

Superintendent's Executive Summary 2016-17 Progress towards Goals



Superintendent Leadership Goal #1: District Improvement

In accordance with the guidelines of Module 6, I will work with MSBA, SC, SBC, Architects, and OPM during the design development period to complete the final design in preparation for construction bid submission for the building project. (Target Date: Summer, 2017)

Work with MSBA, SC, SBC, Architects, and OPM over the fall and winter have led to the completion of the final design for the new building. Staff and students were provided opportunities to meet with the design team to ensure their space would facilitate teaching and learning.

Superintendent Leadership Goal #2/#4 : District Improvement/Professional Practice

Acknowledging the DESE Targeted District Review and the NEASC Decennial Review, I will ensure alignment of the School Improvement Plan with the School Committee Goals, Superintendent Leadership Goals, and School Wide Goals. (Target Date: Draft November, 2016; Final January, 2017)

The final Minuteman School Improvement Plan was completed and approved by the School Committee on December 13, 2016. The School Improvement Plan was developed through the collaboration efforts of the School Council and Principal, as well as the administration team, faculty, Academy Development Team, and parents. Through the planning process, five goals were identified and the work completed/results to date is provided below:

SIP Goal 1: Increase recruitment, retention, and enrollment of in-district students

An enrollment, recruitment, and retention team was identified mid-year 2014-15 and continues to work with consultant, Mark Perna, to increase enrollment of in-district students. Despite enrollment barriers, such as the new state regulations preventing 9th graders from enrolling from out-of-district, and the vote to allow districts to opt out of Minuteman, we have been able to maintain enrollment numbers. This is a direct result of the work administration and staff have been engaged in, from showcase day, career day, shadow days, accepted student visits, dinner with the teacher, student/parent orientation, summer fun night, transition program for SPED, first day back for new students, parent night, branding construct, ambassador program, direct mailings to eighth graders in the district, and the use of Go2 CTE data software system. At the time of this report, we have 120 applications with 73 enrolled, compared to last year, where there were 126 applications and 40 enrolled; 100 students and their family attended Dinner with the Teachers.

In 2015-16 a coordinated effort by members of the administration team and faculty resulted in a structured formal control of Minuteman's social media outreach to both our alumni and community. We now have accounts established under our brand on Facebook, Twitter, LinkedIn, Instagram, and Google+. HootSuite a platform used to manage social media and Constant Contact used for email marketing, event marketing, social campaigns, and reporting survey management has been purchased. A stipend for a Social Media Coordinator was posted early spring 2016 and Minuteman has been increasing its followers at an increasingly high rate. The Social Media Coordinator has been reaching out to other Minuteman FB groups, not under our control, and invited them to follow us; in some cases, their forgotten FB pages were combined or dissolved.

SIP Goal 2: Continue to improve MCAS scoring and maintain Level 1 Accountability status.

Action plans specific to areas of growth and strength are being developed based on ELA, Math, and STE MCAS results. Goals to address targets from MCAS action planning in ELA, Math, and STE to close gaps are being developed. Curriculum materials are being adjusted to include consistent practices, such as Collins writing and Focus Correction Areas/FCA's to address the gaps between regular education students in the high needs and disabilities subgroups, Minuteman district performance percentages and the state percentages across all disciplines and subgroups. MCAS Prep sessions on Saturdays have been rolled out.

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We have completed ELA's sessions, and will begin the Math sessions soon with Biology sessions running in May.

Specific adjustments we have made in math that go beyond our responses to MCAS:

- Advanced Placement Courses Added (2013)
- Advanced Placement Double-Period Scheduling (2015)
- Advanced Placement Professional Development (2013 – present)
- Dual Enrollment Pre-Calculus (August 2017)
- Reassigned Teaching Staff
- Revised Curriculum Maps (toward vertical alignment)
- Accuplacer Prep (after school program)
- On-going Discussions Between Math Department and CTE to align collaborative practices
- Course Sequences are in Line with College Preparation

SIP Goal 3: Create more opportunities for professional development with a focus on sustained common planning time for academic/CTE integration, continuous educational technology development, and the implementation of an academy model.

The Professional Development Calendar was collaboratively created with the Academy Development Team and Administration Team. Built into the calendar is the Daily Advisory period, a Special Advisory time for clubs, and Common Planning Time. All components of the professional development content and structure are moving us forward toward identifying academy teams. Faculty and administrators have received as of this report, professional development and/or structured time for curriculum mapping, student portfolios, senior projects, Minuteman 101, the co-teaching model, education technology, and suicide prevention. Scheduled for May the ADT will present the plans for furthering our professional learning communities, and the faculty will continue collaboration efforts across disciplines to prepare a more comprehensive frame work protocol for tiered intervention utilizing the academy model.

SIP Goal 4: Create a safe culture based on values such as, respect, trust and pride

In coordination with the Police Departments in the Towns of Lexington and Lincoln, Minuteman students and staff have been trained in both simulation and demonstration approaches with ALICE protocols. These protocols are not made available to the public due to security reasons.

In collaboration with the Middlesex Partnership for Youth (MPY) and the Lexington and Lincoln Police Departments, Minuteman hosted a school assembly on the dangers of sexting in the cyber-world. MPY is an organization directly linked with District Attorney Marian Ryan's Office. They provide training and programming to increase the health and safety of students throughout Middlesex County. This esteemed group has been a valued partner of Minuteman's for over a decade and has consistently provided us support in reducing unsafe behaviors for our students.

Students took part in an educational focus on the topic of safe driving. The week long effort, in collaboration with Mapfre Insurance had three key components. The first was a Teen Driver Survey and Agreement that was handed out in homeroom to the entire student body. This survey was an easy way to help kids have a discussion at home with parents about the dangers of getting behind the wheel. Students who took the time to fill out the survey, complete with a parent signature, were eligible to enter a valuable prize drawing. The second part of Teen Safe Driving Week was a Public Service Announcement campaign during the morning announcements. The topics for these public service messages included texting while driving, speeding, and driving under the influence. And third was our mock car crash exhibit. This extremely impactful display of a wrecked Ford Mustang was located in the front of the building all week, and out at the football field for the homecoming festivities on Saturday. It was a very serious reminder of the damage that can be done with unsafe driving.

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To increase school pride, there have been numerous pre-season meetings this year, as well as the newly formed Advisory Wednesdays that have increased the interest in many Athletic programs here at Minuteman.

SIP Goal 5: Improve college and career readiness opportunities for Minuteman students.

Due to collaborative efforts with the Director of Curriculum and Assessment, the Coordinator for Articulations and Dual Enrollment, and a team of dedicated academic teachers who have met with Middlesex Community College faculty to develop curriculum aligned to their college level courses, we now have effectively implemented Dual Enrollment Courses at Minuteman. Students participating in these college level courses who wish to seek college credit must apply to Middlesex Community College as a Dual Enrollment student and meet criteria for taking the course for college credit.

Dual Enrollment Progress

Courses Identified as Dual Enrollment

English 101--English Composition I (gr. 11)

Honors Physics I (gr. 11)

Honors Introduction to Psychology (gr. 12)

Number of Students by Grade and Course Participating

Grade 11 = 21 students

Honors Physics I = (10); 8 are participating in Dual Enrollment

English 101-- English Composition I = (11); All are participating in Dual Enrollment

Grade 12 = 16 students

Intro to Psychology = (16); 15 are participating in Dual Enrollment

Number of Students Participating in Two or More Courses

6 students are participating in both Physics I and English Composition I

Number of Students Participating Off Campus (on a Middlesex Campus)

Despite a pathway not favored by Administration due to format schedule (academics every other week), the following are currently enrolled at Middlesex Community College participating in Dual Enrollment off campus.

10th grade--three students (taking between 1-3 courses each semester)

12th grade--one student (taking one course each semester)

Articulation Agreements with post-secondary institutions are a continuous effort. Many articulation agreements must be up-dated and approved yearly by the institution.

Each shop area has specific certifications available to students. Common to all is the OSHA-10 hour. There are ten seniors currently working toward completing their OSHA-10 hour; all other seniors have met the requirement.

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The Program Advisory Committee consists of representatives of local business and industry related to the program, organized labor, postsecondary institutions, parents/guardians, students and representatives from registered apprenticeship programs if the program area has such registered programs. Every effort is made to ensure that membership on the Advisory Committee includes females, racial and linguistic minorities, persons with disabilities and individuals in occupations nontraditional for their gender who are representative of the particular district or community served by the school.

It has been a goal of all program advisory boards to increase membership in the demographic areas noted above. The latest demographic report is posted to our website <http://minuteman.org/Page/408>. This data assists board members with their recruitment efforts. The Advisory Committee Lead has been recruiting members to the General Advisory Board who come with a global perspective representing all CTE programs. We have three General Board Members representing disabilities, post-graduate, and community which are typically under-represented within programs. Focused efforts are being made through the work with MA Girls in Trades to bring membership on the General Advisory Board to represent apprenticeship and unions.

Leadership Goal #3: Student Learning

In order to implement the DESE approved Education Program Plan, I will guide and support the Academy Development Team (ADT) established in 2015. Teacher leaders (ADT) will utilize Common Planning Time to develop guidelines and strategies for revising Student Portfolios, Senior Capstone Projects and designing curriculum for the Minuteman 101 course, and to meet the Curriculum Mapping goals, while deepening the practice of Professional Learning Communities throughout the school (Target Date: Spring, 2017)

The Academy Development Team (ADT) was formed in 2015 with representation from administration, career and technical programs, academics, special education, media, and guidance; there are 13 committed faculty members in all. The focus of the ADT is to research academy models based on best practices identified throughout the country and build a model that is a best fit for Minuteman. This committee is strategic in rolling out their plan, while they continue to learn more about academy models and define what Minuteman's academy model is and a path of how to get there. In its early stages, this committee identified the curriculum planning model they will use and have begun to involve staff in developing curriculum through the use of common planning time and summer work.

As a result of these dedicated and structured times, we created opportunities for our faculty to develop more integration projects, such as the children's book project which brought together educators from Early Education and Teaching, Design and Visual Communication, English, Art, and Media. Students enrolled in Design and Visual Communications and Early Education and Teaching created teams, and through integrated project-based-learning discovered the many components to writing and illustrating a children's book.

The summer work and common planning time has also provided opportunities for faculty to engage in professional conversations, improve more robust curriculum mapping for all career programs and academic courses, simplify student portfolios to include a new digital format and new check-in timeline, and streamline senior projects with new timelines, grading system, outline, and integration expectations.

The new freshmen curriculum, Minuteman 101, integrates digital learning with character development, financial literacy, study skills/organization, career and future planning, orientation/introduction to Minuteman, and critical thinking. This program is being implemented very successfully this year; this is a direct result of ADT research and site visits to schools implementing best practices.

Another very successful program, Empower One-One, has been rolled out successfully with all freshmen students receiving their own devices, and receiving instruction on using the devices and developing their E-Portfolios through the Minuteman 101 class.

The ADT and the administration team were instrumental in collaborating and developing the structure and content for the Professional Development Calendar for this year.

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MINUTEMAN
A REVOLUTION IN LEARNING

The ADT has plans to create summer work proposals that will evaluate this year's progress and devise plans for continued improvement for the 2017-18 school year. The team will evaluate the data from a staff survey administered in March 2017 and develop a plan for structuring common planning time and the professional development calendar. They will continue to explore opportunities for additional training in Professional Learning Communities and work with administration to build an academy-based professional development calendar for the 2017-18 school year.

Edward A. Bouquillon, Superintendent-Director

4. 26. 17

Date