SUPERINTENDENT'S GOALS 2014-15

Progress Report Dec. 16, 2014

PROFESSIONAL PRACTICE:

Goal 1A: To improve the consistency and quality of staff evaluation in compliance with the Memorandum of Understanding (MOU) and DESE standards, I will implement year 2 of the Minuteman Educator Evaluation program described in the MOU between the District and the Minuteman Faculty Association from August 2014 – June 2015, in support of School Committee Goal #5.

Progress: A low estimate of 1,300 man-hours will be required of Administrators to complete the required evaluations under the Massachusetts Educator Evaluation System in the 2014-15 school year. The evaluation team has also participated in six in-house workshops this year on the educator evaluation system and are now going to deepen their conversations and calibration through Learning Walks. Our first Learning Walk took place on 12/15, from 1 to 1:30. Learning Walks will strictly be used to help strengthen evaluator observations and will not be used as part of the evaluation process. This is the strongest calibration strategy to use and is very important to maintain and strengthen high-level conversations around improving teaching and learning. Learning Walks are:

- A learning tool for observing classes, not an evaluation tool
- Organized classroom visits lasting 5-10 minutes in length
- Focused on what students are learning and how the teacher assists in that learning
- Designed to provide opportunities for the evaluation team to form a shared vision of what teaching and learning should look like at Minuteman as well as calibrating the feedback that is provided to educators.
- Focused on standards 1 and 2 of the Educator Evaluation Rubric.

Teacher Educator Plans

- 101 Faculty are participating in the Educator Evaluation Process; 100% of the Faculty
- 31 NPTS Faculty are in a 1 year cycle
- 70 PTS Faculty are in a 2 year cycle, 35 of these educators are in year 1 of the cycle
- 11 Administrators are Evaluating Faculty
- 2013-14 DESE Report: (96.7% PTS rated Proficient); (3.3% PTS rated Needs Improvement); (79.3% NPTS rated Proficient); (17.2% rated Needs Improvement)

Administrator Educator Plans

- 14 Administrators are participating in the Educator Evaluation System; this represents 100% participation.
- Superintendent is on a 1 year cycle

- 4 Administrators are on a 1 year cycle
- 6 Administrators are in year 2 of a 2 year cycle
- 4 Administrators are in year 1 of a 2 year cycle

Room # -	Grade Level	*Content -*
Verbal/observable behavior	***Yes or NY***	***Specific Data to Support your Claim(teacher quote, student quote, task itself)***
Teacher starts by asking a good open-ended question...		
1. asks students to explain the thinking behind their answers whether they're right or wrong.		
2. asks students if they agree or disagree with a student's answer.		
3. asks students to comment or add on to a student's response or idea.		
4. creates and then facilitates dialog between students about their ideas.		
5. asks follow-up questions that are similar to ones just discussed to see if students really understand.		
6. asks students to make connections to something another student said or something else they know.		
7. credits meaning to student's comments, even obscure ones, and probes for the student's thinking. ...does the same with incorrect answers.		
8. uses wait-time...allows students to struggle and dwells with the student's thinking, sticking with them.		
9. comes back to a student he/she moved away from to now check and clarify what the student thinking is, given the comments of other students.		
10. asks questions to surface discrepancies between what student says and the information in front of them "How can that be?/What's going on there?"		
Students:		
11. do the majority of the talking.		
12. are expected to explain their thinking.		
13. show they are listening to one another.		
14. Demonstrate willingness to openly admit confusion or not knowing.		
15. challenge each other's thinking non-judgmentally.		
16. take initiative to explain another student's thinking, including how they.		
17. who get it quickly take responsibility for helping those who don't.		
Other observables - teacher...		
18. provides a clear visual display of the concept.		
19. gives encouragement.		
20. praises good thinking.		
21. validates students who acknowledge confusion.		
22. expresses confidence in kids explicitly.		

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Minuteman Technical Regional High School

Administrative Leadership Educator Form
Self-Assessment, Goals, and Educator Plan

Due March 15 (Year 1 of Cycle)

Educator Name and Title	Enter Here	**Plan Start and End Dates**	Enter Here
Evaluator	Enter Here	**Team Name**	Enter Here

Educator Plan Placement

☐ **Self-Directed Growth Plan (PTS)** *All experienced educators rated Exemplary or Proficient* ☐ Two-Year *Impact on Student Learning Rating "Low"* ☐ One-Year	☐ **Developing Educator Plan (NPTS)** All administrators in their first three years with the district, teachers without Professional Teacher Status, and, at the discretion of the evaluator, educators in new assignments
☐ **Directed Growth Plan** All experienced educators rated Needs Improvement → Duration of Plan: _____ *(one school year or less in duration)*	☐ **Improvement Plan** All experienced educators rated Unsatisfactory → Duration of Plan: _____ *(no shorter than 30 days; no longer than 1 year)*

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Step 1: Self-Assessment (Brainstorming)

Each educator should begin their self-assessment by scoring themselves and providing notes on the standards and indicators of effective administrative leadership practice. Each indicator should be scored on the four point scale: Exemplary (E), Proficient (P), Needs Improvement (N), or Unsatisfactory (U). Please use the Standards & Indicators on the School-Level Administration Rubric.

	E	P	N	U	Notes
Standard I: Instructional Leadership					
Curriculum					
Instruction					
Assessment					
Evaluation					
Data-Informed Decision Making					
Standard II: Management & Operations					
Environment					
Human Resources Management & Development					
Scheduling & Management Information Systems					
Law, Ethics, and Policies					
Standard III: Family and Community Engagement					
Engagement					
Sharing Responsibility					
Communication					
Family Concerns					
Standard IV: Professional and Culture					
Commitment to High Standards					
Cultural Proficiency					
Communications					
Continuous Learning					
Shared Vision					
Managing Conflict					

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Self-Assessment

Analysis of Student/Educator Learning, Growth, and Achievement

Briefly summarize areas of strength and high-priority concerns for students/Educators under your responsibility for the upcoming school year. Cite evidence such as results from available assessments. This form should be individually submitted by educator, but Part 1 can also be used by individuals and/or teams who jointly review and analyze student data.

Area(s) of Strength and Evidence ☐ Individual ☐ Team	**Area(s) of High Priority Concern and Evidence** ☐ Individual ☐ Team

Assessment of Practice Against Performance Standards

Citing the Administrative Leadership rubric, briefly summarize areas of strength and high-priority areas for growth. Areas may target specific Standards, Indicators, or Elements, or span multiple Indicators or Elements within or across Standards. The form should be individually submitted by educator, but Part 2 can also be used by teams in preparation for proposing team goals.

Areas of Strength, Evidence, and Alignment to Educator Rubric ☐ Individual ☐ Team	**St/Ind**	**Areas of Improvement, Evidence, and Alignment to Educator Rubric** ☐ Individual ☐ Team	**St/Ind**

Administrator Signature _____ Date: _____

Evaluator Signature: _____ Date: _____

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Goals and Educator Plan	
Leadership Goal #1 District Improvement Plan	**Leadership Goal #2 District Improvement Plan**
Write Your S.M.A.R.T. Goal Here	*Write Your S.M.A.R.T. Goal Here*
Administrator Leadership Rubric Alignment • List Standards/Indicators where this goal aligns with.	**Administrator Leadership Rubric Alignment** • List Standards/Indicators where this goal aligns with.
School Improvement Plan Correlation • List areas of School Improvement Plan this goal aligns with.	**School Improvement Plan Correlation** • List areas of School Improvement Plan this goal aligns with.

Timeline, Frequency, or Target Dates	Strategies and Action Steps	Timeline, Frequency, or Target Dates	Strategies and Action Steps

Resources	Resources
•	•
Evidence of Accomplishment/Benchmarks	**Evidence of Accomplishment/Benchmarks**
•	•

Leadership Goal #3 Student Learning Goal		Leadership Goal #4 Professional Practice Goal	
Write Your S.M.A.R.T. Goal Here		*Write Your S.M.A.R.T. Goal Here*	
Administrator Leadership Rubric Alignment		**Administrator Leadership Rubric Alignment**	
• List Standards/Indicators where this goal aligns with.		• List Standards/Indicators where this goal aligns with.	
School Improvement Plan Correlation		**School Improvement Plan Correlation**	
• List areas of School Improvement Plan this goal aligns with.		• List areas of School Improvement Plan this goal aligns with.	
Timeline, Frequency, or Target Dates	**Strategies and Action Steps**	**Timeline, Frequency, or Target Dates**	**Strategies and Action Steps**
Resources		**Resources**	
•		•	
Evidence of Accomplishment/Benchmarks		**Evidence of Accomplishment/Benchmarks**	
•		•	

Evaluation Cycle Information

NPTS (Non-Professional Teaching Status)

Completion Deadlines	5-Step Cycle
Prior to October 1	**Step 1 & 2: Self-Assessment, and Goal Planning** Prior to October 1 arrange a meeting with your evaluator to discuss your self-assessment and goals..
October 1	Submit your Self-Assessment and Goals to your evaluator.
October 15	Arrange a second meeting with your evaluator prior to October 15 to establish your Educator Plan (Key Action Steps, timeline, Evidence of Accomplishments/Benchmarks, as well as resources required).
October 15	Submit your Self-Assessment, Goals, and Educator Plan to the evaluator for review.
November 1	Evaluator and educator work together to finalize all by November 1 deadline.
November thru June	**Step 3: Plan Implementation and Collection of Evidence**
January 5 (Tentative date, must receive notification of change.)	Submit evidence on parent outreach, professional growth, and progress on goals. (Submit evidence on other standards if desired as well.)
February 1	**Cycle Step 4: Mid-Cycle Goals Review** Evaluator will complete your Formative Assessment Report by February 1. You or your evaluator may request a meeting to discuss the report before February 15.
April 20 (Tentative date, must receive notification of change.)	Educator must submit evidence on parent outreach, professional growth, and progress on goals. (Submit evidence on other standards if desired as well.)
May 15	**Cycle Step 5: End of Cycle Goals Review** Evaluator will complete your Summative Evaluation Report by May 15. You or your evaluator may request a meeting to discuss the report before June 10.

Evaluation Cycle Information

PTS (Professional Teaching Status)

Completion Deadlines	5-Step Cycle
October 1, Year 1	**Step 1 & 2: Self-Assessment, and Goal Planning** Submit your draft self-assessment and goals to your evaluator.
Prior to October 15, Year 1	Arrange a meeting with your evaluator prior to October 15 to establish your Educator Plan (Key Action Steps, timeline, Evidence of Accomplishments/Benchmarks, as well as resources required).
October 15	Submit your Self-Assessment, Goals, and Educator Plan to your evaluator for review.
November 1	Evaluator and educator work together to finalize all by November 1 deadline.
November, Year 1 thru June, Year 2	**Step 3: Plan Implementation and Collection of Evidence**
April 20, Year 1 (Tentative date, must receive notification of change.)	Educator must submit evidence on parent outreach, professional growth, and progress on goals. (Submit evidence on other standards if desired as well.)
June 1, Year 1	**Cycle Step 4: Mid-Cycle Goals Review** Evaluator will complete your Formative Evaluation Report by June 1, Year 1. You or your evaluator may request a meeting to discuss the report before June 1, Year 1.
April 20, Year 2 (Tentative date, must receive notification of change.)	Educator must submit evidence on parent outreach, professional growth, and progress on goals. (Submit evidence on other standards if desired as well.)
May 15, Year 2	**Cycle Step 5: End of Cycle Goals Review** Evaluator will complete your Summative Evaluation Report by May 15, Year 2. *If you were rated Needs Improvement or Unsatisfactory you must meet with your evaluator.

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Principal and School Level Administrators

Educator Evaluation Cycle Deadlines and Process

Administrators on a One Year Cycle

(an administrator in the first three years in a position in a district (Developing Educator Plan)

Completion Deadlines	5-Step Cycle
October 1	Cycle Step 1: School-Level Administrator's Self-Assessment
October 1	Cycle Step 2: Analysis, Goal Setting, and Educator Plan Development
Ongoing	Cycle Step 3: Plan Implementation and Collection of Evidence
March 1	Cycle Step 4: Mid-Cycle Goals Review
July 1	Cycle Step 5: End of Cycle Summative Evaluation

Administrators on a Two Year Cycle

(an experienced administrator rated Exemplary or Proficient with moderate to high impact on student learning (Self-Directed Educator Plan)

Completion Deadlines	5-Step Cycle
March 15 (Year 1)	Cycle Step 1: School-Level Administrator's Self-Assessment
March 15	Cycle Step 2: Goal Setting, and Educator Plan Development
Ongoing	Cycle Step 3: Plan Implementation and Collection of Evidence
February 1	Cycle Step 4: Mid-Cycle Goals Review
July 1	Cycle Step 5: End of Cycle Summative Evaluation

Process for Evaluating a School Administrator

I. **Self-Assessment**
   a. Refer to Five Year District Progress Measures Report
   b. Superintendents Data Web Page from Minuteman Website
   c. School Improvement Plan
   d. DESE Minuteman School District Profile
   e. DESE Minuteman School Report Card
   f. Tell Mass Survey Results
   g. Minuteman Website – School Data

II. **Goal Setting and Plan Development**
   a. 1 related to Improving Your Own Professional Practice (**Minimum Requirements**)
   b. 1 related to Improving Student Learning (**Minimum Requirements**)
   c. 2 School Improvement Priorities (**Minimum Requirements**)
   d. Proposed to Evaluator
   e. Write Action Plan together
      - Goals, Key Strategies, Benchmarks, Timelines

III. **Implement the Plan**
   a. Unannounced Observations is Required (at a minimum fall, winter, spring)
   b. Both Collect Evidence Pertaining to Goals
      - Staff Meeting Agendas, materials, minutes
      - Observations; meetings, school events, presentations, "in action"
      - Staffing and Enrollment Analysis
      - External Reviews; NEASC, CPR
      - Reports on student and staff performance

IV. **Mid-Cycle – Form has been combined into one form.**
   a. Administrator – Mid-Cycle Goals and Progress Report (Combined Form)
   b. Evaluator –Formative Assessment Report (Combined Form)

V. **End of Cycle**
   a. Administrator – End of Cycle Progress Report (Form)
   b. Evaluator –Summative Assessment Report (Form)

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Principal and School Level Administrators

Educator Evaluation

Minuteman Evaluator Assignments

Principal

Ernie Houle – Evaluator; Ed Bouquillon

Minuteman School Level Administrators and their Evaluators

Kevin Mahoney, Assistant Superintendent of Finance --- Evaluator: Ed Bouquillon
Michelle Roche, Director of Career and Technical Education – Evaluator; Ed Bouquillon
Bill Blake, Director of Curriculum Instruction, and Assessment – Evaluator; Ed Bouquillon
Kevin Lynn, Director of Special Education – Evaluator: Ed Bouquillon and School Committee
Annamaria Schrimpf, Director of Educational Technology---Evaluator: Ed Bouquillon and Kevin Mahoney
Jack Dillon, Assistant Principal for Education Services – Evaluator: Ernie Houle
Brian Tildsley, Assistant Principal– Evaluator: Ernie Houle
Amy Perrault, SPED Supervisor – Evaluator: Kevin Lynn
Carol Cohen, Coordinator of College and Career Readiness - Evaluator: Kevin Lynn
Maryanne Ham, Supervisor of Evaluations– Evaluator: Kevin Mahoney
Ron Marino- Coordinator for Workforce Development and Co-Op; Ernie Houle and Michelle Roche
Jill Asser- Director of Community Education; Ed Bouquillon

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Evidence Collection Information

Begin now to gather artifacts of your teaching practice as evidence to prevent unnecessary last minute stress in May. Artifacts should be naturally occurring products of practice and never be developed simply for evaluative purposes. You are encouraged to review evidence with your supervisor and select pieces together. This will prevent you from unnecessarily selecting an over-abundance of evidence keeping the evidence collection and review process manageable and informative for both the educator and supervisor.

Each educator must share evidence from ***Parent Outreach*** (III-A-I), ***Professional Growth*** (IV-B-1), and ***Progress on Goals*** twice per cycle. *(MEES; Section 20, Pg. 18-19)

NPTS Evidence Share: **January 5 and April 20**

PTS Evidence Share: **May 15 - Y1 & April 20 - Y2**

You will receive a letter from the Supervisor of Evaluations mid-cycle and end of cycle indicating these dates, however, your supervisor may request in writing a new date for you based on when he/she plans to write your report.

Artifact Ideas:

Parent Outreach (III-A-1):
Communication Log; Email Trail; Student Contract with Parent Signature; Welcome/ Expectation Letter; Host a Parent Evening; Web Page in X2; Student Work needing improvement with Parent Signature and Correspondence; Parent/Teacher Communication Notebook; Positive Correspondence to All Students; Parent Meetings/Notes/Goals; Parent Workshops/Lectures; Study Skill Workshops to Parents; Newsletters; Blogs; Syllabus; Parent Recruitment to Committees (i.e. Advisory Committee); Write a Make-A-Wish Grant; Attendance at Extra Curricular Events

Professional Growth (IV-B-1) *(Performed During the Cycle)*
College transcripts; PDP Certificates; You as the Presenter/Trainer-Materials; Peer Conversations/Observation/Professional Learning Communities/Readings/Mentoring Activities—reflections, lesson plans, meeting minutes, adjustments to practice, analysis from (LASW) Looking at Student Work; Write your Educational Philosophy; End of Year Reflection; Grant Writing; Instructional Materials

Progress on Goals:
Refer to your Action Plan and share your Benchmarks. These could be samples from a section of your curriculum, lesson plans, activities, formative assessments, and student work. Reflect on the progress you and your students have made towards both goals. This reflective practice may identify progress as well as areas of concern to share with your supervisor. You may have identified new benchmarks or require adjustments to activities in your Educator Plan.

V1; 2-7-14; V2; May 15, 2014; V3; 1-4-14

Evidence Selection:

Evidence selection should be strategic and demonstrate a significant effort or best practice. Consider how multiple sources of evidence might tell a story (i.e. a lesson plan, results from a formative assessment, student work samples, and a second lesson plan could demonstrate how you adjusted practice based on student data). What can be learned about your practice from the types of data you choose to collect? Artifacts and measures of student learning should be a sample that demonstrates educator performance and impact. Although you do not need to upload a piece of evidence for each element of the rubric, all evidence combined, including the observation reports should provide enough information for your supervisor to rate your progress on all standards of the educator rubric.

Evidence Communication:

Your artifact feedback regarding where and how you see the alignment, why you chose the artifact/collection, and how often you perform this practice is an important communication for both the educator and supervisor, without this information your supervisor could interpret your evidence submission very differently than you had intended.

Show the Alignment:

We highly recommend that you chose evidence that aligns with multiple Standards and Indicators on the educator rubric as well as to your goals. For example, a meeting log could show evidence of your own professional collaboration (Standard IV) as well as evidence of working on curriculum planning (Standard I) which may also be used as evidence for both your professional practice and student learning goals.

Provide a Brief Analysis of your Artifact/Collection:

This is a very meaningful and important part of the evaluation process. The educator summarizes with a brief analysis why they chose the artifact/collection, reason for alignment, and a reflection (what they learned).

This is an opportunity for the educator to frame a conversation about areas of their teaching practice through thoughtfully selected artifacts of practice and measures of student learning that tell a story of professional growth and student learning and lead to robust conversations between educator and supervisor.

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Methods to Collect and Share Your Evidence

1. *Create a Digital Folder and a Hard Copy Folder*

This comes highly recommended and was shared as a "Best Practice" of a Minuteman colleague. At the beginning of each Evaluation Cycle create two kinds of folders, one electronically and the other a hard copy you can store near your desk. Place anything you feel may be used as evidence in the folders as you use them. No need to document until you are ready to compile your materials.

2. Three-Ring Binder (Hard Copy)

You can maintain a three-ring binder that you submit to your Supervisor by each share date for review along with a listing of your evidence. You still use TeachPoint Form 3B: Evidence Collection, however, in the Summary of Evidence text box, list evidence that can be found in the binder. Also note in the Attachment text box that you have provided a binder of evidence to your supervisor.

3. TeachPoint Submissions (Electronic)

Use Form 3B: Evidence Collection. Use as many forms as you would like, however, "Best Practice" has been to use one form per share date for all required artifacts, i.e. January 5 and April 20.

Another "Best Practice" has been to list evidence in the Summary of Evidence text box and then list out the uploaded artifacts in the Attachment text box. You can use one form for all evidence collected each time you upload evidence.

Evidence Tips

- If creating an evidence list, include an asterisk (*) in front of the item you are submitting or supplied in your binder.
- Provide a Brief Analysis and show Alignment to Standards. Your input regarding the type of artifact, standard alignment, and reason for choosing the artifact is very important to this process and should be provided.
- Collections should be saved as **one (pdf) document** before uploading to TeachPoint and named accordingly. i.e. Lesson Plan: Cell Culture, Student Work: Lab Reports, Class Materials: Lab Handouts-Study Guide, Formative Assessment Results, or Reflection.

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Sample Evidence List

Parent and Community Outreach (III-A-1): (*indicates evidence provided)

* School Activity-Advisor/Coach/DRAMA CLUB (Assistant Director)

Artifact: As Assistant Director of this year's play I was responsible for all internal and external communications, student expectations communication to parents, stage crew assignments/responsibilities, acting crew assignments/responsibilities...

Standard/Indicator Alignment: II-C Cultural Proficiency, II-D Decision-Making, IV-D Decision-Making, IV-E Shared Responsibility.

Analysis: I chose these artifacts as they show my extensive commitment to improving the school community and address a number of indicators found in Standard III and IV.

*Parent Recruitment; i.e. Advisory Committees, Minuteman Parent Association

Artifact:

Standard/Indicator Alignment:

Analysis:

*Teacher/Class Website/updates regularly

Artifact:

Standard/Indicator Alignment:

Analysis:

Other Evidence

Parent/Teacher Conference: 10/24/13; 3/13/14
Open House Presentations 11/17/13
Tour Day; student tours 1/5/13; 11/14/13
Quarterly progress reports and report cards
Detailed and timely posting to X2
Attendance and participation in IEP Meetings
Effective communication and conference with parents/guardians.
Phone/email/communication logs
Child study plans
Creating/leading a parent engagement program (Agendas/Handouts/PowerPoints/Outreach)
Providing professional development programs.
Email trail showing contact with parents
Student Contract
Expectations Document to all Parents
Update assignments/grades/resources weekly on X2
Qualitative, corrective feedback on student work samples
X2 Communication (GRADES)/updates progress regularly
X2 Teacher Pages/updates regularly
Teacher Observation Data
Attendance and participation in IEP Meetings
Extra help notes/logs
Phone/email/communication logs
Co-teaching/collaborates seamlessly
Effectively meets the needs of IEP goals/objectives
Designs instructional opportunities that effectively considers accommodations contained within IEPs/504s
"no secrets" grading policies
Addresses potential bullying situations
Communicating with families via phone calls, emails, or meetings
Blogs
Syllabus
Write a Make-Wish Grant
Attendance at Extra Curricular Events
Portfolio Mentor
Outreach to business and community partners to provide Co-Operative Placement Opportunities for Students
Outreach to Alumni

Sample of an Evidence List (cont.)

Professional Growth (IV-B-1) (*indicates evidence provided)

*Professional Conversations

Artifact: Revised Lesson Plan to include Type 2 Collin's writing, based on three meetings with English faculty member.

Standard/Indicator Alignment: I-A Curriculum Planning, 1-C Analysis, IV-A Reflections, and IV-C Collaboration

Analysis: I chose this artifact as it shows work that I have done toward meeting two school wide goals, which include, Integration and Professional Conversations. It also identifies my commitment to continuous improvement efforts that help to strengthen my teaching practice to ensure all students can access the curriculum.

*PLC Minutes/Notes

Artifact:

Standard/Indicator Alignment:

Analysis:

Other Evidence

Mentoring Activities
Grant Writing
Peer Observations
Documented Colleague Communication
Professional Development Sharing among Colleagues
Data team meetings
Child study team meetings/teacher presentations
Attendance at Workshops and/or Seminars
Enrolled in Bachelor's Program
Enrolled in Graduate Program
Progress towards Teacher Certification
College Transcripts
PDP Certificates
Progress towards Teacher Certification
Presenter-Training Materials
Analysis from (LASW) Looking at Student Work
Write your Educational Philosophy
End of Year Reflection
Instructional Materials
Active member/participant on a school community group

Goal Work

Student Learning Goal (Please include student work.)

Year 1
List out benchmarks/artifacts

Year 2 of cycle
List out benchmarks/artifacts

Professional Practice Goal

Year 1
List out benchmarks/artifacts

Year 2 of cycle
List out benchmarks/artifacts

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Minuteman Technical Regional High School

Educator Evaluation Planning Packet

Educator	***Your Name***	**School Year(s)**	
Primary Evaluator		**Discipline**	
Supervisory Evaluator		**Grade(s)**	

Educator Plan Placement

☐ **Self-Directed Growth Plan (PTS)**

All experienced educators rated Exemplary or Proficient

☐ One-Year
(Impact on Student Learning Rating "Low")

☐ Two-Year

☐ **Developing Educator Plan (NPTS)**

All administrators in their first three years with the district, teachers without Professional Teacher Status, and, at the discretion of the evaluator, educators in new assignments

☐ **Directed Growth Plan (PTS)**

All experienced educators rated Needs Improvement

→ Duration of Plan: _____

(one school year or less in duration)

☐ **Improvement Plan (PTS)**

All experienced educators rated Unsatisfactory

→ Duration of Plan: _____

(no shorter than 30 days; no longer than 1 year)

Step 1: Self-Assessment (Brainstorming) (part 1 of 2)

Each educator should begin their self-assessment by scoring themselves and providing notes on the standards and indicators of effective teaching. Each indicator should be scored on the four point scale: Exemplary (E), Proficient (P), Needs Improvement (N), or Unsatisfactory (U). Please use the Standards & Indicators on the next page as reference. ***This is only a worksheet and does not need to be submitted, however, it will assist you with part 2 of the required self-assessment work found on the following page.***

	E	P	N	U	*Notes*
Standard I: Curriculum, Planning and Assessment					
Curriculum and Planning					
Assessment					
Analysis					
Standard II: Teaching All Students					
Instruction					
Learning Environment					
Cultural Proficiency					
Expectations					
Standard III: Family and Community Engagement					
Engagement					
Collaboration					
Communication					
Standard IV: Professional and Culture					
Reflection					
Professional Growth					
Collaboration					
Decision-making					
Shared Responsibility					
Professional Responsibilities					

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Step 1: Self-Assessment (part 2 of 1)

Transfer to MA DESE 1 Self-Assessment (TeachPoint)

Student Learning

Briefly summarize areas of strength and high-priority concerns for students under your responsibility for the upcoming school year. Support with evidence such as results from assessments.

Area of Strength and Evidence (if applicable)	Areas of Concerns and Evidence
☐ Individual ☐ Team/Department Name: _____	☐ Individual ☐ Team/Department Name: _____

Professional Practice

Citing specific indicators from your Part 1 self-assessment, briefly summarize 1-2 areas of strength and 1-2 high-priority areas for growth. Areas for growth can target specific sub-indicators or generalize across multiple sub-indicators.

Areas of Strength, Evidence, and Alignment to Educator Rubric	Areas of Improvement, Evidence, and Alignment to Educator Rubric
☐ Individual ☐ Team/Department Name: _____ **To which Educator Rubric Indicators and Elements is this aligned? (List all that apply from the Educator Rubric, i.e. listed below)** 1-A-1 Subject Matter Knowledge 1-A-3 Rigorous Standards Based Unit Design 1-B-1 Analysis and Conclusions 1-C-1 Sharing Conclusions with Colleagues 1-C-3 Sharing Conclusions with Students 2-D-1 Clear expectations 2-D-2 High expectations 3.B.1 Learning expectations	☐ Individual ☐ Team/Department Name: _____ **To which Educator Rubric Indicators and Elements is this aligned? (List all that apply from the Educator Rubric, i.e. listed below)** 2-A-1. Quality of Effort and Work 2-A-2 Student Engagement 2-A-3 Meeting Diverse Needs 2-B-1 Safe Learning Environment

Step 2A: Student Learning Goal (part 1 of 2)

Transfer to MA DESE 2A Goal Setting Form (TeachPoint)

Individual/Grade-level/Team Student Learning SMART (Specific, Measurable, Action oriented, Realistic, Timed) Goal

☐ Individual
☐ Team /Department Name: _____

1. ***Student Learning Goal Statement***

2. ***Identify how your goal is S.M.A.R.T. by responding to the questions below.***

Specific and Strategic

Why is this topic/focus important? What will the goal accomplish and student's will it target? How and why will it be accomplished?

Measurable

What measures of quantity, quality, and/or impact will be used to determine that the goal was achieved?

Action Oriented

How will your students demonstrate progress toward this goal?

Rigorous, Realistic, and Results-Focused (the 3 R's)

How is this goal ambitious and achievable? What will be different as a result (the outcome) of achieving this goal?

Timed and Tracked

When will this goal be achieved and what tracked key action steps will get you there?

3. ***To which Teacher Rubric Indicators and Element is this aligned? (CHECK BOXES DO NOT COPY TO TEACHPOINT-YOU WILL NEED TO EDIT TEACHPOINT)***

Standard I: Curriculum, Planning, and Assessment
- ☐ A. Curriculum and Planning Indicator
  - ☐ 1. Subject Matter Knowledge
  - ☐ 2. Child and Adolescent Development
  - ☐ 3. Rigorous Standards-Based Unit Design
  - ☐ 4. Well-Structured Lessons
- ☐ B. Assessment Indicator
  - ☐ 1. Variety of Assessment Methods
  - ☐ 2. Adjustments to Practice
- ☐ C. Analysis Indicator
  - ☐ 1. Analysis and Conclusions
  - ☐ 2. Sharing Conclusions with Colleagues
  - ☐ 3. Sharing Conclusions with Students (Educator only)
  - ☐ 3. Sharing Conclusions with Students and Families (SISPS only)

Standard II: Teaching All Students
- ☐ A. Instruction Indicator
  - ☐ 1. Quality of Effort and Work
  - ☐ 2. Student Engagement
  - ☐ 3. Meeting Diverse Needs
- ☐ B. Learning Environment Indicator
  - ☐ 1. Safe Learning Environment
  - ☐ 2. Collaborative Learning Environment
  - ☐ 3. Student Motivation
- ☐ C. Cultural Proficiency Indicator
  - ☐ 1. Respects Differences
  - ☐ 2. Maintains Respectful Environment
- ☐ D. Expectations Indicator
  - ☐ 1.Clear Expectations
  - ☐ 2. High Expectations
  - ☐ 3. Access to Knowledge

Standard III: Family and Community Engagement
- ☐ A. Engagement Indicator
  - ☐ 1. Parent/Family Engagement*
- ☐ B. Collaboration Indicator
  - ☐ 1. Learning Expectations
  - ☐ 2. Curriculum Support (Educator only)
  - ☐ 2. Student Support (SISPS only)
- ☐ C. Communication Indicator
  - ☐ 1. Two-Way Communication
  - ☐ 2. Culturally Proficient Communication

Standard IV: Professional Culture
- ☐ A. Reflection Indicator
  - ☐ 1. Reflective Practice
  - ☐ 2. Goal Setting
- ☐ B. Professional Growth Indicator
  - ☐ 1. Professional Learning and Growth
- ☐ C. Collaboration Indicator
  - ☐ 1. Professional Collaboration
- ☐ D. Decision-Making Indicator
  - ☐ 1. Decision-making
- ☐ E. Shared Responsibility Indicator
  - ☐ 1. Shared Responsibility
- ☐ F. Professional Responsibilities Indicator
  - ☐ F-1. Judgment
  - ☐ 2. Reliability and Responsibility

4. ***To which School Improvement and/or Department goal is this aligned?***

- ☐ **Professional Conversations**
- ☐ **Executive Functioning (EF Binders)**
- ☐ **Reading Consultancy**
- ☐ **Academic and or Vocational Integration**

Step 2B: Educator Plan (part 1 of 2) Transfer or upload completed packet as an attachment to MA DESE 2B Educator Plan Form (TeachPoint)			
Key Action Step(s) *[For Team Goals--list member responsible.]* *What steps will the students take to meet this goal?*	**Required Supports/ Resources**	**Timeline, Frequency, or Completion Target Date**	**Evidence of Accomplishments/ Success Benchmarks** *[How will we know when this step has been successfully accomplished?]*

Step 2A: Professional Practice Goal (part 2 of 2)

Transfer to MA DESE 2A Goal Setting Form (TeachPoint)

Individual/Grade-level/Team Professional Practice SMART (Specific, Measurable, Action oriented, Realistic, Timed) Goal

☐ Individual
☐ Team /Department Name: _____

1. ***Professional Practice Goal Statement***

2. ***Identify how your goal is S.M.A.R.T. by responding to the questions below.***

Specific and Strategic

Why is this topic/focus important? What will the goal accomplish and student's will it target? How and why will it be accomplished?

Measurable

What measures of quantity, quality, and/or impact will be used to determine that the goal was achieved?

Action Oriented

How will your students demonstrate progress toward this goal?

Rigorous, Realistic, and Results-Focused (the 3 R's)

How is this goal ambitious and achievable? What will be different as a result (the outcome) of achieving this goal?

Timed and Tracked

When will this goal be achieved and what tracked key action steps will get you there?

3. **To which Teacher Rubric Indicators and Element is this aligned?** ***(CHECK BOXES DO NOT COPY TO TEACHPOINT-YOU WILL NEED TO EDIT TEACHPOINT)***

Standard I: Curriculum, Planning, and Assessment
- ☐ A. Curriculum and Planning Indicator
  - ☐ 1. Subject Matter Knowledge
  - ☐ **2.** Child and Adolescent Development
  - ☐ **3.** Rigorous Standards-Based Unit Design
  - ☐ **4.** Well-Structured Lessons
- ☐ **B.** Assessment Indicator
  - ☐ 1. Variety of Assessment Methods
  - ☐ **2.** Adjustments to Practice
- ☐ **C.** Analysis Indicator
  - ☐ **1.** Analysis and Conclusions
  - ☐ **2.** Sharing Conclusions with Colleagues
  - ☐ **3.** Sharing Conclusions with Students (Educator only)
  - ☐ **3.** Sharing Conclusions with Students and Families (SISPS only)

Standard II: Teaching All Students
- ☐ A. Instruction Indicator
  - ☐ **1.** Quality of Effort and Work
  - ☐ 2. Student Engagement
  - ☐ 3. Meeting Diverse Needs
- ☐ B. Learning Environment Indicator
  - ☐ **1.** Safe Learning Environment
  - ☐ 2. Collaborative Learning Environment
  - ☐ 3. Student Motivation
- ☐ C. Cultural Proficiency Indicator
  - ☐ **1.** Respects Differences
  - ☐ 2. Maintains Respectful Environment
- ☐ D. Expectations Indicator
  - ☐ **1.**Clear Expectations
  - ☐ 2. High Expectations
  - ☐ 3. Access to Knowledge

Standard III: Family and Community Engagement
- ☐ A. Engagement Indicator
  - ☐ **1.** Parent/Family Engagement*
- ☐ B. Collaboration Indicator
  - ☐ **1.** Learning Expectations
  - ☐ 2. Curriculum Support (Educator only)
  - ☐ **2.** Student Support (SISPS only)
- ☐ C. Communication Indicator
  - ☐ **1.** Two-Way Communication
  - ☐ 2. Culturally Proficient Communication

Standard IV: Professional Culture
- ☐ A. Reflection Indicator
  - ☐ **1.** Reflective Practice
  - ☐ 2. Goal Setting
- ☒ **B. Professional Growth Indicator**
  - ☐ **1. Professional Learning and Growth**
- ☒ **C. Collaboration Indicator**
  - ☐ **1. Professional Collaboration**
- ☒ **D. Decision-Making Indicator**
  - ☐ **1. Decision-making**
- ☒ **E. Shared Responsibility Indicator**
  - ☐ **1. Shared Responsibility**
- ☒ **F. Professional Responsibilities Indicator**
  - ☐ **F-1. Judgment**
  - ☐ **2. Reliability and Responsibility**

4. **To which School Improvement and/or Department goal is this aligned?**

- ☐ **Professional Conversations**
- ☐ **Executive Functioning (EF Binders)**
- ☐ **Reading Consultancy**
- ☐ **Academic and or Vocational Integration**

Step 2B: Educator Plan (part 2 of 2) Upload completed packet as an attachment to MA DESE 2B Educator Plan Form (TeachPoint)			
Key Action Step(s) *[For Team Goals--list member responsible.]* *What steps will the educator(s) take to meet this goal?*	**Required Supports/ Resources**	**Timeline, Frequency, or Completion Target Date**	**Evidence of Accomplishments/ Success Benchmarks** *[How will we know when this step has been successfully accomplished?]*

Goal 1B: From July 2014 – June 2015, I will provide professional development resources for 20 teachers, managers, and administrators to participate in the program titled "Studying Skillful Teaching" and "Analyzing Teaching for Student Results" offered by the Research for Better Teaching (RBT) organization so that teachers, managers, and administrators can increase their knowledge of teaching and learning and develop their careers.

Progress: The Minuteman Administration encourages faculty to participate in RBT Course work. RBT offers nationally recognized programs to:

- Develop teacher evaluation systems
- Train data coaches and data teams
- Develop leadership skills for strong school culture
- Build in-house professional development capacity to ensure skillful teaching.

Teachers/Administrators Completing Training/Registrations:

- *Observing and Analyzing Teaching:*
  - Fall 2014 – 4 Administrators
  - School Year 2012-13 – 4 Administrators; 8 Cluster Chairs/Department Heads
- *Studying Skillful Teaching:*
  Fall 2014 – 24 Teachers; 1 Administrator
  Summer 2013 – 5 Teachers

Goal 1C: Between October 2014 and June 2015, I will take part in a minimum of four (4) meetings along with administrators and teachers' representatives to gain feedback on the implementation of the MOU and District Determined Measures as well as to gain insight into ways to make staff relationships more productive.

Progress: The Joint Labor Management Team has three scheduled meetings: December 8, 2014, February 26, 2015, and May 21, 2015. Two Sub-Committees were formed to work on Student Feedback and DDMs. There will be a presentation to all faculty on DDM's in January or February. The MOU Committee will take a temporary side bar while we focus on areas noted above. Minutes of the December meeting are attached

MINUTEMAN
A REVOLUTION IN LEARNING

Joint Labor Management Evaluation Team Meeting Meeting
Meeting Date: December 8, 2014
Time: 2:30-4:00
Location: Training Room

Members

x	Bill Blake
x	Ed Bouquillon
x	George Clement
A	Eugene DiPaolo
x	Greg Donovan
A	Dana Farrill
x	Maryanne Ham
x/part	Ernie Houle
x/part	Kevin Lynn
x	Sheila Nagle
x	Michelle Roche
A	Beth Kaake (Assoc. Rep)

Meeting Norms

- This is a safe and respectful room
- There are neither "ranks" nor "camps" in this room
- All ideas are valid
- Each person gets a chance to speak uninterrupted
- Each person gets a chance to listen
- We are here to focus on the future of Minuteman and our community
- Our purpose is growth and improvement, not blame
- Build consensus

We reviewed the norms and did an excellent job following them.

Brief Evaluation Check-In on 2013-14 Evaluation)
Timelines, Aligning Goals, Questions about Data

Labor did an informal check-in with some faculty and found that there were still some work from Steps 1 & 2 (Self-Assessment, Goals, and Ed Plan) of the Educator Evaluation cycle that were not signed. They asked why forms are not signed when they were due November 1.

They also shared they felt that Evaluators were not calibrated in the expectations for Steps 1 & 2. For example, some evaluators required data in the self-assessment, others did not. They used the School Wide Reading Goal as an example.

Explanations followed; much of this unfinished work rests on the teacher, the system is new to half the PTS faculty and we want to provide the time and supports required to complete this work. We required extra time last year and need that time as well this year. Evaluators will work to get all forms completed by December 19, prior to winter break.

Student Feedback

Maryanne started this conversation with some information learned from the Spring Convening Meeting attended by Sheila and Maryanne in May 2014.

Educators must begin to collect student feedback in 2014-15.
We will ask the questions:

1. Where does feedback live in the evaluation system?
2. How will feedback be used in the evaluation system?

We will discuss:

1. The role of student feedback.
2. Principles of effective feedback.
3. ESE Model Surveys

Student feedback is another piece of evidence, serves no weight, is similar to other pieces of evidence.

MINUTEMAN
A REVOLUTION IN LEARNING

Effective Feedback is:
Meaningful
- Aligned to one or more performance standards.
- Aligned to the content.
- Aligned to Standard I and II

Actionable
- Information is useful, educators know what to do in response to what students say.
- Information is timely.

Accessible
- All students have the opportunity to give feedback
- Students understand what is being asked

Can be used by the District as formative or summative.

Student Feedback can take many forms.
DESE Survey

Other important facts about feedback:
1. It should be safe for teachers-trust will help support teachers to take risks.
2. Be clear, what you will and will not do with the data.
3. Teachers should be thoughtful about results.
4. How many times per year will you do it?

We took a few minutes for brainstorming, followed by discussion.
- How will teachers use student feedback:
  1) Inform self-assessment, goals, curriculum delivery
  2) Comparison with colleagues
  3) Mini-assessment

- How will evaluators use student feedback information?
  1) It would be up to the teacher to share with the evaluator.
  2) Could be used to assist teacher with developing classroom strategies.
  3) It should be up to a teacher what information he/she shares with evaluator.

- How will districts use student feedback information?

This created a shift to the way we were thinking of student feedback. It was mentioned maybe we look from the District down and create a District survey. As a result, we agreed that we should think about a separate survey that is distributed to the students to get feedback on District questions on student teaching and learning.

1) Maybe we could use data for a department goal.
2) Maybe common calibration of classes.
3) Data could inform the District about specific areas of teaching and learning we should be focusing our attention to.
4) We all agreed there are multiple uses for this type of feedback.

After the brainstorming and discussion. Further details were shared.
Sheila brought with her feedback examples that are currently being used in the building in support of using a variety of feedback and providing teachers with a choice. Sheila was thanked by Dr. Bouquillon for doing this work. She mentioned a lot of teachers are doing this and doing it well. They have designed something that is meaningful to them. Their work may need adjusting to align to our newly set parameters, but it's there.

We agreed that if the DESE Survey were to be an instrument we select, we should use the Long Form. Simply because if we allow teachers to select their own questions from the bank, a larger bank is better.

Action to be taken:
Form a small working group of members from this group. (see member list below)
Develop Materials and Questions to be shared during Cluster and Department Meetings
Gather and analyse Feedback from meetings
Establish parameters for Student Feedback

MINUTEMAN
A REVOLUTION IN LEARNING

Membership Discussion
- Transitions in Mgt. & Labor may require a reorganization
- Break into Small Working Groups
  - Student Feedback
  - DDMs
  - MOU Amendments

Our goal was to leave the meeting with simple actionable strategies that smaller groups can focus on and bring back to the larger group.

Sheila will reach out to Diane Dempsey for direction if there is a need to reorganize the labor side and bring back to next meeting.

We decided on forming two groups.

Feedback Committee: **George, Michelle, Sheila, and Maryanne**
DDM Committee: **Maryanne Ham and Ed Bouquillon** (INITIAL)

Continuation Discussion on DDM's

DDM's – Malden's District-Determined Measures short Explanation forwarded in May to All Staff? (10 Minutes)

DDM's
- Chose high quality assessments.
- Challenge are the singletons, i.e. art, music, CTE programs
- Professional Development in Assessment Literacy.
  The knowledge of the basic principle of sound assessment practice, including:
  - Terminology
  - Development
  - Administration
  - Analysis and standards of quality (How do we use it to inform our practice about our student?)
  -

At this meeting, members received copies of:
Forwarded to all staff in June – Malden Short Explanation Pg. 11
DESE Report – Pg. 15
Minuteman Samples: Pg. 21 (West Ed Conference)

We determined that Professional Development to Entire Faculty is Necessary for General Awareness of DDMs

Michelle will forward to Maryanne a copy of criteria that makes a good assessment she received at the West Ed Conference to forward out to all faculty.

Possible presenter choices: WestEd Group or Keefe Tech former Superintendent

Action to be taken:
Identify Guest Speaker and Date for Professional Development
Ed will identify Guest Presenters in the area of DDMs
Maryanne with Administration Team will identify a date for Professional Development.
Maryanne will reach out to speaker to confirm date.

We have no recommendations for changes to be made to the MOU at this time.

DDM and Feedback Committees will report back status of their work:

Next Meeting Dates
February 26, 2014; 2:30-4:00
May 21, 2015; 2:30-4:00

Reporter: Maryanne Ham

STUDENT LEARNING

Goal 2: From August 2014 through June 2015 I will monitor and support three (3) school wide initiatives and their implementation to improve the learning of all students, i.e., the Collins Writing Program, the Reading Consultancy and the Executive Binder.

Progress:

Executive Function: Our teacher-led Executive Function initiative has moved to a more deliberate scope and sequence of skills to be presented in the Student Learning Center (SLC) this year. Several teachers in the EF learning community attended workshops toward the development of specific, common lesson plans to be implemented in the coming weeks. The EF domains are: materials and organization, note-taking, test-taking, memory, time management, and metacognition.

Also new this year, teachers and students will learn *One Note*, the organizational program included in Office 365. As a result, student and teacher work will be save and archived. The breakthrough here is in response to students' often losing their work or forgetting how to retrieve it. *One Note* will also be piloted this year as the format for electronic senior portfolios.

Science Teachers and Collins Writing: Jerry Morris from Collins Associates presented two workshops in November 2014 specifically designed for Science teachers to use Collins strategies to improve MCAS open-response performance. This work marks an extension of the Collins training and retraining instituted during 2013-2014. At that time, Mr. Morris met with all academic and CTE teachers in separate sessions. In addition, he conducted several targeted professional development workshops with our Math Department.

Reading Consultancy: Reading Specialist George Clement has expanded our commitment to Scholastic, Inc.'s READ180 and Reading Plus programs. This year we have moved all of our subscription on-line, and we have noticed the following benefits:

- The web-based version offers more topics for students to explore. New topics include "Shakespeare," "Enduring Visions," (about various masterpieces around the world), and "Breaking Barriers" (about teens involved in social action.) As students complete work, they can also access exclusive, appropriately leveled, web-based reading content to extend learning.
- The new version of the software promotes students' executive functioning metacognitive skills because it now allows students to track progress and set daily achievement goals.
- Updated companion text books provide greater appeal to reluctant readers. For example, charts and graphs now all reflect data collected in the 2000's.
- Cloud storage through Scholastic allows us to retain all student data back to 2009 when we began using the program.

- Scholastic is phasing out service updates to our former server structure and older program within the next 2 years. The web-based service automatically updates the program, saving the IT department valuable time.
- Every student has access to both of the assessment programs in the web-based package (Reading Counts and the Scholastic Reading Inventory). 50 students are using the full range of remedial web-based programs in the Scholastic Read 180 Suite.
- The web-based program allows for increased access to the program by the faculty and Horticulture, Telecom, Computer Programming, and Health Assisting, along with an increasing amount of English teachers, are integrating use of the Reading Counts assessment program in their instructional routines.
- With the expanded amount of independent reading materials, 50% of the current freshmen in Reading Class exceeded 1st quarter reading goals. That's slightly more than double than has been typically expected. We established a "50 Point Club" that simply means the student has well surpassed the goal and his/her name is put on the wall for recognition. We may have 1 or 2 students reach that by third or fourth quarter once they become adjusted to the routines and materials. This year, we already had two freshmen attain that status.
- For an upperclassman (YZ) who must deal with more significant learning disabilities, the new Writing Zone has helped him to produce some of the best single paragraph writing he has ever produced. The structure and interactive prompts helped guide his writing, and he is beaming with success.
- Close to 2/3 of freshmen in reading showed gains in their overall reading ability as measured by the SRI after first quarter, and we will continue to strive toward proficiency.

The Scholastic Reading Index (SRI) continues to drive our English and Social Studies placement process for incoming freshman. In addition, Lexile scores have been determined for all upperclassmen; this data enhances our capability to monitor student progress in reading. Mr. Clement continues to meet with all academic departments and CTE clusters. Each presentation he makes is in response to the needs assessment results, felt needs, and recently developed SMART Goals. Mr. Clement observes numerous academic classes and provides individual teachers with specific feedback and prescriptions.

DISTRICT IMPROVEMENT

Goal 3A: I will update the "District Progress Measures" Report to create a comprehensive document describing the "state of Minuteman High School" and present this to the School Committee in December 2014.

> **Progress**: A draft of the updated report will be presented in the packet for the January School Committee meeting.

Goal 3B: From November 2014 through June 2015, I will meet with the Principal and the Executive Team to prioritize and describe goals that support improvement in student attendance, reading and math assessments, MCAS performance, work-based Learning participation rates, and graduation placement rates to determine performance targets.

> **Progress**: These meetings are currently being scheduled to account for the current state of transition within the Executive Team.

Goal 4A: From August 2014 through June of 2016, in support of School Committee Goal #1, I will continue to meet the deadlines of the extended MSBA Feasibility Study by continuing to engage in personal communications with each member-community municipal representatives as needed. The specific timelines and milestones will be tracked as a component of the Feasibility Study and will provide detailed evidence of my success in meeting this goal.

> **Progress**: I hosted a breakfast meeting for all District-member town administrators to continue dialogue on the building project and regional agreement. The presentation from that meeting is attached. I have also engaged individually with town administrators through in-person meetings and phone calls. I plan to host a breakfast for elected representatives and town administrators within the District on February 6. The invitation to this event is attached.

Goal 4B: Between August 2014 and February 2015, in support of Goal #1, I will engage the staff and students in the MSBA Design process to solicit feedback for the design team to honor the priorities of the school community and to further craft a plan for transition to a career academy model by personally facilitating a minimum of 8 hours of planning workshops with staff, and at least 6 hours of planning and feedback sessions with student representatives from the sophomore, junior, and senior classes.

> **Progress**: 7 informational meetings and planning sessions with staff have taken place throughout the fall. Meetings occurred on: 8/28, 9/17, 9/20, 10/8, 10/14, 10/22, and 12/9. Materials from these meetings are attached. Student representatives have taken part in 4 sessions with me to provide feedback on the design process. These meetings took place on: 9/29, 10/6, 10/20, and 10/27. Materials from these meetings are attached.

December 10, 2014

presented by
Edward A. Bouquillon PhD
Superintendent Director

MINUTEMAN

TOWN ADMINISTRATORS MEETING

Minuteman District Update

A REVOLUTION IN LEARNING

Agenda

- Review of revisions to Chapter 74 Regulations and their impacts to the District
- Status update on the Regional Agreement and Inter-municipal Agreements
- Discussion of the FY16 Budget
- Update on the Minuteman Building Project
- Agenda and Dates for a full Municipal Information Session & Breakfast in January
- Other Issues

MINUTEMAN [2]

Chapter 74 Revisions

- Revisions to Chapter 74 would prevent students whose home district offers an exploratory program from taking part in exploratory outside that district even if the programs offered are substantially different.
- Non-member tuition students will be charged a capital fee along with tuition set by the Commissioner.

MINUTEMAN [3]

Ch. 74 Revisions Effect on Minuteman

- Changes to Exploratory will deny access if sending district offers ANY "Exploratory Program"
- Effective FY17, the cap on non-resident tuition will not exceed 125%

MINUTEMAN [4]

Regional Agreement Update

- 10 communities have voted to approve the Regional Agreement Amendment.
- 5 communities (Belmont, Boxborough, Dover, Lincoln, and Sudbury) voted to pass over and 1 (Wayland) voted to reject the Agreement.
- Those 6 communities will consider the Revised Agreement again at this Spring's Annual Town Meeting.

MINUTEMAN [5]

Inter-Municipal Agreements

- Two forms of inter-municipal agreement have been designed and approved by a working group of local municipal leaders, administrators, and attorneys.
- Inter-municipal agreements will allow non-member school committees to agree with Minuteman's school committee to guarantee space at Minuteman in return for agreed upon tuition and capital fee payments.

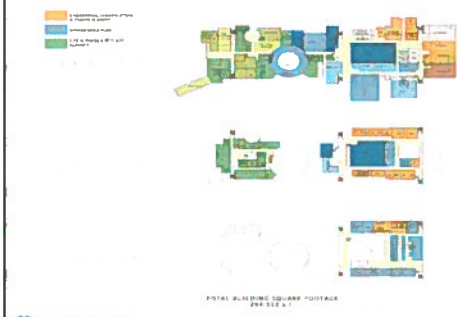
MINUTEMAN [6]

FY16 Budget Discussion

MINUTEMAN

[7]

Building Project Update



MINUTEMAN

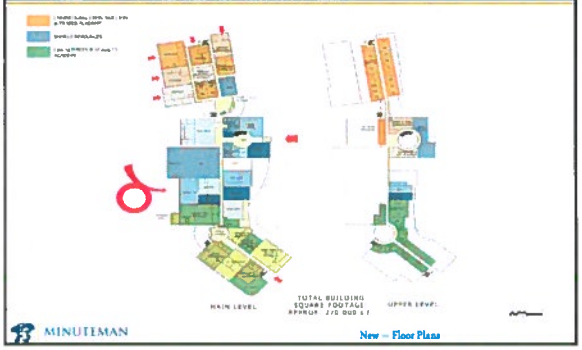
Addition/Renovation – Floor Plans

Building Project Update

MINUTEMAN

Addition/Renovation – Rendering

Building Project Update



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New – Floor Plans

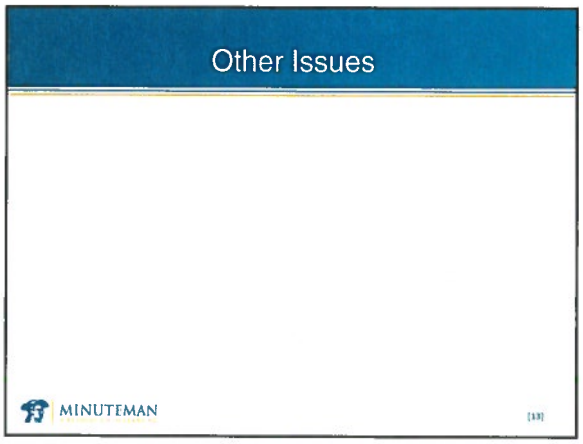
Building Project Update

MINUTEMAN

New – Rendering

Agenda and Dates for Full Municipal Information Session

MINUTEMAN


Other Issues
MINUTEMAN

Please join Superintendent Bouquillon for

A Breakfast and District Update

Friday February 6th at 7:30 am

Minuteman High School

758 Marrett Road, Lexington, MA

Items to be discussed include:

- Impact on Minuteman of proposed regulations changes.
- Update on the Regional Agreement.
- Intermunicipal Agreements.
- Minuteman Building Project: models and cost analysis.
- Educational Program Plan.

We look forward to your attendance. Please RSVP to Jackie Maglio at 781-861-6500 x291 or j.maglio@minuteman.org by Friday January 29th.

September 29, 2014

Presented by:
Edward A. Bouquillon, PhD
Superintendent-Director

MINUTEMAN

STUDENT BUILDING DISCUSSION

September 29, 2014

A REVOLUTION IN LEARNING

Priorities & Outcomes From 2010 Process

- Academies "Statement of Purpose"
- Professional Learning Communities
- Common Planning Time
- Integration on Multiple Levels
- Displaying Student Work

MINUTEMAN [2]

Vision and Possibilities

- Lets get on the same Page
- Re-visit High Tech High video
- Discussion of Concepts
  - What impressed you?
  - Are we doing any of these things?
  - What can we easily do?
  - What can be done with some added effort?

MINUTEMAN [3]

MINUTEMAN

Project-Based Learning at High-Tech High

A REVOLUTION IN LEARNING

Vision and Possibilities

- Lets get on the same Page
- Re-visit High Tech High video
- Discussion of Concepts
  - What impressed you?
  - Are we doing any of these things?
  - What can we easily do?
  - What can be done with some added effort?

MINUTEMAN

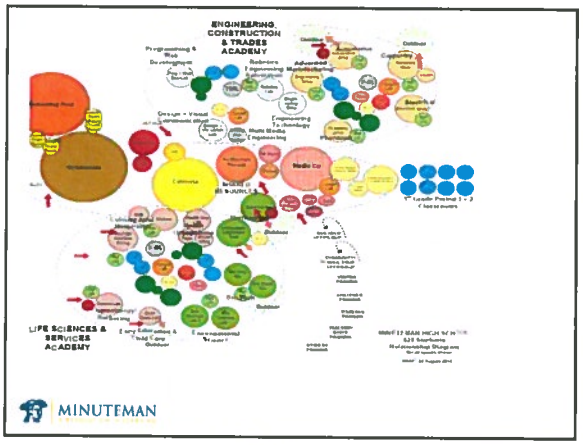
[5]

MINUTEMAN

Innovative Teaching and Learning:

Lessons from High Tech High's Founding Principal

A REVOLUTION IN LEARNING



	Engineering, Construction, & Trades Academy	Life Sciences & Services Academy	Shared Programs	
Programs	Electrical	Culinary Arts & Hospitality	Advanced Placement	Electives
	Advanced Manufacturing	Cosmetology & Barbering	Nursing	Entrepreneurship
	Carpentry	Early Education & Care	Library	Financial Literacy
	Automotive	Health Occupations	Special Education	Digital Literacy
	Plumbing	Environmental Science	In School Suspension	Health & Safety
	Design & Visual Communications	Biotechnology	Physical Education	Reading Consultancy
	Programming & Web Development	Horticulture	Cluster Chair	Portfolios
	Robotics Engineering Automation		Guidance	Executive Function
	Multi-Media Engineering		Math	Co-Op
			Science	Project Based Learning
			English	Common Planning Time
			Humanities	Other Staff

MINUTEMAN

Juniors Session 1

Monday, September 29, 2014 7:51 AM

- What most impressed you
  - Windows
    - Open and relaxing, not trapped inside.
  - Students work was displayed
    - Inspirational and motivational
    - Have the students a sense of pride
  - Based upon respect
  - Layout was different
    - Architecture was more open
  - Teachers were encouraged to incorporate outside activities into what they were teaching so they are happier to be there
    - Teachers are better when they are passionate
    - Teachers encouraged to teach the way they learned best
  - Classrooms seemed more like workplaces
  - School was sophisticated and it seemed like students and teachers were excited to be there
  - Students were treated as adults in design and space sharing
  - Building was more colorful
- Are we doing any of these things
  - We are having an impact on how people view college chances from the school
  - Most of the shop teachers treat students like adults
  - Some shops display student work
- What can we easily do?
  - Show students work more
    - Put it up more in the caf or the mall
  - We could change the furniture to allow collaboration and reconfiguration
  - Incorporate teachers interests
    - PD themes
  - Teachers could have more trust in the students
    - Incorporate more respect for the students
    - Make sure school policies are respectful of students
- What can we do with added effort?
  - All of the shops that deal with the public should be more accessible
    - Academics could all be on the second floor
    - In the video academics were integrated into the shops
  - Better signage
  - More logical adjacencies
  - Classrooms should be more closely grouped by subject matter
  - Better ways to organize flow and traffic in the hallways
  - Do we need bells?

October 6, 2014

Presented by:
Edward A. Bouquillon, PhD
Superintendent-Director

MINUTEMAN

STUDENT BUILDING DISCUSSION

October 6, 2014

Priorities & Outcomes From 2010 Process

- Academies "Statement of Purpose"
- Professional Learning Communities
- Common Planning Time
- Integration on Multiple Levels
- Displaying Student Work

Vision and Possibilities

- Lets get on the same Page
- Re-visit High Tech High video
- Discussion of Concepts
  - What impressed you?
  - Are we doing any of these things?
  - What can we easily do?
  - What can be done with some added effort?

Vision and Possibilities

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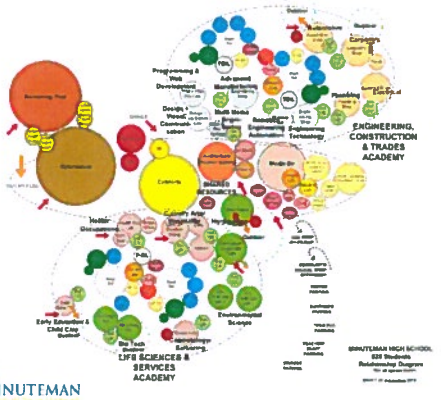
MINUTEMAN



MINUTEMAN

	Engineering, Construction, & Trades Academy	Life Sciences & Services Academy	Shared Programs	
Programs	Electrical	Culinary Arts & Hospitality	Advanced Placement	Electives
	Advanced Manufacturing	Cosmetology & Barbering	Nursing	Entrepreneurship
	Carpentry	Early Education & Care	Library	Financial Literacy
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	Multi-Media Engineering		Math	Co-Op
			Science	Project Based Learning
			English	Common Planning Time
			Humanities	Other Staff

MINUTEMAN

Seniors & Sophomores Session 1

Monday, October 6, 2014 7:48 AM

- What impressed you?
  - It was hands on
  - There were windows
  - They treated kids like adults
  - It's open concept
    - You can see other people so there is no rush to get out of the classroom
  - Rated the teachers based on how sophisticated the student work was
  - More individualized learning
    - Not as strict requirements but it seemed like kids were still getting the information they needed
    - Project based learning
  - Integrated what teachers like into the actual learning
  - Students projects were on display everywhere
  - Everything was integrated
    - Couldn't tell what grade or class kids were in
  - Furniture was more informal
  - Building looked bright
    - Every class had a window
- Are we doing any of these things?
  - We are trying to integrate academic curriculum with our shops but it is difficult due to scheduling
    - The play is a good example of integration
    - Green energy trailer is a shared project between shops
    - DvC has worked with programming and biotechnology but not always successfully
- What can we easily do?
  - Display student projects
  - More murals and student painting on the walls
    - More places for digital display
  - More projects instead of all book work
  - Learning how to use academic lessons in shops
  - Have programs that work together closet to each other
  - Schedule classes more like a college
    - Flexible schedule
  - Make the cafeteria bigger or improve the flow
  - Grades should do more work together within shops
    - Also post graduates
  - Would be easier to work together if 9&10 and 11&12 were together in shop week
  - The shop time needs to be scheduled more when it comes to spaces
    - Especially related
  - Enlarge the library
  - More access to green space
  - Important to know that we know the kids know everything they need to know to succeed
  - Right now you can tell that some teachers aren't that engaged in some subjects
  - Focus more on learning rather than testing
  - We should design for adding on in case new towns want to get in
  - More flexible schedule
  - Recycling program

- What can be done with some added effort?
-
- Next time: scheduling: exploratory, rotational issues, freshmen

October 20, 2014

Presented by:
Edward A. Bouquillon, PhD
Superintendent-Director

MINUTEMAN

STUDENT DESIGN SESSION 2

October 20, 2014

A REVOLUTION IN LEARNING

Agenda

- MSBA / MMRVTSD Project Goals
- Minuteman Academy Concepts
- Minuteman Academies
  - Scheduling, Rotations, Freshmen, Exploratory
- Review of Minuteman Academy Design Relationships
- Discussion With Design Team

MINUTEMAN [2]

MSBA & Minuteman Project Goals

- Support a professional learning community that cultivates a less centralized, bureaucratic management model in favor of a highly adaptable, site-based model that targets core resources on measurable gains in teaching and learning.
- Enable the School Committee, district administrators and staff to effectively guide a process of continuous improvement
- Ensure that staff and administration at Minuteman are able to make responsive curriculum modifications required to inspire competence that will serve our learners in emerging occupations that do not exist at the moment.
- Serve as a regional and national model for career and workforce education by achieving sustainable results through the use of strategies that focus on providing innovative, data driven, best-practices.
- Provide career and technical educational (CVTE) programming based upon a comprehensive analysis of the "Six Indicators" described in our labor market analyses and planning process.

MINUTEMAN [3]

MSBA & Minuteman Project Goals

- Give students and member communities the opportunity to safely participate in physical education activities by making long-overdue improvements to Minuteman's fields (both existing and needed), track, tennis courts, parking areas, and traffic patterns (both pedestrian and vehicular).
- Correct flawed design flow approaches and provide students and the general public with an experience that creates and nurtures a desire for a continuing partnership with a 21st Century career and technical education community of learning.
- Utilize the latest "Green" technologies and sustainable strategies to create an integrated heating, cooling and ventilation system that delivers both superior air quality and occupant comfort. Use materials and design that minimize energy consumption and results in an effective teaching and learning environment.
- Increase productivity and cost-effectiveness by providing a balance of academic environments and applied learning laboratories and shop areas that mirror the workplace and facilitate current and future instructional technologies.
- Provide new and emerging career and technical training opportunities by strengthening the role, size, and function of CVTE Advisory Committees so that faculty within each occupational cluster become partners with business and industry leaders to plan for lifelong learning that supports the career paths of all learners.

MINUTEMAN [4]

Minuteman Academy Concepts

- A broad occupational preparation for work and continuing education,
- A framework for constantly and deeply integrating academic and vocational-technical education,
- An opportunity for career development for all students, and
- support for the implementation of innovative instructional strategies such as project-based learning, work-based learning, and applied learning involving all students.

MINUTEMAN [5]

Minuteman Academies

- Engineering, Construction, & Trades Academy
  - Electrical, Advanced Manufacturing, Carpentry, Automotive, Plumbing, Design & Visual Communications, Programming & Web Development, Robotics Engineering Automation, Multi-Media Engineering
- Life Sciences & Services Academy
  - Culinary Arts & Hospitality, Cosmetology & Barbering, Early Education & Care, Health Occupations, Environmental Science, Biotechnology, Horticulture

MINUTEMAN [6]

	Engineering, Construction, & Trades Academy	Life Sciences & Services Academy	Shared Programs	
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			Science	Project Based Learning
			English	Common Planning Time
			Humanities	Other Staff

MINUTEMAN

MINUTEMAN Minuteman Academy Design Relationships

Discussion

- What do you like about this layout?
- What would you like Minuteman to do that this design makes easier?
- What would you like to change about this design?
  - Why?
- What would you like Minuteman to do that this design does not accommodate?

MINUTEMAN

All Students (Session 3)

Monday, October 20, 2014 8:00 AM

- What do you like about this layout?
- What could make this design better?
  - A key to know why everything is different colors.
    - Easier to read.
  - Two locker rooms so there are home and visitor rooms.
  - Concern about chemicals with Early Education being close to Biotech.
  - Early Education should be closer to Health Careers
  - Make sure Environmental Sciences has outdoor access.
  - Cosmetology needs access for outside customers.
  - Advanced Manufacturing should be very close to Engineering
  - Design and Visual should be close to Programming.
  - Greenhouse should be easily accessible for Horticulture and Environmental Tech students.
    - Thoughts on greenhouse on the second floor above the shops.
      - Horticulture has heavy plants and would need good drainage.
      - Environmental would not be that affected the way they currently operate.
- What would you like to change?
  - Windows in every room.
  - Can we put culinary with the bakery so they look kind of like the Cheesecake Factory
  - What goes on the second floor if all the shops are on the first floor?
  - Concern about noise for Design and Visual since it is so close to many of the loud shops.
    - Sound proofing for noisy shops like Carpentry
  - Will the Restaurant be more accessible to elderly people?
    - Will it have its own door?
  - Will there only be one child care center since now it is separated with infants in one place and toddlers in another.
  - Will there be an IRC?
    - Media center becomes IRC and also have an auditorium.
  - Auditorium should be more accessible to the outside.
  - There should be more than one elevator.
  - How many entrances will there be for security purposes?
    - How do you have a secure school with all the overhead doors up?
    - Gatehouse?
    - Students with swipeable ID cards.
      - Track student attendance and let you in and out of the building.
      - Selected programming of access so only certain doors would work for students.
    - Still possible to do outdoor lunches?
      - Possibly a courtyard that is a secure outside space, inside the building.
  - Lockers
    - Most kids only use their lockers for shop.
      - Could be in shop.
        - Will classrooms be closer to shops so students could easily access lockers.
        - Use locker more when it is in shop.
      - Should be closer to classes.
      - Only kids who request lockers should get them.
  - How will common core classes work in this type of building?
    - Concept is that academic classes are taught within the context of a trade area.
      - Attend math with students in similar vocational programs.
    - With no shop week and academic week separation, would we need a new format or no format at all?

        - Student concern about doing half day academic and half day shop
        - Will we have more AP classes.
        - Having academic classes separate allows you to learn more diverse information so your success isn't completely tied to getting a job in your program
            - Idea is actually to give you the academic background in all the programs in your cluster so that you can succeed in many of those area.
        - Health careers still needs to go a clinical site.
        - Would increase the perception that students will not be prepared for college by Minuteman.
            - Not watering down academics but actually strengthening them.
        - May want to maintain the diverse mix of students you get in your academic programs so you are not with the same people all the time.
            - Could have an activity block or an activity day.
            - Could have your electives during shop week.
            - Could have the two academies located physically next to each other rather than separated by the Shared House.
    - Possible to have a mall complex where all publicly accessible programs are located together?
    - Auditorium
        - What if this was less traditional but more flat and able to accommodate other events or an art gallery
            - Could be like the IRC
            - Would be nice to graduate in your own school
            - Could be half sloped and half flat to accommodate both ideas.
        - Would carpentry still do the sets for the theater programs?
    - Will the shops need to be significantly larger?
    - Encourage clubs more.
    - Have a better separation of the gym so the space can be shared more easily.
        - Space for two wrestling mats?
    - Carpentry needs a lot of storage for wood.
        - Might be a good use for the warehouse.
    - How will exploratory work?
    - Concerns about ventilation and adjacencies.
    - How will post-grads work in the new building?
        - MSBA doesn't support a separate post-grad space so they would need to be after school.
    - Would there still be studies?
        - Sometimes students can get extra help during study.
        - Students need time to do homework since they have jobs and sports.
        - Could do a half day every Wednesday.
        - Wouldn't need as much homework if the shops are integrated with academics
    - Could stay in school for more time and have no homeroom.
        - Students already get home pretty late so a longer school day would be difficult for them.
    - How will co-op work?
        - Differently for students planning or not planning to attend college?

October 27, 2014

Presented by:
Edward A. Bouquillon, PhD
Superintendent-Director

MINUTEMAN

STUDENT DESIGN SESSION 3

October 27, 2014

A REVOLUTION IN LEARNING

Minuteman Academies

- **Engineering, Construction, & Trades Academy**
  - Electrical, Advanced Manufacturing, Carpentry, Automotive, Plumbing, Design & Visual Communications, Programming & Web Development, Robotics Engineering Automation, Multi-Media Engineering
- **Life Sciences & Services Academy**
  - Culinary Arts & Hospitality, Cosmetology & Barbering, Early Education & Care, Health Occupations, Environmental Science, Biotechnology, Horticulture

MINUTEMAN

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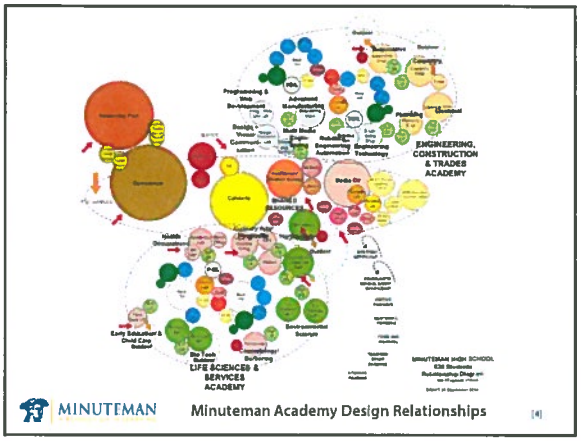
ENGINEERING, CONSTRUCTION & TRADES ACADEMY
LIFE SCIENCES & SERVICES ACADEMY
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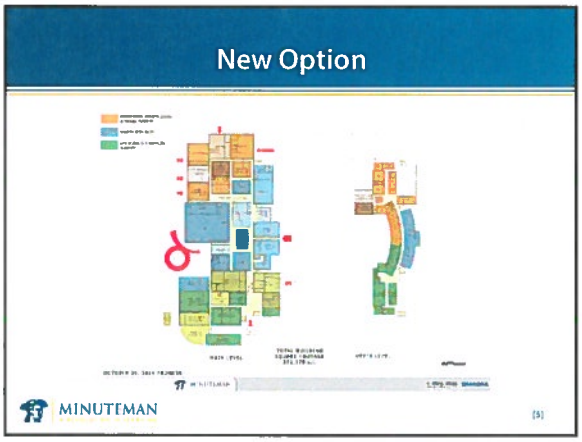
Minuteman Academy Design Relationships
[4]


New Option
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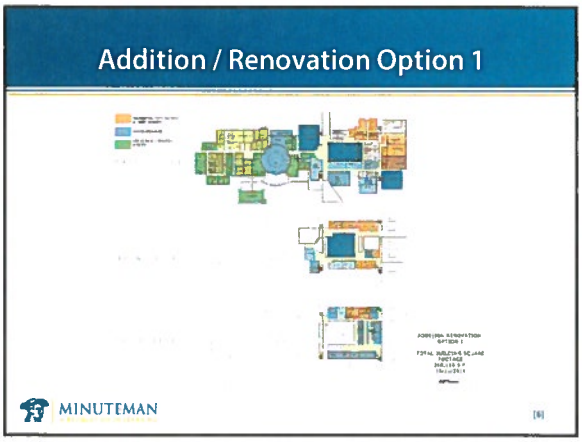
Addition / Renovation Option 1
MINUTEMAN
[6]

Addition / Renovation Option 2

MINUTEMAN

[7]

Renovation

MINUTEMAN

[8]

Discussion

- What do you like about this layout?
- What would you like to change about this design?
  - Why?
- What wouldn't you be able to do in this design?

MINUTEMAN

Juniors Session 2

Monday, October 27, 2014 7:58 AM

- What were the things that were important about the design of the school?
  - Windows
  - Easy navigation throughout the school
  - The shops that need outside access having that.
  - Placement of the shops i.e. shops being near each other so they can work together
  - Ability to interact with people from both academies
  - Nicer bathrooms
  - More color in the school
- What are we going to do if we had to stay in this building just as it is?
  - Move all the academic classes into better groupings so that all teachers from every subject are together.
- Current designs
  - Will there be two separate rooms for child care?
  - Construction & Trades
    - Warehouse should be closer to the trades hall
      - Bigger stock will be going to the trades
    - Will engineering and robotics still have a close relationship?
    - If electrical was on a shared wall with another shop it might be distracting to another shop
    - Will classrooms be directly above shop areas and therefore disrupted by noise?
    - Will classrooms be shop oriented?
      - Why are there fewer classrooms in life sciences academy?
    - Possible to have a shared breakout room for DVC, Programming, and Multi-media?
  - Life Sciences
    - Warehouse being close to Environmental would be a distraction to students due to noise from trucks going in and out
      - Trades are usually noisy anyways
    - Warehouse proximity to culinary and hospitality would be disruptive to guests at the restaurant
      - Move it closer to the gym for convenience to culinary and the trades shops
    - Possibly two warehouses tailored to each cluster.
    - Will post-graduate programs still exist and will they have separate rooms for their classes?
    - Does early education have a door on the outside other than opening to the playground
      - They would have their own entrance and a separate and secure playground area
    - Will environmental need to walk through horticulture to get to the greenhouse?
      - No but currently there is no direct access from the shop.
      - Both shops would like to have points of access into the greenhouse
    - Will culinary have access to the greenhouse?
    - Will Environmental Technology have a specialized room for tanks?
  - Shared
    - Will outdoor eating area be fenced off?
      - Exist within an indoor courtyard
    - Main entrance looks really skinny
      - It will change
    - Will there be space for people to wait in the cafeteria or mezzanine.
    - Make sure there is room for improvement when different programs become important years down the line.

        - Flexibility is very important to keep in mind
    - Where will students find teachers if they don't have their own classroom?
- What is the best thing about this?
    - The shop grouping makes much more sense
    - The flow and traffic pattern makes it seem easier to navigate
    - More like a college utilization of space
- What would you change about this.
    - Much of the second floor isn't utilized i.e. space above the shops.
    - No pool in the new building
    - Might be a good idea to have IT closer to engineering and robotics so students could be a part of management and maintenance
    - Early education would want a way to ensure light is not constantly coming in
    - Are there plans for an air circulation system to improve air quality over what we currently have?
    - Does design allow us to give easy directions to people from outside the school
        - More signs
- What have you liked about this process
    - The way the ideas and thinking have progressed
    - Students might understand the needs of kids better than the teachers
- Homework
    - Please comment about your shop
        - Talk to other students in your shop about this

August 25, 2014

Presented by:
Edward A. Bouquillon, PhD
Superintendent-Director

MINUTEMAN

STAFF BUILDING DISCUSSION

August 25, 2014

Agenda

- Overview of Project Status & Timelines
- Introduction of Design Team
- Recall Staff Priorities from 2010 Process
  - Re-affirm Staff Priorities
- Vision and Possibilities
- Identify "Engagement" Process with
  - Staff
  - Students
  - Employers

MINUTEMAN

Overview of Project Status

- Feasibility Study Agreement expired on June 30.
- MSBA granted a final two year extension.
  - We must complete Module 4 by submitting an approved Preferred Schematic Design by June 2016.
- Administration and the Design Team will work over the next few months with input from students and staff to determine the ideal design for a new or renovated building.

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Timeline

- Revised Educational Program Plan must be approved by early September.
- Design team must submitted the Preferred Schematic Design by January 2015
- Meetings with staff:
  - September 3, 10, 18, October 14, & 22.

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MSBA Project: Design Team

- Mary Ann Williams ~ SKANSKA. OPM
- Kaestle Boos Associates
  - Larry Trim
  - Brian Solywoda
  - Matthew Kozikowski
  - Alex McKeton
  - Paul Dominov
- Ford Spalding ~ Chairman SBC

MINUTEMAN

Staff Priorities & Outcomes From 2010 Process

- Academies "Statement of Purpose"
- Professional Learning Communities
- Common Planning Time
- Integration on Multiple Levels
- Displaying Student Work

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Vision and Possibilities

- Lets get on the same Page
- Re-visit High Tech High video
- Discussion of Concepts
  - What impressed you?
  - Are we doing any of these things?
  - What can we easily do?
  - What can be done with some added effort?

MINUTEMAN

[7]

MINUTEMAN

Project Based Learning at High Tech High

A REVOLUTION IN LEARNING

Vision and Possibilities

- Lets get on the same Page
- Re-visit High Tech High video
- Discussion of Concepts
  - What impressed you?
  - Are we doing any of these things?
  - What can we easily do?
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MINUTEMAN

[9]

MINUTEMAN

Innovative Teaching and Learning:
Lessons from High Tech High's Founding Principal

A REVOLUTION IN LEARNING

Staff Priorities & Outcomes From 2010 Process

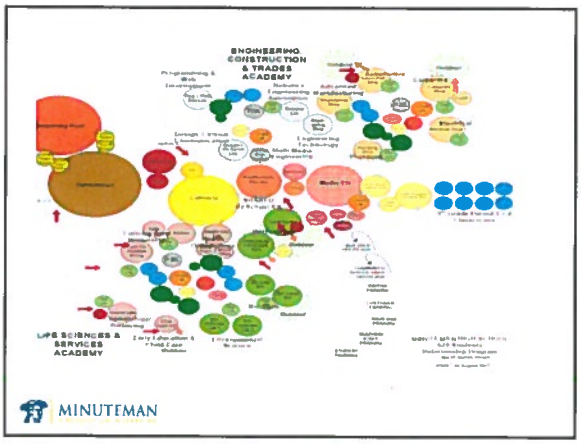
- Academies "Statement of Purpose"
- Professional Learning Communities
- Common Planning Time
- Integration on Multiple Levels
- Displaying Student Work

MINUTEMAN

How can we organize spaces to support our priorities?

PUTTING IDEAS TO WORK ~

A REVOLUTION IN LEARNING



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Staff Priorities & Outcomes From 2010 Process

- Academies "Statement of Purpose"
- Professional Learning Communities
- Common Planning Time
- Integration on Multiple Levels
- Displaying Student Work

MINUTEMAN

Next Meeting 9/3/2014

- Choose Academy you are interested in.
- Review the "MM Statement of Purpose".
- Review the National Standards of Practice for Career Academies.
- Go to our website and review the documents produced by our staff.

MINUTEMAN

[16]

September 3, 2014

Presented by:
Edward A. Bouquillon, PhD
Superintendent-Director

MINUTEMAN

MSBA PROJECT DESIGN SESSION I

September 3, 2014

A REVOLUTION IN LEARNING

Agenda

- Review Meeting Norms
- Introduction & Overview of Core Documents
- Text Based Discussion of Core Documents
- MSBA / MMRVTSD Project Goals
- National Standards of Practice for Academies
- Minuteman Academy Concepts

MINUTEMAN

[2]

Meeting Norms

- This is a safe and respectful room
- There is neither rank nor "camps" in this room
- All ideas are valid
- Each person gets a chance to speak uninterrupted
- Each person gets a chance to listen
- We are here to focus on the <u>future</u> of Minuteman
- Our goal is growth and improvement

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[3]

Core Documents

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[4]

MSBA & Minuteman Project Goals

- Support a professional learning community that cultivates a less centralized, bureaucratic management model in favor of a highly adaptable, site-based model that targets core resources on measurable gains in teaching and learning.
- Enable the School Committee, district administrators and staff to effectively guide a process of continuous improvement
- Ensure that staff and administration at Minuteman are able to make responsive curriculum modifications required to inspire competence that will serve our learners in emerging occupations that do not exist at the moment.
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[5]

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- Increase productivity and cost-effectiveness by providing a balance of academic environments and applied learning laboratories and shop areas that mirror the workplace and facilitate current and future instructional technologies.
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[6]

National Standards of Practice

- The National Career Academy Coalition (NCAC) believes in quality control for career academies. The NCAC performs academy review against the National Standards of Practice which leads to a national recognition. Academies can be recognized as model, certified or in progress. In order for an academy to reach NCAC's highest level of recognition an academy must meet or exceed proficiency in all 10 areas of the National Standard of Practice.

MINUTEMAN [7]

10 Areas of the National Standards of Practice

- Defined Mission & Goals
- Academy Design
- Host Community & High School
- Faculty & Staff
- Professional Development & Continuous Learning
- Governance & Leadership
- Teaching & learning
- Employer, Post-Secondary Education, & Community Involvement
- Student Assessment
- Sustainability

MINUTEMAN [8] [8]

Minuteman Academy Concepts

- A broad occupational preparation for work and continuing education,
- A framework for constantly and deeply integrating academic and vocational-technical education,
- An opportunity for career development for all students, and
- support for the implementation of innovative instructional strategies such as project-based learning, work-based learning, and applied learning involving all students.

MINUTEMAN [9]

Minuteman Academies

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MINUTEMAN [10]

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Next Meeting 9/10/2014

MINUTEMAN [12]

Minuteman Career Academy Concepts

STATEMENT OF PURPOSE

Based upon the feedback of advisory committees, staff and faculty an effort was initiated to cluster career and technical programs in a manner supportive of the development of "Academies". In collaboration with departments, member schools and communities, business and industry leaders, advisory members, students and parents, Minuteman will continue to engage all stakeholders in defining what a Minuteman Academy is.

Whatever the definition entails Academy Model, it will provide the following core activities:

1. A broad occupational preparation for work and continuing education,
2. A framework for constantly and deeply integrating academic and vocational-technical education,
3. An opportunity for career development for all students, and
4. support for the implementation of innovative instructional strategies such as project-based learning, work-based learning, and applied learning involving all students.

Based upon research, communication and dialogue conducted previously, it is clear that the academy model holds promise as a framework for school transformation.

The implications of the academy model extend far beyond career and vocational-technical education. Research has shown that students committing themselves to a career-oriented curriculum that is rigorous and integrated with a powerful academic core are well prepared for entering the workforce or further education.

Academies are not defined by brick and mortar, nor by proximity alone. Effective relationships between teachers, business, parents, and the community are the basis of the Minuteman academy model. One of the essential founding pillars of the academy model is the integration of academic and vocational technical education that is achieved through new relationships between teachers. These relationships are:

a) planned for,
b) committed to student learning, and
c) honored by other aspects of the organizational structure; including scheduling common planning time, supporting professional development, and have district school committee and leadership team support.

WHY and HOW we have RE-VISIONED our school:

BIG HAIRY AUDACIOUS GOAL* (BHAG): The goal of this whole school effort is to renovate our existing structure and re-vision our existing delivery systems in order to create a "state of the art" career and technical institution that provides all of our learners (high school, post-grads, adults, area workforce) with relevant academic and technical training in a safe and healthy environment. Major renovation or new construction is expected in order for Minuteman to continue to be a relevant and effective partner in the workforce education and development system.

Renovation will give us the capacity to serve our member towns and provide workforce development programming to serve the high tech industrial corridor of Route 128. Minuteman will harmonize the public interface of our facilities with the education and training associations we have developed in the community.

Our existing and planned educational programming is delivered by an active professional learning community that values self-discipline, instills confidence, demonstrates leadership and imagines success.

Ten distinctive goals further describe this potential project at Minuteman High School. We are one school campus and are going forward with our data-driven Planning Process that has identified needed modifications in existing educational programs and is proposing new CVTE programming to serve all learners. A revitalized Minuteman Facility and Campus will:

1. Support a professional learning community that cultivates a less centralized, bureaucratic management model in favor of a highly adaptable, site-based model that targets core resources on measurable gains in teaching and learning.
2. Enable the School Committee, district administrators and staff to effectively guide a process of continuous improvement
3. Ensure that staff and administration at Minuteman are able to make responsive curriculum modifications required to inspire competence that will serve our learners in emerging occupations that do not exist at the moment.
4. Serve as a regional and national model for career and workforce education by achieving sustainable results through the use of strategies that focus on providing innovative, data driven, best-practices.
5. Provide career and technical educational (CVTE) programming based upon a comprehensive analysis of the "Six Indicators" described in our labor market analyses and planning process.
6. Give students and member communities the opportunity to safely participate in physical education activities by making long-overdue improvements to Minuteman's fields (both existing and needed), track, tennis courts, parking areas, and traffic patterns (both pedestrian and vehicular).

7. Correct flawed design flow approaches and provide students and the general public with an experience that creates and nurtures a desire for a continuing partnership with a 21st Century career and technical education community of learning.

8. Utilize the latest "Green" technologies and sustainable strategies to create an integrated heating, cooling and ventilation system that delivers both superior air quality and occupant comfort. Use materials and design that minimize energy consumption and results in an effective teaching and learning environment.

9. Increase productivity and cost-effectiveness by providing a balance of academic environments and applied learning laboratories and shop areas that mirror the workplace and facilitate current and future instructional technologies.

10. Provide new and emerging career and technical training opportunities by strengthening the role, size, and function of CVTE Advisory Committees so that faculty within each occupational cluster become partners with business and industry leaders to plan for lifelong learning that supports the career paths of all learners.

*Collins, J. (2001). Good to Great. (pp. 189 – 218). New York, NY: HarperCollins Publishers.

Minuteman Regional High School
MSBA Project Design Sessions II & III
September 17th 2:40 – 3:30PM & September 18th 7: 40 – 9:30AM

Our Purpose:

In the next 2 MSBA Project Design Sessions we will re-visit the MSBA/MMRVTSD Project Goals document and the Minuteman Academy Concepts document. The purpose of Session II is to clarify, addend, and edit these documents in order to provide the Owners Project Manager and Architects with our priorities as the Final Schematic Design Reports are developed over the next 6-8 weeks.

The purpose of Session III is to reflect on the Relational Diagram provided earlier to review the connections, concepts, adjacencies and integrative potential(s) displayed in the diagram as it is. In the very brief review we had a few weeks ago, several staff pointed out important omissions or edits that have been helpful. We will continue that review and provide the Design Team with our feedback.

How we will work:

Most staff signed up for an Academy or Shared House. I have taken the liberty to temporarily re-assign some staff in order to provide a balanced number of participants. I have assigned staff that did not self-select. We will work in 5 groups for the reminder of these Design Sessions. 2 Groups from each Academy and a single group representing the Shared House. Your assignment is attached. Please know these are not FINAL and will be amended as we further develop the Academy Model.

To Do:

Each faculty member reviews the Project Goals Document, the "Bubble Diagram" and highlight meaningful or resonant passages that support our priorities.

Goals:

1. Widen circle of PLC work back to whole school using 5 integrated learning groups
2. Allow teacher leaders to use learned protocols in supportive environment
3. Use protocols to look at school wide concerns around homework
4. Provide teachers with needed opportunities to work cross disciplinarily
5. Create a "norm" of PLC-based action planning

Wednesday 9/17 Afternoon Agenda:

1. Review Norms and "Text Rendering Experience" Protocol:
2. Choose a Facilitator, an Encourager and a Scribe for each Group
3. **Take 2 MINUTES to review the PROJECT GOALS document** and **HIGHLIGHT** phrases or words that YOU think are important for this work.
4. First 5 MINUTE Round: Minimum of 10 people shares a SENTENCE that he/she thinks/feels is particularly significant. The Scribe writes them all down on the flip chart.
5. Second 5 MINUTE Round: Minimum of 10 people, starting with those that may have not shared a sentence, shares ONE WORD that he/she thinks/feels is particularly significant. The Scribe writes them all down on the flip chart.
6. Using the Shared Words and Sentences ONLY; the Group Reviews discusses the following for 10 MINUTES:
7. What can we add to these goals? How can we amend these goals?

REPEAT THE ABOVE FOR THE ACADEMY CONCEPTS document

1. Take 2 MINUTES to review the CONCEPTS document
2. And HIGHLIGHT phrases, words that YOU think are important for this work.
3. First 5 MINUTE Round: Minimum of 10 people shares a SENTENCE that he/she thinks/feels is particularly significant. The Scribe writes them all down on the flip chart.
4. Second 5 MINUTE Round: Minimum of 10 people, starting with those that may have not shared a sentence, shares ONE WORD that he/she thinks/feels is particularly significant. Using the Shared Words and Sentences ONLY; the Group Reviews discusses the following for 10 MINUTES:
5. Does this align with the PROJECT GOALS DOCUMENT? Where is the alignment the strongest? If time report out, if not we will review the summary and report out first thing Thursday morning.

October 8, 2014

Presented by:
Edward A. Bouquillon, PhD
Superintendent-Director

MINUTEMAN

SCHOOL DESIGN
STAFF DISCUSSION Part IV

A REVOLUTION IN LEARNING

Outcomes for Today Oct 8, 2014

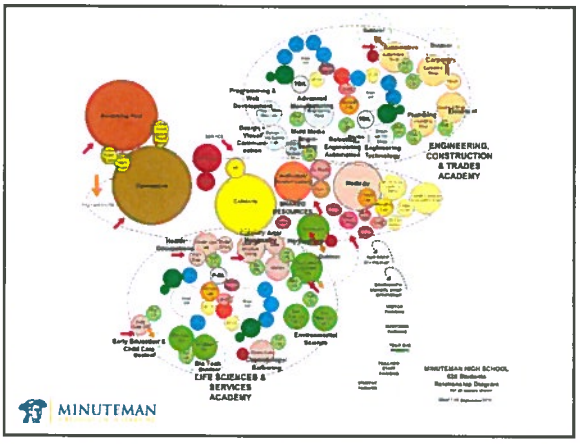
- Review what we have done
- Review the National Standards
  - Overview of the Rubric
  - Self Assess Standard 1 as a group
  - Prepare to Assess the remaining 9 Standards in Academy Groups next Tuesday morning 7:45AM – 9:30AM
- Identify concerns, answer any questions

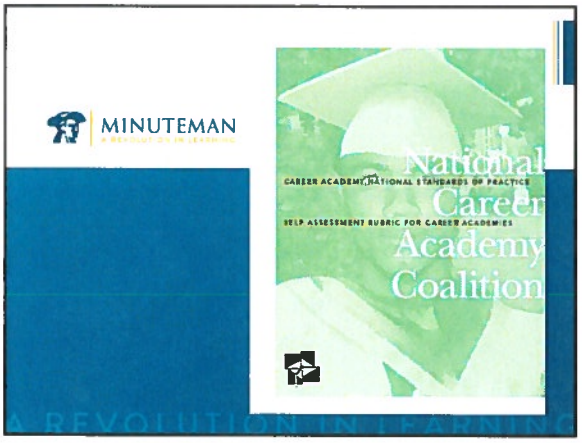
MINUTEMAN [2]

What We Did in Previous Meetings

- **Affirmed commitment to moving towards a career academy model.**
- **Shared input with the design team resulting in a revised bubble diagram and space summary.**

MINUTEMAN [3]





NCAC Career Academy Defined

- Teams of teachers (grades 9–12 or 10–12) work across academic and technical subjects, grouping students in cohorts for these classes and follow a program of study. An advisory board helps to identify a sequential set of experiential components that show students the applications of academic subjects to the career and college field and deliver work-based learning experiences (e.g., shadowing, community service, mentoring, internships, and apprenticeships).

MINUTEMAN

NCAC Career Academy Defined (cont.)

The career academy has four key elements:

1. A small (professional) learning community
2. A college-prep sequential curriculum with a career theme
3. An advisory board that forges partnerships with employers, higher education institutions, and the broader community
4. A sequenced, comprehensive work-based learning component

MINUTEMAN

[7]

Top 4 Minuteman Academy Concepts

1. A broad occupational preparation for work and continuing education.
2. A framework for constantly and deeply integrating academic and vocational-technical education.
3. An opportunity for career development for all students.
4. Support of innovative instructional strategies such as project-based learning, work-based learning, and applied learning.

MINUTEMAN

[8]

Assessing MM Concepts & NCAC Definitions

1. Are we in alignment with this Definition?
2. Do we MEET the Definition?
3. Do we EXCEED the Description?
4. What specific examples can you identify?
5. Where are we NOT aligned?
6. What can be done with some added effort?

MINUTEMAN

[9]

The Ten National Standards of Practice

- Defined Mission & Goals
- Academy Design
- Host Community & High School
- Faculty & Staff
- Professional Development & Continuous Learning
- Governance & Leadership
- Teaching & learning
- Employer, Post-Secondary Education, & Community Involvement
- Student Assessment
- Sustainability

MINUTEMAN

[10] [10]

Standard One: Defined Mission and Goals

NCAC Outlines 3 components in the Rubric that describe this Standard:

1. Focus on College and Career
2. To Raise Student Aspirations and Commitment
3. To Increase Student Achievement

Lets look at these descriptors before we assess how we align with this Standard.

MINUTEMAN

[11]

NCAC Standard I: Defined Mission & Goals

A. To Focus on College and Career

– A career academy's aim is to prepare students for college and careers. Academies enable students to complete college entrance academic requirements while exposing them to a vertical segment of the occupations within a career field, encouraging them to aim as high as they wish.

MINUTEMAN

[12]

NCAC Standard I: Defined Mission & Goals

B. To Raise Student Aspirations and Commitment

- Academy seeks to increase the level of students' motivation while in high school with special emphasis on encouraging students to set their sights high.

MINUTEMAN [13]

NCAC Standard I: Defined Mission & Goals

C. To Increase Student Achievement

- Academy provides support to its students to increase their achievement in high school by developing close relationships with teachers and fellow students, by mastering rigorous and relevant curriculum, and by being exposed to career and educational options outside the high school.

MINUTEMAN [14]

Minuteman Mission

Minuteman collaborates with parents, communities, and business leaders to serve a diverse student body with multiple learning styles. Through a challenging, integrated curriculum our students develop the academic, vocational, and technical skills necessary to be productive members of a global community. We value life-long learning that fosters personal and professional development in a safe and respectful environment. Minuteman is committed to preparing all students for success.

MINUTEMAN [15]

Assessing NCAC Standards of Practice

Discussion Questions for our Assessment of Standard One (1) through Ten (10)

- What impressed you?
- Are we in alignment with this Standard?
- Do we MEET the Standard?
- Do we EXCEED the Standard?
- What specific examples can you identify?
- Where are we NOT aligned?
- What can be done with some added effort?

MINUTEMAN (16)

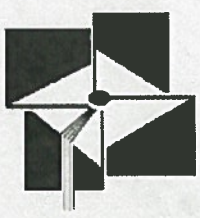
Prepare for Tuesday

- Recall our Norms for meetings
- Adjust Group Size
- Identify a Scribe
- Identify a Location
- Welcome an Encourager
- Identify anything else you need

MINUTEMAN (17)

CAREER ACADEMY NATIONAL STANDARDS OF PRACTICE

SELF ASSESSMENT RUBRIC FOR CAREER ACADEMIES



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The "History of the Conversation" in this document was written by Susan Katzman under the direction of Charles Dayton and Gregg Betheil. Please visit http://casn.berkeley.edu/collaboration.html for more information on the Conversation.

Special Thanks To:

Dr. Judith S. Stein and Nova Southeastern University, North Miami Beach, Florida

Charles Dayton and Gregg Betheil for their leadership in the development and presentation of the National Standards of Practice.

Angie Grasberger for her leadership in the creation of the rubric, Manatee County Florida School District for allowing the National Career Academy Coalition to evaluate their career academy programs as we tested the instrument.

The Rubric Committee of the National Career Academy Coalition: Angie Grasberger, Tanny Harper, Susan Katzman, and Susan Tidyman for their diligence and perseverance in making the rubric a balanced and universal document for all career programs.

Compiled by Connie Majka
November 2005

About Career Academies

First established in Philadelphia, in the late 1960s, career academies aimed initially to prevent students from dropping out of high school and to increase preparation for work among the so-called "forgotten half"—teens who were unlikely to go on to post-secondary education. Today with some 2,500 academies in operation nationwide, they have evolved into one of the nation's most widely adopted reform initiatives to address the major problems associated with large comprehensive high schools, particularly those in urban districts where more than half of the students do not graduate on schedule.

Designed to prepare a broad cross section of students for both college and work, career academies are distinguished by three core elements:

- They are organized as schools-within-schools that permit between 100 and 150 students to stay with a core group of teachers from grade 9 or 10 through grade 12. By promoting a more personalized and supportive learning environment, the programs aim to help students build strong relationships with peers and teachers.
- They integrate academic courses with technical and applied courses organized around a career theme. Traditional courses, usually including math, English, and social studies or science, are combined with occupation-related classes that focus on the academy's career theme, such as business and finance, computers and electronics, or health care. Students take other elective classes outside the career academy structure.
- They establish partnerships with local employers in an effort to strengthen connections between school and work and to provide students with a range of career development and work-based learning opportunities.

About the Career Academy National Standards of Practice (NSOP)

Developed by an informal consortium of career academy organizations (see below), the *Career Academy National Standards of Practice* are framed around ten key elements of successful implementation, drawn from many years of research and experience from all parts of the country.

The research evidence shows that career academies do produce substantial post-high school earnings gains, particularly for males, without reducing the chances that students graduate from high school or go on to post-secondary education. However, research also cautions that if the career academy model is not fully and effectively implemented with a strong academic component, it will not produce significant academic outcomes for students. *The National Standards of Practice* are, in part, a response to these findings and are designed to help raise achievement levels and other educational outcomes for students who participate in career academies.

Career academies have contributed in significant ways to high school reform. They have blazed many trails by breaking up large high schools into smaller ones; creating personalized learning for young people; making curriculum relevant by using careers as a context for learning; helping students explore future college and career opportunities, and connect in meaningful ways with adults who want to see them succeed. With ongoing improvement suggested by the *National Standards of Practice* and other widely known best practices, career academies are well positioned to lead and influence high school reform efforts and policy debates. Educators and policymakers can look to the central elements of a career academy, and now the *National Standards of Practice*, as a guide for effective high school reforms that prepare students for both college and careers. Business leaders can look to career academies as vehicles for partnering with schools in strategic, collaborative ways.

The following organizations contributed to the development of the *National Standards of Practice* and support academy development through their respective models:

- Career Academy Support Network (CASN)
- National Academy Foundation (NAF)
- National Career Academy Coalition (NCAC)
- National Center for Education & the Economy (NCEE) America's Choice
- Southern Regional Education Board (SREB) High Schools that Work
- Talent Development High Schools/Center for Research on Education of Students Placed at Risk (CRESPAR)

I. Defined Mission & Goals.

The career academy has a written definition of its mission and goals. These are available to the administrators, teachers, students, parents, advisory board, and others involved in the academy. These include at least the following elements:

a. To focus on college and career. A career academy's aim is to prepare students for college and careers. Academies enable students to complete college entrance academic requirements while exposing them to a vertical segment of the occupations within a career field, encouraging them to aim as high as they wish.

b. To raise student aspirations and commitment. An academy seeks to increase the level of students' motivation while in high school. The biggest limiting factor in many youths' future plans is not their ability, but where they set their sights.

c. To increase student achievement. An academy provides support to its students to increase their achievement in high school. This comes through close relationships with teachers and fellow students; rigorous and relevant curriculum; and exposure to career and educational options outside the high school.

II. Academy Structure.

An academy needs to have a well defined structure within the high school, reflecting its status as a small learning community.

a. Cross-grade articulation. The academy incorporates at least two grade levels, ending in the senior year, with articulation in its teacher team, curriculum and instruction across grade levels.

b. Student selection. Entry to the academy is voluntary. The recruitment/selection process is written and widely available. New students are provided an orientation to the academy. Parents participate in this process and approve of their son or daughter's choice. Academy enrollment reflects the general high school population.

c. Cohort scheduling. Academy classes are limited to academy students, who take a series of classes together each year.

d. Physical space. Where possible, academy classrooms are near each other in the high school building. The academy Coordinator has access to communication outside the high school.

e. Small size, supportive atmosphere. The academy maintains personalization through limited size, teacher teamwork, and a supportive atmosphere.

III. Host District and High School.

Career academies exist in a variety of district and high school contexts, which are important determinants of an academy's success.

a. Support from the Board of Education and Superintendent. The district Board of Education is aware of the academy and its mission and goals, and is on public record in support. Likewise, the Superintendent publicly endorses the academy and offers active support. Both serve as academy liaisons to the broader community.

b. Support from the principal and high school administration. The high school principal and other administrators are knowledgeable of the academy, public advocates for it, and are actively involved in its funding, staffing and support. They contribute to a positive academy profile within the high school.

c. Adequate funding, facilities, equipment and materials. District and high school administrative support results in adequate academy funding, facilities, equipment and learning materials. These reflect a serious commitment from the district and high school to the success of the academy.

IV. Faculty & Staff.

Appropriate teacher selection, leadership, credentialing, and cooperation are critical to an academy's success.

a. Teacher Leader(s)/Coordinator(s). One teacher (sometimes two) agrees to take the lead, serving as the academy Coordinator(s). This includes attending advisory board meetings, interacting with administrators and board members, managing the budget, helping to coordinate teacher professional development, and helping to coordinate employer, higher education, and parental involvement. Release time and/or a stipend is provided for this role.

b. Teachers are credentialed in their field, volunteer in the academy, and are committed to its mission and goals. Since a career academy's success rests on good teaching and good teamwork among a cross disciplinary group of teachers, they must be well qualified and willingly involved in this role. They understand and support the philosophy and purpose of the academy, work together as a team, teach a majority of their classes in the academy, and cooperatively share the duties of operating an academy.

c. Counselors, non-academy teachers, and classified staff are supportive. Non-academy staff are also important to its operation. Counselors understand the need for cohort scheduling and provide this for academy students. Non-academy teachers understand the value of the academy and help in recruiting students for it and providing departmental support. Classified staff help support the academy facilities, equipment and learning materials.

V. Professional Development.

Since an academy places teachers and other adults into roles not normally included in their previous training, providing adequate professional development time, leadership and support is critical.

a. Common planning time. Academy teachers are provided regular common planning time within the regular high school schedule for purposes of program coordination, curricular integration, and resolution of student problems.

b. Teacher professional development. Academy teachers are provided with training in the academy structure, curricular integration, student support, and employer involvement, where necessary by experts from outside the high school.

c. Employee & parent orientation. Employee volunteers are adequately prepared for their roles as speakers, field trip hosts, mentors and internship supervisors. Parents are adequately prepared for their involvement (if any) as classroom aides, field trip chaperones and social event organizers.

VI. Governance & Leadership.

The academy has a governing structure that incorporates the views of all stakeholders.

a. Advisory board with broad representation. The advisory board has members from the district and high school administration, academy teaching staff, supporting employers and institutions of higher education. It may also include community representatives, and academy parents and students. The board incorporates viewpoints from all members.

b. Regular meetings. Meetings of the board are held at least quarterly, with defined agendas and outcomes. The board helps to set policies for the academy. It also serves as a center of resource development.

c. A healthy partnership. Both through the advisory board and other interactions, there is evidence of a partnership between the academy/high school and its host community.

d. A student voice. Students have avenues through which they can provide input to the academy policies and practices.

VII. Curriculum & Instruction.

The curriculum and instruction within an academy meets or exceeds external standards and college entrance requirements, while differing from a regular high school by focusing learning around a theme.

a. Meets external standards. The academic curriculum is framed around state or national standards, and the career curriculum around industry and SCANS standards.

b. Learning is rigorous and meets college entrance requirements. Coursework reaches high levels of English and math, generally four years of each, in addition to substantial coursework in science and social studies. Graduates are qualified to attend four-year colleges and encouraged to do so.

c. Curriculum is sequenced, integrated and relevant. Curriculum articulates from the beginning of an academy through the senior year, with a defined course sequence and at least two core academic classes and one career/theme class each year. Curriculum is integrated among the academic classes and between these and the career class. Learning illustrates applications of academic subjects outside the classroom, incorporates current technology, and includes authentic project-based learning.

d. Post-graduate planning. Students have access to career and college information, are provided counseling in these respects, and develop a written post-graduate plan by the end of their junior year.

e. Dual credit options. The academy has articulation agreements with local two-and four-year colleges, offers dual credit courses and/or college credit for upperclassmen, and articulates its upper level curriculum with relevant college programs.

VIII. Employer, Higher Education & Community Involvement.

A career academy links high school to its host community and involves members of the employer, higher education and civic community in certain aspects of its operation.

a. Career theme fits the local economy. The academy career field is selected to fit with the community industries and employer base, to allow for adequate involvement of volunteer employees in certain of its activities.

b. Community involvement. Representatives of employers, higher education, and the community help to guide the academy's curriculum, and provide speakers, field trip sites, job shadowing opportunities, mentors, student internships, community service opportunities, college tours and teacher externships.

c. Incorporates citizenship. The academy fosters a culture of respect for others and encourages student contributions as citizens.

d. Work/community based service learning. The academy offers work and/or community based service learning opportunities for all interested students either through paid internships or community service.

IX. Student Assessment.

Improvements in student performance are central to an academy's mission. It is important to gather data that reflects whether students are showing improvement and to report these accurately and fairly to maintain the academy's integrity.

a. Student data are collected. These data include those necessary to describe the student body within the academy (e.g., grade level, gender, race/ethnicity) and its relationship to the high school in general, as well as student performance on a variety of outcome measures.

b. Multiple academic measures are included. Measures include a variety of accepted indicators of performance (e.g., attendance, retention, credits, grade point averages, state test scores, graduation rates, college going rates).

c. Technical learning is assessed. Measures include knowledge of the field's terminology, technical concepts, and ability to apply English, math, and other academic skills to authentic real world projects. Where appropriate, industry certification is incorporated.

d. Accurate reporting. Analyses of these data are reported accurately and fairly, regardless of the results.

e. Evidence of impact. These measures show whether, and how much, the academy improves student performance.

X. Cycle of Improvement.

No new academy functions perfectly. Even well established and operated academies benefit from self-examination and refinement. Ensuring and improving the quality of a career academy requires engaging in a regular cycle of improvement.

a. Academy implementation is examined. Program leaders regularly assess the academy's functioning, studying its strengths and weaknesses. This involves gathering feedback from key stakeholders, including students.

b. Academy refinements are planned. These reviews lead to plans to address any problems. Such plans include timetables and benchmarks for improvement.

c. Changes reflect the academy's mission and goals. The refinements refer back to the academy's underlying mission and goals.

A Brief History Of The Career Academy "Conversation"

The national Career Academy "Conversation" started as an informal network of organizations that were all connected to career academies in their work. Early meetings from October 2000 to March 2002 centered on fact finding, information sharing and the pooling of resources. Issues such as research findings, policy, curriculum, assessment and program quality were in the forefront. From March 2002 through December 2004, the foundation laid in earlier meetings served as a catalyst for the development of a set of national standards. These standards were created to ensure that the term "career academy" would be utilized in a more uniform manner on a national basis and would not be confused with other uses for the term "academy." Quality control and certification were also issues. The group is now poised to move on to new and perhaps even more important challenges

The Early Years: October 2000-March 2002

All projects or movements have a founder and the Career Academy "Conversation" is no exception. The Career Academy Support Network (CASN), operating out of the University of California at Berkeley, has been involved with career academy work since the mid-1980s. Focused on both support for and evaluation of academies in California initially, their work broadened through grants and partnerships with the DeWitt Wallace Foundation in New York, the Stuart Foundation in San Francisco, the Center for Research on the Education of Students Placed At-Risk (CRESPAR) in Baltimore, and Manpower Demonstration Research Corporation (MDRC) in New York, to include work in Atlanta, Oakland, Seattle, St. Louis and Illinois.

The "Conversation" group that first met in October 2000 in Oakland came in response to an invitation from CASN to discuss the coordination of services around career academies. The agenda included service providers describing their services, school district and state representatives identifying their needs and then global discussion on technical service needs, resource guides and the role of legislation and future funding. Attendees represented the following:

- The National Academy Foundation (NAF)
- The Southern Regional Education Board (SREB)
- The National Career Academy Coalition (NCAC)
- The Center for Research on the Education of Students Placed At-Risk (CRESPAR)
- The Career Academy Support Network (CASN)
- The National Center on Education and the Economy (NCEE)
- Manpower Demonstration Research Corporation (MDRC)
- GMS Partners, Inc.
- The Technical Assistance Group for Law, Public Safety and Security Academies
- The California Department of Education
- The Illinois State Board of Education
- The Philadelphia Academies, Inc.
- EASTBAY Learns

The meeting was very successful in sharing information and bringing together a national group around a common dialogue. Charles Dayton, CASN's Coordinator, became the recorder and informal leader/ convener of the "Conversation."

The second meeting, in Los Angeles in March 2001, added additional members:

- The Greater Columbus Chamber of Commerce
- The St. Louis Public Schools
- The Miami-Dade County Schools
- South Grand Prairie High School, TX
- Kern County, CA Schools
- The Oakland Public Schools
- The Atlanta Public Schools
- The Florida Department of Education
- The American Youth Policy Forum (AYPF)
- The US Chamber of Commerce
- The National Alliance of Business
- The National School-to-Work Office

The half-day meeting convened many of the organizations that provide support to career academies and a number of school districts receiving support. Recent work was summarized and urgent issues identified. The central concern raised was the rapid proliferation of academies and the lack of consistent quality control in that process. There were many academies being launched in many places, with a great deal of variation in what that term was applied to. The federal Smaller Learning Communities (SLC) initiative contributed to much of this, as well as the numerous national and state networks supporting academies. Ideas were presented that included the development of a self-assessment process, a certification process and the involvement of other interested organizations in

the effort. To that end, a June 2001 follow-up meeting was scheduled in Washington, D.C. to enable other national organizations with home offices in Washington to be part of the "Conversation."

The June meeting was key to the "Conversation" agenda. Small group dialogue centered on the policy context for academies and how to maintain quality. Regarding policy, it was recognized that defining and disseminating the message to policy setters was critical. The word, and the right words, had to get out about the effectiveness and the potential of career academies. Regarding the maintenance of quality, discussion centered on the importance of high level teaching, contextual curriculum and integrated project-based learning. Reaching the local level with information on the potential of career academies was necessary.

The June 8th "Conversation" also moved the members to begin working in small groups on: *curriculum, program quality/national validation, assessment* and *national policy.* October 2001 was the next "Conversation" in Chicago. Research findings were updated by MDRC and legislative policy and grants were reviewed. The four groups identified in June shared their work.

The Recent Past: March 2002 to December 2004

The fifth meeting of the "Conversation" occurred in Garden Grove, CA where the California Partnership Academies yearly conference was being held. "Conversation" members were now coming together at least twice a year around scheduled conferences—usually NAF and the California Partnership Academies. At this meeting, reports were given by each of the four committees.

At the sixth "Conversation" meeting in October 2002 in Springdale, Arkansas, it became apparent that the growth of career academies was mushrooming nationally. While it is hard to provide precise numbers, as no national agencies oversee academies, estimates by MDRC and CASN (which maintains a national directory of career academies) put this number at between 2,000 and 3,000. Regional and state efforts in such states as Arkansas, California, Colorado, Florida, Hawaii, Idaho, Maryland, New Jersey and Ohio were leading this effort. Related to this pattern, NAF played an instrumental role in the passage of a California bill which led to 38 grants to high schools for Information Technology Academies. The increasing pattern of federal support via SLC grants was discussed as well as the national 16 career clusters.

The primary topic of dialogue was once again the need for stronger quality control of academies and efforts to establish a credentialing or accreditation process for them. While major career academy organizations such as NAF and the California Department of Education provide some quality control, most academies nationally are not part of any network. And, while self-assessment guides exist through CASN, NAF and the Philadelphia Academies, there was no unified effort. To that end, a task force was formed to examine accreditation and standards.

The Accreditation/Standards Task Force met in December 2002 in New York City. The task force, with guidance from NAF, NCAC and CASN, combined the contents of three well thought out documents: NAF's academy frameworks, CASN's academy self-assessment guide and NCAC's paper on establishing an academy accreditation system. Additionally, the possibility of establishing various stages of recognition was examined.

The seventh meeting, held in March 2003 in San Francisco, provided an opportunity to update on the national legislative agenda for both Smaller Learning Communities and Carl Perkins, on the MDRC post-graduate follow-up data and on the national standards task force. The "Conversation" members agreed that presentations on the potential standards should be made at major national conferences throughout 2003-04 in an effort to gain input from a cross section of persons.

The July 12, 2003 "Conversation" meeting held in Phoenix and the October 18, 2003 "Conversation" in Honolulu updated members on a variety of national and local career academy initiatives and then zeroed in on the national standards. The integrity of this group was evident in the level of deliberation around the standards, how they will be interpreted and what they will mean to school districts and organizations around the country. Debates centered around distinctions between standards and assessment; between standards, criteria and essential elements; and between standards that are either too stringent or too lenient. What seemed clear was that examining what students can do as a result of being in an academy is an essential element of determining an academy's quality and standards should point to such outcomes. Achievement needs to be both academic and career/ college-related.

The work over the next year was focused on testing and refining the national standards through public feedback and preparing for a national unveiling of the standards. The final document was the *National Standards of Practice (NSOP)* for career academies. It is comprised of ten fea-

tures of successful programs culled from years of experience ranging from a defined mission and goals to an identified cycle of improvement. A press conference, held on December 1, 2004 in Washington, D.C., was jointly planned by NCAC, CASN, NAF, MDRC, the High School Alliance and the American Youth Policy Forum (AYPF). The press conference was well attended and enhanced by endorsements from representatives of both the US Departments of Education and Labor. The NSOP are considered the next stage of evolution for career academies that have come a long way since their initial launch in 1969 in Philadelphia. Sixty-eight percent of the audience indicated they would share information with colleagues and constituents and 26% said they would use the information to inform policy.

By this point additional organizations had joined the meetings. Among these were the National High School Alliance, the Association of Career and Technical Educators (ACTE), the Hawaii Department of Education, the Jacksonville, FL Chamber of Commerce, and the Manatee County School District in Bradenton, FL. Also, in the summer of 2005 the State of Florida allocated $6 million to high schools to establish new career academies, using the new National Standards as the basis for assessing quality. Further, both SREB and ACTE now include strands of workshops for career academies in their annual conferences.

The Future

In July 2005 the "Conversation" met in San Diego, in association with the annual NAF conference. With the *National Standards of Practice* now a public document, there were new issues to consider: (1) how can school districts use the Standards for self-assessment of their career academies; (2) should a national credential be developed for academies; and (3) how can the Standards be used as a framework for career academies or SLCs in future legislation.

More broadly, there are new challenges to which this now well established coalition of organizations might turn. With the continuing expansion of SLCs through U.S. Department of Education support, there are ever more career academies in the country. They continue to be one of the most widely used models for SLCs, and among the best researched, with the strongest evidence of impact. A recent report from the MDRC longitudinal evaluation of academies demonstrated that four years after high school academy graduates substantially out-earn their control group counterparts, while sacrificing nothing in terms of post-graduate education.

Yet with the burgeoning numbers of academies, there are also ever more high schools, administrators, and teachers attempting to implement academies with little or no guidance or support. While each of the organizations involved in the "Conversation" provides some limited help to the subset of academies with which it works, there are potentially huge economies of scale possible if all these resources could be better coordinated and distributed. Yet the "Conversation" has never had a budget or staff, and lacks the capability to provide such coordination on a broader basis. This remains an untapped resource for such broader work.

Nevertheless, the "Conversation" reflects the tremendous potential for synergy among a group of people uniting for a common purpose. In this case that group represented a variety of organizations and school districts focused on career academies, wanting to strengthen the quality of services delivered to students. That a national document supported by a wide range of entities would result was perhaps beyond the wildest dreams of people coming together in October 2000. The challenge now is to harness that spirit of collaboration to address the broad agenda of high school reform, for which SLCs and career academies offer such potential hope and help.

Self Assessment Rubric For Career Academies

Based on the National Standards of Practice Adopted December 1, 2004

Purpose

To assess how well the academy model is being implemented. This self-assessment tool is intended as an analysis to provide the most thorough and accurate picture of the academy. You may use the sample documentation provided to meet each component of the National Standards or you may use any other suitable documentation.

Academy Classifications

Model Academy – Exceeds all criteria for each standard

Certified Academy – Meets criteria for each standard

Endorsed Academy – In progress for 8 – 10 of the standards

Definitions

Exceeds Criteria – Exhibits all and/or other sample documentation in all 10 components

Meets Criteria – Exhibits 50% or more of sample documentation in all 10 components

In Progress – Exhibits at least one sample documentation in 1 – 9 of the 10 components

Not Applicable

The National Standards of Practice for Career Academies were developed through the joint efforts of the following organizations:

- Career Academy Support Network (CASN)
- National Academy Foundation (NAF)
- National Career Academy Coalition (NCAC)
- National Center for Education and the Economy/America's Choice (NCEE)
- Southern Regional Education Board (SREB)
- High Schools That Work (HSTW)
- Talent Development High Schools
- Center for Research on Education of Students Placed at Risk (CRESPAR)

For Additional Information Contact:

National Career Academy Coalition (NCAC)
P.O. Box 600490
N. Miami Beach, Florida 33160
800.986.3223 x 5082
954.262.3988 fax
www.ncacinc.org

I. Defined Mission & Goals

The career academy has a written definition of its mission and goals. These are available to the administrators, teachers, students, parents, advisory board, and others involved in the academy.

Criteria	Sample Documentation
a. To focus on college and career A career academy's aim is to prepare students for college and careers. Academies enable students to complete college entrance academic requirements while exposing them to a vertical segment of the occupations within a career field, encouraging them to aim as high as they wish.	· Evidence of exposure to college and career preparation · Evidence of exposure to all aspects of a given industry · Classroom/club/student organization features a speaker from a career theme (includes humanities, math & science, liberal arts, etc.) · Class assignments are presented that provide a means of exposure to career themes · Evidence of college and career experiential trips · Schedule of career assessment computer program lab time or assignments reflecting review of careers in a variety of career themes · Photos/preview of classroom displays related to career themes · Publications including school newsletters, local newspapers, brochures, highlighting career activities · Student portfolios
Criteria	Sample Documentation
b. To raise student aspirations and commitment Academy seeks to increase the level of students' motivation while in high school with special emphasis on encouraging students to set their sights high.	· Integrated curriculum units are available that demonstrate emphasis on mastery of content · Student assessment and attendance data · Students have opportunities to be mentored by post-secondary, community, and/or industry partners · All academy academic classes are college-preparatory classes· · Evidence of guidance and personal development · Evidence of student leadership development · Evidence of student participation in extra curricular activities and/or clubs
Criteria	Sample Documentation
c. To increase student achievement Academy provides support to its students to increase their achievement in high school by developing close relationships with teachers and fellow students, by mastering rigorous and relevant curriculum, and by being exposed to career and educational options outside the high school.	· Learning for all academy students is personalized and takes into account learning styles/multiple intelligences · Integrated curriculum units are available that demonstrate emphasis on mastery of content · Portfolios of student accomplishments · Guest speakers, field experiences, service learning projects, mentoring, job-shadowing, internships or On-the-Job assignments · Academic support classes · Remediation and/or credit recovery

II. Academy Structure

An academy needs to have a well defined structure within the high school, reflecting its status as a small learning community.

Criteria	Sample Documentation
a. Cross-grade articulation The academy incorporates at least two grade levels, ending in the senior year, with strong articulation in its teacher team, curriculum, and instruction across grade levels.	· An academy pamphlet · The Master Schedule · Integrated curriculum across academy classes and/or grade levels reflecting integration of academic and theme classes · Curriculum mapping
Criteria	**Sample Documentation**
b. Student selection Entry into the academy is voluntary with a written and widely available recruitment/selection process, orientation for new students, parent participation, and academy enrollment reflecting the general high school population.	· School/student data that flags or cross references students · Evidence of student selection and recruitment process · Academy orientation student and parent materials
Criteria	**Sample Documentation**
c. Cohort scheduling Sample Documentation Academy classes are limited to academy students who take a series of classes together each year.	· Academy teachers and class lists are cross referenced with the list of identified academy students
Criteria	**Sample Documentation**
d. Physical space Academy classrooms are near each other in the high school building and the academy coordinator has access to communication outside the high school.	· Blueprints/map of the school with academy classes marked · A written statement by the academy coordinator/ lead teacher describes the communication methods for the academy team
Criteria	**Sample Documentation**
e. Small size, supportive atmosphere The academy maintains personalization through limited size, teacher teamwork, and a supportive atmosphere.	· A roster of academy students and academy staff · Documentation of a supportive atmosphere is maintained in the academy · Rationale for the academy size

III. Host District and High School

Career academies exist in a district and high school context. These contexts are important determinants of an academy's success.

Criteria	Sample Documentation
a. Support from the Board of Education and Superintendent The district Board of Education is aware of the academy and its mission and goals, and is on public record in support. Likewise the superintendent publicly endorses the academy and offers active support. Both serve as academy liaisons to the broader community.	· Board minutes approving the academy, along with any other presentation about the academy · Written proof of the superintendent's support · Public endorsement, either in letters, newspaper articles, TV clips, etc. · Evidence that the academy is a component of broader district high school reform
Criteria	Sample Documentation
b. Support from the principal and high school administration The high school principal and other administrators are knowledgeable about the academy, publicly advocate for it, and are actively involved in its funding, staffing and support. They ensure the academy has a high profile in the school.	· Evidence of how the principal and other school administrators support the academy. (ex. written materials, presentations, letters, posters, banners, etc.)
Criteria	Sample Documentation
c. Adequate funding, facilities, equipment, and materials District and high school administrative support results in adequate academy funding, facilities, equipment, and learning materials. These reflect a serious commitment from the district and high school to the success of the academy.	· A list of funding amounts and sources · An inventory of academy facilities, equipment, and learning materials

IV. Faculty & Staff

Appropriate teacher selection, leadership, credentialing, and cooperation are critical to an academy's success.

Criteria

a. Teacher Leader(s)/Coordinator(s)

One teacher (sometimes two) agrees to take the lead, serving as the academy coordinator(s)/lead teacher(s). This includes attending advisory board meetings, interacting with administrators and board members, managing the budget, helping to coordinate teacher professional development, and helping to coordinate employer, higher education, and parental involvement. Release time is provided for this role.

Sample Documentation

- Name(s) of the academy coordinator(s)/lead teacher(s)
- Documentation how academy coordinator(s)/lead teacher(s) provide guidance through:
  - Advisory board meeting agendas and/or minutes
  - Agendas and/or minutes of interactions with administrators or board members
  - Copies of the budget matrix
  - List of professional development opportunities provided along with list of participants
  - Employer involvement via membership on the academy advisory council
  - Post-secondary education involvement via membership on the academy advisory council and/or articulation agreements
  - Parental involvement via membership on the academy advisory council
- Evidence of the effectiveness of the coordinator/team leader
- The school's master schedule shows release time for this person(s) and/or proof of compensation for leadership role exists

Criteria

b. Teachers are credentialed in their field, volunteer in the academy, and are committed to its mission and goals

Since a career academy's success rests on good teaching and good teamwork among a cross disciplinary group of teachers, they must be well qualified and willingly involved in this role. They understand and support the philosophy and purpose of the academy, and cooperatively share the duties of operating an academy.

Sample Documentation

- A roster and credentials of the academy team of teachers
- Master school schedule
- A description by each academy staff member discussing the teamwork of the staff, his or her involvement in the academy, the philosophy and purpose of the academy, and his or her specific duties

Criteria

c. Counselors, non--academy teachers, and certificated staff are supportive

Non-academy staff is also important to its operation. Counselors understand the need for cohort scheduling and provide this for academy students. Non-academy teachers understand the value of the academy and help in recruiting students for it and providing departmental support. Classified staff helps support the academy facilities, equipment, and learning materials.

Sample Documentation

- List of non-academy staff and their academy role
- A written description of how classified staff help
- Evidence of counselor and data processor/scheduler support for the academy
- Written reports or minutes of counselor contact with academy staff and students
- Names of counselors and student participants

V. Professional Development

Since an academy places teachers and other adults into roles not normally included in their previous training, providing adequate professional development time, leadership, and support is critical.

Criteria	Sample Documentation
a. Common planning time Academy teachers are provided common planning time within the regular high school schedule for purposes of program coordination, curricular integration, and resolution of student problems	A review of the Master Schedule shows that all teachers identified as being part of the academy team have common planning time. These meetings can occur before, during or after the school day, or during scheduled staff development time
Criteria	Sample Documentation
b. Teacher professional development Academy teachers are provided with training in the academy structure, curricular integration, student support and employer involvement.	Professional development as evidences by: · Sign-in sheets · Agendas, reports, etc. · College transcripts · Proof of emersion into learning about the academy theme through shadowing or externship
Criteria	Sample Documentation
c. Employer & parent orientation Employer volunteers are adequately prepared for their roles as speakers, field trip hosts, mentors, and internship supervisors. Parents are adequately prepared for their involvement (if any) as classroom aides, field trip chaperones, and social event organizers.	· Orientation or handbook for employer volunteers · Orientation or handbook for parental volunteers · A list of employer volunteers, their duties, and documentation demonstrating their volunteer activities · A list of parents, their volunteer roles, and documentation demonstrating their volunteer activities

VI. Governance & Leadership

The academy has a governing structure that incorporates the views of all stakeholders.

Criteria	Sample Documentation
a. Advisory board with broad representation The advisory board has members from the district, high school administration, academy teaching staff, supporting employers, and institutions of higher education. It may also include community representatives and academy parents and students. The board incorporates viewpoints from all its members.	· The advisory board/steering committee membership list is available and identifies at least one member from each of the following groups: district administration, high school administration, academy teacher, employers, post secondary education, parent, and student · By-laws identify board composition
Criteria	Sample Documentation
b. Regular meetings Meetings of the advisory board are held at least quarterly, with defined agendas and outcomes. The board helps to set policies for the academy. It also serves as a center of resource development.	· Advisory committee meeting minutes, agendas and sign-in sheets · Evidence of a budget, resource development and policies
Criteria	Sample Documentation
c. A healthy partnership Both through the advisory board and other interactions there is evidence of a partnership between the academy/high school and its host community.	There is documentation that demonstrates interaction between the advisory board and the academy as evidenced by: · Board member participation in academy activities · Academy students participation in corporate sponsored events · Increase sophistication and refinement of collaborative effort · Creative solutions to issues
Criteria	Sample Documentation
d. A student voice Students have avenues through which they can provide input to the academy policies and practices.	There is documentation that demonstrates student input into academy policies and practices as evidenced by: · Advisory board member list · Advisory board minutes · Creative solutions to issues

VII. Curriculum & Instruction

The curriculum and instruction within an academy meet external standards and college entrance requirements, while differing from a regular high school by focusing learning around a theme.

Criteria	Sample Documentation
a. Meets external standards The academic curriculum is framed around state or national standards and the career curriculum around industry and SCANS standards.	· U.S. Department of Education (DOE) or state standards are integrated into the curriculum · A list of national and local industry standards related to the academy content · National (and local) industry standards are evident in the lesson plans/integrated units created by academy teachers · Students have the opportunity to earn a vocational/technical Certificate of Mastery (if one is available) for achieving the skills included in the national industry standards · A curriculum framework connected to post-secondary requirements
Criteria	Sample Documentation
b. Meets college entrance requirements Coursework reaches high levels of English and math, generally four years of each, in addition to substantial coursework in science and social studies. Graduates are qualified to attend four-year colleges/ universities and encouraged to do so.	· A rigorous Program of Study is defined and is published in academy marketing materials outlining in detail the academic, career and technical,, and elective courses available · A list of students completing dual enrollment, advanced placement, International Baccalaureate, Cambridge, Advancement Via Individual Determination (AVID), or articulations · Master schedule shows that all academic classes are college-prep · Documentation shows that academy graduates qualify for college admission · Information is available that demonstrates students are encouraged to attend post-secondary
Criteria	Sample Documentation
c. Curriculum is sequenced, integrated, rigorous, and relevant Curriculum articulates from the beginning of an academy through the senior year, with a defined course sequence and at least two core academic classes and one career/theme class each year. Curriculum is integrated among the academic classes and between these and the career class. Learning illustrates applications of academic subjects outside the classroom, incorporates current technology, and includes authentic project based learning.	Academy courses and the course sequence · Classroom lessons/units emphasize English and math literacy · Lessons/units are available for review and they reflect integration between academic classes and career/theme classes · Evidence of the use of technology in project-based learning · Evidence of students taking more rigorous courses

Criteria	Sample Documentation
d. Post-graduate planning Students have access to career and college information, are provided counseling in these respects, and develop a written post-graduate plan by the end of their junior year.	· The post-secondary application process is clearly defined · Evidence is presented indicating the following: – Classroom presentations by post-secondary speakers (letter, photos, etc.) – Field trips to local post-secondary sites (permission slips, memos, etc.) – Printouts from career assessment computer program or classroom assignments indicating research of local and national post-secondary institutions – Financial aid presentation and workshops (class schedules, memos, flyers, and sign-in sheets) – Scholarship information (especially that relate to the career area) is available to academy students
Criteria	Sample Documentation
e. Dual credit options The academy has articulation agreements with local two-and four-year colleges, offers dual credit courses for upper classmen, and articulates its upper level curriculum with relevant college programs.	· Evidence of dual credit, articulation agreements. advanced placement courses and other specialized post-secondary enrollments (ex. curriculum handbook, copies of agreements) · Students and parents awareness of the application process (ex. flyers, agendas for parent information sessions) · Copies of scholarship information disseminated

VIII. Employer, Higher Education, & Community Involvement

A career academy links high school to its host community and involves members of the employer, higher education and civic community in certain aspects of its operation.

Criteria	Sample Documentation
a. Career theme fits the local economy The academy career field is selected to fit with the community industries and employer base to allow for adequate involvement of volunteer.	· Evidence that the academy career field was selected to fit with the community industries and employer base and supports local economic and workforce development · Evidence that the community has enough employees in this field for adequate involvement in the academy
Criteria	Sample Documentation
b. Community involvement Representatives of employers, higher education, and the community help to guide the academy's curriculum, and provide speakers, field trip sites, job shadowing opportunities, mentors, student internships, community service opportunities, college tours, and teacher externships.	· A list of employers, post-secondary education staff, and the community with categories that show how they guide the academy curriculum such as speakers, field trip sites, job shadowing opportunities, mentors, student internships, community service opportunities, college tours and teacher externships
Criteria	Sample Documentation
c. Incorporates citizenship The academy fosters a culture of respect for others and encourages student contributions as citizens.	· Evidence of academy students participation in a variety of community service projects · Classroom presentations by community civic groups on citizenship and employability skills, expectations and rules · Academy membership fosters respect for diversity · Student/parent contract · Survey studies · Entrance and exit procedures and intervention strategies
Criteria	Sample Documentation
d. Work-/community-based learning The academy offers work and/or community based learning opportunities for all interested students, following their junior year, either through paid internships or community service.	· Evidence of work-based learning such as shadowing, internships, On the Job training, service learning

IX. Student Assessment

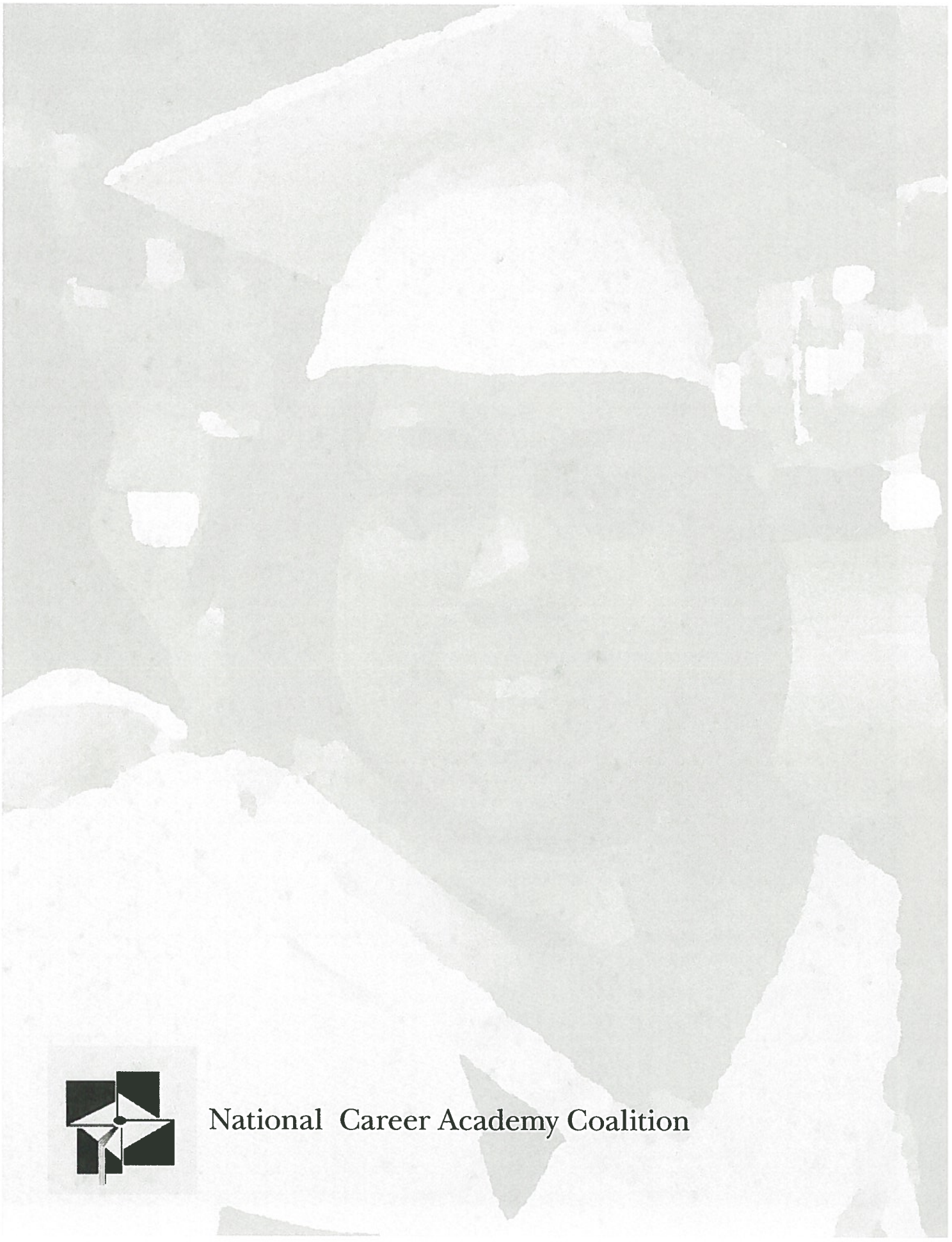
Improvements in student performance are central to an academy's mission. It is important to gather data that reflect whether students are showing improvement and to report these accurately and fairly to maintain the academy's integrity.

Criteria	Sample Documentation
a. Student data are collected These data include those necessary to describe the student body within the academy (e.g., grade level, gender, race/ethnicity) and its relationship to the high school in general, as well as student performance on a variety of outcome measures.	· There is evidence that data has been collected for the academy and has been compared to the same data for the high school in general in areas such as: – Grade level – Gender – Race/ethnicity – Free & reduced lunch – Exceptional Student Education (ESE) – English for Speakers of Other Languages (ESOL)
Criteria	Sample Documentation
b. Multiple academic measures are included...AND *d. Accurate reporting* Outcome measures include a variety of accepted indicators of performance (e.g., attendance, retention, credits, grade point averages, state test scores, graduation rates, college going rates).	· There is evidence that the follow indicators of performance are included: – Attendance – Retention – Credits – GPAs – Graduation rates – College going rates – State test scores – National test scores (ex. NAEP, SAT, ACT, CPT) · There is evidence that students are taking more rigorous courses
Criteria	Sample Documentation
c. Technical learning is assessed Measures include knowledge of the field's terminology, technical concepts, and ability to apply English, math and other academic skills to authentic real world projects. Where appropriate, industry certification is incorporated.	· There is evidence that technical learning is assessed and students show mastery of: – Terminology – Technical concepts – Application of knowledge of the field to real world problems and projects – Skills necessary to attain industry certification where appropriate · There is evidence that data has been used to inform instruction
Criteria	Sample Documentation
e. Evidence of impact These measures show whether, and how much, the academy improves student performance.	· Analysis of the data indicates whether there is improved academy student performance when compared with the entire high school student body

X. Cycle of Improvement

No new academy functions perfectly. Even well established and operated academies benefit from self examination and refinement. Ensuring and improving the quality of a career academy requires engaging in a regular cycle of improvement.

Criteria	Sample Documentation
a. Academy implementation is examined Program leaders regularly assess the academy's functioning, studying its strengths and weaknesses. This involves gathering feedback from key stakeholders, including students.	· Input from all stakeholders, including students, is gathered each year by means of a survey, questionnaire, an interview, or third party evaluator
Criteria	**Sample Documentation**
b. Academy refinements are planned These reviews lead to plans to address any problems. Such plans include timetables and benchmarks for improvement.	· A team is organized to analyze the evaluation results within the mission of the academy, determine where improvements or changes are needed and create an implementation plan · A timetable and benchmarks for improvement are created with a list of who is responsible for each of the benchmarks
Criteria	**Sample Documentation**
c. Changes reflect the academy's mission and goals The refinements refer back to the academy's underlying mission and goals.	· Academy teams make the necessary improvements and/or changes · Academy teams revisit their mission and goals and refine them as needed



National Career Academy Coalition

Minuteman Career Academy Concepts

STATEMENT OF PURPOSE

Based upon the feedback of advisory committees, staff and faculty an effort was initiated to cluster career and technical programs in a manner supportive of the development of "Academies". In collaboration with departments, member schools and communities, business and industry leaders, advisory members, students and parents, Minuteman will continue to engage all stakeholders in defining what a Minuteman Academy is.

Whatever the definition entails Academy Model, it will provide the following core activities:

1. A broad occupational preparation for work and continuing education,
2. A framework for constantly and deeply integrating academic and vocational-technical education,
3. An opportunity for career development for all students, and
4. support for the implementation of innovative instructional strategies such as project-based learning, work-based learning, and applied learning involving all students.

Based upon research, communication and dialogue conducted previously, it is clear that the academy model holds promise as a framework for school transformation.

The implications of the academy model extend far beyond career and vocational-technical education. Research has shown that students committing themselves to a career-oriented curriculum that is rigorous and integrated with a powerful academic core are well prepared for entering the workforce or further education.

Academies are not defined by brick and mortar, nor by proximity alone. Effective relationships between teachers, business, parents, and the community are the basis of the Minuteman academy model. One of the essential founding pillars of the academy model is the integration of academic and vocational technical education that is achieved through new relationships between teachers. These relationships are:

a) planned for,
b) committed to student learning, and
c) honored by other aspects of the organizational structure; including scheduling common planning time, supporting professional development, and have district school committee and leadership team support.

	B	C	D	E	F	G	H
2	**Name**	**Department**	**Engineering, Construction, & Trades**		**Life Sciences & Services**		**Shared House**
3			**1**	**2**	**1**	**2**	
4	Murphy, Susan	Admin. Assistant		x			
5	Cappucci, Rose	Admin. Assistant				x	
6	Cusack, Joyce	Admin. Assistant	x				
7	Heisler, Donna	Admin. Assistant					x
8	Lambrinos, Sandy	Admin. Assistant				x	
9	Maglio, Jackie	Admin. Assistant					x
10	Mixon, Cheryl	Admin. Assistant					x
11	Murphy, Claire	Admin. Assistant			x		
12	Romano, Rose	Admin. Assistant					x
13	Rozan, Liz	Admin. Assistant					x
14	Smith, Janice	Admin. Assistant		x			
15	Bordeau, Erin	Art			x		
16	Tildsley, Brian	Assistant Principal					x
17	Mahoney, Kevin	Assistant Supt.					
18	Dillon, Jack	Assitant Principal	x				
19	Donato, John	Athletic Director/PE					x
20	Flood, Bruce	Automotive		x			
21	Melanson, Don	Automotive	x				
22	Primpas, John	Automotive		x			
23	D'Ambrosia, Denise	Bio Science & Engineering		x			
24	Rafter, Patrick	Biotechnology			x		
25	Auger, Crystal	Biotechnology				x	
26	Gendall, Linda	Business Office			x		

	B	C	D	E	F	G	H
2	**Name**	**Department**	**Engineering, Construction, & Trades**		**Life Sciences & Services**		**Shared House**
27	Resendes, Michelle	Business Office					x
28	Ham, Maryanne	Educator Evaluation					x
29	Ehle, Brian	Carpentry		x			
30	Traganos, Chris	Carpentry	x				
31	Silva, Roy	Carpentry PG		x			
32	Downing, Kelly	Child Care				x	
33	Blake, William	CIA Director					
34	Cohen, Carol	College & Career Readiness					x
35	Blackwood, Emily	Comminuty Ed				x	
36	Dutch, Brendan	Communications Director					x
37	Asser, Jill	Community Ed					x
38	DeMaio, Cindy	Cosmetology			x		
39	Halko, Pauline	Cosmetology				x	
40	McLaughlin, Melissa	Cosmetology				x	
41	Currier, Anita	Culinary Arts				x	
42	McElhinney, Marty	Culinary Arts			x		
43	Metcalf, Pat	Culinary Arts			x		
44	Charbonneau, Dan	Culinary Arts/Baking				x	
45	Tan, Karen	Culinary/Bakery				x	
46	Tang, Jane	Culinary/Bakery				x	
47	Roche, Michelle	CVTE					
48	Boyajian, Diane	Data Technology					x
49	Gallagher, Sandi	Dental PG				x	
50	Galante, Maria	Design/Graphics			x		

	B	C	D	E	F	G	H
2	**Name**	**Department**	**Engineering, Construction, & Trades**		**Life Sciences & Services**		**Shared House**
51	McGowan, Nick	Design/Graphics				x	
52	DiPaolo, Gene	Drafting		x			
53	Smith, Kathleen	Early Education				x	
54	Provost-Miller, Anne-Marie	Early Education				x	
55	McDermott, Kevin	Electrical		x			
56	St. George, Albert	Electrical	x				
57	Quay, Becky	Engineering	x				
58	Repucci, Rich	Engineering		x			
59	Gray, Ethan	English			x		
60	Sheerin, Kevin	English		x			
61	Tagg, Danielle	English	x				
62	Anderson, Kathryn	English				x	
63	Archambault, Maureen	English					x
64	Donovan, Greg	English				x	
65	O'Brien, Terri	English			x		
66	Bakeman, Jim	English	x				
67	Girouard, Bruce	English		x			
68	Clement, George	English					x
69	Regan, Terry	Environmental Science				x	
70	Wilbur, Tony	Environmental Science			x		
71	Baker, Dina	Food Service					
72	Barker, Lucille	Food Service					
73	Coulfield, Karen	Food Service					
74	Robinson, Stephen	Food Service					

	B	C	D	E	F	G	H
2	**Name**	**Department**	**Engineering, Construction, & Trades**		**Life Sciences & Services**		**Shared House**
75	Ryan, Patricia	Food Service					
76	Squibb, Mildred	Food Service					
77	Stellberger, Karen	Food Service					
78	Shastany, Heather	Food Service Director					x
79	Taipan, Paz	Food Services		x			
80	Camagna, Lisa	Guidance			x		
81	Carney, Angela	Guidance					x
82	Farrill, Dana	Guidance				x	
83	Dempsey, Diane	Guidance		x			
84	Baker, Susan	Health Assisting				x	
85	Berry, Maureen	Health Assisting			x		
86	Eichhorst, Deb	Health Assisting				x	
87	Ard, Sarah	Horticulture				x	
88	Kelleher, Peter	Horticulture			x		
89	Belmer, Lynne	Human Resource					x
90	Malerba, Dean	Human & Business				x	
91	Cameron, Bill	HVAC/R		x			
92	Capel, Donovan	IT					x
93	Pelletier, John	IT				x	
94	Schrimpf, Annamaria	IT Director					
95	Ciampa, Peter	LABBB					x
96	Costa, Trish	LABBB				x	
97	Costello, Diane	LABBB					x
98	Walsh, Brian	LABBB		x			

	B	C	D	E	F	G	H
2	**Name**	**Department**	**Engineering, Construction, & Trades**		**Life Sciences & Services**		**Shared House**
99	Bowen, Maryam	Library					x
100	Mastrocola, Mary	Library					x
101	Bordeau, Bryan	Maintenance		x			
102	Clickstein, Mike	Maintenance	x				
103	Collins, Tim	Maintenance				x	
104	Cusack, Jim	Maintenance			x		
105	DeSimone, Mike	Maintenance					x
106	Driscoll, Ed	Maintenance		x			
107	Heisler, Bill	Maintenance				x	
108	Keith, Don	Maintenance					
109	Lee, Doug	Maintenance					
110	MacLean, Matt	Maintenance					x
111	Mateiko, Todd	Maintenance					
112	McKinstry, Todd	Maintenance					
113	Mullane, Rich	Maintenance					
114	Joncas, Joe	Marketing				x	
115	Devereau, Nicole	Math		x			
116	Weijer, Andy	Math	x				
117	Flaherty, Joe	Math					x
118	Fraser-DeHaan, Justin	Math				x	
119	Fusco, John	Math		x			
120	Hunt, Kevin	Math			x		
121	Bernstein, Carrie	Math	x				
122	Skogstrom, John	Math				x	

	B	C	D	E	F	G	H
2	**Name**	**Department**	**Engineering, Construction, & Trades**		**Life Sciences & Services**		**Shared House**
123	Gallant, Rick	Metal Fabrications		x			
124	Tuttle, Rich	Music					x
125	Plater, Heather	PE					x
126	Bruno, Chuck	Plumbing		x			
127	Romano, Kyle	Plumbing	x				
128	Houle, Ernest	Principal					
129	Voges, Bob	Programming/Web	x				
130	Lambert, Larry	Programming/Web		x			
131	Ayres, Rob	Robotics		x			
132	Brown, Carol	Safety & Energy					x
133	Doiron, Ashley	School Psychologist					x
134	Ratchelous, Aimee	Science		x			
135	Salerno, Jeremy	Science	x				
136	Griffin, Nina	Science				x	
137	Sypteras, Gary	Science					x
138	Marshall, Meghann	Science			x		
139	Marshall, Eric	Science		x			
140	MacInnis, Chris	Security					x
141	Buckley, Michael	Social Studies					x
142	Danielson, Chris	Social Studies				x	
143	Mitton, Rachel	Social Studies			x		
144	Sierra, Tracey	Social Studies		x			
145	Nason, Shari	Social Studies	x				
146	Guarino, Michael	Special Ed		x			

	B	C	D	E	F	G	H
2	**Name**	**Department**	**Engineering, Construction, & Trades**		**Life Sciences & Services**		**Shared House**
147	Teehan, Margaret	Special Ed					x
148	DellaCagna, Lauren	Special Ed	x				
149	Hutchings, Amy	Special Ed					x
150	Page, Gayle	Special Ed					x
151	Waldman, Cathy	Special Ed					x
152	Chisholm, Marilyn	Special Ed					x
153	Deer, Janice	Special Ed				x	
154	Papas, Max	Special Ed		x			
155	Perrault, Amy	Special Ed					x
156	O'Donnell, Renee	Special Ed.	x				
157	Quinn, Heidi	Special Ed.		x			
158	Nardone, Beth	Special Ed.		x			
159	Merkowitz, Andie	Special Ed.			x		
160	Mathews, Corinne	Special Ed.				x	
161	Moffitt-Jenkins, Carey	Special Ed.	x				
162	Moltenbrey, Ashley	Special Ed.			x		
163	Leshane, Lauren	Special Ed.		x			
164	Lynn, Kevin	Special Ed. Director					
165	Bruno, Mary	Special Ed.					x
166	Bouquillon, Edward	Superintendent					
167	Caruso, Rich	Telecommunications		x			
168	Chavier, John	Trades & Transportation	x				
169	Marino, Ron	Workforce Development					x
170	Nagle, Sheila	World Languages				x	

	B	C	D	E	F	G	H
2	**Name**	**Department**	**Engineering, Construction, & Trades**		**Life Sciences & Services**		**Shared House**
171	Maynard, Connie	World Languages					x
172			19	33	20	37	42

Life Science Group A (3 smaller groups)

Standard II Academy Structure

2A. Not meeting the standard

At Minuteman we have students over 4 grade levels not just 2

2B Student Selection Yes we meet the standard

But sometimes Parents are forcing the Decision/ Parents/Guidance Counselors feel this is the best solution for students but not always is it where they *want* to attend. Due to out of district concerns sometimes students are placed in shops they are not interested in.

2C Cohort Scheduling Not Meeting

Students are not in academic classes grouped by shop

2D. Physical Space Not meeting the standard

Hopefully a new building would provide structure to allow for natural communication of all team members
Easily done if we have a brand new building. Not sure if we are restructuring the old building

2E Small size, Supportive Atmosphere

What is small size? CTE areas have 15 vs Academic classes that can have up to 23 students.

We will need Training on Differentiated instruction. Academic teachers will need to be strong leaders to manage students of varied levels.

We will need collaborative time to provide the supportive atmosphere

Standard lll Host District and High School

Not Meeting lll A,B,and C as we not an academy

Seems Admin and Staff are in support of Academy model. Do we have the support of the Advisory Committee? Of the school Committee?

We could easily meet

We do have Support from the principal and other Admin.

We do not meet the Criteria, Hopefully if a NEW building we will meet the criteria.

We really need to relocate classrooms to meet be able to collaborate easily. Perhaps the elimination of traditional academic periods and the work is absorbed in the shops.

Are there other academy schools in Mass that we could visit to see how they are doing it?

Statistics show that there is a higher success rate of students that attend academies, lower drop out rates smaller class sizes.

IV Appropriate teacher selection, leadership credentialing.....

IV A Not meeting the standard Currently cluster chairs are in place but what happens Nov 1

Academic teachers could easily join advisory committees to fulfil this requirement

IV B teachers are not volunteering it feels more mandatory

Need more time for daily collaboration and integration (The middle school model was mentioned several times)

We need training on defining academy. There will have to be extensive training and communication about the model we choose before we start implementing the changes.

IV C Meeting the Criteria

Seems the more we talk the more questions we have.

V. Professional Development

A. What impressed you?

a. Mention of mentors, established relationships

B. Are we in alignment with this standard?

a. Providing professional development now

C. Do we EXCEED this standard?

a. No.

D. What specific examples can you identify?

a.

E. Where are we NOT aligned?

a. Common Planning Time is difficult

F. What can be done with some added effort?

a. Agendas with CPT, even if it's broad.

b. Identify what needs some work in your department, (Reading skills in related, or math in culinary), communicate early on with other instructors

G. Concerns/Questions

a. History of scheduling difficulties, challenges

b. Team approach seems scary, alone time

VI. Governance and Leadership

A. What impressed you?
    a. We are already have a pretty established advisory board - students, parents and industry members
B. Are we in alignment with this standard?
    a. We do have advisory board
    b. 3 times a year not quarterly
C. Do we EXCEED this Standard?
    a. In some ways. Established relationships.
D. What specific examples can you identify?
    a. See other
E. Where are we NOT aligned?
    a. Broad representation from the district.
    b. Academic staff
    c. Administration
    d. Embers of higher ed
F. What can be done with some added effort?
    a. Bring some additional in house members into advisory committees
G. What questions do you have?
    a. What governs our advisory board? Who can vote etc?

VII. Curriculum & Instruction

A. What impressed you?
    a. Massachusetts is over aligned
    b. Aligned but separate
B. Are we in alignment with this standard?
    a. Yes, our curriculum is aligned to many standards
C. Do we EXCEED this Standard?
    a. In some ways.
D. What specific examples can you identify?
    a. Skills Plus, MCAS
E. Where are we NOT aligned?
    a. Curriculum in sequence integrated rigorous and relevant but not in the academy model (no integration) – we aren't there yet.
F. What can be done with some added effort?
    a. Third frozen block for science MCAS, to prepare them freshman year for the state requirement in order to allow for life science integration with shops later on
    b. A couple of units with real integration and project based learning efforts
    c. Renew efforts for articulation agreements
G. What questions do you have?

a. FOCUS on COLLEGE READINESS – we need to emphasize college AND career readiness
b. All academic classes as college-prep is not our focus. We are preparing for CAREER or/AND COLLEGE.
c. What's in a name – College Prep 1, College Prep 2, VCP (Vocational College Prep)
d. Access to articulation agreements because $$$

VIII- Employer, Higher Education & Community Involvement.

1. The ideas involved. Community involvement needs to be a huge thing for a Vocational schools. This will help the students get a name for themselves out in the industry as well as help Minuteman students gain an upper edge coming out of high school. With the students out working the community, they will build bridges and relationships with industry professionals which will help the students be successful in the future.

2. Yes we are aligned with the standard. We stress a lot of community involvement and most students exit Minuteman with a readiness and a knowledge of their field

3. Yes most technical teachers do other work in their field, also there are requirements for shop teachers to hold certain certifications.

4. No, We could do more to educate the public what we do, what certifications and credentials the teachers hold in the field they teach.

5. Educating the public on teachers' credentials, more involvement in the community in ALL shops, reaching out more to the towns for more involvement in individual jobs, internships. This will help get Minuteman out there as well as save taxpayers money by getting free labor.

6. see number 5

7. See number 5

IX- Student Assessment

1. With Aspen X2, we have access to some information now, ex grades, attendance MCAS scores, lexile scores
2. This gives us lots of pertinent information to help us in the classroom.
3. Yes- student projects, coop, job sites
4. No, we need more students to be eligible for COOP, more jobsites that tie all shops together.
5. There needs to be easier accessibility for shop specific information. Maybe parents can see their students performance related to entire shop, teachers can see performance vs. other schools.
6. ?
7. We need to advertise our success more on a larger scale. Let the public know via newspapers, email, social media. More signs on our jobs in community. Display student work more.

X- Cycle of Improvement

1. WE do not have an academy model yet, therefore this may not apply. Impressed with the use of a team setup to make the decisions.
2. Third party involvement comes from our strong advisory committees.
3. Do the key stakeholders involve teaches?
4. Cycle of improvement makes teachers think it's another type of evaluation system.
5. We refer back to our mission and goal, but do we ever change/adapt it?

Life Sciences B New Building notes 10 14 2014

Our notes from last week:

1.) Are we in alignment with the NCAC?
2.) Where do we meet or exceed the rubric?
3.) Needed to comply
    a. Academic cohort
        i. What type of cohort?
        ii. What do we mean by cohort?
    b. More distinction / separation between the 2 academies?
    c. Advisory Board should help add trade component to academics and vv
    d. Community service requirement?
    e. Mentoring?
    f. How can academic teachers help w/ the "sequential experience components"?
    g. Will co-op still exist?

NCAC rubric, item by item (10 14 2014)

1.) Defined Mission and Goals
    a. Seems to be more academic than our current focus
    b. We do include academic parts (multiple intelligences, diff learning styles included in classrooms); work w/ different special ed needs (IEPs, 504s), which includes academic portion w/in the hands-on aspects of the shops.
    c. It seems the things we focus on (portfolios, etc.) are secondary, and the academic end is primary.
    d. Is this realistic to the level of special ed needs we have, in all vocational departments?
    e. Mentions AP classes – we have them, but not a primary focus.
    f. The NCAC rubric seems to be built around vocational supporting academic rather than vv. Is this where we want to focus?
    g. Criteria of NCAC seem acad, but sample doc seems pretty aligned w/ what we do, w/ exception of high concentration of college prep

i. We do clubs, hands on, field trips, guest speakers, etc. which are listed here. Perhaps we are more aligned than we think we are:
ii. Item I.c does take into account diff learning types and mult intellligences. We do have a higher % of special ed students than typical schools.

2.) Academy structure: at least 2 years, 2 grade levels:
   a. Cross-grade articulation
      i. Does this mean that academic teachers stay w/ the acad they're assigned to? Acad teachers planning what a given student in a given field will do academically across 4 years: more integrated than where we are now
   b. Student selection
      i. We feel we are fairly well aligned w/ this part of the rubric, given middle school recruitment and outreach to 16 member schools plus outside schools
         1. Freshman exploratory process gives every shop a chance to recruit students.
         2. At CRL, tracks are optional – does this doc describe more of a school-within-a-school, rather than a vo-tech like us?
      ii. We may have less parent participation than a traditional high school: perhaps not as much parent participation in academy selection as being described here?
      iii.
   c. Cohort scheduling
   d. Physical space
   e. Small size, supportive atmosphere.
3.) Host District and High School
   a. Support from B of Ed and Superintendent
   b. Support for principal and hs
   c. Adequate funding, facilities, equipment, and materials
      i. Safety showers and upgraded chemical storage in classrooms
      ii. Notepad capability onto a handheld device / tablet (marketing)
         1. 10/16 of our districts have tablets or other 1-on-1 device
      iii. Need areas to lock up equipment: need more adequate way to secure equipment (summer use is heavy, as is community ed.)
      iv. Some spaces not appropriate:
         1. Shops are in reg classrooms but need labs
         2. Need labs attached
         3. Diff shops have different wish lists: **request that admin should meet individ w/ diff shops and academics for desires, more of a**

1 on 1 conversation. We would like a chance to explain specific needs

4. Academics: the level of alignment described on NCAC would need quite a bit more planning / curr time than we currently have.
5. If we're renovating and not building new, grave concerns re: mold (should we allow this this wait 3 years?), ventilation, leaks into kitchen, non-working water fountains, insects, building security, chipmunks, mice, birds, other fauna. Bathrooms need renovation: toilets to flush better,

4.) Faculty and Staff
   a. Teacher Leaders / Coordinators
      i. Describes academy coordinators and /or lead teachers.
         1. Shop teachers already attend advisory ctte meetings; now academic teachers would do this as well.
         2. It seems we are aligned w/ the documentation that is described here.
         3. Lots of teachers already do this but aren't compensated.
         4. Currently there are not lead / coordinator roles but there is no time / compensation for either academic or voc teachers to do this.
         5. Leads would need to meet w/ everyone involved.
         6. This is happening now but informally and w/o time / compensation.
         7. Need for common planning time for leads as well as all other academic / vocational teachers involved in the academy.
   b. Teachers credentialed, vol in the acad, committed to its mission and goals
      i. What does it mean to "volunteer" in the academy?
         1. Example: academic teachers visit shops of their cohort? This already happens informally.
         2. Is this more related to school-w/in-a-school model? Perh not so relevant for MM.
   c. Counselors and non-academy teachers and cert staff are supportive.
      i. Is this more related to school-w/in-a-school model? Perh not so relevant for MM.
      ii. Who would the non-academy teachers be? Shared house?
      iii. "Written reports or minutes of counselor contact w/ academy staff and students" – what is the purpose? Is this already happening, only no integration needed b/c MM is entirely academy-based?

5.) Professional development
    a. Common planning time
        i. Needed w/in vocational and academic teachers as well as between voc and academic teachers.
        ii. This might actually be diff from a departmental model: would this mean academy-wide integration AND curriculum / dept meetings to stay aligned?
        iii. What would the schedule look like? Would planning times be built into the academy schedule? How diff would academy schedule look from MM's current schedule?
            1. Still week-on, week-off? Would there be subs / release time, etc. for common planning?
            2. Some schools use subs to release an entire dept / cohort for planning
            3. Can voc teachers release their students to subs that frequently? How can voc teachers relinquish long periods of lab / shop time?
        iv. Example: at an acad school known to one of us, 9 and 10 are always ½ days in V, ½ days in academic. 11th and 12th are on week-on, week-off. Minimum 2 preps per day.
            1. Had 3 teachers per shop, so that allowed time for prep.
            2. We would like to see more possibility of common planning time.
            3. Large # of teachers per shop (3 per) allowed for more planning time, individual and common.
            4. Every shop in this model had a lead teacher.
    b. Teacher pd
        i. "Academy teachers provided w/ training in the academy structure, curricular integration, student support, and employer involvement" – what would this look like / entail? This aspect sounds critical to us.
    c. Employer and parent orientation

6.) Governance and Leadership – Vocational teams feel well-aligned w/ this. What would academic teachers need to do to be better-aligned here?
    a. Advisory board w/ broad rep
        i. Currently hard to get people to commit to this: people in many industries work long hours, strange shifts, can't get time off or are not available in the scheduled time.
        ii. Currently we're requested to have

1. Reps from minorities, labor, non-trad, industry, post-secondary, disabled students' reps, alums, parents.
2. Is this the same for the Academy Model?

iii. Traditionally, we inform Advisory Board. New AB's chair model shows AB advising us more, more action-oriented, more connected w/ industry.
1. New chair wd like more academic teachers involved in this.

b. Regular meetings of advisory board: NCAC recommends quarterly.
i. Some shops have 2, some have 3, but 3 is felt to be a stretch.

c. Healthy partnership
i. Varies, depending on how active the board is in a particular vocation.
ii. Some shops don't have this as much as others.

d. Student voice
i. Most Advisory Boards have a student: they can be intimidated and some are more active than others. Seems to depend on the student.

7.) Curriculum and Instruction

a. Meets external standards
i. We all follow Mass frameworks
ii. Academic subjects moving towards alignment w/ CCSS
iii. If we are a 2 year academy, will our students arrive in academy (grades 11 and 12) already having satisfied external high-stakes testing standards?
1. If not, how much integration can happen academically, given our 50% sped population, if we're moving exam prep time from curriculum and focusing more on shop?
2. Is this academy model focused on vocational, or more on vocations supporting academics?
3. Would we need to extend the school year / school day to accommodate this?

iv. PARCC goes through 11th grade.

b. Meets college entrance requirements: grads qualified to attend 4 year colleges and are encouraged to do so: is this a goal for MM? What academic courses will students take who don't plan on attending a 4-year college? If we have students who switch shops, do they leave their academy? How much will this complicate their academics if they switch shops? Will they be so aligned w /their cohort that they can't transfer to another academy? This could be a reason that academies didn't start until junior year.
i. Do we want to serve a different population if we commit to this? Should every student be made ready for college? As it stands, a decent % of our students could not qualify for college entrance, mostly b/c when they arrive as 9th graders, the level of remediation they require won't make college entrance possible.

ii. "Master sched shows all academic classes are college prep" – large % of our students not in college prep classes, and/or require remediation.
iii. Do we want higher admissions requirements? Some schools on NCAC model have rigorous academic entrance requirements.
iv. Some students want to be in shops for which they are not successful: they might like it or desire it but already don't have academic skills to succeed. Who should make the final decision on where a student ends up? What % is student's, teacher's, shop's, parent's choice? Some shops can't modify curr based on students' extreme remediation needs.
v. Every student is entitled to an ed, but some students are a safety concern.
vi. Schools w/ waiting lists can fill slots when students leave b/c of bad behavior.
vii. Will a shift to academy model make us more desirable? More of a waiting list?
    1. Need a different/ broader cohort of member towns?
    2. Enviro classes and other green tech classes / integration very desirable to parents.
    3. What is desirable to parents?
    4. College prep classes very desirable to parents. Parents attracted to other shops by high salary. How to make more attractive to parents?
    5. Is this new school being built to attract the population that it currently does, or are we more recruiting engineers, programmers, etc.?
    6. This may be the crux of the issue – does following NCAC cause a vision change that addresses a different set of students?
    7. Are we talking about 2 different schools, i.e., a radically different set of students being served?
    8. How will the academies work academically given an academy that includes both
    9. Would there be students in the shared academy? Perh Honors Junior English, AP classes: this is a rare instance of students in both cohorts.
        a. Would there also be remedial students in the shared academy? Would this handle the disparities between student academic levels? What % of our students will be able to be integrated into their academy, truly, if we increase the # of "shared academy" classes to include remedial?

8.) Employer, Higher Ed, and Community Involvement
    a. Career theme fits local economy
        i. What shops are being considered for removal and addition? Are those decisions based on local economic indicators? Are HVAC and welding going away? We don't see those trades going away in local industry.
            1. Is HVAC more post-grad?
            2. Is welding being folded into an advanced manufacture?
        ii. What is being added? Multi-media engineering? Animal science?
            1. Some concern expressed re: viability of multi-media engineering shop.
            2. Many students expressed interest in criminal justice but we haven't seen that in the proposal.
        iii. We would like better clarification about what is to be added / merged / subtracted and the indicators the decisions were based on?
        iv. Many of our students need vocations in which they can get jobs right out of high school.
    b. Community involvement
        i. We can document lots of this already
    c. Incorporates citizenship: encourages student contribution as citizens:
        i. Student / parent contract?
            1. Behavioral? Consequences of infractions of safety / HW?
            2. Citizenship expectations?
                a. b/c we are a public school, we can't send students out who don't fit our expectations?
            3. Academic expectations?
        ii. Community service requirement?
            1. Rubric mentions "variety of community service projects."
        iii. What are "entrance and exit procedures"? What are "intervention strategies"? Are these more for the "school w/in a school" model (not our model)?

iv. Our group's understanding is that everyone at MM would be in one academy or the other: can we meet NCAC requirements if we aren't a school w/in a school?
v. Is there more current info from NCAC? Our docs are dated 2004.
vi. At Dover HS students who don't or can't meet the requirements of the vocational majors know that they will be moved from the vocational program. Under that type of model we could meet the academy rubric more closely.
vii. We would like clarification of the academy expectation: are all MM students in an academy?

d. Work / community based learning
    i. We do these well.

9.) Student Assessment: in our DESE compliance we handle a, b, c already, whether or not in academy model
    a. Student data are collected
    b. Multiple academic measures included
    c. Accurate reporting
    d. Technical learning is assessed: yes
    e. Evidence of impact
        i. We can't measure impact of this until our conversion
        ii. Not a real way of measuring against "rest of school" b/c we are not a school w/in a school – we can already measure ourselves against our member districts.

10.) Cycle of improvement: in the new structure we would set up these things.
    a. Academy implementation is examined
    b. Academy refinements are planned
    c. Changes reflect academy missions and goals.

Shared House

- Minuteman is in an identity crisis
    - Concern that the special education population will grow
    - Need to erase the stigma that Minuteman is where you send kids when you know they can't succeed
    - Doesn't necessarily need to be a bad thing
        - Embrace what we are and what we do well
    - Kids are pressured to stay in home towns
    - Academy model is good since it will make a big school a smaller school
    - We already do most academy things and need to design the school to them
    - Many people already think what we do already works well
        - Academy model is linked to the new building
        - Difficult to integrate and eventually it just doesn't work
            - Teachers should try to integrate and document their efforts
            - Should have more professional development around integration

        - Takes an enormous amount of time to plan integrated lessons
        - Interested to see a schedule for a school that does this successfully
        - Not enough current integration to see if the integration is successful
    - Need to address the school climate because PLCs don't work in a bad school climate
        - Need more team building activities
        - Need to do more of the soft skills developing type of activities
- Defined Mission and Goals
    - We are aligned with the first standard
    - We could do a better job off integrating some of our curriculum
        - Easier in a smaller school since areas are so far apart
- Goal 2
    - A. Meet
    - B. Meet
    - C. No
        - Students do not currently travel in cohorts so there is no continuity
            - We used to do this but we stopped because parents complained that every kid could not get into it
            - How do teachers teach in shops taking into account the varying levels of kids in the shops
                - Need lots of teachers
                - Kids won't truly be in cohorts
                - Not sure it makes sense for kids to truly be in cohorts
    - D. No
    - E. No
        - No formalized integration across shops and classes only happens in pockets
        - People used to be willing to work together more
- Goal 3
    - Comes down to money and time
- Goal 4
    - Description of what department chairs currently do and should still be doing
    - 2 Academies
        - 1 leader per academy
            - Assistants
    - If there were a leader for each academy they would need people to talk to in the department's to talk about what is working and what isn't
        - Problem with only one leader being designated for evaluations in an entire academy
            - What follows under that person's purview
        - How is the shared house governed

Construction, Trades, and Engineering Group B

I.

i. **Life outside of school comes with school**
    a. Therapeutic School
    b. Relationships w/ CTE vs. academic
        i. Rapport and Relationship

ii. Advisory for academics

a. We help IEP and struggling learners.

II.

i. Underclassmen paired with upperclassmen does help.
   a. Intellectually it makes sense to link grade levels 9+10 at least until MCAS is over.
   b. Should all academies be part of shared house
      i. Could create more division vs. teamwork
      ii. Spread science teachers around to all teams

ii. Cohort
   a. Shared populations requires time and teachers meeting regularly

iii. How do we assign SPED caseloads
   a. Move toward a more heterogeneous group?

III.

i. School Committee documentation is not updated on the Minuteman website.
ii. Does academy model require school committee approval or sanction?

IV.

i. Academic advisory could help with transition to colleges.
ii. Co-teaching versus a team approach to all classes.
   a. In shop-oriented academies is everyone a part of the team?
   b. Some teachers forced to teach literature to students who have no interest?
iii. Opportunity for projects spanning several grades.
   a. Project based learning that hits academic targets.
   b. CTE portfolio features academic competencies.
iv. Assumes facts not in evidence.

V.

i. Sample documentation of successful team and team project
   a. Such as senior project
ii. Professional development required for a shift in thinking
   a. Common Planning Time for ½ day once per week
   b. Will time for that be allowed
   c. People need to know when professional development time is coming.
iii. It's the kids' school
iv. We are not squeezing professional development in

VI.

i. Teams meet daily
ii. Teams meet days in the summer
   a. Teams within houses?
   b. Students should have a voice in advisory boards

VII.

i. Focus on PARCC, CCSS, MCAS for grades 9+10
ii. Will kids be able to get their hours for certification?

a. How will this affect placement?

iii. Fluid grade levels
   a. Students elect to move to grade level maybe up to a certain age.

iv. A 5 year plan may be better than 4 (IEP)
   a. Create articulation agreements with community colleges
   b. Provide real guidance and advice about post-secondary aspirations.

VIII.

i. New special education roles.
   a. Goes beyond individual caseloads

IX.

i. Senior Project model extended

ii. Assessment
   a. Why aren't you getting your project done
   b. Checking in?
   c. Disabilities may prevent student.
   d. Team needs to collaborate on reasons for non-mastery or not attempting.

X.

Goal 5A: From July 2014 through January of 2015, in support of School Committee Goals #1 and #2, I will personally meet with each Superintendent in our District to communicate Minuteman services and programs to develop specific communication strategies resulting in collaboration and projects that are of mutual benefit to the district and the member town school districts.

Progress: I have communicated with District superintendents in efforts to set up a meeting to discuss mutually beneficial projects between their Districts and ours. Documentation of those efforts is attached.

Goal 5B: From October 2014 through May 2015, in support of School Committee Goals #1b, #2a, #2b, I will develop a communication strategy that ensures necessary buy-in from all member towns; work to increase enrollment from member district towns; and continue to engage potential new members to join the District, respectively, through engagement with the school communities in each of our member towns and largest non-member towns through presentations at member town school committees.

Progress: I have overseen the creation of a Joint Communications Subcommittee comprised of members of the School Committee and School Building Committee. Minutes of their meetings are attached. The District has also created a request For Proposals to hire a communications consultant to assist in identifying stakeholders and creating effective messaging to ensure the approval of the building project in member communities. Meetings with staff and recruitment experts are scheduled for 2015 (materials presented earlier) in order to identify strategies that will boost enrollment and student performance. The results of our NEASC Five Year Focus visit commended the district on "An effective recruitment plan that uses a variety of strategies to inform students about career and college pathways that Minuteman High School offers."

Dutch, Brendan

From: Maglio, Jaculen
Sent: Tuesday, December 16, 2014 8:52 AM
To: Dutch, Brendan
Subject: FW: Minuteman's Superintendents Luncheon & Tour

From: Paul Stein [mailto:paul_stein@wayland.k12.ma.us]
Sent: Monday, October 06, 2014 2:32 PM
To: Maglio, Jaculen
Subject: Re: Minuteman's Superintendents Luncheon & Tour

Hello. This sounds like a good idea. Unfortunately, it conflicts with the Massachusetts STEM Summit, which I am already committed to attend. Sorry I can't be there. -- Paul

On Mon, Oct 6, 2014 at 2:25 PM, Maglio, Jaculen <j.maglio@minuteman.org> wrote:

> Dear Superintendents,
>
> I would like to invite you to a luncheon and tour to be hosted at Minuteman High School on Wednesday October 22 starting at 11:00 am. This event will allow us to become more familiar with each other and allow us to have a frank discussion on the status of the district and critical initiatives including our Regional Agreement and the MSBA Project.
>
> I would also like to have a discussion regarding areas that will mutually benefit us. Including providing creative and innovative access to Minuteman through the Minuteman Middle School Technology Program, half day CVTE programming, career development, and other support.

For more information please see the included invitation. If you have any questions please contact our office at 781-861-6500 extension 301. We look forward to hosting you on the 22nd for what is sure to be an informative and beneficial discussion.

Edward A Bouquillon

Sincerely,

Edward A. Bouquillon, Ph.D.

Superintendent-Director

Minuteman High School
758 Marrett Road, Lexington, MA 02421
T 781.861.6500
F 781.863.1747

www.minuteman.org

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Dutch, Brendan

From: Maglio, Jaculen
Sent: Tuesday, December 16, 2014 8:53 AM
To: Dutch, Brendan
Subject: FW: Minuteman's Superintendents Luncheon and Tour

From: Glenn Brand [mailto:gbrand@abschools.org]
Sent: Monday, October 20, 2014 7:22 AM
To: Maglio, Jaculen
Subject: Re: Minuteman's Superintendents Luncheon and Tour

Hi Jackie,

Feel free to send along possible dates and/or a calendar such as meeting Wizard if that works.

Thanks

Glenn

On Fri, Oct 17, 2014 at 12:36 PM, Maglio, Jaculen <j.maglio@minuteman.org> wrote:

> Good afternoon,
>
> Minuteman's Superintendents Luncheon and Tour that was scheduled for Wednesday, October 22nd is going to be postponed, due to some of our guests' prior commitments . If you would please respond with dates in November or early December that are more convenient for you, I would truly appreciate it. It would be wonderful if everyone could attend.
>
> Thank you and hope you have a pleasant weekend,
>
> Jackie
>
> Jaculen Maglio
>
> Administrative Assistant to the Superintendent-Director

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--
Glenn Brand
Superintendent
Acton-Boxborough Regional School District
16 Charter Road
Acton, Massachusetts 01720
978.264.4700 ext. 3206
Twitter: @SuperABRSD

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October 8, 2014

Wednesday, October 8, 2014 4:52 PM

- Attendance
  - Nancy Banks, Carmin Reis, Judy Taylor, Cheryl Mahoney, Bill Blake, Jack Weis, Marianne Cooley, Mike Majors, Ford Spalding, Brendan Dutch
- Call to order
  - 5:02
- Communications Committee roles
  - To educate inform and receive advice from the various member district communities of the various issues related to the Minuteman Building Proposals.
  - make sure towns have an opportunity to have input into the building process
    - Input needs to be timely
    - Updated timeline: between now and June we will be seeing 4 updated designs including a non MSBA option.
      - Towns need to know what costs are if they do not act
      - These are what we will be communicating to our communities between now and June 2015
      - After June committee will begin focusing on education about the preferred design option
      - Between February and June 2016 committee will work on town meeting presentations for the building project approval
  - Purpose of the committee is to develop strategies as to how we communicate the value of Minuteman and use knowledge of committee's own communities to determine what stakeholders are most important to engage
    - People need to understand that the MSBA process imposes a structure on us and our decision process
    - We have 16 communities and they don't all need the same thing
  - We have submitted an RFP for a consultant to help with reaching out to communities for recruitment and building purposes
    - Some committee members expressed concern that the RFP scope of work needed more focus
    - District is looking for feedback on these candidates
    - Contract would be for the term of this fiscal year
  - Committee needs to make sure the school's database is accurate for their community
  - Jeff Stulin's editorial
    - Want to put a good foot forward in the public to combat negative press.
    - Is this the right time and message for an editorial
    - Feedback is that if the school committee wants to submit a letter to the editor they are welcome but not an op-ed so that we don't waste our opportunity for when we need it more
    - Should be focused I the communities that need it
    - Focus on education being offered here and the education plan
  - Who are the key stakeholders
  - What are the key issues
    - Regional agreement will come up
  - Next Meeting
    - Next Meeting October 22 5 pm
    - Budget for consultants?
  - Adjourned
    - 616

October 22, 2014

Wednesday, October 22, 2014 4:54 PM

- In attendance: Michelle Roche, Bill Blake, Judy Taylor, Cheryl Mahoney, Nancy Banks, Carmin Reiss, Brendan Dutch, Ford Spalding, and Jack Weis.
- Call to Order
  - 5:02
- Vote to approve minutes 10.8.2014
  - Discussion of whether the role of the committee includes increasing enrollment.
  - MOTION: Insert: "To educate inform and receive advice from the various member district communities of the various issues related to the Minuteman Building Proposals."
    - Vote: approved.
  - Insert: "Some committee members expressed concern that the RFP scope of work needed more focus"
    - Moved and approved unanimously
  - Insert: We have in place of we haven't.
  - Motion to approve the minutes as amended:
    - Approved unanimously
- Discussion on the addition of members
  - The committee discussed: Non-MSBA project members will not be joining until their work is concluded, Nobody on the committee from Weston, Wayland, and Sudbury but town managers and selectmen have been approached, Susan Scheffler will be joining until she can find a replacement, do members need to be members of the school committee or building committee, should the committee approach the parent groups in towns not currently represented.
  - Ford will have a report at the next meeting.
- Update on the School building project
  - We have seen a very preliminary diagram of the building showing adjacencies
- Update on the Consultants
  - The scope of work has been refined and distributed to the consultants
  - The committee suggested that we need to push the consultants more
  - The committee discussed appointing a sub group of the committee to interview the consultants
  - The committee arrived at a consensus that a subgroup of Carmin, Nancy, Ford, and Bill would interview the consultants
- Progress Updates on Stakeholder Identification
  - The chair reported: Arlington, Boxborough, Carlisle, Concord, Dover, Lexington and Stow are done. Acton, Bolton, Lancaster, Lincoln, Needham, Sudbury, Wayland, and Weston are not done yet.
  - The committee discussed that we have already received a response from Sudbury encouraging discussion with the committee to examine membership in Minuteman, Wayland requires us to go through the school committee member, plan would be to hold an open meeting in towns with open town meetings, only three communities are representative town meetings, town presentations need to be done by Minuteman community members rather than the consultants,
  - Nancy will take ownership of ensuring outstanding towns respond
  - Ford proposed that audiences we need to take advantage of are alumni, parents, and possibly students. The school should host an evening for alumni and parents and present the education plan
    - The committee discussed: we should add stakeholders to the list to attend the meeting, alumni are our greatest asset, we need to better educate these groups on the education plan and encourage them as advocates, based on feedback we can

begin to develop our presentation, we should not lose sight of approaching selection
    - **MOTION: Recommend to the administration have a public forum to present the new education plan specifically inviting the alumni and parents ideally involving students and faculty**
        - The committee discussed: whether to have this event before the communications specialist is brought on board
        - VOTE: Approved unanimously
- Identification of key benefits, questions, and issues.
    - Chair reported: Issue in Acton will be focused on the size of the district and the regional agreement since size of the district will have an effect on costs also cost per student is a concern
    - The Committee discussed: the impact of the regional agreement has pluses and minuses, the school building ~~e~~affected the regional agreement vote on ~~Bolton~~ Belmont, regional agreement is the main concern in Arlington, we need to focus on getting a yes vote on the regional agreement, need to focus more on why Minuteman is important
    - Concerns identified:
        - Cost per student - what cost would be if not at Minuteman especially for students on IEPs, number of communities in the district, are we actively looking for new communities (likely not), will a new building impact the operation cost per student (hopefully going down), member communities do not want to continue to pay more than non-member towns, is Minuteman a higher priority than town priorities such as new local schools or other buildings, why is Minuteman important to my town, what is the legal obligation to provide vocational education to students, we will need to defend and articulate why 628 is the right size, what will be the opportunities to collect capital contributions and what is the consistency of the opportunities, comparison of cost-per-student compared to other vocational schools
- Next Meeting: Wednesday Nov. 5, 5:00 pm
- Motion to Adjourn
    - 6:24 pm.

November 12, 2014

Wednesday, November 12, 2014 5:10 PM

Call to Order:
In attendance: Nancy Banks, Judy Taylor, Cheryl Mahoney, Bill Blake, Don Lowe, Ernie Houle, Ed Bouquillon, Ford Spalding, Brendan Dutch, Kevin Mahoney, Jack Weis, Jerry Lerman, Ryan McNutt, Maryann Cooley

- Minutes
  - Approved as amended: Unanimous, 4 abstentions
- Communications consultants
  - The chair discussed the meetings conducted with communications consultants over the past two weeks including initial impressions and expected timelines
- Building project
  - Mr. Spalding explained that two building plans have been presented and are on the building website, third iteration is expected at the next building committee meeting. He hopes we will be able to talk to communities about building plans by the first of the year.
  - The Superintendent discussed the feedback he has received from students and staff on the building design.
- Calendar
  - The chair discussed: the Minuteman school committee will vote on the building project in June and we need to collect input before then
  - The committee discussed: whether the regional agreement will be an issue during the upcoming year and feels that it will especially in communities that have not yet approved the regional agreement, we need to catch town residents and officials caught up to where Minuteman is before jumping into building design scenarios, people (at least in Belmont) were reticent to approve a regional agreement while the building size was unresolved
  - The committee discussed a communications timeline:
    - In Dover we should meet in January with the warrant committee and the board of selectmen to explain the building and the regional agreement
    - In Needham, a broader group later in the Spring should be presented to with the three building options could be part of the bi-annual Needham Minuteman committee meeting
    - Carlisle has a Minuteman advisory group that meets as needed, there is a meeting scheduled for November 21 which could be an opportunity to discuss the regional agreement and intermunicipal agreement
    - In Lancaster they have just organized their selectboard, one member sends a student to Minuteman. The selectboard and finance committee need to meet on the building and regional agreement issues. Next tri-town meeting is December 10 which we may not be prepared for. Meeting is normally the first Wednesday of the month.
    - Bolton is pretty tied in to what is going on at Minuteman. Select board gets an update on Minuteman at every meeting. There is really no controversy in Bolton at least until the cost of the project comes out.
    - Belmont's town meeting is not the right forum to provide an update, the Belmont school committee does not deal with Minuteman except through awareness. The important stakeholders are the selectmen, warrant committee, and capital planning committee. Informal committee consisting of one selectman and a liaison from the finance committee. Might be best to have a joint board of selectmen and finance committee meeting. Primary discussion needs to focus on why this is the right size school and what the costs are associated with that number. For buy-in to the overall project we need to meet with Bolton in January or February.
    - Stakeholders in Boxborough have abdicated Minuteman business to the Chair of the

Board of Selectmen. We need to attempt to re-engage other Boxborough stakeholders. Can we attempt to set up a Boxborough work group to engage with the administration and get more information. Would any A-B school committee members be interested in working on a work group. We should propose this idea sooner rather than later. Could possibly present at a Boxborough Leadership Forum.

- Acton supports Minuteman from board of selectmen and finance committee. Acton has a leadership forum whose agenda we could get on. We could also try to get on the Acton-Boxborough school committee agenda sometime in February
- We will need to approach the remaining towns to find out important dates and strategies
    - The Superintendent indicated that Wayland would reconsider the Regional Agreement if their concerns were met.

- Upcoming Minuteman Events
    - Tour dates last week and this week with almost 300 students from within the District. Will be hosting a dinner for eight graders on December 10 to embrace these families as members of the Minuteman community and make them feel welcome including: STEM occupations camp for young women, expanding afterschool busing and recreating the Minuteman afterschool program.
- Next meeting: December 3 at 5:00 pm.
- Adjourned: 6:13

Goal 6: From July 2014 through June 2015 and in support of School Committee Goals #1a, #1b, and #2b, I will continue to meet with member towns that have not passed the revised the Regional Agreement to attain full approval by the close of Spring 2015 town meetings.

Progress: I have worked with town administrators and community stakeholders to draft intergovernmental agreements (attached) which will create more stable relationships between the District and non-member communities while also ensuring greater cost certainty for District members. These steps were requested by the District members who had not yet supported the revised Agreement and should ensure its passage in the spring.

"Type A" Agreement – To be used with a Non-Member community

Agreement Under G.L. Chapter 76, Section 12

Whereas the (town or city) of (name) (hereinafter "Municipality") is currently not a member of the Minuteman Regional Vocational School District (hereinafter "Minuteman"), but whereas the school committee of said Municipality (hereinafter the "Non-Member School Committee") desires to enable eligible students who reside in said community to attend Minuteman during the 20____ to 20____school year (and through to the completion of the School's four year program consistent with paragraph 5 below), and whereas, as a matter of School Committee policy, Minuteman will accept no students from non-member municipalities unless the school committee of said municipality commits to an Agreement of this sort under G.L. Chapter 76, section 12, and unless, as specified in paragraph 6 below, the student has been accepted via Minuteman's normal "Admissions Policy," the Non-Member School Committee and Minuteman agree as follows:

1. This Agreement is intended to constitute an agreement between two school committees as authorized by G.L. Chapter 76, section 12.

2. The Non-Member School Committee agrees that in addition to the per student tuition payment established consistent with G.L. Chapter 74, section 7C, and regulations attendant thereto, the Non-Member School Committee or the Municipality will also pay to Minuteman during the year in question a per student "facility fee". Said per student facility fee will be calculated by identifying the District's debt service payment for the year in question (i.e., net of any State reimbursement) and dividing said payment by the District's most recent October 1 enrollment figure. This facility fee will be paid in installments at the same time and in the same proportions as the tuition payments that the Municipality will pay to Minuteman. Should the student withdraw from Minuteman before the completion of the school year, the facility fee will be prorated to the same extent that the tuition payment is prorated.

3. In the event that either the Massachusetts Legislature through statute or the Department of Elementary and Secondary Education through regulation establishes a mandatory capital facility fee for non-member communities, the facility fee spoken of in paragraph 2 will be adjusted accordingly in light of the language of said statute or regulation.

4. Minuteman will, at appropriate times, provide the Non-Member School Committee and/or the Municipality with the names and identifying information of the Municipality's resident students who are enrolled in Minuteman.

5. Unless and until terminated consistent with paragraph 7 by one or both parties prior to April 1 of a given year, this Agreement will renew for an additional year at a time without limit. Regardless of whether this Agreement is terminated or renewed, any student who is enrolled in Minuteman pursuant to and during the life of this Agreement, and who continues to be in good standing at Minuteman, will be allowed to complete the four year program under the terms and conditions of this Agreement, contingent on the Non-Member School Committee and/or Municipality paying the annual student tuition and facility fee.

6. This Agreement in no way guarantees the admission of a particular student, and it in no way modifies or affects Minuteman's normal "Admissions Policy", which is incorporated herein by reference.

7. This Agreement may be terminated as of June 30 of a given year upon a vote to terminate taken by the Non-Member School Committee or by the Minuteman Regional School Committee, followed by a written notice of said vote delivered no later than April 1 of the given year to the Superintendent of Schools of the Minuteman Regional School District, if the termination decision is made by the Non-Member School Committee, or to the Superintendent of Schools in the Municipality, if the termination decision is being made by Minuteman. It should be understood that one of the reasons on the basis of which Minuteman may terminate this Agreement is to preserve student spaces for member communities or to reserve spaces for former Member communities which have committed to reserve a certain number of student spaces.

8. This Agreement will be effective upon the later date of execution noted below.

On behalf of the
Non-Member School Committee

_____
Name printed

_____
Signature

_____
Date

On behalf of Minuteman

_____
Dr. Edward Bouquillon
Superintendent

_____
Date

Language to be included as the second paragraph of Section III – Eligibility in Minuteman's "Admission Policy":

At some point in time, the School Committee may adopt a policy that Minuteman will accept no students from non-member communities unless the school committee of said community commits to an "intermunicipal agreement" under G.L. Chapter 76, section 12. Unless and until the effective date of such a policy, and during the initial period of implementation and/or transition to said policy (a period which will be established by the School Committee), the following terms and conditions regarding the admittance of students from non-member communities will apply.

[Retain the language in Section III – Eligibility of the current draft of the Admissions Policy that is introduced by the clause: "NON-MEMBER STUDENTS FROM COMMUNITIES UNDER AGREEMENT WITH THE DISTRICT."]

"Type C" Agreement – To be used with a Non-Member community which had formerly been a member and which desires to reserve a certain number of student spaces.

Agreement Under G.L. Chapter 76, Section 12

Whereas the (town or city) of (name) (hereinafter "Municipality") formerly had been a member of the Minuteman Regional Vocational School District (hereinafter "Minuteman") but has now withdrawn from the District, but whereas the school committee of said Municipality (hereinafter the "Non-Member School Committee") desires to enable at least a certain minimum number of eligible students who reside in said community to attend Minuteman during the school years covered by this Agreement (and through to the completion of the School's four year program consistent with paragraph 6 below), and whereas, as a matter of School Committee policy, Minuteman will accept no students from non-member municipalities unless the school committee of said municipality commits to an Agreement of this sort under G.L. Chapter 76, section 12, and unless, as specified in paragraph 7 below, the student has been accepted via Minuteman's normal "Admissions Policy," the Non-Member School Committee and Minuteman agree as follows:

1. This Agreement is intended to constitute an agreement between two school committees as authorized by G.L. Chapter 76, section 12.

2. The Non-Member School Committee agrees that in addition to the per student tuition payment established consistent with G.L. Chapter 74, section 7C, and regulations attendant thereto, the Non-Member School Committee or the Municipality will also pay to Minuteman during the year in question a per student "facility fee". Said per student facility fee will be calculated by identifying the District's debt service payment for the year in question (i.e., net of any State reimbursement) and dividing said payment by the District's most recent October 1 enrollment figure. This facility fee will be paid in installments at the same time and in the same proportions as the tuition payments that the Municipality will pay to Minuteman.

3. Subject to the understanding that any student attending Minuteman must have been accepted via Minuteman's normal "Admissions Policy," during the _____year period extending from _____to _____, the Non-Member School Committee covered by this Agreement will be guaranteed no fewer than _____student spaces per year at Minuteman. Should not all of these student spaces be filled by students from that Municipality in a given year, the Non-Member School Committee must still pay the per student facility fee (as expressed in paragraph 2) for each of these spaces, although the Non-Member School Committee will not be liable to pay a tuition cost for the unused spaces. Should more than the guaranteed number of students from this Municipality attend Minuteman in any given year, the Non-Member School Committee will pay both a facility fee and a tuition cost for each additional student.

4. In the event that either the Massachusetts Legislature through statute or the Department of Elementary and Secondary Education through regulation establishes a mandatory capital facility fee for non-member communities, the facility fee spoken of in paragraph 2 will be adjusted accordingly in light of the language of said statute or regulation.

5. Minuteman will, at appropriate times, provide the Non-Member School Committee and/or the Municipality with the names and identifying information of the Municipality's resident students who are enrolled in Minuteman.

6. Unless a new Agreement is executed prior to April 1 of the last year of this Agreement, this Agreement and the guarantee of a certain number of student spaces will end at the conclusion of this Agreement. Regardless of whether this Agreement is terminated or renewed, any student who is enrolled in Minuteman pursuant to and during the life of this Agreement, and who continues to be in good standing at Minuteman, will be allowed to complete the four year program under the terms and conditions of this Agreement, contingent on the Non-Member School Committee and/or Municipality paying the annual student tuition and facility fee.

7. This Agreement in no way guarantees the admission of a particular student, and it in no way modifies or affects Minuteman's normal "Admissions Policy," which is incorporated herein by reference.

8. This Agreement may not be terminated by the Non-Member School Committee during its term, but it may be terminated effective June 30 of a given year during its term by the Minuteman Regional School Committee if the Minuteman Regional School Committee determines that it must preserve student spaces for member communities. If such a termination decision is made, a written notice of said vote must be delivered no later than April 1 of the given year to the Superintendent of Schools in the Municipality.

9. This Agreement will be effective upon the later date of execution noted below.

On behalf of the Non-Member School Committee	On behalf of Minuteman
_____ Name printed	_____ Dr. Edward Bouquillon Superintendent
_____ Signature	_____ Date
_____ Date	

Goal 7: From July 2014 through June 2015 and in support of School Committee Goal #3, I will collaborate with the Assistant Superintendent of Finance to develop a framework for the analyses of Per Pupil Costs Study for review and endorsement by the Minuteman Finance Subcommittee. The study will be conducted in November and December 2014 with preliminary findings to be presented to the full School Committee by the Assistant Superintendent of Finance in February of 2015.

Progress: I have worked with the Assistant Superintendent of Finance to draft a proposal to commission a per-pupil expenditure study. Example submissions are attached. To this point the Assistant Superintendent's proposals have not been accepted by the Finance Subcommittee as reflected in the attached minutes. I and the Assistant Superintendent will continue to work to find an acceptable proposal.

Comprehensive Analysis of Per Pupil Expenditures

Amherst Elementary School District

October 16, 2012

Massachusetts Association of School Business Officials

84 Brick Kiln Road

Chelmsford, MA 01924

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ANALYSIS OF PER PUPIL EXPENDITURES

Amherst Elementary School District

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Comparison of Per Pupil Expenditures in Selected Districts

Western Massachusetts

Amherst Elementary Schools
Conway Elementary School
Deerfield Elementary School
Leverett Elementary School
Longmeadow Pubic Schools (PK-12)
Northampton Public Schools (PK-12)
South Hadley Public Schools (PK-12)
Shutesbury Elementary Schools
Sunderland Elementary Schools
Whately Elementary School

Central and Eastern Massachusetts

Brookline Public Schools (PK-12)
Framingham Public Schools (PK-12)
Norfolk Elementary Schools
Plainville Elementary Schools

Prepared by Gail M. Zeman,
Past President, MASBO, and Consulting School Business Administrator

October 16, 2012

Executive Summary

Amherst is unique in Massachusetts, and the student body of the Amherst Elementary Schools is likewise unusual, as compared with other surrounding and demographically relevant districts. Steeped in the long history and culture of the University of Massachusetts and the Five College Consortium, education holds a high value in this small central Massachusetts town, but in more recent times low income and immigrant families have come to stay and add diversity and complexity to the schools' enrolled student cohort.

For many reasons, the cost of educating Amherst students has risen over the years, and with the economic challenges of the twenty-first century, some needs and values of local families have been challenged by the costs of meeting them. At $17,116, the cost of educating an Amherst elementary student is higher than that of all but a handful of Massachusetts communities. (See Table of Fourteen Comparison Districts' Expenditures by DESE Categories, and Chart of FY11 per Pupil Expenditures in Western Massachusetts, on following pages.) The School Committee requested an outside study to answer the question: Why is the cost so high?

The answer is not simple nor will a reduction in those costs be easy to realize, should that be the will of the Committee and the townspeople. But the study is worthwhile and will help inform decisions made by the educational leaders.

1. **DEMOGRAPHICS**: The social diversity of the Amherst elementary population is broad and requires programming that meets a variety of needs.

2. **STUDENTS TO STAFF RATIOS**: Because of decisions made historically and in more recent times, the programmatic offerings and class sizes in the Amherst and Pelham elementary schools are more comprehensive and generous than those found elsewhere. This is true for the administrative, teaching, paraprofessional and support staff. In a time when many districts have eliminated dedicated instruction in the arts and world languages from elementary classrooms, Amherst has retained it. At the same time new English Language Learner programs have been added and special education instruction has been developed in the district, rather than bus special needs students to distant tuition schools. After-school programs and special assistance has been added for students in need.

3. **TEACHER COMPENSATION**: With education as a value in the community, collective bargaining agreements over time have brought compensation to teachers in Amherst that are not enjoyed by teachers in many other western Massachusetts districts.

4. **ACTIVE AND RETIRED EMPLOYEE BENEFITS**: Along with a comparatively strong staffing complement and comprehensive Amherst Teachers' Association contracts, come current and legacy costs to provide health, life and retirement benefits. Health insurance, a rising cost in almost every district, is managed through the health insurance trust fund managed by the Town of Amherst, on behalf of town and school personnel. Other communities in the area combine health cost experience statistics in the Hampshire County Insurance Trust.

5. **OPERATIONS AND MAINTENANCE**: In the past five years, significant funds have gone into the maintenance and upgrade of some older school buildings. This has resulted in relatively high maintenance and operational costs for the district. It may be possible to reorganize capital funding and maintenance service provision, but it is essential to maintain school buildings that are healthy and safe.

A number of changes and initiatives are underway in the current school year to reduce elements of the cost structure. They include:

- Realignment of administrative costs between the regional district and the two elementary (Amherst and Pelham) districts. (From 47% to 42% for Amherst Elementary District.)
- Contractual change in cost share of HMO premiums from 84% school share to 80% school share. (Estimated cost reduction of $49,000.)
- Move of health insurance services for retired teachers from GIC to Town of Amherst offerings. (Estimated cost reduction of $52,600.)
- Realignment of administrative services as new superintendent and special education director assume full duties.
- Reduced heating costs with the installation last year of a gas-fired heating system in one of three buildings.

Full realization of the financial effect of these changes will not be clear until the end of the current fiscal year, and longer term.

The Massachusetts Association of School Business Officials (MASBO), representing the finance and operations administrators of most districts in the state, is pleased to assist the district by performing this study. Information from the following sources provides the factual basis for this report:

- Amherst Elementary School District's financial and organizational materials,
- Amherst administrative studies and clarifications,
- Data from surrounding and comparison districts,
- Information developed by MASBO in other studies,

- Statistical tables from the Massachusetts Department of Elementary and Secondary Education (DESE), and
- Data from the Massachusetts Department of Revenue.

Like so many school districts in Massachusetts and in the nation, change is an ongoing theme in Amherst public education. As student populations and educational needs shift, nimble leaders respond to meet student needs with limited financial, staff and operational means. This report assembles factual information about Amherst Elementary Schools, in the context of comparison with surrounding and similar districts, and draws certain conclusions for consideration by local leaders as they make difficult decisions.

Demographics and Local Conditions

The Town of Amherst is unique in the Commonwealth of Massachusetts, and its schools serve an unusual mixture of students. Being the seat of the flagship campus of the University of Massachusetts system, which occupies nearly 1,450 acres of the center of the town geographically, it is the destination for over twenty-eight thousand students, the faculty and staff that serve them, and their families and friends. Hampshire College and Amherst College add another 3,300 students. Situated in the rolling hills of Hampshire County in the western part of the state, the town is also home to a growing population of low income and immigrant families. Thus it is neither an urban center with roots like those of the old New England mill towns, nor a city with the university and commercial presence of those in eastern Massachusetts, yet it has characteristics of both. From discussions with administrators who serve both the public elementary schools of Amherst and Pelham and the regional middle-high school district, it seems that 'town' and 'gown' are very distinct and separate entities.

The influence of a highly education-oriented population is clear in a history of support for public school programs. The funding to support small class sizes and broad public school offerings has likewise been forthcoming. Amherst Elementary School District has the highest per pupil expenditure of any of the surrounding districts, indeed of any of the fourteen comparison districts selected by the School Committee, and the 22nd highest per pupil expenditure (PPX) in the Commonwealth.

Given the growing population of low income and immigrant families and students along with the more traditional western Massachusetts and higher education-related residents, the town's resources have been stretched to meet various and competing needs.

In FY 11 Amherst elementary students included the highest percentage of low income students and the second highest percentage of Limited English Proficient students in the

comparison group. (See Figure 1) Though the numbers are not radically different from those in some surrounding districts, they do affect the necessary programming in the local schools. Superintendent Maria Geryk reports that early FY13 numbers of low income students has increased to 40% who receive free or reduced price lunch, and thirty different languages are spoken in the homes of students.

Another factor in the increasing cost per pupils is the 17% decrease in enrollment between FY03 and FY12. Declining enrollment is a trend seen in many districts, but may be exacerbated in Amherst with the outmigration to the Chinese Immersion Charter School that opened in FY06. A few students also choose to attend other public and private schools in the area. Administrators expect attendance at the Charter school to level out at about 55 students. About 30 students choose to attend other area public schools under the Choice program.

Table 1

DISTRICT DEMOGRAPHIC AND STUDENT PERFORMANCE INFORMATION

DISTRICT INFORMATION

District	County	District Type	FY12 Enrollment	FY11 Low Income %	F11 SPED %	FY11 Limited Engl. Proficient %	FY11 Cost per Pupil	FY12 MCAS Adv+Prof ELA %	FY12 MCAS Adv+Prof MATH %
Amherst	Hampshire	PK-6	1,242	36.6	20.0	14.6	17,116	65	59
Brookline	Norfolk	PK-12	6,627	11.1	14.4	5	16,556	84	80
Conway*	Franklin	PK-6	177	21.5	19.2	0	12,790	69	62
Deerfield*	Franklin	PK-6	478	15.7	16.3	0.8	11,723	69	62
Framingham	Middlesex	PK-12	8,182	32.9	21.5	16.6	15,769	62	50
Leverett**	Franklin	PK-6	159	28.9	22.6	0	15,383	72	64
Longmeadow	Hampden	PK-12	3,011	4.1	19.2	1	12,563	84	74
Norfolk	Norfolk	PK-6	1,011	4.7	19.8	0	12,203	83	77
Northhampton	Hampshire	PK-12	2,681	28.7	20.5	1.5	12,501	69	51
Plainville	Norfolk	PK-6	803	10.5	13.6	0	11,873	70	61
Shutesbury**	Franklin	PK-6	146	13.7	12.3	0	15,612	74	59
South Hadley	Hampshire	PK-12	2,075	28.1	14.2	0.8	12,787	72	61
Sunderland*	Franklin	PK-6	172	26.7	15.5	5.2	13,647	73	71
Whately*	Franklin	PK-6	138	14.5	14.4	0	15,508	57	54
* School Union # 38			**School Union # 28						
Lowest value			Highest value						
Average for Group				19.8	17.4	3.3	14,002	72	63

STUDENT TO STAFF RATIOS

Many factors contribute to student – staff ratios. It is important consider all of them before determining whether a given ratio is high, low, reasonable in the circumstances or should be changed. Among those factors are:

- Regular classroom student distribution
- Presence and frequency of special subject classes such as art, music, world languages and other so-called enrichment studies
- Utilization of certified faculty members who do not teach in classrooms but serve as library/media specialists, guidance and adjustment counselors, teacher leaders and coaches, curriculum and technology specialists, etc.
- Special education program teachers, paraprofessionals, therapy service providers, assessment and testing experts and related staff
- Teachers for English Language Learners
- Central and school-based administrators and directors
- District support personnel such as clerical staff, custodians, maintenance personnel, bus drivers, cafeteria workers, and others.

Table 2 demonstrates that Amherst has the lowest student to teacher ratio (with Shutesbury) and the lowest student to paraprofessional ratio (with Conway) of the fourteen comparison districts. It also has fewer students per administrator at both central and school levels than the state averages.

Table 2

STUDENT TO STAFF RATIOS, Comparative Districts

	District Admin's	School Admin's	Teachers	Paraprof's	Tech Support
Amherst	396:1	151:1	10.0:1	14:1	567.1
Brookline	439:1	313:1	12.7:1	28:1	1410:1
Conway	148:1	122:1	12.5:1	14:1	<1
Deerfield	354:1	239:1	12.2:1	15:1	<1
Framinham	502:1	278:1	12.7:1	44:1	480:1
Leverett	<1	159:1	10.2:1	33:1	<1
Longmeadow	753:1	220:1	13.1:1	33.1:1	634:1
Norfolk	337:1	404:1	13.6:1	27:1	506:1
Northampton	447:1	282L1	12.9:1	27:1	631:1
Plainville	402:1	402:1	15.6:1	30:1	803:1
Shutesbury	<1	146:1	10.0:1	17:1	<1
South Hadley	415:1	196:1	12.6:1	25:1	576:1
Sunderland	<1	104:1	13.7:1	17:1	<1
Whately	106:1	138:1	12.2:1	16:1	<1
State	*467:1*	*233:1*	*13.9:1*	*42:1*	*838:1*

Amherst is fortunate to have personnel in all these categories in a time when many districts lack staff in key roles. Detailed information from the Department of Elementary and Secondary Education's (DESE's) staffing reports, indicate that Conway, Shutesbury, Sunderland, Deerfield and Norfolk, for example, have few if any teachers in the arts or world languages. A case has been made in Amherst that the needs of its unique blend of students requires the additional time and subject diversity. Of course all students benefit from a rich variety of educational opportunities.

However, testing results in Amherst could be better. (Refer to Table 1, MCAS ELA and Math performance, FY12.) Though there was a significant increase in the percentage of student performing at or above the proficient level in MCAS scores in the district between FY11 and 12, the district still ranks near the bottom of the comparison group. While these scores may be consistent with those of other districts with challenged learners, substantial resources are in place to support these students in Amherst.

Because of decisions made by the Amherst leadership, students requiring special education programs have either returned to the district or been retained in the district for their studies. This has kept special education costs relatively level at about 20% of the school budget between FY02 and FY11 (state average was 19.8% in FY11) and is advantageous to both the special students and the general population. Amherst's out-placement costs (tuition and transportation) are among the lowest in the comparison group. However the presence of special education programs means additional teaching, support and therapy staff in the district.

Most paraprofessionals are employed to support special education students, with about ten in regular education kindergarten classrooms. Administrators report that many of the paraprofessionals are in 1:1 placements to support high needs students individually and additional medical professionals are in place for certain medically fragile students. Individualized Educational Plans (IEP's) exist to be certain the student needs are met under the requirements of federal and state law. However the goal is always for students to 'graduate' beyond the need for such specialized services. It is important that the specialized personnel do not remain in the district when no longer required.

COMPENSATION AND BENEFITS STRUCTURE, Over Time

Teacher collective bargaining agreements and contract negotiations are in a state of transition nationwide. As economic conditions change, student performance indices take on increased visibility, and the elements of a 'full' public education grow ever more numerous and complex, it should be no surprise that contracts and negotiators are stressed. As compared with three to five years ago, relatively few traditional three-

year agreements are being reached and many districts are settling for one-year memoranda of understanding in their stead, most with few or no language changes and very small increases, if any, in compensation. The traditional 'salary schedule' is under revision or being used differently in many agreements.

In Massachusetts the complexities are compounded by implementation of new evaluation requirements. So far, it appears that a majority of districts that are in the first and second waves of implementation of a new evaluation instrument are using the one developed by DESE. Many districts are tying growth on the salary step schedule to proficient or better performance on evaluations and requiring more directed graduate degree completion to move laterally on the schedules. A few are amending language to remove strict seniority from transfer and reduction-in-staff clauses.

In comparison with area districts, Amherst's salary schedule is high. Average teacher salaries in FY11 show Amherst in fourth place within the group. However all three of the districts that have higher averages are farther east in Massachusetts where salaries in general are higher. (See Table 3.)

Table 3

AVERAGE TEACHER SALARY, FY11

District	Tchr FTE	Avg Salary
Amherst	124.2	$66,484
Brookline	523.9	$80,485
Conway*	14.2	$52,287
Deerfield*	39.1	$55,015
Framingham	642.3	$73,653
Leverett**	15.6	$59,975
Longmeadow	230.4	$64,403
Norfolk	74.4	$67,514
Northampton	136.3	$57,173
Plainville	51.3	$65,969
Shutesbury**	14.6	$57,637
South Hadley	108.7	$64,819
Sunderland*	12.5	$62,552
Whately*	11.3	$60,469

* School Union #38
**School Union #28
Average for Group 63,460
Lowest value Highest value

Average teacher salary can be affected by many factors: age and experience of staff, additional educational credentials and how they are obtained, longevity

payments (if any), retirement incentive programs and of course, salary schedule. In the case of Amherst, the salary schedule is somewhat higher than that of surrounding communities and certain terms in the contract, such as the early retirement incentive, are also exceptionally generous.

Table 4

TEACHER COMPENSATION
Most recent: FY 12 or 13

District	Teacher Contract Term	Lowest Teacher Salary	Lowest Master's Salary	Highest Master's Lane	Ed. Req'm'ts for Highest Lane	Highest Salary	% Chg from Prev Year	No. of Steps	Academic Lanes
Amherst	FY 12-13	$ 38,672	$ 41,429	$ 68,047	Dr	$ 77,711	1.50%	16	5
Brookline	FY09-11				Dr			16	5
Conway*	FY 10-13	$ 38,847	$ 41,310	$ 62,056	M+30	$ 66,411	0	12	5
Deerfield*	FY 10-13	$ 38,847	$ 41,310	$ 62,056	M+30	$ 66,411	0	12	5
Framingham	FY 12	$ 44,399	$ 47,662	$ 74,689		$ 83,276	0	10	7
Leverett**	FY 12	$ 36,618	$ 38,246	$ 61,168	M+30	$ 63,208		12	3
Longmeadow	FY 12	$ 41,451	$ 43,552	$ 69,439	Dr	$ 77,313	0 (-1day)	16	8
Norfolk	FY 11-14	$ 40,939	$ 43,122	$ 79,946	Dr	$ 87,256	1%,2%top	15	8
Northhampton	FY 10				Dr			10	5
Plainville	FY 11-14	$ 43,181	$ 47,141	$ 74,591	M+60	$ 78,356	1.50%	12	7
Shutesbury**	FY 12	$ 36,618	$ 38,246	$ 61,168	M+30	$ 63,208		12	3
South Hadley	FY 12-14	$ 42,186	$ 45,448	$ 64,327	Dr	$ 74,449	1%	14	7
Sunderland*	FY 10-13	$ 38,847	$ 41,310	$ 62,056	M+30	$ 66,411	0	12	5
Whately*	FY 10-13	$ 38,847	$ 41,310	$ 62,056	M+30	$ 66,411	0	12	5

* School Union # 38
**School Union # 28

Average for Group	$ 39,954	$ 42,507	$ 66,800		$ 72,535	

School day, teacher year, student year and other working conditions also affect compensation and the ability to settle contracts, as to teacher benefits (e.g. insurances) and retirement conditions and benefits. Districts in this study all report 180 day student instruction years, but additional teacher days range from two to five. Length of the school day also varies between 6 hours, 20 minutes and 7 hours, 15 minutes, with seven hours becoming more common statewide.

INSURANCE AND RETIREMENT BENEFITS

Active employee benefits are subject to collective bargaining and tend to be as much related to the history of benefits offered, as they do to current economic and health insurance utilization conditions. In Amherst health insurance is handled through the town, unlike most other school districts in the county which are members of the Hampshire County Health Insurance Trust.

A majority of districts appear to be moving toward a 75%/25% (district/employees) split in health insurance premium cost share. Amherst is in the process of moving down to that level but in FY13 has an 80%/20% split for its HMO and a 75% split for its PPO. Districts are also actively reviewing and amending plan design and options. Amherst offers the HMO and PPO, each for individuals and family groups. The Hampshire County trust offers a third option for couples that is less expensive than the family plan. Their family plan however is more expensive.

Amherst also offers a $5000 term life insurance policy and pays 75% of the premium for it. This has become a relatively rare benefit in school districts, though others offer some dental insurance options which Amherst does not. Amherst now offers a Flexible Spending Account, (FSA) plan an excellent benefit for employees that tends to be underutilized

Table 5

	BENEFITS				LEAVE DAYS				
District	District Pd % Health Insur.	District Pd % Life Insur.	HSA or FSA Offered	Early Retirement Incentive	Sick Days per Yr	Max. Sick Day Cum.	Pers. Days per Yr.	Other Benefit Days	
Amherst	75%/80%	75%		yes	15	245	3	4	'special'
Brookline	75%	75%-$5k		elim'd	12	unltd	4	5	bereav
Conway*	Same as Town				15	160	2 fm sick	3	fam. III, from sick
Deerfield*	Same as Town				15	160	2 fm sick	3	fam. III, from sick
Framingham					4-14	unltd	3	5	pers converts to sick
Leverett**	75% HMO				15	unltd	3	5	bereav
Longmeadow	50%	50%, $2k		yes	variable	variable	2	3	relig
Norfolk	town				12-15	60-195	3	2	relig
Northhampton	85%/80%		FSA		12.5	unltd	2	3,5	relig from sick/pers
Plainville	75% HMO	50% - $5k	FSA		15	185	3		
Shutesbury**	75% HMO				15	unltd	3	5	bereav
South Hadley	60%			yes	15	unltd	2	2,3	relig,breav from sick
Sunderland*	55%				15	160	2 fm sick	3	fam. III, from sick
Whately*	ame as Town				15	160	2 fm sick	3	fam. III, from sick

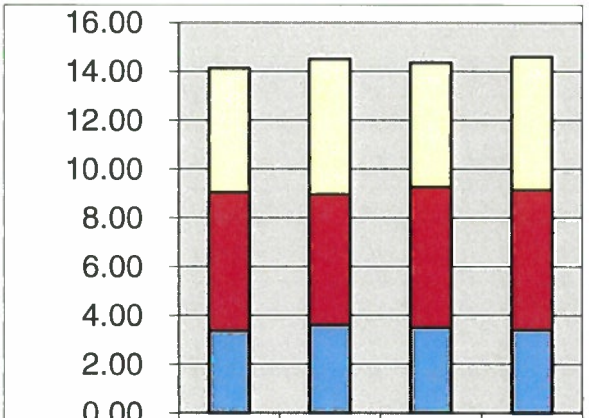
Retirement benefit costs are a legacy of the staffing complement and cost of benefits for active employees. If a district traditionally has a low student to teacher ratio and generous benefit offerings, so also will ongoing expenses for retired employees be comparatively high. This clearly is true in Amherst and explains why the district ranks at the top of the comparative group in active and retired employee benefits cost per

pupil. Unlike a generation ago, an employee may be retired and receiving retirement income and/or benefits through the town or partially supported by the town (as in MTRS) for a longer period of time than he/she was actively in the district. Of course, this is a demographic shift that is affecting every part of the economic life of our nation and its citizens and is a thorny issue for leaders at every level of government and business.

OPERATIONS AND MAINTENANCE COSTS

Compared to the other school districts in the group, Amherst ranks second in expenditures per pupil on facility operations (heat and utilities) and maintenance. Some consideration was given to certain one-time maintenance costs that may have influence the FY11 number on which the comparison chart was based. However a longitudinal survey of the district's expenditures over five years shows that several of the years have included high costs in the maintenance line. The cost for heat was particularly high in FY11, a very cold year with high fuel costs. It should be noted, however, that a gas-fueled boiler has replaced the old oil furnace in one of the three buildings. An analysis of cost per degree day is informative in showing that energy costs are being closely monitored and provide data for decision making.

Table 6 **Average Gallons of Heating Oil per Degree Day**



	FY2008	FY2009	FY2010	FY2011
WW #4	5.10	5.54	5.10	5.46
FR #4	5.66	5.34	5.75	5.73
CF #4	3.36	3.61	3.51	3.41

One factor worth noting is the deployment of maintenance services. Information from the district is that some members of the maintenance staff also drive buses for after school events. This may cause them to go into overtime pay. It is worth evaluating contract language, rates of pay and staffing to gain the best utilization of staff dollars

to meet all needs of the district. Likewise, it is worth evaluating whether a revised capital maintenance and upgrade plan for the three school buildings would better meet the needs of the district if year-by-year projects funded through regular budget sources were minimized.

OTHER FACTORS

Administrative costs, both district-wide and at the schools, represents a significant cost. The new superintendent will no doubt address the issue of leadership in her Entry Plan, but it worth noting that the current organization may contain some redundancies because of the superintendency union structure currently in place. Separate analyses, reports and communications take place for and with each of three separate groups, Amherst Elementary, Pelham Elementary and the Middle-High School Regional Districts. Other aspects and positions in the administrative and supervisory structure may also bear review for efficiencies.

Personnel costs represent the highest per pupil spending categories in the Amherst District reported costs. Compared to other districts, expenditures on instructional materials, supplies and equipment is not high. The administration has recognized that these areas may have been underfunded and has recently put into place upgrades of instructional technology and student learning materials.

RECOMMENDATIONS

Before undertaking any changes to the structure of the Amherst budget and system of educational service delivery, the administration, school committee and, ultimately the community, will need to decide if they have the need and will to make substantial changes. Such changes will come in the form of program recommendations, staffing make-up, collective bargaining agreement terms and compensation, insurance plan source, cost share and plan design, and long-range capital planning. If it is decided to make changes, the following are some areas that should be reviewed for possible changes.

High Cost Expenditure Categories to be Reviewed for Possible Change

- PK-12 regionalization or additional districts in PK-6 administration union
- Leadership and staffing of non-school-day programs and sources of funding for them
- Student to staff ratios
    - Regular classroom teachers
    - Specialists (art, music, languages)
    - Special education, ELL and disadvantaged student instruction and services
    - Paraprofessionals
    - Maintenance staff
    - Bus drivers
    - Administration and supervision
- Collectively bargained agreements
    - Teacher salary structure
    - Health insurance options and cost share
    - Retirement incentive
    - Length of school year and school day
    - Transfer and layoff language
    - Evaluation
- Health insurance and retirement benefits
    - Town of Amherst insurance vs. Hampshire County Insurance Trust
    - Plan design
    - Co-pays and deductibles
    - 403b retirement plan incentives
    - FSA, HSA and other employee tax-advantaged programs
- Operations and maintenance
    - Preparation of a long-range capital plan
    - Use of maintenance staff for non-maintenance work
    - Upgrade of other heating plants to control long-term heating costs

Conclusion

The Massachusetts Association of School Business Officials is pleased to have had the opportunity to prepare this report and stands ready to assist Amherst and other districts in the Commonwealth with similar and related business and financial analyses.

Thank you.

Amherst Elementary School

Comparison of Cost Per Pupil with Other Measures

				DISTRICT INFORMATION					
District	County	District Type	FY12 Enrollment	FY11 Low Income %	F11 SPED %	FY11 Limited Engl. Proficient %	FY11 Cost per Pupil	FY12 MCAS Adv+Prof ELA %	FY12 MCAS Adv+Prof MATH %
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Framingham	Middlesex	PK-12	8,182	32.9	21.5	16.6	15,769	62	50
Leverett**	Franklin	PK-6	159	28.9	22.6	0	15,383	72	64
Longmeadow	Hampden	PK-12	3,011	4.1	19.2	1	12,563	84	74
Norfolk	Norfolk	PK-6	1,011	4.7	19.8	0	12,203	83	77
Northhampton	Hampshire	PK-12	2,681	28.7	20.5	1.5	12,501	69	51
Plainville	Norfolk	PK-6	803	10.5	13.6	0	11,873	70	61
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* School Union # 38			**School Union # 28						
Lowest value			Highest value						
Average for Group				19.8	17.4	3.3	14,002	72	63

AVERAGE TEACHER SALARY				TEACHER COMPENSATION									
	FY11	FY11		Most recent: FY 12 or 13									
	Teachers	Avg. Teacher		Teacher Contract	Lowest Teacher	Lowest Master's	Highest Master's	Ed. Req'm'ts for Highest	Highest	% Chg from Prev	No. of	Academic	Years to First
District	FTE	Salary (EOYR)	District	Term	Salary	Salary	Lane	Lane	Salary	Year	Steps	Lanes	Longev
Amherst	124.2	66,484	Amherst	FY 12-13	$ 38,672	$ 41,429	$ 68,047	Dr	$ 77,711	1.50%	16	5	15
Brookline	523.9	$80,485	Brookline	FY 09-11				Dr			16	5	10
Conway*	14.2	$52,287	Conway*	FY 10-13	$ 38,847	$ 41,310	$ 62,056	M+30	$ 66,411	0	12	5	20
Deerfield*	39.1	$55,015	Deerfield*	FY 10-13	$ 38,847	$ 41,310	$ 62,056	M+30	$ 66,411	0	12	5	20
Framingham	642.3	$73,653	Framingham	FY 12	$ 44,399	$ 47,662	$ 74,689		$ 83,276	0	10	7	22
Leverett**	15.6	$59,975	Leverett**	FY 12	$ 36,618	$ 38,246	$ 61,168	M+30	$ 63,208		12	3	15
Longmeadow	230.4	$64,403	Longmeadow	FY 12	$ 41,451	$ 43,552	$ 69,439	Dr	$ 77,313	0 (-1day)	16	8	
Norfolk	74.4	$67,514	Norfolk	FY 11-14	$ 40,939	$ 43,122	$ 79,946	Dr	$ 87,256	1%,2%top	15	8	15
Northhampton	136.3	$57,173	Northhampton	FY 10				Dr			10	5	
Plainville	51.3	$65,969	Plainville	FY 11-14	$ 43,181	$ 47,141	$ 74,591	M+60	$ 78,356	1.50%	12	7	11
Shutesbury**	14.6	$57,637	Shutesbury**	FY 12	$ 36,618	$ 38,246	$ 61,168	M+30	$ 63,208		12	3	15
South Hadley	108.7	$64,819	South Hadley	FY 12-14	$ 42,186	$ 45,448	$ 64,327	Dr	$ 74,449	1%	14	7	10
Sunderland*	12.5	$62,552	Sunderland*	FY 10-13	$ 38,847	$ 41,310	$ 62,056	M+30	$ 66,411	0	12	5	20
Whately*	11.3	$60,469	Whately*	FY 10-13	$ 38,847	$ 41,310	$ 62,056	M+30	$ 66,411	0	12	5	20
* School Union # 38			* School Union # 38										
**School Union # 28			**School Union # 28										
Average for Group		63,460	Average for Group		$ 39,954	$ 42,507	$ 66,800		$ 72,535				
Lowest value	Highest value												

LONGEVITY	
COMPENSATION	
Lowest Longev.	Highest Longev.
$ 1,000	$ 2,500
$ 927	$ 2,215
add'l step on sched	
add'l step on sched	
$ 1,500	$ 2,200
$ 1,000	$ 2,500
$ 350	$ 800
$ 800	$ 2,000
$ 1,000	$ 2,500
$400->650	$1150->14
add'l step on sched	
add'l step on sched	

	WORKING CONDITIONS			BENEFITS				LEAVE DAYS				
District	# of Tchr Work Days	# of Tchg Days	Elem & Sec. # Hrs/Day	District Pd % Health Insur.	District Pd % Life Insur.	HSA or FSA Offered	Early Retirement Incentive	Sick Days per Yr	Max. Sick Day Cum.	Pers. Days per Yr.	Other Benefit Days	
Amherst	184	180	7'	75%/80%	75%		yes	15	245	3	4	'special'
Brookline	183	180	6.33/6.83	75%	75%-$5k		elim'd	12	unltd	4	5	bereav
Conway*	183->182	180	7'	Same as Town				15	160	2 fm sick	3	fam. ill, from sick
Deerfield*	183->182	180	7'	Same as Town				15	160	2 fm sick	3	fam. ill, from sick
Framingham	183	180						4-14	unltd	3	5	pers converts to sick
Leverett**	185	180	7'15"	75% HMO				15	unltd	3	5	bereav
Longmeadow	184	180		50%	50%, $2k		yes	variable	variable	2	3	relig
Norfolk	183	180	7'20" (73 dd	town				12-15	60-195	3	2	relig
Northhampton	184	180	6'20"-30"	85%/80%		FSA		12.5	unltd	2	3,5	relig from sick/pers
Plainville	184	180	6'40"	75% HMO	50% - $5k	FSA		15	185	3		
Shutesbury**	185	180	7'15"	75% HMO				15	unltd	3	5	bereav
South Hadley	184	182	6'35"	60%			yes	15	unltd	2	2,3	relig,breav from sick
Sunderland*	183->182	180	7'	55%				15	160	2 fm sick	3	fam. ill, from sick
Whately*	183->182	180	7'	ame as Town				15	160	2 fm sick	3	fam. ill, from sick

* School Union # 38
**School Union # 28

lea	district
46	BROOKLINE
68	CONWAY
74	DEERFIELD
100	FRAMINGHAM
154	LEVERETT
159	LONGMEADOW
208	NORFOLK
210	NORTHAMPTON
238	PLAINVILLE
272	SHUTESBURY
278	SOUTH HADLEY
289	SUNDERLAND
337	WHATELY

FINAL
Approved 6.24.14

Finance Subcommittee Meeting Minutes
June 3, 2014 6:30 PM Superintendent's Conference Room, Minuteman High School

Present: Jeff Stulin, Dave Horton, Laura Morrissette, Jack Weis
Absent: Dave Manjarrez
MM Attendees: Kevin Mahoney, Elizabeth Rozan

1. Call to Order: Open Session
The meeting was called to order at 6:35 PM.

2. Warrant Review
There were no warrants to review.

3. Approval of Open Session Minutes
The following vote was taken on the minutes of May 6, 2014:

> Moved (Horton) and seconded (Morrissette)
> To approve the minutes of May 6, 2014
> **Vote: Unanimous**

4. 2nd Draft of Policy DIB Revolving Funds
Kevin explained the process involved in drafting this version, and noted that some of the detail in reference materials is out-dated. The Subcommittee took time to read the draft. Amendments were made for clarification. It was suggested that any correspondence from the Department of Revenue that clarifies potential use of Revolving Funds be attached as reference. Kevin noted that he will be bringing forward to the Finance Subcommittee a proposed cost allocation methodology for utilities and other indirect costs as related to the School Rental Fund Revolving Account. The School Committee's November 15, 2011 Stabilization Fund vote was referenced. It was decided not to include the Stabilization Fund detail and the Excess and Deficiency detail in this one policy, but rather to create 3 separate policies. The following vote was then taken:

> Moved (Stulin) and seconded (Morrissette)
> To send Draft Policy DIB, DIBB, and DIBC, as amended, to the Policy Subcommittee for review
> **Vote: Unanimous**

5. Update on Scope of Services for Consultant Work related to Per Pupil Cost Analysis
Kevin circulated the single proposal that he received from NESDEC for this work. It was determined that it did not meet the needs of the analysis. The discussion centered around the need to find out why Minuteman's costs seem to be as high as they are, and to better understand what factors contribute to the costs. It was suggested that Minuteman be compared with Nashoba, Shawsheen, Keefe Tech, and Assabet on such issues as programs, SPED, communities, facility, capacity, service delivery, transportation . It was also suggested that Kevin seek someone with a math, business administration , and/or vocational school background to conduct this analysis.

6. Preliminary Discussion of Using Current Year Tuition in Budgeting
The practice of using prior year tuition for current year budgeting was presented for discussion. Specifically, whether this practice is still necessary, or whether current year tuition can comfortably fund current year expenses was raised for consideration. Declining tuition, a one-time assessment application, sustainability, percentage and reserve were discussed. To begin the determination, it was decided that Kevin would prepare a cash flow report listing actual revenues and expenses in large budget categories over the last several quarters for review at the June 24 meeting.

7. Adjournment
The meeting was adjourned at 8:00 PM.

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Elizabeth Rozan, Recorder

FINAL
Approved 9.30.14

Finance Subcommittee Meeting Minutes
June 24, 2014 6:30 PM Superintendent's Conference Room, Minuteman High School

Present: Jeff Stulin, Dave Horton, Laura Morrissette, Jack Weis
Absent: Dave Manjarrez
MM Attendees: Kevin Mahoney, Elizabeth Rozan, Michelle Resendes

1. Call to Order: Open Session
The meeting was called to order at 6:40 PM. It was agreed that the Warrant Review would be taken out of order.

2. Approval of Open Session Minutes
An amendment was offered on the minutes of 6.3.14, and the following vote was taken:

> Moved (Horton) and seconded (Morrissette)
> To approve the minutes of 6.3.14, as amended
> **Vote: Unanimous**

3. Review of FY 15 Revolving Funds for 7.8.14 SC Vote
Kevin presented the FY 15 Revolving Funds, in preparation for the School Committee vote scheduled for 7.8.14. He described where improvements were made, how better communication, training, and management has made a difference in Food Services, and that additional work is still needed in PG programs, Community Education, and Rental. How the $100K was distributed to these funds, the importance of the PG programs and the need to consider their enrollment by member and non-member residents, and the possible revisiting of the Child Care employee discount were topics discussed. Subcommittee members expressed that the report reflected much better numbers overall, and that it looks like these funds are getting under control. Kevin was commended for developing the tool to be able to look at the data, and it was suggested that he provide the start and end balance on these funds at the next meeting. The following vote was then taken:

> Moved (Weis) and seconded (Morrissette)
> To recommend the FY 15 Revolving Funds to the School Committee for a vote
> **Vote: Unanimous**

4. Warrant Review
Michelle provided a thorough review of the questions that Subcommittee members had submitted in advance of the meeting. The Subcommittee members then signed the warrants.

5. Cash Flow Revenue/Expenditure Review (last 6 Q) for Possible Policy on Using Current Year Tuition in Budgeting
When Kevin returned, he reviewed the Cash Flow chart from the quarters July 1, 2012-March 31, 2014. This material had been requested, as the Subcommittee considered whether to recommend a possible policy on using current year tuition in budgeting. Credit lines, points in the year when cash is low, timing of receipts and expenditure, comfort level, and whether there was a need for deeper analysis were discussed. The advantages/disadvantages of a one-time benefit to member towns, the anticipated uncertainty factors over the next few years, the drop in tuition revenue, and the need for a cushion were additional items discussed. Jeff gave a brief summary of how the current practice came to be, and Jack pointed out that over the long term, this might be unduly conservative strategy going forward. The Finance Subcommittee agreed that it is not necessary to further reduce the amount of current year tuition used in Minuteman budget development, to wind the balance down slowly during the transition years. They also agreed that the issue of balance between use of current year tuition and prior year tuition in budget development merits further analysis. The following vote was then taken:

> Moved (Stulin) and seconded (Weis)
> To recommend that it is not necessary to further reduce the amount of current year tuition used in Minuteman budget development and to recommend that the issue of balance between the use of current year tuition and prior year tuition in budget development merits further analysis
> **Vote: Unanimous**

6. Update on Consultant Search for Per Pupil Cost Analysis
Kevin reported that the search continues, and that he has reached out to MASBO, MASS, MASC, and DESE. He explained that he had received one possibility from MASBO, and forwarded it to the Finance Subcommittee Chair, who felt the individual was not quite right for the project. The Finance Subcommittee Chair concurred, and noted that if the right person cannot be found, the Subcommittee will have to do the work.

7. Policy Draft for DBJ Budget Transfer (2nd Priority from 3.25.14)
A draft Policy DBJ was distributed, and the details related to reporting/advising and School Committee vote were discussed. Items raised included the reasons that transfers are done, timing, spending beyond the budget without permission, and how best to report this for better management. Kevin emphasized that his approach is to manage to the bottom line, and that noting transfers within and between state function codes facilitates this process for him. Kevin agreed to review the wording with the Auditor, to make amendments as necessary, and bring it back to the Subcommittee next time.

8. Additional Information
Kevin reported that he will be reorganizing the Business Office, due to an upcoming retirement of a 30 year employee. He explained how hiring a full time clerk position in the Business Office, and shifting responsibilities for the HR person will be an experiment that should yield cost reductions.

9. Next Meeting
There being no July or August meeting, it was agreed that the Business Office will communicate the need for Subcommittee members to review and sign Warrants over the summer months. An emergency meeting will be scheduled if necessary.

The Chair of the Finance Subcommittee extended his appreciation to everyone for a smooth running Subcommittee over the last year, and to Kevin, Liz, and Michelle for facilitating the process.

8. Adjournment
The meeting was adjourned at 8:30 PM.

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Elizabeth Rozan, Recorder