

**New England Association of
School and Colleges, Inc.**

Commission on Public Schools



Committee on Public Secondary Schools

**Special Progress Report for
Medford High School**

Medford, MA

June 01, 2021

Paul D'Alleva, Principal

Progress Report Requests

Highlighted Recommendations

Standard 1 Recommendations

Request

Create a review committee which includes of all members of the school community and implement a cycle to review and revise core values, beliefs, and 21st century learning expectations based on research, multiple data sources ad district and school community priorities

Response Status: Completed

During the 2019 – 2020 school year, a committee was created to reevaluate the school's mission statement and core values. The committee consisted of members of the faculty and administration who then worked with the site council (faculty, students, parents, and members of the community) to go over any changes that were suggested. The committee used input from the faculty and administrators to revise the core values, beliefs, and 21st-century learning expectations. As of right now, the plan is for this committee to continue to meet on a yearly basis.

Request

Create and implement an assessment process that ensures all 21st century learning expectations have analytic rubrics and review and revise all rubrics to ensure they are all analytic rubrics

Response Status: In Progress

Medford High School has continued working toward writing a curriculum with a common format that includes the following: units of study with essential questions, concepts, content, and skills; the school's 21st Century learning expectations; instructional strategies; and assessment practices that include the use of school-wide analytical and course-specific rubrics. All departments are working to align the frameworks and standards to each departmental curriculum.

A **school-wide rubric and common template for curriculum** have been developed and are entering the implementation stage. Essential questions will be added along with learning expectations, instructional strategies, and assessment practices.

Vocational shops have checklists of criteria to assess essential skills. These checklists drive the concepts, questions, and skills in all shops and in related academic courses. Every junior and senior is expected to complete a multi-step, cross-curricular yearly project to demonstrate his/her mastery of both shop and related subject matter.

The Math and English departments have standardized pre-tests used for Grade 9 academic placement and skills assessment. Although the process is not formalized, teachers are expected to administer both pre- and post-testing for each course.

Request

Develop and implement a process to ensure that the school's core values, beliefs, and 21st century learning expectations are actively reflected and drive curriculum, instruction, and assessment and are central to the development of policies, procedures, decision-making and the allocation of resources

Response Status: Completed

The school has fully implemented the database, School Brains, which has allowed for more direct communication with parents, students, and families. In addition, all students and faculty have now all been connected to the school's Google Apps account. This has significantly enhanced the ease of communication between teachers, students, and families. Additionally, the teacher's contract now states: Teachers shall post grades of long-term projects and essays into the online grade book ten (10) school days or earlier after the assignment is graded. Teachers shall post grades of tests and quizzes into the online grade book five (5) school days or earlier after the assignment is graded. Teachers shall post grades of classwork and homework into the online grade book two (2) school days or earlier after the assignment is graded. This will allow parents and students to view grades for each assignment and to track overall grades.

Standard 2 Recommendations

Request

Provide a timeline and a process that can effectively ensure the review and revision of the curriculum on a regular basis

Response Status: In Progress

Curriculum revisions take place via a highly structured process that includes monthly department meetings, formal and informal meetings between teachers and administrators, and professional development opportunities.

In each department, there is a curriculum development team with representation from each grade level. The team members meet every month to work on curriculum revision.

Request

Develop and implement a common curriculum template that includes units of study with essential questions, concepts, content, and skills; the school's 21st century learning expectations; instructional strategies; and assessment practices that include the use of school-wide analytic and course-specific rubrics

Response Status: In Progress

Medford High School has continued working toward writing a curriculum with a common format that includes the following: units of study with essential questions, concepts, content and skills; the school's 21st Century learning expectations; instructional strategies; and assessment practices that include the use of school-wide analytical and course-specific rubrics. All departments are working to align the frameworks and standards to each departmental curriculum.

A **school-wide rubric and common template for curriculum** have been developed and are entering the implementation stage. Essential questions will be added along with learning expectations, instructional strategies, and assessment practices.

Vocational shops have checklists of criteria to assess essential skills. These checklists drive the concepts, questions, and skills in all shops and in related academic courses. Every junior and senior is expected to complete a multi-step, cross-curricular yearly project to demonstrate his/her mastery of both shop and related subject matter.

The Math and English departments have standardized pre-tests used for Grade 9 academic placement and skills assessment. Although the process is not formalized, teachers are expected to administer both pre- and post-testing for each course.

Request

Develop and implement a process, with timeline for implantation, to write all curriculum in the adopted common curriculum format

Response Status: In Progress

Medford High School has continued working toward writing a curriculum with a common format that includes the following: units of study with essential questions, concepts, content and skills; the school's 21st Century learning expectations; instructional strategies; and assessment practices that include the use of school-wide analytical and course-specific rubrics. All departments are working to align the frameworks and standards to each departmental curriculum.

A **school-wide rubric and common template for curriculum** have been developed and are entering the implementation stage. Essential questions will be added along with learning expectations, instructional strategies, and assessment practices.

Vocational shops have checklists of criteria to assess essential skills. These checklists drive the concepts, questions, and skills in all shops and in related academic courses. Every junior and senior is expected to complete a multi-step, cross-curricular yearly project to demonstrate his/her mastery of both shop and related subject matter.

The Math and English departments have standardized pre-tests used for Grade 9 academic placement and skills assessment. Although the process is not formalized, teachers are expected to administer both pre- and post-testing for each course.

Request

Ensure that all departments coordinate delivery of curriculum to ensure that students have the prerequisite skills to succeed in all areas

Response Status: In Progress

This year we are reviewing our Prerequisite requirements to allow more students to be eligible for our Advanced Placement and Honors courses. The Curriculum Directors and I are analyzing data to see what we can do to continue to allow a more equitable opportunity for all our students.

The primary focus is 9th and 10th grades, with the expectation students will major out junior year and choose the high school or CTE track. This has been helpful for 9th grade MHS students to access CTE exploratory classes and for 9th grade to access honors classes, world languages and other electives. For science we've aligned that all 9th graders take Biology and then as 10th graders take Chemistry I. This allowed for both MHS and MVTHS to take both CP and Honors level classes equally and equitably.

We have adopted a co-taught model to continue to integrate special education students into the mainstream classrooms, by introducing more sections of co-taught classes. In addition, they are offering more SEI courses to help ELL students move out of ELL courses and integrate. Finally, they are integrating 9th and 10th grade students from the high school and vocational school in major subject and elective courses. All students are encouraged and given the opportunity to take a variety of courses and levels.

Please review: [MHS Program of Studies 2021-2022](#)

Request

Ensure adequate and appropriate technology is available and supported to fully implement the curriculum and ensures all students have opportunities to practice and achieve the school's 21st century learning expectations

Response Status: Completed

During the 2020-2021 school year. All teachers were issued Macbooks to help institute 21st-century learning. This allowed teachers to access Zoom and Google classroom expectations for students. Teachers have continued to use Google classroom as a tool for all students to access curriculum and assignments. During this time a plan of peer-to-peer training occurred as well as online training from myself as well as our technical staff.

Request

Develop and implement a process to ensure that the written and taught curriculum are aligned

Response Status: Completed

Medford's written curriculum is comprised of standards, goals, and objectives that specify the content and skills that students are expected to achieve. The curriculum is aligned with the Massachusetts State Frameworks in all subject and grade level areas. The district's curriculum has an articulated scope and sequence of both content and skills. It guides decisions on the acquisition of curricular materials and is assessed using student achievement data.

The taught curriculum is comprised of the instructional process which includes how teachers plan, organize and deliver the written curriculum. Specific instructional strategies are utilized to maximize students' acquisition of the objectives articulated in the written curriculum. As a result of the feedback from the

NEASC visiting team, curriculum directors developed *The Medford Public Schools: Best Instructional Practices* for stronger instruction with a common vision across the district.

Request

The written curriculum documents should be updated to include the recently developed material and its focus on inquiry, problem solving, understanding, and authentic application

Response Status: Completed

The ELA, math, social studies and science curricula have been revised on a school-wide curriculum template. The written curriculum is comprised of standards, goals, and objectives that specify the content and skills that students are expected to achieve. It is aligned with the Massachusetts State Frameworks and has an articulated scope and sequence of both content and skills. Media, Technology, and World Language have finished the process of alignment with the State Standards and the school's common format; fine art, health, and guidance curricula started more recently. The World Language Department aligned its curriculum with the Massachusetts State Frameworks in addition to the American Council of Teaching World Language Frameworks. Both national and state frameworks aid teachers of world languages through providing instructional methods to promote student proficiency over a multi-year sequence of the same language.

Request

Identify a process that will allow teachers a more consistent and dependable means to observe and collaborate with their colleagues to develop cross disciplinary learning experiences

Response Status: Completed

The Curriculum Directors and myself have looked at teacher's schedules and worked on aligning their preparation periods with teachers that have similar students in their classes. The humanities director and I created a joint Humanities class that is shared between two teachers to collaborate on both ELA and Social Studies content. Finally, teachers that are doing general education and co-taught classes have built-in co-planning time in their schedules to have continued collaboration.

Request

Develop a plan to ensure that all teachers have access to the technology necessary to enhance student learning and the professional training to fully engage this technology in the classroom

Response Status: Completed

During the 2020-2021 school year a plan/goals were developed to ensure all teachers have access to technology.

Goal 1:

Teaching and learning in all curriculum areas will include technology and information literacy skills to allow students opportunities to learn and apply these skills.

- Technology integration
- Digital learning tools
- Expand access to technology experiences and learning
- Increase technology access for all learners
- Increase the ability of teachers to differentiate learning experiences for all students through the use of technology
- Increase access to computer science learning for all students in all grades

Goal 2:

Communication tools and practices will create new models of collaboration so that learning, teaching, communication, organization, and administration are effective.

Goal 3: Up to date information systems will be in place and used to efficiently and effectively manage operations that support teaching and learning.

Goal 4: The infrastructure, equipment, applications, and technical support will be adequate to meet the needs for accessibility and reliability to support teaching, learning, and administrative tasks.

Standard 3 Recommendations

Request

Identify a process that will allow teachers a more consistent and dependable means to observe and collaborate with their colleagues to develop cross-disciplinary learning experiences

Response Status: Completed

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Goal 4: The infrastructure, equipment, applications, and technical support will be adequate to meet the needs for accessibility and reliability to support teaching, learning, and administrative tasks.

Request

Ensure that the advancements made in technology, most specifically the addition of hardware, is linked directly to the training of teachers so that they may successfully use the technology for classroom instruction

Response Status: Completed

During the 2020-2021 school year. All teachers were issued Macbooks to help institute 21st-century learning. This allowed teachers to access Zoom and Google classroom expectations for students. Teachers have continued to use Google classroom as a tool for all students to access curriculum and assignments. During this time a plan of peer-to-peer training occurred as well as online training from myself as well as our technical staff.

Request

Provide structured opportunities to teachers to collaborate and implement cross-disciplinary units

Response Status: Completed

Currently, MHS has a 6 Day 6-period cycle that allows for 10 preparation periods per cycle. The average teacher may have 2 preparation periods per day. We use this framework as a guide: Six (6) shall be used for individual preparation periods. Two (2) preparation periods shall be used for Core Team meetings. The Core Team shall be defined as the teachers of English, Math, Social Studies, Science, and Special Education. One (1) preparation period shall be used for co-teaching preparation. All non-Core teachers shall receive six (6) individual preparation periods.

Request

Ensure that school-wide rubrics are consistently implemented across the school

Response Status: In Progress

Medford High School has continued working toward writing a curriculum with a common format that includes the following: units of study with essential questions, concepts, content and skills; the school's 21st Century learning expectations; instructional strategies; and assessment practices that include the use of school-wide analytical and course-specific rubrics. All departments are working to align the frameworks and standards to each departmental curriculum.

A school-wide rubric and common template for curriculum have been developed and are entering the implementation stage. Essential questions will be added along with learning expectations, instructional strategies, and assessment practices.

Vocational shops have checklists of criteria to assess essential skills. These checklists drive the concepts, questions, and skills in all shops and in related academic courses. Every junior and senior is expected to complete a multi-step, cross-curricular yearly project to demonstrate his/her mastery of both shop and related subject matter.

The Math and English departments have standardized pre-tests used for Grade 9 academic placement and skills assessment. Although the process is not formalized, teachers are expected to administer both pre- and post-testing for each course.

Request

Response Status: Completed

This is our school's instructional plan presented to all teachers:

Best Instructional Practices

The teacher...

- interacts with students in a positive and respectful manner.
- clearly communicates behavioral standards and disruptions, if present, are managed effectively and equitably managed.
- arranges a physical arrangement of the classroom conducive to a positive learning environment and he/she provides all students with access to learning activities.
- creates classroom rituals and routines that promote transitions with minimal loss of instructional time.
- uses multiple resources to meet all students' diverse learning needs.
- demonstrates knowledge of subject and content.
- plans and implements a lesson that reflects the rigor and high expectations.
- communicates clear learning objective(s) aligned to the most recent *Massachusetts Curriculum Frameworks*.
- uses appropriate instructional strategies well matched to learning objective(s) and content.
- uses appropriate modifications for English Language Learners and Special Education students such as explicit language objective(s); direct instruction in vocabulary; presentation of content at multiple levels of complexity; and, differentiation of content, process, and/or products.
- provides multiple opportunities for students to engage in higher-order thinking such as the use of inquiry, exploration, application, analysis, synthesis, and/or evaluation of knowledge or concepts (Bloom's Taxonomy).
- uses questioning techniques that require thoughtful responses that demonstrate understanding.
- implements teaching strategies that promote a learning environment where students can take risks such as making predictions, making judgments, and investigating content.
- paces the lesson to match content and meet students' learning needs.
- conducts frequent formative assessments to check for understanding and inform instruction.
- uses technology to support instruction and enhance learning.

The teacher establishes an environment in which students...

- engage in challenging academic tasks.
- articulate their thinking verbally or in writing.
- inquire, explore, apply, analyze, synthesize and/or **evaluate knowledge or concepts (Bloom's Taxonomy)**
- elaborate about content and ideas when responding to questions.
- make connections to prior knowledge, or real-world experiences, or can apply knowledge and understanding to other subjects.
- use technology as a tool for learning and/or understanding.
- assume responsibility for their own learning whether individually, in pairs, or in groups.

- demonstrate high-quality work.

Request

Develop and implement a process to collect data from formative and summative sources to review and revise instructional practices

Response Status: In Progress

Medford High School's use of School Brains has implemented an analysis tool for our 21st-century learning expectations.

2 Part Approach:

Data Visualization

Visual Tools – Graph, Report

Securable to Specific Group of People

Data Exploration of Grades, Attendance, Behavior, Test Results – By School, Course, Section, Student – Over Time

At-Risk Student Detection

Point System based on your criteria

Criteria can be school-specific to deal with demographic, age, grade, etc

Please review slides to see how we have utilized SchoolBrains up until this point: [MHS SchoolBrains Analysis](#)

Request

Develop and implement a method to ensure all teachers are actively involved in professional development both within the district, with surrounding colleges and universities, and with other professional development opportunities

Response Status: Completed

It is the vision of the Medford Public Schools Professional Development Advisory Council (PDAC) is that teachers are provided quality professional development that is the cornerstone of effective and productive schools. We will implement effective professional development experiences that have been designed to help teachers build a new understanding of teaching and learning through direct and ongoing experience with strategies that help students learn in new ways (Garet et al., 2001).

The core elements of this professional development model:

- **TEACHER CHOICE**
 - **LICENSE REQUIREMENTS**
 - **COLLABORATION**
 - **REFLECTION**
-
- PDAC will present to the district the professional development model for MPS. The model is still in the development phase with work still ongoing. PDAC will present the unifying theme along with information about the council's work thus far.
 - PDAC will make recommendations for the events of the day for all staff members. PDAC will have four meetings before November to review plans for the fall PD day.
 - On the professional development day, all faculty and staff members will participate in activities that serve as a kick-off of the professional development focus and opportunities for the year.
 - Over the course of PDAC's meetings in April, May, and June, the group will use data, survey results, relevant research, and any applicable mandates to determine the professional development focus and opportunities for the next school year. The format for professional development for the next school year and beyond will largely follow the format for PD in year one. The time during these meetings will also be devoted to evaluating the professional development model and making any changes or adjustments to either improve or enhance its effectiveness.

Standard 4 Recommendations

Request

Establish an expectation and a process to measure implementation of the school-wide rubrics across content areas

Response Status: In Progress

Medford High School has continued working toward writing a curriculum with a common format that includes the following: units of study with essential questions, concepts, content, and skills; the school's 21st Century learning expectations; instructional strategies; and assessment practices that include the use of school-wide analytical and course-specific rubrics. All departments are working to align the frameworks and standards to each departmental curriculum.

A **school-wide rubric and common template for curriculum** have been developed and are entering the implementation stage. Essential questions will be added along with learning expectations, instructional strategies, and assessment practices.

Vocational shops have checklists of criteria to assess essential skills. These checklists drive the concepts, questions, and skills in all shops and in related academic courses. Every junior and senior is expected to complete a multi-step, cross-curricular yearly project to demonstrate his/her mastery of both shop and related subject matter.

The Math and English departments have standardized pre-tests used for Grade 9 academic placement and skills assessment. Although the process is not formalized, teachers are expected to administer both pre- and post-testing for each course.

Request

Describe the process on how the new student information system will communicate students' progress in achieving the school's learning expectations

Response Status: Completed

The school has fully implemented the database, School Brains, which has allowed for more direct communication with parents, students, and families. In addition, all students and faculty have now all been connected to the school's Google Apps account. This has significantly enhanced the ease of communication between teachers, students, and families. Additionally, the teacher's contract now states: Teachers shall post grades of long-term projects and essays into the online grade book ten (10) school days or earlier after the assignment is graded. Teachers shall post grades of tests and quizzes into the online grade book five (5) school days or earlier after the assignment is graded. Teachers shall post grades of classwork and homework into the online grade book two (2) school days or earlier after the assignment is graded. This will allow parents and students to view grades for each assignment and to track overall grades.

Request

Provide an update on the effectiveness of SchoolBrains as the process for evaluating the use of the school-wide analytic rubrics for measuring the achievement of the school's 21st century learning expectations

Response Status: In Progress

Medford High School's use of School Brains has implemented an analysis tool for our 21st-century learning expectations.

2 Part Approach:

Data Visualization

Visual Tools – Graph, Report

Securable to Specific Group of People

Data Exploration of Grades, Attendance, Behavior, Test Results – By School, Course, Section, Student – Over Time

At-Risk Student Detection

Point System based on your criteria

Criteria can be school-specific to deal with demographic, age, grade, etc

Please review slides to see how we have utilized SchoolBrains up until this point: [MHS SchoolBrains Analysis](#)

Request

Develop and implement a process to aggregate individual student progress from school-wide rubrics and to assess school-wide progress in meeting 21st century learning expectations

Response Status: In Progress

Medford High School's use of School Brains has implemented an analysis tool for our 21st-century learning expectations.

2 Part Approach:

Data Visualization

Visual Tools – Graph, Report

Securable to Specific Group of People

Data Exploration of Grades, Attendance, Behavior, Test Results – By School, Course, Section, Student – Over Time

At-Risk Student Detection

Point System based on your criteria

Criteria can be school-specific to deal with demographic, age, grade, etc

Please review slides to see how we have utilized SchoolBrains up until this point: [MHS SchoolBrains Analysis](#)

Request

Develop and implement a process to more comprehensively communicate student progress to students and families

Response Status: Completed

The school has fully implemented the database, School Brains, which has allowed for more direct communication with parents, students, and families. In addition, all students and faculty have now all been connected to the school's Google Apps account. This has significantly enhanced the ease of communication between teachers, students, and families. Additionally, the teacher's contract now states: Teachers shall post grades of long-term projects and essays into the online grade book ten (10) school days or earlier after the assignment is graded. Teachers shall post grades of tests and quizzes into the online grade book five (5) school days or earlier after the assignment is graded. Teachers shall post grades of classwork and homework into the online grade book two (2) school days or earlier after the assignment is graded. This will allow parents and students to view grades for each assignment and to track overall grades.

Request

Develop and implement a process to communicate the school's progress in achieving the school's 21st century learning expectations to the community

Response Status: Completed

The district has hired a new public relations director who is responsible for enhancing the communication between the school and the community. We also email, paper mail, and post our expectations for the whole community to access in multi mediums.

Request

Provide opportunities for classroom teachers and/or departments, to revise formative and summative assessments for the purpose of alignment with the school's expectations of 21st century learning

Response Status: Completed

Contact between district curriculum administrators and educators in the form of monthly meetings has allowed for administrators and teachers align formative and summative assessments with the expectation of 21st-century learning.

Request

Allocate specific formal collaborative time, both during the school day and during early release times, to expand opportunities for all teachers to actively participate in analyzing data and applying that data to inform instruction

Response Status: Completed

Data Analysis takes place via a highly structured process that includes monthly department meetings, formal principal meetings between teachers and administrators.

In each department, there is a data team with representation from each grade level. The team members meet every month to work on data analysis. 1/2 days from 1-2:30 pm are also being used for formal time as well.

Request

Conduct collaborative meetings between administrators and teachers to analyze survey data from current students and alumni in order to revise curricula and improve instructional practices

Response Status: Completed

A collaborative, school-based, problem-solving team that is organized to address academic curriculum needs

1. Complete the Identification Form
2. Include all information about previous interactions
3. Consider whether a specific staff member should be invited and include this on the form
4. Send Form to team Chairperson via email:
5. Team Chairperson will notify you of date and time of meeting where you will present the information
6. Arrange for coverage (if needed) in order to attend the meeting
7. At the meeting you will develop a new support plan and discuss plan for data collection
8. Implementation of plan should last at least 4-6 weeks

Request

Develop and implement a plan to provide formal collaboration opportunities for the team of teachers and administrators, as well as to solicit student feedback, to review the grading and reporting practices to align with the school's core values and beliefs

Response Status: Completed

A collaborative, school-based, problem-solving team that is organized to address academic curriculum needs

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2. Include all information about previous interactions
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4. Send Form to team Chairperson via email:
5. Team Chairperson will notify you of date and time of meeting where you will present the information
6. Arrange for coverage (if needed) in order to attend the meeting
7. At the meeting you will develop a new support plan and discuss plan for data collection
8. Implementation of plan should last at least 4-6 weeks

Standard 5 Recommendations

Request

Ensure that the organization of time will provide collaborative planning time for reflective teaching

Response Status: Completed

Currently, MHS has a 6 Day 6-period cycle that allows for 10 preparation periods per cycle. The average teacher may have 2 preparation periods per day. We use this framework as a guide: Six (6) shall be used for individual preparation periods. Two (2) preparation periods shall be used for Core Team meetings. The Core Team shall be defined as the teachers of English, Math, Social Studies, Science, and Special Education. One (1) preparation period shall be used for co-teaching preparation. All non-Core teachers shall receive six (6) individual preparation periods.

Request

Develop and implement a process that demonstrates the school supports equitable and inclusive academic programming that allows all students to access challenging academic curricula

Response Status: In Progress

This year we are reviewing our Prerequisite requirements to allow more students to be eligible for our Advanced Placement and Honors courses. The Curriculum Directors and I are analyzing data to see what we can do to continue to allow a more equitable opportunity for all our students.

The primary focus is 9th and 10th grades, with the expectation students will major out the junior year and choose the high school or CTE track. This has been helpful for 9th-grade MHS students to access CTE exploratory classes and for 9th grade to access honors classes, world languages, and other electives. For science, we've aligned that all 9th graders take Biology and then as 10th graders take Chemistry I. This allowed for both MHS and MVTHS to take both CP and Honors level classes equally and equitably.

We have adopted a co-taught model to continue to integrate special education students into the mainstream classrooms, by introducing more sections of co-taught classes. In addition, they are offering more SEI courses to help ELL students move out of ELL courses and integrate. Finally, they are integrating 9th and 10th-grade students from high school and vocational school in the major subject and elective courses. All students are encouraged and given the opportunity to take a variety of courses and levels.

Request

Ensure that student loads and class sizes are sufficient size to enable all teachers to meet the learning needs of their students

Response Status: Completed

Class Size Levels:

MEDFORD HIGH SCHOOL / VOCATIONAL SCHOOL

Academic Subjects: English, Social Studies

Mathematics, World Language 25 Max av. per teacher

Science 24 Max per class

Art 25 Max per class

Vocational Shop Subjects 18 Max per class

Physical Education 30 Max av. per teacher

Driver Education 35 Max per class

Music: Band 150 Max per class

Chorus 100 Max per class

Request

Develop and implement an inclusive academic program to ensure that all students, regardless of ability level, are able to achieve the school's learning expectations and heterogeneity is fostered throughout all departments

Response Status: In Progress

This year we are reviewing our Prerequisite requirements to allow more students to be eligible for our Advanced Placement and Honors courses. The Curriculum Directors and I are analyzing data to see what we can do to continue to allow a more equitable opportunity for all our students.

The primary focus is 9th and 10th grades, with the expectation students will major out the junior year and choose the high school or CTE track. This has been helpful for 9th-grade MHS students to access CTE exploratory classes and for 9th grade to access honors classes, world languages, and other electives. For science, we've aligned that all 9th graders take Biology and then as 10th graders take Chemistry I. This allowed for both MHS and MVTHS to take both CP and Honors level classes equally and equitably.

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Request

Ensure meaningful and define roles in decision-making are provide to teachers, students, and parents

Response Status: Completed

Medford High School Instructional Leadership Team

The primary focus of an ILT is the improvement of classroom instruction.

The following is a list of objectives and functions the **ILT Team** can facilitate.

Objectives:

- Analyze the new evaluation system and documents
- Calibrate standards for instruction
 - Standardize the lens evaluators use to assess instruction
- Discuss difficult scenarios, conversations
- Bring in outside experts to present and share
- Centralize staff concerns and develop communications to share with the staff
- Organize joint walk-throughs
- Share successful evaluation practices
- Coordinate evaluation teaming.

Request

Implement a plan for professional development which meets the needs as identified by the committee of teachers and administrators

Response Status: Completed

It is the vision of the Medford Public Schools Professional Development Advisory Council (PDAC) is that teachers are provided quality professional development that is the cornerstone of effective and productive schools. We will implement effective professional development experiences that have been designed to help teachers build a new understanding of teaching and learning through direct and ongoing experience with strategies that help students learn in new ways (Garet et al., 2001).

The core elements of this professional development model:

- **TEACHER CHOICE**
- **LICENSE REQUIREMENTS**
- **COLLABORATION**
- **REFLECTION**

- PDAC will present to the district the professional development model for MPS. The model is still in the development phase with work still ongoing. PDAC will present the unifying theme along with information about the council's work thus far.
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- On the professional development day, all faculty and staff members will participate in activities that serve as a kick-off of the professional development focus and opportunities for the year.
- Over the course of PDAC's meetings in April, May, and June, the group will use data, survey results, relevant research, and any applicable mandates to determine the professional development focus and opportunities for the next school year. The format for professional development for the next school year and beyond will largely follow the format for PD in year one. The time during these meetings will also be devoted to evaluating the professional development model and making any changes or adjustments to either improve or enhance its effectiveness.

Standard 6 Recommendations

Request

Identify a timeline for expected implementation of the counseling curriculum and a means to measure the ongoing effectiveness of the curriculum

Response Status: Completed

The school counseling developmental curriculum consists of topics that cover college and career exploration, social and emotional wellness, and academic progress and success. The current curriculum is delivered over five times per year as both a seminar to all students in a large group format and in one-to-one meetings. The curriculum has also been weaved into the school's advisory program through the students' advisory teachers. Additionally, counselors work with the health teachers of 9th-grade students to review academic goals, class scheduling options, and how to make follow-up appointments with their guidance counselor. The curriculum is implemented and it is based on the American School Counselor Association's Standards for Students as well as the Massachusetts Career Development Education (CDE) Benchmarks. The Michigan Model for Health was approved by the Medford School Committee as the joint Guidance and Health curriculum. Guidance has expanded on this curriculum to include units in academic development and college and career readiness. Counselors have been reviewing the current curriculum while also reviewing data on student needs, and making adjustments to ensure that what is being covered is relevant to the students and aligns with the standards. The scope, or broad overview, has been solidified and the sequence is currently being implemented, which includes the specific units, time of year, a forum for delivery, and alignment to the standards. In addition, lessons have been created and implemented, and have been formally transferred to district lesson plan templates.

Request

Develop and implement a process to ensure that the school provides adequate information about various support services to all families, especially to the most in need, such as the at-risk students' families

Response Status: Completed

Please review the links to our student support services:

Student & Family Support

[Translation Services](#)

[Medford Special Education PAC \(SEPAC\)](#)

[Civil Rights/ Section 504/ ADA Title II Information](#)

[Social & Emotional Learning](#)

[Keeping Kids Healthy & Drug-Free](#)

[Bullying, Cyberbullying, and Internet Safety](#)

[Universal Safety Committee Resources](#)

Request

Provide additional technology staff to address the maintenance and use of the new devices

Response Status: Completed

Reporting a problem

- Go to the following site, click Reporter, and enter Reporter for the password:
<http://cfweb.smartedu.net/medford/tss/>

Once staff complete this process we have two options the additional technology staff can address the issue as well as our newly developed student help desk which allows scheduled students to address maintenance of newer devices.

Request

Provide additional support staff to address the collaborative, curricular, and administrative needs of the school library media specialist

Response Status: In Progress

The mission of the Medford School Library program is to ensure that students attain the knowledge and skills to effectively research and use the information and to promote independent and critical thinking. The school library program will provide a rich variety of materials and instruction to support the curriculum and will promote enthusiasm for lifelong learning.

We are currently using Paraprofessionals to support our Media Specialist. This Media Specialist has dual teaching function and well as support.

Request

Update the library's collection to support the school's curriculum

Response Status: Completed

The library's collection has been updated over the past two years to support the school's curriculum. Older materials in the collection have been eliminated in order to accommodate for the addition of the recently released titles. In order to better prepare our students for The next generation MCAS, more common core materials have been purchased to increase the amount of informational text available to our students. The library has also acquired Kindles with text to speech capabilities. New databased and periodicals in different world languages have been purchased. In addition, our E-book collection has been expanded to include the resources from the Commonwealth E-Book collection. Our school databases have been expanded to allow for a wider search capability through the entire school district.

Request

Ensure inclusive learning for all students

Response Status: Completed

Significant professional development has been offered around the topic of making our school more of an inclusive learning environment for all students. Teachers learned strategies and techniques on how to make their teaching more inclusive. In addition, there have been a handful of teachers that have been paired together for co-teaching their classes. School administration provides more common planning time for teachers that are interested in co-teaching with their colleagues during school. The administration has also sent teachers to outside districts to observe other inclusive learning strategies to bring back to our school. Professional development workshops have been set up to continue to support going into a more inclusive model. We continue to expand the number of inclusive learning opportunities that students have between the Medford Vocational Technical High School and Medford High School.

Standard 7 Recommendations

Request

Create a written and updated maintenance plan which will address the open holes in the ceiling in the music rooms, missing floor tiles, and missing or broken baseboards and loose convactor covers as well as broken or inoperable windows throughout the building and air circulation and erratic heating and cooling are an issue in several classrooms

Response Status: In Progress

ACTIVITY	INDIVIDUAL(S) RESPONSIBLE	RESOURCES	TIMELINE	ASSESSMENT
1. Recondition the 2nd and 3rd-floor lecture halls in C Building	Principal / Buildings and Grounds	TBD	2021-2022	TBD
1. Address all of the identified areas of concern from the Final NEASC Report (forthcoming)	Principal/Buildings and Grounds / Superintendent	TBD	2021-2022	The two years and/or one year NEASC Report
1. Repair ceiling tiles	Principal / Buildings & Grounds	TBD	Summer-Fall 2021	N/A

Due to the air exchange agreement during Covid, we were able to make all classroom windows functional to open and receive fresh air. We also made sure that all windows were fitted with screens to protect from the outside elements.

Request

Invest in support staff and training to take advantage of technology and facility improvements

Response Status: Completed

Because of the increased use of technology, and a plan for the future which includes the possibility of supplying every student with a Chromebook, there is a proposal to expand the bandwidth within the school. This could eventually lead to teachers and students being able to use Macbooks within the school.

With increased technology comes the need for increased training. As of now, the school is in the process of gathering individuals who will be responsible for training teachers to use all of the Google products, this has been a Peer-Peer model. WE've increased more professional development to assist teachers in

finding and using various software and apps that may be available to them. A continued request for increased funding for this purpose has been included in the technology budget.

Request

Ensure a full range of technology support for the delivery of curriculum, instruction and programs

Response Status: Completed

During the 2020-2021 school year. All teachers were issued Macbooks to help institute 21st-century learning. This allowed teachers to access Zoom and Google classroom expectations for students. Teachers have continued to use Google classroom as a tool for all students to access curriculum and assignments. During this time a plan of peer-to-peer training occurred as well as online training from myself as well as our technical staff.

Request

Engage all staff more fully in the budget process

Response Status: Completed

At MHS, academic faculty plays a significant role in the budget process through the Site Council (they help craft and present the School Improvement Plan to the School Committee), and the Faculty Senate presents concerns that require resource allocation.

At MVTHS, in the CTE programs, the staff is required to submit budget proposals based on the number of students in each program. They compile a list of materials, acquire quotes from vendors, and pass the information along to the director who adds the totals to the school budget request.

Request

Update the progress made on addressing the issues with the windows that remain inoperable

Response Status: Completed

Due to the air exchange agreement during Covid, we were able to make all classroom windows functional to open and receive fresh air. We also made sure that all windows were fitted with screens to protect from the outside elements.

Request

Complete the capital improvement plan to address school building needs

Response Status: In Progress

At the start of 2021, the city of Medford has included Medford High School in their 6 year Capital Plan. [City of Medford Capital Improvement Plan 2021-2026](#) Please look at pages 19 and 20 of the attached document.