both a variety and range of goals and expectations.

Under the guidance of the Assistant Superintendent, course digests were completed for all courses in the 2002-2003 school year throughout the system. The high school teachers are now using these to continue the development of the more extensive curriculum maps. During the 2003-2004 school year, teachers will map the curriculum as they go through the course under each of the above stated content headings. These will give us extensive course guidelines of each course described in the digests.

#12 Recommendation: Implement the four-year plan to review curriculum and update materials, ensuring that it allows teachers formal time to collaborate and to use assessment results to inform curriculum revision.

In Progress

The four-year plan to review curriculum has been on-going, although the time spent on English and math due to the preparations for the MCAS exams took much of the initial time. However, the 2002-2003 school year saw the initial completion in these two areas. This includes the purchasing of anthologies in English 9-12 to better cover the various genres. The English department is the first department to formally utilize assessment folders. Early release days were used this year and are scheduled for 2003-2004 to review the assessment results of various student work. These assessment work sessions will provide continual opportunities to collaborate as a department on several assessment tools to plan curriculum revision. The four-year plan is summarized by this timetable:

English 2002-2003
Math 2003-2004
Science 2003-3005
History 2004-2006

In math, a review of math assessments from the newly developed eighth grade texts are driving the updating of materials needed in the high school math program. Math assessment folders are now in place in math, beginning Fall 2003 for grade 9.

Through meetings of the lead teachers in the Curriculum, Instruction and Assessment, the plan is continuing to be implemented as history and science is also now in progress. Science is specifically evaluating its curriculum material and using school policy methods to review and evaluate instructional materials.

History has worked on a review of its scope and sequence of courses based on the Department of Education's forthcoming MCAS testing in history. The resulting revision has placed the U.S. History curriculum in a phase-in process beginning with the current seventh graders, so that they will have Early World History in the eighth grade and U.S. History in ninth and tenth grades. Developing department portfolios to study the impact new scope and sequence are beginning in the social studies department. The development of the department rubrics will permit the application of them to student work.

The Committee on Professional Development is focused on providing time in the early release days and professional development days for collaboration on reviewing the curriculum with sessions on assessment result reviews.

In addition to the specific use of assessment to revise curriculum, the high school is beginning a comprehensive study of requirements for graduation as they relate to meeting our expectations.

#13 Recommendation: Provide a more efficient and useful mentoring program for beginning teachers.

In Progress

The Beginning Teacher Support Program was reviewed by the steering committee of the program over the course of the summer for the program for new teachers in the fall of 2002. The same is planned for the new year program in the fall of 2003. The updates to make a more efficient and useful program for beginning teachers, is the result of input from evaluations of the program completed by the mentors and the new teachers who participated each year in the program.

In a review of the input, assistance is needed by the new teachers in classroom management, dealing with difficult students or parents, and meeting the needs of the individual students while maintaining high expectations. These were focus issues in 2003-2003. This is in evidence in the agendas and minutes of the program.

Other improvement in the program included mentors meeting with their protégé on a regular basis both formally and informally. Specific meeting sessions and topics were included on the calendar so issues on the specific topic could be prepared for and then addressed at the support meetings. Specific policies were presented, not just general ways to deal with issues. How things were to be handled included procedures for grading, completing forms and in meeting deadlines, in addition to the school's specific activities such as open house or parent teacher conferences.

This year, the inclusion of a schedule of peer coaching and observation was included. This provided greater feedback from several teachers to the new teacher, not just the mentor. A well received program for the new teachers was the inclusion of computer literacy and instructional technology. New teachers acquired more confidence in these areas.

Significant improvement was also made in the mentor training by defining and refining the mentor's role to meet success with mentee, addressing questions, issues and concerns, keeping reflections in a journal and using the steering committee as a resource.

#14 Recommendation: Expand the administrative visibility in the classroom.

Completed

The principal and vice principal formally evaluated seventeen teachers during the 2003-2003 school year, including seven non-professional status teachers and ten professionally status personnel.

In addition, daily walk-through of selected classes became a regular practice. The assistant principal engaged in class activities, especially in technology, physical education and health classes during the year in addition to general observations in most classes.

The principal engaged in the class activities including presentations, projects and discussions in English, chemistry and social studies, in addition to general observations in most classes.

The administration made it a regular practice to view, engage in and share in activities of students in the classroom. For example, the principal worked in groups with students in an Early World History class that was discussing the fall of Rome.

The administration found more time to be visible. As both the principal and assistant principal at the time of the NEASC visit were only in their second year, they sometimes found themselves too engaged in the office and with paperwork. Educationally, the administrators view their involvement in the classrooms as a significant responsibility and were eager to increase their visibility in the classrooms.

#15 Recommendation: Illustrate an increase in the role of the principal as the instructional leader of the school.

Completed

The principal utilized several means by which he was able to increase his role as the instructional leader of the school. Beginning the school year with a presentation to the teachers of his belief in our mission statement and his expectation that the school is a challenging, but nurturing environment. Throughout the year, the principal used the lead teacher meetings to discuss topics related to his role as instructional leader. Lead teacher meeting agendas reflect his role in discussions of course offerings, i.e. teacher assignments, budgetary considerations, etc.

Faculty meeting agendas included topics that expanded presentations to the lead teachers and at department meetings. One of the obvious illustrations of his increased role as the instructional leader of the school is his presence, discussion and input to the academic departments at their department meetings.

Through newsletters, parents meetings and information sessions with community members, parents and students, he demonstrated his leadership role. For example, curriculum night each teacher presented course outlines, requirements and expectations in their courses. The evening was begun by the principal speaking to all parents in the auditorium, stressing his expectations to them about the instructional methods that are important in our student-centered classroom instruction. The expectations are clear that teachers would use practices that support our goals.

Another area in which teachers understand the role of the principal as the instructional leaders is through evaluations. Through informal class observations or walk throughs, the principal would follow with discussion of the instruction in the classroom. In the formal evaluation, emphasis was placed on such areas of evaluation such as effective instruction, promotion of high standards and expectations for student achievement, as well as student outcomes and appreciation of learning styles.

Clearly, a conscious effort has been made by the principal to increase his role as instructional leader of the school.

#16 Recommendation: Review and assess the extent to which the schedule supports achievement of the school's mission and expectations for student learning.

Completed

Maynard High School conducted a survey during the fall of 2002 regarding the daily modified block schedule used. Questions included the appropriateness of the schedule for Maynard High School, whether changes should be made and especially to what extent does our schedule support achievement of the school's mission and expectation for student

learning. Students and parents, as well as teachers, had an opportunity to respond to the survey.

There was overwhelming support for the schedule with good support that the schedule supports our mission and expectations. Responses included that the one long block per day is a good system. It promotes striving for proficiency in academics and learning with continuous learning as essential to success. The system allows for the best learning in the academic programs. Consistency in our schedule is essential to success in promoting a demonstrated work ethic. The schedule allows time for extended projects promoting leadership and pride in collaborative activities as well as consistent sustained education. It works well to satisfy consistency in classes as well as providing an extended block. The rotating long block gives time to work on projects/activities that can enhance learning in different areas.

Teachers did cite some concerns that interdisciplinary work, team meetings and general time to plan together or coordinate was difficult. However, the schedule seems to fit our needs.

#17 Recommendation: Budget for necessary resources for the library media center to include updating the technology hardware and software in the library media center.

In Progress

At this time, an assessment of the needs for the reorganization of the library/media resource center is in progress. This will result in an inventory of the technology available in the library. From the FY'04 approved budget the following, however, have been the first steps taken to improve the library instructional materials/supplies. The figure of \$11,000 has been allocated as follows:

“Volumes of books to match the varied curriculum, periodical subscriptions updating and replacing curriculum-based books, support for the automated system, cartridges, disks, laminating film, Follett subscription, CD-Rom upgrades, audio-visual support recorders, videotapes, bulbs, etc.”

The FY'04 and five year capital plan also contains \$25,000 for the library renovation. The allocation of capital funds is still to be done by the Town of Maynard. Included in this request are the technology and computer needs for the library media center.

#18 Recommendation: Provide funding to replace outdated textbooks and to provide appropriate science equipment.

In Progress

To expand on Recommendation #8 to address the specific deficiencies in the science program due to excessively out-dated texts and instructional materials, the FY'04 calls for the purchase of Grade 11 Chemistry textbooks, new resources and lab books. The figure of

\$11,300 includes replacement texts to match the number of students and to replace books that can no longer be used.

Additional plans include the science lab upgrades that are part of the five-year capital plan.

#19 Recommendation: Submit a plan to provide professional development related to student-centered classroom instruction.

In Progress

At the beginning of the 2002-2003 school year, in response to demonstrated request by teachers in the system, the professional development program for teachers was the LINKS program on metacognitive strategies for teaching across the curriculum, stressing reading, thinking, writing. The purpose of the two day professional development was to help teachers have high expectations, use a variety of instructional strategies, promote student interaction as a vital ingredient to student learning, use inquiry, problem solving and application in a student-centered curriculum while using assessment to improve instruction and a process to enhance student learning. Curriculum is a means to connect within and across disciplines with the use of technology as an important tool.

The professional development plan calls for two full-day professional development activities which will be system-oriented, but provide opportunity for building's staff work. In addition, six early release days are being provided. These include topics on assessment and examining student work, curriculum work sessions and activities that follow-up on LINKS strategies.

As a result of a survey conducted of the staff to get input for needed types of student-centered instruction professional development, the professional development will also include teaching strategies for sharing ideas, classroom management techniques in an activity-based classroom. Professional development will include opportunities for peer-coaching/sharing. This will consist of assessing effective strategies gained and used from in-house and out of system workshops for learning strategies.

Other system-wide professional development will be related to new programs, texts and instructional materials, for example, math workshops will be conducted for these teachers to utilize the activities for students in the classroom that accompany the new texts. Also, the development of a Math Calendar of Events to promote math across the curriculum and the inclusion of the Academic Spirit Week in the professional development calendar preparation expand activities related to student-centered classroom instruction. The Professional Development Committee K-12, based on Needs Assessment Survey, will develop and plan activities for the coming school year. This will result in a Professional Development Calendar responsive to the need for student-centered classroom instruction.