

Two Year Progress Report of Attleboro High School September 1, 2007

Section 1 - Detailed Responses to Highlighted Recommendations

- 1. Use the mission statement and expectations for student learning to guide procedures, policies, and decisions of the school and ensure that they are evident in the culture of the school**

Classification: Completed

Response: As a result of the NEASC accreditation process, the committee recommended that the mission statement and student expectations for learning be used to guide procedures, policies, and decisions of the school. The mission statement and student expectations were developed just prior to the NEASC visiting team's arrival at Attleboro High School. As a result of the recommendations, it is our belief that we have improved our use of the mission statement and expectations for student learning.

One major initiative that was implemented in order to increase awareness of the mission statement and expectations for student learning was to display the mission statement and expectations in every classroom throughout the school. Each classroom has the mission statement and expectations for student learning posted on large cardstock by the doors so they are visible to the students (See Appendix A – Mission and Student Expectations).

The mission statement and expectations for student learning are also utilized effectively as they are posted in the course offerings each year. Each course at Attleboro High School has chosen two of the expectations for student learning to focus on throughout the course. While registering for classes, students are able to see which of the student expectation's each course focuses on (See Appendix B – Program of Studies).

Another initiative undertaken in order to use the mission statement and expectations for student learning was to post them in the student handbook. Each student receives a student handbook on the first day of school and they bring the handbook home and review it with a parent or guardian. The mission statement and student expectations' are also posted on the school's web site prominently for everyone who visits the web site to view.

As a faculty, we are also encouraged to review the mission statement with our students within the first week of school in order to allow the new students to become familiar with the document. This is also done so that the other students can familiarize themselves with the document. Also, during the first week of school, we

are encouraged to review the two expectations that the courses they teach will focus on from the course-offering booklet (See Appendix B).

In an effort to continue to utilize the mission statement it will be read it over the public address system during announcements periodically. This would allow students to become more familiar with the mission statement and ensure it is a part of the school's culture.

2. Clarify the connection between course specific rubrics and school-wide expectations for learning and emphasize the connection for students

Classification: Completed

Response: As a result of the NEASC accreditation process, the visiting team recommended that we clarify the connection between course specific rubrics and school-wide expectations. Prior to the accreditation visit, a committee was put together in order to develop a new mission statement and create student expectations. The mission statement and student expectations are continuously being reviewed and analyzed in order to more effectively integrate them into the culture of the school.

Since the evaluation, student expectations have been written into the Program of Studies book. In the fall of 2006, during department meetings, teachers and department heads were given a task to review the student expectations and choose two of the expectations that each course would focus on. Each course offered now focuses on two of the student expectations. We are currently developing methods to measure student progress in meeting these expectations.

3. Provide professional development activities that support the development, formatting, and implementation of the curriculum involving the entire faculty

Classification: Completed

Response: Professional development activities are comprised of multiple opportunities for the faculty. Upon the opening of school in September 2006, the school was given \$35,000 for professional development.

Our faculty chose membership in a particular "focus group" for the 2006-2007 school year. There were seven different focus groups ranging from NEASC Follow-Up to Collins Writing. As a faculty we were able to choose which focus group we would like to devote our attention to and became enriched by the professional development embedded in these discussions.

The focus group work enjoyed a seamless alignment with the curriculum work being done in each department. Given the \$35,000 funding, and ample time, curriculum improvement has been an ongoing activity. Meetings are held monthly and in-service days provide either a half- or full-day to work on curriculum issues. To track

curriculum development, a standard template has been developed (see appendix C – Curriculum Status Spreadsheet).

Agendas from these department curriculum meetings and in-service days are also attached (see appendix D).

4. Develop increased interdisciplinary course offerings.

Classification: Completed

Response: One of the major concerns of the faculty immediately prior to the NEASC visit was the severe lack of interdisciplinary course offerings. In the years before the NEASC visit, the program of studies at Attleboro High School proudly offered many interdisciplinary courses. We also employed a cluster model for incoming 9th grade students, which offered Humanities and integrated mathematics and science classes. In the years immediately prior to the NEASC accreditation visit, the cluster model and many interdisciplinary courses were removed from the program of studies by the former district administration. Since the NEASC visit, the leadership and faculty has been in the process of bringing back interdisciplinary courses that were removed as well as developing new courses which we feel will meet identified needs.

We currently offer the following interdisciplinary courses: Humanities, which combines the curriculum of 9th grade ELA and 9th grade World History II; American Studies I, which, combines the curriculum of 10th grade ELA and US History I; American Studies II, which combines 11th grade ELA and US History II; Art and Culture, an elective which combines many disciplines such as art and social studies; and Asian Studies, which combines ELA and social studies and is also offered as an elective. There have also been preliminary discussions among the Law and Ecology teachers to develop a unit that studies environmental law.

More courses are planned for next year such as a linguistics course, which will integrate social studies and English designed to enrich the language skills of high performing students; as well as American Cultures, which is designed for English Language Learners (ELL) and will combine English Language Arts (ELA) and social studies. The cluster model is also being brought back.

With planning to commence in 2007-2008, the cluster model will be brought back for the school year 2008-2009. It is hoped the model will provide the benefits to incoming freshmen that were provided by the model prior to its removal.

5. Provide formal opportunities for teacher collaboration and discussion about instruction across discipline and grade levels (Instruction 1)

Classification: UNADDRESSED

Response: We don't have formal opportunities "across discipline and grade levels."

6. Provide an adequate number of maintained computer hardware and software to support instructional strategies throughout all curricular areas.

Classification: Completed

Response: Presently AHS has a full complement of computers with the majority housed in our computer center. In addition, there is one full time instructional learning assistant (ILA) who maintains the computers in this area.

In an effort to maintain our commitment to technology, a new computer lab, containing 25 computers, was installed in the multi-media center. These computers support our Journalism classes, our student newspaper, and other multi-media classes. Furthermore, another 25 computers have arrived and a new computer lab will be installed in the media center. This new lab will be operational for the upcoming 2007-2008 school year.

In an effort to sustain our progress on MCAS, a new science lab with 25 computers is in the proposed budget for FY 08. This new lab would be supported by a full-time science instructor and is also in the proposed FY 08 budget.

With the arrival of new textbooks over the past two years, the software support for all curricular areas has increased greatly. All of our new textbook purchases have included multimedia CD-ROMs or flash drives, which contain a wealth of curricular support materials. From ELL support materials to extension readings/activities for advanced learners, these software packages have greatly increased the software support available for our teachers and students.

7. Expand and effectively maintain computer labs to allow for class use on a regular basis

Classification: Completed

Response: Over the past two years, Attleboro High has purchased new computers for the two computer labs in the Library Media Center, and will be adding computers for MCAS support as well. AHS has also hired one full time Instructional Learning Assistant (ILA) to supervise and maintain the computer lab. The ILA supervises the computer lab and maintains the schedule of the lab. Students are allowed to use the computer lab when accompanied by a teacher and by having a full time ILA supervising the computer lab, students may now use the lab if given a pass by their classroom teacher. A third computer lab is currently being built adjacent to the existing computer labs in the Library Media Center. This new lab will be available to students in September 2007. Also, twenty-five new computers were purchased for the purpose of science MCAS support. These new computers will also be operational in September 2007.

8. Establish and implement a formal method of measuring student progress in school-wide academic expectations as defined in the mission statement (Assessment 1)

Classification: UNADDRESSED

Response: Met with leadership in February, waiting for a response.

9. Provide formal time for teachers to meet collaboratively to discuss and share student work for the purposes of revising curriculum and improving instruction

Classification: Completed

Response: As we began the self-study process, the faculty of Attleboro High School clearly made the statement that more formal time was needed for teachers to meet collaboratively to discuss student work. Many of the dedicated teachers would meet on an informal basis either after school or during the summer in order to revise curriculum and improve instruction. However, this was done on an informal basis and only during the teacher's free time. The visiting team from NEASC recognized this fact as an area of concern and addressed it in their report. As a result of their findings, it is our belief that administration has addressed this matter and the formal time that had been requested has been approved.

One major initiative for the current school year that has addressed this recommendation has been the allotment of two full-day in-service days during the current school year. During these two in-service days, teachers were able to meet within their departments for the sole purpose of reviewing student work and using that information to revise curriculum and improve instruction. During these professional days, we were able to meet with various sub-groups throughout the school. For example, new teachers were trained in John Collins Writing and a new advisory program was developed by a small group of teachers.

Along with the two full-days, teachers were given two half-day in-service days. Part of the half-days was used to study student work and revise the curriculum. As with the two full professional days, we were able to meet with other various sub-groups for part of the day. We have also been given time after school during the monthly faculty meetings for the purpose of revising curriculum and improving instruction.

Since the self-study and the NEASC visit, the faculty of Attleboro High School has been given much more time to formally meet collaboratively for the sole purpose of discussing student work and improving and revising curriculum and instruction. The majority of the faculty continues to meet informally to review curriculum and student work. Teachers are very willing to collaborate and share information. This can only serve to better the education given to our students.

10. Accord the principal and faculty of Attleboro High School the autonomy to make decisions to guide the school in fulfilling its mission (Leadership 1)

Classification: UNADDRESSED

Response: Not addressed at this time.

11. Establish a committee of stakeholders to review the effectiveness of the 4x4 block schedule to allow the school to fulfill its mission and expectations for student learning and implement the committee's recommendations (Leadership 4)

Classification: Completed

Response: A New Blue Inquiry Group has studied the block schedule and its role in fulfilling the vision and mission of Attleboro High School. In April of 2007, the New Blue Inquiry Group published their findings on the effectiveness of the 4x4-block schedule. The results of the report were that the faculty favored the current system of block scheduling by a ratio of 2:1. There were also many other issues concerning block scheduling that were addressed as a result of the review. Teachers overwhelmingly agreed (12:1) that block scheduling allows us to meet our curriculum goals. Other categories addressed by this report that allow us to fulfill the mission and expectations for student learning are:

- student behavior has improved creating a safe environment
- block scheduling allows for more rigorous courses
- students now take eight courses per school year rather than the previous schedule of seven courses per school year
- block scheduling allows for more collaborative group work, which fulfills many of the expectations

There were also some recommendations made by the faculty that could help improve the current model. One of the most common recommendations was to rotate the blocks so those teachers are not seeing the same students at the same time every day of the semester.

Overall, the faculty overwhelmingly agrees that the 4x4-block schedule is conducive to our school and our students are reaping the benefits of the schedule. It creates a safe, productive environment and allows the students to meet the rigorous standards that have developed at AHS. (See Appendix # - New Blue Report).

12. Develop and implement a formal, ongoing program through which each student has an adult member of the school community in addition to the school guidance counselor who personalized each student's educational experience, knows the student well, and assists the student achievement the school-wide expectations for student learning

Classification: Completed

Response: Attleboro High School has made great efforts to personalize the education of each student in our rather large school. We use a house model of organization, which allows guidance counselors and deans to maintain relationships with students from freshman to senior year. We feel that each student is known well by at least one of their teachers and all teachers assist in aiding all students to achieve the school-wide expectations for student learning.

While we feel our efforts are praise-worthy, we also realize that more can be done to connect each and every student to the school and its mission. To that end, two committees have been exploring ways to increase the personalization of students' education. One group of stakeholders has been exploring the advisory model. After much effort on the part of that group, we will be creating an advisory program beginning in September of 2007 (See Appendix # - Advisory Focus Group Report)

Another committee has been examining bringing back the cluster model for 9th grade students. We used the cluster model from 1998 to 2002 for freshman students to assist with their transition to the high school. At the teachers' request and with the Superintendent's support, this model is being brought back. It will be planned during the 2007-2008 school year, and implemented for 2008-2009 school year. We feel that once implemented, these efforts will completely address this recommendation.

13. Communicate budget decisions back to the faculty in a timely manner

Classification: Completed

Response: Following the completion of our accreditation visit, coupled with a change in administration, the budget has been clearly communicated to the faculty. Throughout the 2006-2007 school year, the principal addressed the faculty on many occasions. These meetings occurred during full-day professional development days as well as half-day professional days. During these meetings, the principal would communicate budget decisions to the faculty whenever he could. For example, during the first professional development day in September, the faculty was informed of the decision by central office to allow the principal to use approximately \$17,000 of budgeted money on professional development that was geared to the high school. It was later announced that an additional \$17,000 was allocated, which kept the faculty informed of budget decisions in a timely manner for the 2006-2007 school year.

14. Submit examples of the completed curriculum templates, which include common assessments

Classification: Completed

Response: Common curriculum templates were created in the 2005-2006 school year for use across the high school. Examples of the templates and common assessments are attached (Appendix #).

15. Submit the FY 07 and FY 08 budgets to fund the ongoing updating of the print and non-print collections

Classification: Completed

Response: The FY 07 and FY 08 budgets are attached (Appendix #) and reflect the funding devoted to updating the print and non-print collections.

16. Assess the adequacy of both collections to support the curriculum, the instructional needs of teachers, and the learning needs of student

Classification: Completed

Response: As of the April 2006 TitleWise Collection Analysis, the library media center print collection was extremely dated, and did not support the curriculum needs of Attleboro High School. The average copyright age of printed material resources was 1976. With an enrollment of approximately 1,800 students, the library media center had only 5.98 books per student, which is significantly below the 20 books per student standard. An increase in budget money to \$32,513 for FY 2006 allowed the library media center to purchase approximately 500 new fiction and non-fiction books. In September 2006, the AHS library media center received nearly 900 Young Adult fiction and non-fiction books through the International Reading Association's (IRA) Young Adult Choices Grant. In September 2007, the AHS library media center will be receiving another shipment of approximately 600-800 books from IRA. Although these efforts are helping to build the library media center collection, these efforts must continue in order to maintain the building of a library media center collection that will support the curriculum and instructional needs of teachers as well as the learning needs of students.

The TitleWise Collection Analysis has also been a useful tool for the acquisition of new materials, and a good source for removing outdated and worn resources. The process of removing books in all Dewey Class ranges has begun and will be an ongoing, long-term project.

Another TitleWise Collection Analysis is scheduled for April 2007 and will provide an updated analysis of the library media center including the addition of 1,668 new books, and the deletion of hundreds of outdated books. (See Appendix # - TitleWise Document)

Prior to the acquisition of new materials, the library media specialist consulted professional journals such as Booklist and School Library Journal, curriculum booklists, content area teachers, vendor catalogs, and H.W. Wilson's School Library

Catalog when selecting and purchasing new materials. In addition, the library media specialist distributed a curriculum map questionnaire to content area teachers in an effort to gain valuable information regarding instructional and curricular needs.

The AHS library media center still does not have a non-print collection (audiovisual materials such as DVDs and Audio Books). In the submitted FY 2008 budget, the library media specialist budgeted for the purchase of approximately twenty-five (25) DVDs and twenty-five (25) Audio Books in an effort to begin building a non-print collection. Although the AHS library collection does not have non-print resources available at this time for students to check out, AHS patrons have borrowing privileges at nearly forty (40) other libraries through the SAILS Library Network.

The SAILS Library Network has the following non-print resources available to AHS patrons via Inter-Library Loan:

| | |
|-------------------------|---------------------------|
| ➤ Books on CD/ Tape | 80,595 |
| ➤ DVDs & Videos | 128,307 |
| ➤ Music CDs & Cassettes | 8,521 |
| ➤ OverDrive eBooks | 660 (50 always available) |

Future efforts to improve the AHS library media center collection also include, but are not limited to, the submission of an approved long-range plan to the Massachusetts Board of Library (MBLC) Commissioners and book fair fundraisers. In order to apply for Library Services and Technology Act grant funding, each library must have a long-range plan on file with the MBLC. Once a plan is on file, individual libraries are eligible to apply for grant funding.

For additional information regarding improvements to the library media center and the print and non-print collections see Section II: Evaluation Report Recommendations – School Resources for Learning.

17. Confirm repairs to all inoperable hoods in the science labs

Classification: Completed

Response: A portable hood was purchased in August 2005 and placed into the science laboratory area. Maintenance cleaned and repaired existing hoods in the science department beginning in the Spring of 2006. The NEASC steering committee met with Jason Parenteau, head of the district's maintenance department, on Wednesday February 28th and was informed that the system is an aging system and that existing hoods are working to capacity. The committee was also told that maintenance would continue to monitor the situation.

18. Confirm the purchase and installation of telephone and intercom systems

Classification: Completed

Response: There has been \$20,000 set aside for the installation of telephone and intercom systems. A vendor has been chosen, Clear Sound Company, to complete the work. The installation of the systems is slated to begin during the summer of 2007 with the expectation that it will be completed by the beginning of the 2007-2008 school year (See Appendix # - Don has paperwork)

19. Confirm the completion of the cleaning of all ductwork

Classification: Completed

Response: On February 28, 2007, a meeting was held with Jason Parenteau, head of the district's maintenance facility. In this meeting, it was determined that the ductwork throughout the building is cleaned semi-annually. Every summer and at least once during the school year, every unit in the building is opened and cleaned. During these cleanings, old filters are replaced with new filters. According to the maintenance department, this recommendation has been completed.

Two-Year Progress Report of Attleboro High School September 1, 2007

Section 2 – Evaluation Report Recommendations

Standard for Accreditation: Mission and Expectations for Student Learning

- 1. Establish a formal review process of the mission statement and expectations for student learning involving the full professional staff using a variety of data based on student achievement as judged using the school-wide rubrics to ensure that they reflect student needs, community expectations, the district mission, and state and national standards.**

Classification: UNADDRESSED

Response:

- 2. Use the mission statement and expectations for student learning to guide procedures, policies, and decisions of the school and ensure that they are evident in the culture of the school**

Classification: Completed

Response: See highlighted recommendation #1

- 3. Develop and implement a formal plan involving the full faculty to assess and report student mastery of the expectations for learning through the widespread and consistent use of the seven school-wide rubrics specifically aligned with each academic expectation**

Classification: UNADDRESSED

Response:

- 4. Clarify the connection between course specific rubrics and school-wide expectations for learning and emphasize the connection for students**

Classification: Completed

Response: See highlighted recommendation #2

- 5. Develop a formal mechanism for measuring student success in meeting social and civic expectations and a method for tracking their performance.**

Classification: UNADDRESSED

Response:

- 6. Ensure that the mission statement and expectations assume a place of primacy in the daily operation of the school**

Classification: Completed

Response: Following the completion of the accreditation visit, the mission statement and student expectations have become a primary focal of the school. As a faculty, we have embraced the mission statement and student expectations for learning. Each teacher has posted the mission statement and the expectations in their classroom. The mission statement and student expectations are also printed in the student handbooks that are given to each student at the beginning of each school year. The students take their handbooks and review them with their parent or guardian to ensure comprehension of the contents. They are also printed in the Program of Studies book for students when they are choosing their courses for the following year. We will continue to review and analyze means in which to integrate the mission statement and student expectations into the culture of the school.

STANDARD FOR ACCREDITATION: Curriculum

- 1. Develop and implement written curriculum documents using a common format that prescribe content, integrate relevant school-wide learning expectations, include course specific learning goals, suggest instructional strategies, and suggest assessment techniques including use of school-wide rubrics**

Classification: Completed

Response: Since the completion of the Special Progress Report of May 1, 2006, much progress has been made in the development and implementation of Attleboro High School's curriculum documents. The leadership team has agreed upon a common format that prescribes content, integrates school-wide learning expectations, includes course specific learning goals, suggests instructional strategies, and includes common final exams, and other assessments that include the use of school-wide rubrics. A majority of courses have completed course outlines, aligned curriculum with Massachusetts State Frameworks, suggested unit plans, pacing guides, final exams, and common assessments, while curriculum documents for some courses are in progress but have yet to be completed. Significant time during in-service days and after school meetings has been devoted to completing these curriculum documents and all courses will be completed and reviewed as part of an ongoing cycle.

- 2. Implement a formal procedure for the ongoing development, evaluation, and revision of the curriculum based on assessments of student performance in achieving the school's academic expectations and course-specific learning goals**

Classification: UNADDRESSED

Response:

- 3. Provide sufficient instructional materials, technology equipment, supplies, and the resources of the library/media center to allow for the implementation of the curriculum.**

Classification: Completed

Response: An increase in budget money to \$32,513 for FY 2006 allowed the library media center to purchase approximately 500 new fiction and non-fiction books. In September 2006, the AHS library media center received nearly 900 Young Adult fiction and non-fiction books through the International Reading Association's (IRA) Young Adult Choices Grant. In September 2007, the AHS library media center will be receiving another shipment of approximately 600-800 books from IRA. Although these efforts are helping to build the library media center collection, these efforts must continue in order to maintain the building of a library media center collection that will support the curriculum and instructional needs of teachers as well as the learning needs of students.

Prior to the acquisition of new materials, the library media specialist consulted professional journals such as Booklist and School Library Journal, curriculum booklists, content area teachers, vendor catalogs, and H.W. Wilson's School Library Catalog when selecting and purchasing new materials. In addition, the library media specialist distributed a curriculum map questionnaire to content area teachers in an effort to gain valuable information regarding instructional and curricular needs.

The AHS library media center still does not have a non-print collection (audiovisual materials such as DVDs and Audio Books). In the submitted FY 2008 budget, the library media specialist budgeted for the purchase of approximately twenty-five (25) DVDs and twenty-five (25) Audio Books in an effort to begin building a non-print collection. Although the AHS library collection does not have non-print resources available at this time for students to check out, AHS students have borrowing privileges at nearly forty (40) other libraries through the SAILS Library Network.

The SAILS Library Network has the following non-print resources available to AHS patrons via Inter-Library Loan:

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| ➤ Books on CD/ Tape | 80,595 |
| ➤ DVDs & Videos | 128,307 |
| ➤ Music CDs & Cassettes | 8,521 |
| ➤ OverDrive eBooks | 660 (50 always available) |

Future efforts to improve the AHS library media center collection also include, but are not limited to, the submission of an approved long-range plan to the

Massachusetts Board of Library (MBLC) Commissioners and book fair fundraisers. In order to apply for Library Services and Technology Act grant funding, each library must have a long-range plan on file with the MBLC. Once a plan is on file, individual libraries are eligible to apply for grant funding.

As for instructional materials and technology resources for the library/media center, over the past two years, Attleboro High has purchased new computers for the two computer labs in the Library Media Center, and will be adding computers for MCAS support as well. We have also hired one full time Instructional Learning Assistant (ILA) to supervise and maintain the computer lab. The ILA supervises the computer lab and maintains the schedule of the lab. Students are allowed to use the computer lab when accompanied by a teacher and by having a full time ILA supervising the computer lab, students may now use the lab if given a pass by their classroom teacher. A third computer lab is currently being built adjacent to the existing computer labs in the Library Media Center. This new lab will be available to students in September 2007. Also, twenty-five new computers were purchased for the purpose of science MCAS support. These new computers will also be operational in September 2007.

4. Provide sufficient copy machines to meet identified needs.

Classification: Completed

Response: In the fall of 2005, one RICOH Aficio 2090 high-speed copier was purchased to be used in conjunction with the older machines. Another RICOH Aficio 2090 model was purchased for the fall of 2006. Together, these two new machines have more than met the identified needs of the faculty and staff of AHS.

5. Provide increased and consistent funding for current textbooks in all subjects for all students

Classification: Completed

Response: An adequate level of funding for textbooks has been achieved for the FY 07 and is continued in the proposed FY 08 school budget. Every textbook request from the school year 2006-2007 has been met (See Appendix # - Budget).

6. Provide professional development activities that support the development, formatting, and implementation of the curriculum involving the entire faculty

Classification: Completed

Response: See highlighted recommendation #3

7. Fund, develop, and implement a policy and plan to replace all out-dated textbooks in a timely and equitable manner

Classification: UNADDRESSED

Response: No formal policy exists. Leadership working on.

8. Develop increased interdisciplinary course offerings.

Classification: Completed

Response: See highlighted recommendation #4

9. Provide effective curricular coordination and articulation between and among all academic areas within the school as well as with sending schools in the district to ensure the expectations for student learning are being addressed

Classification: UNADDRESSED

Response: Joe Connor e-mailed Carol Martin. Still waiting for a response.

STANDARD FOR ACCREDITATION: Instruction

1. Provide formal opportunities for teacher collaboration and discussion about instruction across discipline and grade levels

Classification: UNADDRESSED

Response: See Highlighted Recommendation #5

2. Increase opportunities for parents and teachers to discuss successful strategies for individualized instruction in the classroom

Classification: In progress

Response: Parents have had opportunities to discuss strategies at parents' meetings, held every fifth Friday throughout the school year. These meetings are held with the principal, assistant principal, teachers, students, and many parents throughout the student population. Teachers have had extensive input into the creation of a new inclusion model that will be piloted in 2007-2008. This new model is a direct response to MCAS item analysis reflecting areas for instructional improvement for individual students at the High School. As a faculty, we are eager to implement the new inclusion model because we believe it will serve the students in a better manner than the previous model.

3. Provide an adequate number of maintained computer hardware and software to support instructional strategies throughout all curricular areas

Classification: Completed

Response: See highlighted recommendation #6

- 4. Expand and effectively maintain computer labs to allow for class use on a regular basis**

Classification: Completed

Response: See highlighted recommendation #7

- 5. Increase professional development focusing on cross-disciplinary connections, examination of student work, and formal teacher collaboration**

Classification: UNADDRESSED

Response: No idea where to get this information from

- 6. Standardize and simplify the teacher evaluation process to enhance student learning and in meeting student needs**

Classification: In Progress

Response: Many of the faculty and administration agreed with the NEASC visiting committee in their assessment of the teacher evaluation process. At the end of the 2006-2007 school year, the Assistant Principal of Curriculum was in the process of streamlining the current teacher evaluation procedures. Currently, the entire process is being reviewed at the administration level. Moving forward, for the school year 2007-2008, new representatives to the union were elected and one of their first tasks next school year is to negotiate a new contract. Administration and the faculty are optimistic that a new teacher evaluation procedure will result from these negotiations.

STANDARD FOR ACCREDITATION: Assessment

- 1. Establish and implement a formal method of measuring student progress in school-wide academic expectations as defined in the mission**

Classification: UNADDRESSED

Response: See highlighted recommendation #8

- 2. Report individual and school-wide progress in achieving all school-wide expectations**

Classification: UNADDRESSED

Response: Went to leadership in February, not sure where we're at now

3. Provide professional development around the creation and use of analytic rubrics

Classification: UNADDRESSED

Response: Went to leadership in February, not sure where we stand now

4. Provide formal time for teachers to analyze assessment results

Classification: Completed

Response: Since the NEASC accreditation visit, teachers in certain departments have been given formal time to meet and analyze assessment results. For example, teachers from the English and Math departments are given formal time to meet and review MCAS results as well as SAT results. By allowing teachers from these departments formal meeting times, they are able to develop ways to improve instructional strategies in order to allow our students to experience success on these vital assessments. As a faculty, we feel that much progress has been made in this area and although there is still work to be done, the current administration is willing to give us the time needed.

5. Provide formal time for teachers to meet collaboratively to discuss and share student work for the purposes of revising curriculum and improving instruction

Classification: Completed

Response: See highlighted recommendation #9

6. Provide formal time for teachers to meet and develop assessment strategies

Classification: Completed

Response: See highlighted recommendation #9 and Assessment recommendation #4

7. Integrate the school-wide rubrics for each academic expectations into course and department assessments

Classification: UNADDRESSED

Response: Went to leadership in February, not sure where we stand now

STANDARD FOR ACCREDITATION: Leadership

- 1. Accord the principal and faculty of Attleboro High School the autonomy to make decisions to guide the school in fulfilling its mission**

Classification: UNADDRESSED

Response:

- 2. Develop and implement a communication mechanism to give faculty members feedback on the progress and status of new ideas and proposed initiatives**

Classification: Completed

Response: At each faculty meeting and through the use of memos, the principal informs the staff of new initiatives and the status of existing initiatives. In addition, the leadership team, which consists of the principal, assistant principals, and content coordinators meet twice a week to allow a forum for feedback and understanding of building issues. Minutes from each of these leadership team meetings are communicated to the faculty with their inclusion in the daily notices. Another example is the use school-wide memos in teacher's mailboxes. One initiative that was started at the beginning of the 2006-2007 school year was for the faculty to periodically nominate a student from their class to be recognized for their effort. Students that were nominated were then called to the principal's office to be recognized for their hard work. These memos were distributed to the faculty two or three times a month.

- 3. Establish a committee of stakeholders and implement its recommendations for a school policy governing student access to honors and AP courses that maintains student options while supporting academic rigor**

Classification: In Progress

Response: The faculty at AHS strongly agrees that a policy must be in place governing student access to honors and AP courses. We previously had a policy in place that allowed teachers to make recommendations to students regarding their course selections however that policy was removed by former district administration. Following the NEASC visiting team's recommendation, a committee of stakeholders was established for the purpose of developing a policy governing student access to honors and AP courses. This committee developed a written policy to guide students' options while supporting academic rigor while also not denying students their right to take these classes. However, the current superintendent disagreed with the policy and would not pass it along to the school committee.

- 4. Establish a committee of stakeholders to review the effectiveness of the 4x4 block schedule to allow the school to fulfill its mission and expectations for student learning and implement the committee's recommendations**

Classification: Completed

Response: See highlighted recommendation #11

- 5. Develop formal mechanisms that actively involve parents and faculty members in the decision-making process**

Classification: Completed

Response: An effective parent group now exists, which meets with the principal every five weeks. The group has been instrumental in creating evening parent meetings. Two such meetings have been held twice this school year (12/11/06 and 3/19/07). Staff membership has been an integral part of the meetings.

In addition, AHS has an active School Council, which is comprised of teachers, administrators, students and parents.

- 6. Develop and implement a formal, ongoing program through which each student has an adult member of the school community in addition to the school guidance counselor who personalized each student's educational experience, knows the student well, and assists the student achievement the school-wide expectations for student learning**

Classification: In Progress

Response: See highlighted recommendation #12

- 7. Develop and implement an ongoing, formal plan that allows professional staff to collaborate within and across departments in support of learning for all students**

Classification: UNADDRESSED

Response: Not sure if we have a formal plan

STANDARD FOR ACCREDITATION: School Resources for Learning:

- 1. Develop a formal internal evaluation process for the special education department to determine the effectiveness of services**

Classification: Completed

Response: In the fall of 2006, an outside consultant was hired to review the support services at AHS, which includes the guidance department and special education department. During the months of August, September, and October meetings and discussions were held in order to address the "processes, procedures, and relationships" among support services. The outside consultant generated a report of

this review. As a result of this report, many changes are upcoming for AHS that are going to be implemented in the upcoming 2007-2008 school year. (See also School Resources for Learning Recommendations 5, 8, and 11) (See Appendix # - Hassan Report)

2. Include the librarian as part of the curriculum and leadership teams

Classification: Completed

Response: As of February 21, 2007, the librarian has been included in the leadership team. She has been invited to and attended the weekly leadership meetings. She has also taken a leadership role on the NEASC sub-committee charged with writing this report. Continued efforts are being made to include the librarian on the curriculum team. The librarian that was here during the NEASC visit retired last year and the current librarian has done a great job in becoming a leader of the school.

3. Immediately increase the level of funding for the library/media services to ensure a consistent, adequate, and dependable source of revenue and to support fully the learning needs of students and the curricular and instructional needs of classroom teachers

Classification: Completed

Response: An immediate increase in funding for library/media services occurred in FY2006. The original library budget allocated for FY2006 was \$6,144. The budget was revised and increased to \$32, 513, reflecting an increase of 541% from the average of FY2004 and FY2005 library/media budgets (\$5,021). The FY2007 budget allocated for library media services is \$13,909, which reflects a 177% increase from the FY2004 and FY2005 budget average (\$5,021). The increase in funding has enabled the library media center to add over 700 new books and resources to the collection to better support the learning needs of students and the curricular and instructional needs of classroom teachers. In addition, the budget submitted for approval for FY2008 was \$19,563.80 (depicting a consistent increase in funding for library materials and services).

4. Increase the print collection in the media center to compensate for the lack of monies in recent years and to maintain a current and adequate collection

Classification: Completed

Response: In September 2006, the AHS library media center received nearly 900 Young Adult Fiction and Non-Fiction books through the International Reading Association's (IRA) Young Adult Choices Grant. Also, in September 2007, the AHS library media center will be receiving another shipment of approximately 600-800 books from the IRA. Additionally, with the increase of the \$32,513 in funding for the

Library Media Center, approximately 500 new Fiction and Non-Fiction books were added to the collection.

As of January 2007, the AHS Library Media Center has been accepting donations of new and used books from faculty and staff. The library media specialist evaluates all book donations before they are permanently added to the collection. Only books that meet the requirements of the Material Selection Policy, further support AHS curriculums, national and state standards, and/or further meet the needs of the faculty and staff are added to the permanent library media collection.

An analysis of the AHS library media collection was completed in April 2006 by Follett Library Resource's TitleWise Collection Analysis Program. Collection strengths and weaknesses have been identified, and the analysis was used as a selection aid for FY2007 material selection and as a resource for weeding aged titles.

Since the completion of the TitleWise Collection Analysis, a large number of books have been added to the AHS library media collection. In addition, hundreds outdated books have been removed based on the AHS material selection/collection development policy. (See Appendix # - TitleWise Info)

In addition to the 1,668 books that have been added to the AHS library media collection, the AHS library is a member of the SAILS Library Network. As a member of the SAILS library network, AHS faculty, staff, and students have borrowing privileges at forty (40) other network libraries. Inter-Library loans are available with a 48-72 hour turn-around, as well as unlimited access to nearly forty (40) online databases, downloadable audio books, and much more.

The total items available for circulation within the SAILS Library Network is:

| | |
|--|-----------|
| Books | 3,004,757 |
| Book on CD/Tape | 80,595 |
| Large Print Books | 47,847 |
| DVDs & Videos | 128,307 |
| Music CD's & Cassettes | 8,521 |
| OverDrive Downloadable eBooks (50 always available) | 660 |
| Total # of items in system: | 3,415,925 |

Due the recommendations of the NEASC visiting committee, the administration has made the Library Media Center a focus for improvement. As a faculty we believe that as a result of the committee's recommendation, the Library Media Center is much more of an asset in meeting our curriculum standards.

5. Develop communications that specifically address support services available within the school, district, and community

Classification: Completed

Response: An outside consultant performed a complete assessment of the student services programs, consisting of both Special Education and Guidance Departments. The findings of this report were communicated to the faculty during a faculty meeting in April 2007. As a faculty, we were apprised of the situation and were able to ask questions as to the possible drawbacks to the new model. However, many of the faculty agreed that the current model of the support services was not working as effectively as it could. (see Appendix # - Hassan Report).

6. Include the policies for selecting and removing print materials from the library in all relevant school publications

Classification: In Progress

Response: An outdated policy for selecting and removing print materials from the Library Media Center was located. A new is in the process of being written for approval through the school committee. In the meantime, the current policy for selecting and removing print materials from the library will be published in the 2007-2008 Attleboro High School Handbook and included on the library media center web site. (See Appendix # - Policy for print materials)

7. Ensure more individual student access to the library during the day

Classification: Completed

Response: The AHS Library Media Center is open throughout the regular school day, before school at 7:00 a.m. and after school until 3:30 p.m. Students are permitted into the Library Media Center during the day with a pass from his or her classroom teacher. All first semester B period classes and second semester F period classes are extended periods with an additional 15 minutes allocated for Silent Sustained Reading (SSR). The library media center is also open during SSR for book circulation – on average 60-80 books are checked out during this 15-minute period. An increase in collaboration between the library media specialist and content area teachers, as well as an increase in print materials, has resulted in a significant increase in student usage of the Library Media Center. The 2006/2007 AHS Library Media Center Mid-Year Report shows that student usage of the Library Media Center has increased 34% since the 2005/2006 Mid-Year Report. In addition, Attleboro High School has launched a website for the Library Media Center. The library media web site also ensures more student access to the library during the day by making information literacy resources available to students through in classrooms as well as at home.

8. Develop written guidelines and policies based on data analysis governing the inclusion model

Classification: Completed

Response: When the NEASC visiting team came to AHS in March of 2005, we had just implemented a new inclusion model in September of 2004. As a result of faculty concerns, coupled with the recommendation of the visiting team, the Director of the Special Education Department and the Vice-Principal of Curriculum reviewed data collected as to the effectiveness of the inclusion model. The data revealed that the inclusion model, which utilized a mixture of collaborative classes, was not working as effectively as originally anticipated. Therefore, the data that was collected and analyzed is being used as a springboard for a new inclusion model that will be implemented in the fall of 2007. The new "Embedded Model" puts an emphasis on creating more cohesion between the SPED department and general education teachers. Each department will have one special education teacher who is devoted to a particular department. The special education teacher will also be supervised by the department heads, which will allow for more collaboration between SPED teachers and general educators. The department heads will also take a more active role in the maintenance of the IEPs and 504s. (See Appendix # - get leadership notes and data from Jeff)

9. Investigate and implement the best method for structuring the guidance department

Classification: Completed

Response: An outside consultant performed a complete assessment of the student services program, consisting of both Special Education and Guidance Departments. As a result of the findings of this report, the guidance department will be restructured for the school year 2007-2008. The guidance department will be moved from their current location above the Library Media Center and will now follow the house model that we currently implement at AHS. Also, a new position of Assistant Principal for Unified Student Services is being created. Any other changes as to the structuring of the guidance department will be left to the discretion of the new assistant principal. See also School Resources for Learning Response # 5. (See Appendix # - Hassan Report).

10. Provide a full-time assistant for the library

Classification: Completed

Response: A full-time computer lab supervisor was hired for the 2006-2007 school year. Her role is to supervise and assist students using the computer lab, ensure the upkeep of the computers, and manage the daily care of the computers. Also, another full-time Instructional Learning Assistant (ILA) was hired for the sole purpose of assisting the librarian in her duties. These duties include checking books in and out of the library, assisting students with their research, and cataloguing new materials as they come into the library, as well as all other responsibilities of the librarian.

11. Provide ongoing professional development for teachers involved in the inclusion model

Classification: Completed

Response: As a result of the new “Embedded Model” that is being implemented in September of 2007, workshops have been offered throughout the school year. The new model has been discussed at length through faculty meetings as well as department meetings at least three times throughout the current school year. There have also been sub-committee meetings held throughout the year during professional development days to discuss the implementation of the new model. Also, since more responsibilities are falling to the department heads with the new inclusion model, there will be training offered during the summer of 2007 for the department heads.

12. Reduce the caseload of the guidance department chair commensurate with each other department coordinators

Classification: Completed

Response: An outside consultant performed a complete assessment of the student services program, consisting of both Special Education and Guidance Departments. As a result of this report, a new position was created titled Assistant Principal for Unified Student Services. As well as supervising the special education department, this position was also created in order to allow the current guidance chair to focus more on her duties as guidance counselor reducing her responsibilities considerably (See Appendix # - Hassan Report).

13. Provide sufficient personnel to fully support the need for therapeutic counseling

Classification: Completed (?)

Response: Waiting to hear back from Sylvia Day (6/7/07)

14. Provide a full-time assistant for the nurse’s office

Classification: No Action

Response: Currently, we do not have a full-time assistant in the nurse’s office. Two full-time nurses and a part time secretary who leaves the office at 11 a.m. staff our health office.

STANDARD FOR ACCREDITATION: Community Resources for Learning

1. Develop and implement additional strategies to involve more parents as active participants in the school community

Classification: Completed

Response: Since the completion of special progress report of May 1, 2006 much progress has been made in regard to parental involvement in the high school. Currently, there is present involvement by parents in the music and theater areas of Attleboro High School. Parents routinely participate in fund raising activities for band uniforms and travel expenses. In theater, parents are active in set design and costuming. Also, AHS has a large and active athletic booster club, which raises money for uniforms, travel, and other expenses of the athletic department.

Due to the recommendations of the NEASC visiting committee, an effective parent group was established to meet with the principal every five weeks. This group has been instrumental in creating evening parent groups as well. Two such meetings have been held twice this school year (12/11/06 and 3/19/07). Staff membership, including the vice-principal, teachers, and students, has been an integral part of the meetings.

In addition, AHS has an active School Council, which is comprised of teachers, administrators, students and parents. Although parental involvement continues to provide us with a challenge, we feel that we have taken great strides in meeting this recommendation.

2. Develop and publish a list of community-based opportunities for students

Classification: Completed

Response: Several outlets at Attleboro High School promote Community-based opportunities for students. The CTE program publishes a list of co-operative partnerships and opportunities for eligible students who wish to further develop their technical skills in the community before high school graduation. The list is made available through the CTE office and the Career Partnerships Office, which is administered by Kristine LaChance.

In addition to the community-based opportunities for CTE students, the Community Service Learning (CSL) Coordinator publishes a list of community service sponsorships available to all students searching for service opportunities. Community placements such as pre-schools, museums, hospitals, environmental agencies, and community service based clubs are included in this program book. The book is available through the CSL teacher and as of March 2007 will be available in the Guidance Department. In the spring of 2007, the CSL Coordinator will begin work to collaborate with the CTE staff to compile both resources into one document. The National Honors Society Coordinator provides a list of community service opportunities for all of its members and members of the Greater Attleboro Leo Club promote several community-based opportunities for students.

In addition to the lists available from CTE and CSL, the student handbook includes a brief section on community resources for students. Discussions have also started between CSL, CTE, and the guidance department to publish the list in the Program of Studies book and the student handbook.

3. Evaluate and immediately repair all ventilation and heating system problems

Classification: Completed

Response: The hot water boiler was replaced during the summer 2005. When repairs of the steam line are needed, they are completed during school vacations, due to the nature of the work. With the age of the building, these repairs are done when needed. There is not enough money in the budget to do a complete overhaul of the system, therefore these repairs are done when there is a failure in the system. The heater and exhaust systems in CTE shop areas have been installed and/or replaced. In a meeting with Jason Parenteau, head of the district's maintenance department, held on February 28th the Steering Committee was informed that all heating systems were operating as they were designed and are working up to code with regards to the specified code (circa 1962). In the capital improvement report of August 14, 2006, "The facility heating, ventilation, windows, roofing and capital equipment will continue to be a challenge. Recommendations related to these issues will not be completed until the facility is renovated." (See Appendix # - 8/14/06 report)

4. Repair or replace immediately the ventilation hood(s) in the science area

Classification: Completed

Response: Two portable hoods were purchased in August 2005 and placed into the science laboratory area. Maintenance cleaned and repaired existing hoods in the science department beginning in the Spring of 2006, however proper air flow (venting outward) has not yet been achieved. The steering committee met with Jason Parenteau, head of the district's maintenance department, on Wednesday February 28th and was informed that the system is aging system and that existing hoods are working to capacity. The committee was also told that maintenance would continue to monitor the situation.

5. Ensure that all safety regulations are met, including MSDS sheets visible in all career and technical shop areas and science laboratories, clearly marked safety zones around all shop machinery, and clearly marked emergency stop buttons

Classification: Complete

Response: MSDS sheets have been collected and bound and are located in the office of the science lab in the binder labeled MSDS Sheets. The emergency gas shut-off valve has been clearly labeled in the science lab and is shown to students as part of

the lab safety unit. Safety zones in the career and technical shop areas are marked with painted lines on the floors. Emergency stop buttons are visible and furniture has been rearranged to ensure a clear pathway to each button. MSDS sheets were posted in binders located on the walls of each shop area.

6. Provide a plan and adequate budget for the repair and replacement of equipment such as blinds, lighting fixtures and school furniture

Classification: Completed

Response: Blinds: Approximately \$9,000 was budgeted for the replacement of all damaged and missing blinds throughout the building. As of February 2007, all damaged and missing blinds throughout the building have been replaced.

Light fixtures: All B building classrooms, both gymnasias, and the Bray Auditorium lighting fixtures have been replaced or upgraded. The Pool Entrance and the hallway leading to the locker rooms have been upgraded. As of February 2007, most of the classrooms in A Building have new lighting fixtures as well. Repairs and upgrades of fixtures for remainder of classrooms, LMC and other building areas continue to be in progress. (See Appendix # (8/14/06 – Report)

Adequate budgeting for equipment repair and replacement of capital equipment such as the roof continue to be in progress. With the budget situation and the age of the building, it is impossible to replace the existing roof. According to Jason Parenteau, head of the district's maintenance department, the school is in a "repair mode" when it comes to fixing the roof. If a problem arises, then maintenance fixes the problem. This will be addressed in the proposed FY07 and FY08 school system budgets. [see note below]

7. Provide an adequate number of copiers and the budget for their maintenance

Classification: Complete

Response: In the fall of 2005, one RICOH Aficio 2090 high-speed copier was purchased to be used in conjunction with the older machines. Another RICOH Aficio 2090 model was purchased for the fall of 2006. Together, these two new machines have more than met the identified needs of the faculty and staff of AHS. A maintenance budget has been implemented and a service technician makes regularly scheduled service visits. (See Appendix # - Budget)

8. Provide an adequate budget for the immediate repair and replacement of capital equipment to include the roof, hot water boiler, heating and ventilation systems, phone system and public address system

Classification: In Progress

Response: Roof: A thorough roofing repair/replacement schedule was developed more than four years ago. Since then a number of major and minor repairs have been made. Last year over \$150,000 was spent on roof repair/replacement. We will continue to follow the repair/replacement schedule. (Also, see recommendation #6 for more information on the roof.) (See Appendix # - 8/14/06 Report)

[as noted in Recommendation #3] Hot water boiler, HVAC systems: The hot water boiler was replaced in summer '05. The steam line repairs are being made as needed, with work being scheduled during school vacations, due to the nature of the job. The heater and exhaust systems in CTE shop areas have been installed and/or replaced. (See Appendix # - 8/14/06 report)

Telephone and PA systems: There has been \$20,000 set aside for the installation of telephone and intercom systems. A vendor has been chosen, Clear Sound Company, to complete the work. The installation of the systems is slated to begin during the summer of 2007 with the expectation that it will be completed by the beginning of the 2007-2008 school year (see Appendix # - 8/14/06 report).

The following was taken from Special progress Report 5/1/06:

“The facility heating, ventilation, windows, roofing and capital equipment will continue to be a challenge. Recommendations related to these issues will not be completed until the facility is renovated.” [as noted in Recommendation #3]

“A new high school is a priority in the five-year City Capital Improvement Plan. AHS is the final building [in the district] to be addressed, and the city has made a commitment to renovate the high school. School department administrators are collaborating with local and state political and financial leaders to identify funding options for this project, estimated to cost in excess of \$100 million. The School Committee approved the school’s updated Education Plan, and submitted it to the State Building Authority in 2005.”

9. Provide training to all faculty and staff members for the work order process.

Classification: Complete

Response: Since the completion of the Special Progress Report of May 1, 2006 all teachers have been trained on the work order process. All teachers received a copy of the work order form. Directions and procedure were made clear to all teachers upon the opening day, September 6, 2006, of the new school year.

10. Communicate budget decisions back to the faculty in a timely manner

Classification: Completed

Response: See highlighted recommendation #13

11. Develop and implement a comprehensive technology plan to provide sufficient technology support and increase the number of computers for labs and classrooms

Classification: Completed

Response: Great progress has been made at Attleboro High School to update classroom computers and common computer labs. During the summer of 2006, three brand new labs with the latest technology were installed. A fourth lab is planned to open in the Library Media Center in September of 2007. Printers have also been purchased for every classroom computer and technology support has been improved to provide quicker attention to service needs. Also, see highlighted recommendation #7 (See Appendix # - Technology Plan from Don).

12. Conduct and implement an engineering survey regarding the infrastructure needs of the building in a timely fashion

Classification: UNADDRESSED

Response: Does this survey exist?

13. Provide an adequate and dependable source of revenue to provide and maintain appropriate school programs, personnel, services, facilities, equipment, technological support, materials, textbooks, and supplies for student learning

Classification: Completed

Response: Since NEASC's visit, the community has approved a budget which adequately meets the school's needs. Funds were allocated for new textbooks, up to date technology (including all the new computers in the labs), and facility repairs (new blinds, ventilation repairs). The school also has the funds to maintain the staff and acquire the materials (academic, technological, and administrative) needed to run the daily operations of the school. The proposed budget for the 2007-2008 school year shows a commitment to maintaining this funding on the part of both the school and the community.

14. Assign a full time person to the high school to supervise the use and maintenance of the computer labs.

Classification: Completed

Response: Prior to the NEASC visiting committee, AHS did have a full time person supervising the computer lab. However, due to budget cuts during the 2004-2005 school year, that position was eliminated. Since the recommendation of the visiting

committee, AHS has hired one full time Instructional Learning Assistant (ILA) to supervise and maintain the computer lab. The ILA supervises the computer lab and maintains the schedule of the lab. Students are allowed to use the computer lab when accompanied by a teacher and by having a full time ILA supervising the computer lab, students may now use the lab if given a pass by their classroom teacher. Since the full-time placement of the ILA, the computer labs are much more user friendly. The ILA has established new policies therefore the computers are cleaner and faster. Also, teachers are now able to reserve a computer lab electronically, rather than having to physically go to the lab to sign the reservation book.

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