

THE FOLLOW-UP PROGRAM

The follow-up program is the third phase of the accreditation process in which the school addresses valid recommendations in the evaluation report as well as any recommendations highlighted in the Commission's letters of notification which will be mailed to the member school eight weeks following the Commission meeting. The school may also choose to address recommendations which were identified in the self-study, but not included in the evaluation report.

Through required and special progress reports submitted to the Commission, the school must demonstrate that it is making reasonable progress in addressing identified needs. Continued accreditation is based on the school's ongoing adherence to the Standards for Accreditation and its progress in addressing identified needs.

Follow-Up Seminars

The Commission sponsors Follow-Up Seminars in the spring and fall of each year for member schools that have hosted evaluation teams the previous season. The purpose of these seminars is to help schools organize and monitor their follow-up programs as well as to explain the requirements for completion of the Two-Year Progress Report and responses to highlighted recommendations by the Commission. The Commission furnishes materials, refreshments, and a light luncheon at the Seminar. Schools attending the Seminars are charged \$200 to cover Commission expenses.

The information that follows is designed to provide a brief description of the follow-up program, but is not intended to supplant information provided at the Follow-Up Seminars.

Responsibilities of School Officials for the Follow-Up Program

Role of the Principal

The principal must play an active role in the follow-up program by leading efforts to address valid recommendations identified in the evaluation report as well as those highlighted by the Commission in its notification letters.

Following a break from the rigors of the self-study, the principal should appoint a Follow-Up Committee to review the evaluation report and the notification letter from the Commission regarding the evaluation report, and to establish the framework for the school's follow-up program. ***The principal has the ultimate responsibility for overseeing the follow-up program and submitting all routine and special progress reports to the Commission.***

The principal and the leadership team should review the Two-Year and Five-Year Plan to address the areas identified by the school itself in its self-study and compare this plan with the visiting committee's report. If the self-study was thoughtfully completed, then the recommendations found in the visiting committee's report should be very similar to the Two-Year and Five-Year Plan developed by the school. Both of these documents can then serve to drive the school's improvement plan, including budgeting to address issues.

It should be understood that the school's official posture on individual recommendations should be determined by the school administration. These decisions should be based on thoughtful consideration of faculty deliberations which are an important component of the follow-up program as well as input from central office administrators and the school board.

The Follow-Up Committee

The Follow-Up Committee has the responsibility of coordinating the follow-up program under the guidance of the principal. This committee acts in an advisory capacity to the principal establishing time lines, organizing and monitoring committees, and keeping the principal informed of committee progress.

The principal and the Follow-Up Committee should plan a schedule to address the evaluation report and highlighted recommendations and assign them to specific individuals or committees. Those responsible for reporting on highlighted recommendations should be informed that the Commission requires more detailed written responses to these recommendations than are required for other evaluation report recommendations.

The Follow-Up Committee should explain to faculty and those involved in the follow-up program that all schools are required to submit a Two-Year Progress Report in which the school reports the status of each recommendation in the evaluation report by classifying it in one of five categories: Completed, In Progress, Planned for the Future, Rejected or No Action. A recommendation may be rejected if it is impractical or invalid. A recommendation which arose from insufficient observation or from a misunderstanding may also be rejected. Schools may also be required to submit special progress reports at varying intervals.

The Work of the Subcommittees

Committees should be appointed by the principal and the Follow-Up Committee to consider each Standard for Accreditation section in the evaluation report and additional self-study findings related to each Standard. These committees may be composed of the staff members of the original self-study committees or may involve other individuals. The Follow-Up Committee may wish to invite students, community members, school board members, and central office personnel to discuss and help resolve specific recommendations.

Committee tasks should include the following:

1. review all visiting committee recommendations and self-study findings pertaining to the Standards for Accreditation
2. review the Two-Year and Five-Year Plan developed by the school's principal and the leadership team at the completion of the self-study and compare this plan to the recommendations from the visiting team
3. establish, where possible, suggested priorities for implementing the recommendations based on the review of the first two items with special attention to the Two-Year and Five-Year Plans noted above
4. classify recommendations as valid or invalid [*Note: This task may be delegated to the person(s) assigned to implement the recommendation.*]
5. identify, where possible, a suggested action to implement each recommendation

The principal, with the help of the Follow-Up Committee, should determine the overall priorities for the school, the projected dates of completion of the recommendations, and the persons responsible for implementing the recommendations. Schools are encouraged to use existing practices such as professional learning communities to undertake the recommendations that will lead to school improvement. The principal should then authorize the appropriate persons to implement the recommendations. In many instances, the recommendations will be assigned to Standards committees. The principal and the follow-up committee may wish to keep a master chart of all recommendations and request progress reports on their status.

Addressing Recommendations for Reports

Reporting on Highlighted Recommendations

When preparing the Two-Year Progress Report or a Special Progress Report, the principal should pay careful attention to reporting progress made in addressing **highlighted** recommendations. These particular recommendations may have come verbatim from the evaluation report, or they may be related to concerns that are mentioned in the report. Because they are of marked interest to the Commission, the principal should ensure that thorough explanations are provided to illustrate the school's progress. Sample Detailed Responses to Highlighted Recommendations are included on pages 70-74 as well as in the booklet schools receive at the Follow-up Seminar.

Reporting on Evaluation Report Recommendations

The school's explanations of the status of evaluation report recommendations should be brief, but clear. If a recommendation involving a simple action has been completed, as with the posting of fire drill directions in all rooms, it may be sufficient to indicate the date of completion. If, on the other hand, a recommendation involves the institution of a process, such as one concerning curriculum development and evaluation, more information should be provided. Sample Responses to Evaluation Report Recommendations are included on pages 75-81.

Role of the Commission on Public Secondary Schools

The principal should keep in mind that the Commission must have a clear sense of the progress that the school has made since the evaluation visit. The clarity of the explanations of the status of all recommendations provides that sense of progress.

School officials are encouraged to contact the Commission staff if they have any questions concerning the follow-up program or the Two-Year Progress Report.

Reports of Substantive Change

Principals of member schools must report to the Commission within sixty days of occurrence any substantive change in the school which has a *negative impact* on the school's ability to meet any of the Commission's Standards for Accreditation. The report of a substantive change *must describe the change itself as well as detail the impact of the change on the quality of education in the school and the school's ability to meet the Standards*. Additional reporting of substantive changes is required as part of the Two- and Five-Year Progress Reports. A copy of the Commission's Substantive Change Policy is included in the Appendix on page A23.

Sharing Reports with the School Community

The Commission strongly suggests that all routine and special progress reports related to accreditation be shared with the superintendent, school board, and faculty to ensure a broad understanding by the school community of the school's progress in addressing identified needs.

Detailed Responses to Highlighted Recommendations

I. Highlighted Recommendations

1. Ensure that the school’s core values, beliefs, and learning expectations are actively reflected in the culture of the school.

Classification: In Progress

Response: Our staff believes that we are well on the way to completing this expectation due to some of the reforms we have implemented. Since one of our beliefs about learning focuses on teachers and students as collaborative workers, we know that our new PLC initiative is supportive of this culture. Twice monthly meetings of teachers in collaborative fashion focus on this effort. One of our student learning expectations, “students will demonstrate the ability to work effectively with diverse teams” is represented when our students collaborate with senior citizens in a digital storytelling workshop. A team brings to life a story from a senior’s history as they collaborate on writing and creating a video, recording narration and selecting images and music. Finished videos are presented in a community film festival. Another example includes students creating a virtual fieldtrip for elementary students with a video and narration detailing the site. Students are expected to use a project management tool to organize tasks, assignments, and deadlines, supporting our learning expectation that “students will assume shared responsibility for collaborative work.” Along the same line, for our expectation that “students will possess a fundamental understanding of the ethical/legal issues surrounding the access and use of information,” our students are involved in creating documentaries of local veterans. They use print and internet resources to access background information to prepare for the interviews and to gather images to use in the video. Students then select a quote that clarifies the theme of the documentary, and they must follow all copyright, Fair Use, and Creative Commons guidelines for images and music used in the documentary. In keeping with our belief in authentic opportunities for assessment, the documentaries are aired on the local cable access channel.

2. Upgrade all science classrooms to include operational labs and adequate space for experiments in order to fully implement the science curriculum.

Classification: In Progress

Response: As we began the self study process, the school board was aware of the inadequacies in our science labs. Through the efforts of the school board and superintendent, the community approved \$600,000 for renovation and refurbishment of our six science labs. Last summer three of the labs were stripped, renovated, and refurbished with new out fittings and furnishings. In the summer of 2014, the remaining three science labs will be renovated and refurbished.

3. Ensure that library/media personnel conduct on-going assessments, using relevant data and feedback from the community in order to improve services.

Classification: Completed

Response: Based on the findings in the Endicott Opinion Survey, our library/media personnel determined that another more detailed survey of faculty, of students, especially freshmen and graduates was in order to improve services. Using Survey Monkey, the staff created a survey for these constituents, administered it, and made a list of goals for improvement. Since then, the library has added more independent work stations, made on-line services available to students from their homes, provided more instruction to ninth grade students as they are completing projects in

various classes, and have relaxed some the day-to-day rules in the library/media center to make it a more welcoming environment.

4. **Provide a formal, on-going program for students in grades 11 and 12, through which each student has an adult in the school, in addition to the school counselor, who knows the student well and assists the student in achieving the 21st century learning expectations.**

Classification: In Progress

Response: Prior to the arrival of the visiting team, our school has had an advisory program for ninth grade students. While the program has worked well and many 9th grade students provided positive feedback about the relationships they established which helped them to transition to the high school, the program was staffed with teachers who had a special interest in the program and who had volunteered for the original pilot. Those teachers remain committed to the program; other teachers, however, have been resistant to having such a program be part of their workload, for a variety of reasons. Our school leadership team wants to expand the program, and we have been able to find enough teachers to volunteer to carry the program to grade ten. It is our goal in the next year to collect data, especially anecdotal data from students, but also research in best practices, to provide to the entire faculty so that we can provide this personalization program to students in grades eleven and twelve. Furthermore, we are in the process of developing a written curriculum with ideas for topics, activities, and support for teachers. If we are successful in the coming year with our efforts, we will add 11th grade advisory in 2014-2015 and 12th grade the following year.

5. **Increase funding to ensure reasonable class loads so that MHS teachers can personalize learning for their students**

Classification: Completed

Response: An increase was made from the 2006–2007 budget by 2.0 FTE. In the 2008–2009 budget there were no new teachers requested. No positions were eliminated and all positions vacated by retirement were filled.

One hundred percent of the students’ requests were satisfied, and 100% of students have complete schedules in this year’s master schedule. Enrollment has declined from 2006 to 2008. In 2006 there were 1,233 students, and in 2008 there are 1,136 registered students. The 10 year projected trend is for student enrollment to decrease at all levels of Millennial Public Schools.

6. **Increase funding to ensure adequate offerings so that ALL students have ways to meet the school’s 21st century learning expectations.**

Classification: Completed

Response: 2.0 full time teachers were hired in 2011-12. The number of course sections at or below maximum enrollment dropped from 75% to approximately 40% due to the addition of these teachers and to reduced enrollment. No additional teachers were requested for the 2012-2013 budget, and no positions were eliminated due to budget reduction or retirement. Due to reorganization at the

intermediate school, the high school was able to secure an additional technology teacher. In the past, this curricular area was in need of improvement. The additional teacher has allowed us to meet additional student requests. Other electives were adapted by the Academic Standards Committee and the Board of Education; these electives included Advance Placement Art, Classical Mythology, Classical Cultures, Literary Gourmet, 21st Century Journalism, Global Studies, Forensic Science, Criminal Justice, Advance Placement Latin-Virgil, and extensive offerings from outside institutions such as Porter Chester Institute and Yale University.

7. Fund the five-year capital improvement plan and the three-year technology plan

Classification: In Progress

Response: 2012-13 Status Report

Capital funds were used during the summer of 2012 to fund many projects at Millennial High School including:

- Approximately \$81,000 for wired and wireless network infrastructure to leverage the new 1Gbps WAN backbone that was installed district-wide.
- Approximately \$24,000 for desktop and laptop computers.
- Approximately \$20,000 for copiers, printer, and associated peripherals.

These expenditures were in line with the budgeted Capital funds for 2012-2013 and for the final year of the current District Technology Plan which will be renewed in the spring of 2013. Capital expenditures at Millennial High School represent approximately 40% of budgeted technology capital funds.

8. Report the school's efforts to disaggregate assessment data, especially with regard to assessment of the school's 21st century learning expectations.

Classification: In Progress

Response: For the past three years, since the institution of professional learning communities and the time provided for us in twice-monthly "late start" days, our teachers have been reviewing assessment data in order to adjust our curriculum, where necessary. These efforts were initially focused on CAPT testing and results of other standardized tests. We found the review of this kind of data to be very helpful, and a number of teachers report not only adjustments to the curriculum but also modifications made to their instructional practices. We have just begun to collect enough assessment data that relates to our new learning expectations to analyze, but we are confident that the processes we have in place – the available time and the professional learning communities – to begin this work. We expect to accomplish significant review during the current school year and should be able to report changes we have made to address any achievement gaps that we find in our Five-Year Report.

9. Develop and implement an aggressive outreach program to involve parents in support for the school and to inform the general community about school funding needs

Classification: In Progress

Response: Central office personnel organize special workshops for town officials to help increase the community understanding of the budget process. In the 2010-11 fiscal year the budget presentation was placed on the town's website and community access channel. The board of education now holds several public forums on the budget process which are later televised. Articles have been added to the principal's newsletter and the topic has been added to the agenda of Class Coffees. These steps have done little to increase awareness throughout the general community.

This year the board of education made no cuts to the superintendent's 6.3 % increase to the education budget. Unfortunately, the board of finance reduced that increase to 4.2 %.

Despite the superintendent's efforts to apprise community leaders of needs and priorities, there has been no measurable public relations impact on the decision making of the board of finance.

10. Address school facilities and grounds maintenance issues, specifically: safety concerns including the periodically buckling and warping of the "Spartan" gym floor

Classification: In Progress

Response: The NEASC accreditation visit noted the following facilities and grounds maintenance issues: ventilation in both gyms, and the need for replacement of glass doors in the west gym lobby, replacement of tiles in the D-wing, replacement of torn carpet, repair of roof leaks, and repair of the outdoor field/rubberized track.

The "Spartan" gym floor was entirely replaced in December of 2011. Additionally, ventilation in both gyms has been improved with the addition of new turbines in 2012. The "Spartan" gym is still without air conditioning. Damage to carpets, tiles, and doors has been repaired or replaced as needed. Additional surveillance cameras were installed in 2012 in order to prevent or document any damage to these structures due to vandalism. Leaks in the roof continue at times of heavy rain; ongoing attempts at repair have been unsuccessful. In 2011, the worn outdoor track and field surface was replaced. In 2012 Millennial High School became the first school in the country to partner with United Technologies and install the TriGeneration Heating and Cooling System. This system will assist in creating a more controlled, efficient and environmentally friendly heating and cooling system for Millennial High School.

11. Provide sufficient personnel and funds for the regular, on-going maintenance and repair of the facility and grounds

Classification: In Progress

Response: According to the District Facilities and Grounds Director, because our buildings are used almost constantly, it is difficult to provide enough staff and funding to keep up with all building and mechanical demands. Efforts have been made to utilize new building-use software to more efficiently manage this situation. New forms have been created to increase communication between central office

and the high school. A building use Priority List policy has been established to determine building use by Millennial and outside communities.

For the 2011-12 school year, although overall manpower was not decreased, maintenance shifts were reduced from three shifts to two. As a result, all maintenance and repair of the facility and grounds must be completed before 12:00 AM. The effect on day-to-day building events and extra-curricular activities is being monitored and assessed.

12. Develop an adequate and dependable source of revenue for the provision of materials that are needed as a regular part of instruction and which are needed to maintain and supply the school's programs

Classification: Completed

Response: Millennial High School is able to report that adequate revenue sources for instructional materials to maintain the school's program have been restored. The reductions in the 2010-2011 school year were restored in 2011-2012. A budget increase of 4% (\$732,000) was approved by the town's governing bodies for FY2013. Although this budget increase was 2.2% below the requested increase, current staffing, instructional supplies, and textbooks were adequately funded by absorbing the reductions through revisions to the Millennial Public Schools capital budget and a reduction in teachers and staff through attrition due to retirement. It is important to note that although the efforts of central office personnel and the board of education to retain all existing staff are valued, it may not be possible to maintain required budget levels through this type of effort.

Responses to Evaluation Report Recommendations

TWO-YEAR PROGRESS REPORT OF MILLENIAL HIGH SCHOOL OCTOBER 1, 2013

II. Evaluation Report Responses

STANDARD FOR ACCREDITATION: Core Values, Beliefs, and Learning Expectations

1. **Develop and submit analytic rubrics for use with each of the school’s 21st century learning expectations.**

Classification: Completed

Response: Following the completion of our accreditation visit, our steering committee recognized the need to ensure that all of our rubrics, especially for the civic and social competencies, were indeed analytic rubrics. We were confident teachers were using effective analytic rubrics to assess academic competencies, but we knew we needed extra work for the civic and social competencies. A committee was immediately formed, consisting of at least one teacher from each department, to develop these analytic rubric. This committee worked diligently for two months, collecting samples from various websites, and prepared four analytic rubrics for our two civic and two social competencies. Teachers on the committee piloted use of these rubrics with students in their courses, made a few adjustments, and then presented the analytic rubrics to the faculty with some tips for implementing their use. The faculty was so impressed with the work of the committee that they asked the committee to review the analytic rubrics designed for the academic competencies to suggest any modifications. The committee is now working in this area, and they plan to suggest methods for teachers to use the analytic rubrics regularly. The four new analytic rubrics are attached.

2. **Ensure that the school’s core values and beliefs about learning are more formally used to drive decisions around the school’s curriculum, instructional, and assessment strategies.**

Classification: In Progress

Response: Soon after she arrived, our new principal instituted a process with not only the leadership team, comprised of administrators, department leaders, and team leaders, but also with other groups that meet throughout the year. The process was designed to improve the quality of decisions and to become more inclusive at the same time. A part of the process includes frequent reference to and review of our core values and especially our beliefs about learning. When new courses are proposed, teachers must reference the relationship and congruence with our beliefs about learning. Professional development programs are carefully vetted against our beliefs about learning to ensure we are expending funds wisely and in alignment with our learning expectations. Perhaps the best example emanates from a recent school-wide discussion around grading practices and consistency among teachers. During the spirited discussions, especially with parents, we learned that there were great differences among teachers, especially about the idea of students submitting second drafts and work. The discussion led to our school

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developing a draft grading policy which not only permits but encourages second efforts and growth over time, a concept that is supported in our beliefs about learning. We are currently waiting to present this policy to our school board for approval.

STANDARD FOR ACCREDITATION: Curriculum

- 1. Ensure that all curriculum documents include units of study with essential questions, concepts, content, and skills as well as the school's 21st century learning expectations.**

Classification: In Progress

Response: Since the evaluation visit, teachers have been working regularly to write essential questions for all courses. Our curriculum cycle highlights one core content area each year of a five year-cycle along with one other area. Our plan has been to complete the writing of the essential questions for any new courses when they are conceived and during the year of evaluation of the curriculum. With this in mind, English, art, social studies, and health have all completed writing essential questions with science and music slated to complete their work at the end of 2013-2014. The concepts, content, and skills were already a part of our curriculum documents. Our curriculum director believes that all essential questions will have been written for all courses by the end of 2016.

- 2. Upgrade all science classrooms to include operational labs and adequate space for experiments in order to fully implement the science curriculum.**

Classification: In Progress -- See Highlighted Recommendation #2.

- 3. Improve curriculum articulation between the middle school and high school.**

Classification: Completed

Response: Teachers at the high school and middle school are collaborating to improve articulation, address sequencing of content and skills, and eliminate unnecessary overlap within the curriculum. Leadership in mathematics is provided by a K-6 coordinator and a 7-12 curriculum team leader who meet regularly. During the 2012-2013 school year, the English, mathematics, science, social studies, business and technology departments held meetings each semester. For example, the high school business department met with the middle school computer teacher to align course content based upon improved middle school student skills with software and technology. All of the elective areas including music, art, family and consumer sciences, and health and physical education hold district-level meetings for the purposes of K-12 articulation and coordination. The world languages department meets monthly and includes representation from the middle school. These meetings have effectively improved K-12 articulation.

STANDARD FOR ACCREDITATION: Instruction

- 1. Ensure that teachers use student achievement data from a variety of formative and summative assessments to improve instruction.**

Classification: In Progress

Response: Our newly adopted schedule provides two “late-start” days each month and teachers are committed to using one of the days each month for the purpose of examining student work. For the first half of the year, teachers examined student work that reflected our learning expectations and had been assessed with our analytic rubrics. This exercise was helpful because it provided teachers with data to use to improve the analytic rubrics. It also gave us significant information about how students were doing on our learning expectations. We were able to determine those students who needed significant assistance. For the remainder of the year, teachers will be examining some newly developed common assessments and our school’s digital portfolio.

- 2. Ensure that teachers, as adult learners, and reflective practitioners, maintain expertise in their content area and in content-specific instructional practices.**

Classification: Completed

Response: In addition to the extensive professional development program referenced in other sections of the highlighted recommendations, our faculty has recently begun the practice of reading professional books. Our school district purchases four titles each year in quantities so that one fourth of the professional staff can read one title at a time, and the books can be rotated to other groups. Through the use of our professional learning communities, teachers commit to reading at least two of the titles each year and engage in conversations via book-club format about the titles. Recent books include: *Formative Assessment*, James Popham; *Schooling by Design*, Wiggins and McTighe; *Stirring the Head, Heart, and Soul: Redefining Curriculum, Instruction, and Assessment*, Lynne Erickson; and *Classroom Instruction That Works: Research-Based Strategies for Improving Student Achievement*, Marzano, Pickering, and Pollock.

STANDARD FOR ACCREDITATION: Assessment Of and For Student Learning

- 1. Ensure that all teachers prior to each unit of study communicate the relevant 21st century learning expectations to students.**

Classification: In Progress

Response: We believe we have made significant progress in this area due to the extensive curriculum revisions that have occurred. Teachers in those departments that have completed the curriculum alignment with the learning expectations now have essential questions directly tied to the relevant expectations and can inform students of them at the beginning of each unit. When the remainder of the

curriculum documents have been reviewed (via our five-year cycle mentioned earlier), all teachers will be able to communicate these expectations to students.

- 2. Ensure that teachers and administrators, individually and collaboratively, examine a range of evidence of student learning for the purpose of revising curriculum and improving instruction.**

Classification: In Progress

Response: With the completion of our analytic rubrics, teachers are now positioned to collect and begin to review data from the use of these formative assessments. Most teachers individually examine student work throughout the instructional process and make adjustments to their instruction when needed. Our PLC's provide the culture for the examination of student work, and our department leaders have recently had training in leading these processes. Teachers are enthusiastic about using data gleaned from a variety of assessments to make revisions to curriculum. At the end of the 2013-14 school year, we should have much more to report on this topic.

STANDARD FOR ACCREDITATION: School Culture and Leadership

- 1. Ensure that school leaders regularly use research-based evaluation and supervision processes that focus on improved student learning.**

Classification: Completed

Response: In the past year our district has adopted a version of the Charlotte Danielson model for evaluation and supervision. Administrators have just completed extensive training in this area along with department chairpersons and one teacher from each content area. One focus during the coming year will be to provide support to all teachers in understanding the new process. Administrators and department chairs believe that the new process will allow them more time to focus on improved student learning through supervision in a positive manner. Administrators have also agreed to provide more focus on completing all phases of our process with every teacher in a timely fashion, and teachers already agree this has improved.

- 2. Provide a formal, on-going program for students in grades 11 and 12, through which each student has an adult in the school, in addition to the school counselor, who knows the student well and assists the student in achieving the 21st century learning expectations.**

Classification: In Progress

Response: See highlighted recommendation #4

STANDARD FOR ACCREDITATION: School Resources for Learning

1. Develop and implement a written developmental guidance curriculum.

Classification: In Progress

Response: Millennial's guidance counselors began the development of a written curriculum as soon as the visiting team departed. Most of our counselors believed that there was a program, but they admitted that more of it needed to be documented. At this point in time, a developmental guidance program has been written in outline form, and the plan of the guidance counselors is to complete the details of the program during the 2013-2014 school year as the various components of the program occur. In this manner, should a new guidance counselor be hired, he or she could access the program, with time-line and details, immediately.

2. Ensure that library/media personnel conduct on-going assessments, using relevant data and feedback from the community in order to improve services.

Classification: Completed

Response: See Highlighted Recommendation #3

STANDARD FOR ACCREDITATION: Community Resources for Learning

1. Update, fund, and fully implement the technology plan.

Classification: In Progress

Response: As the school year opened in August 2013, technology continued to be installed in each of the classrooms and was made available for teacher use for attendance and grades through E-SCHOOL, and other applications. A new attendance program was introduced on the first day of school. At this point the installation of equipment is ongoing. The technology plan called for a teacher computer and student computer in all classrooms. Currently some classrooms have both, particularly our science labs; others have only the teacher work station. The overhead projector system, the Smart Boards, and the student computers continue to need attention. Increased access to labs will be available when the communications labs are complete. However, our computer lab for class instruction and our writing center for individual student access are both open and available throughout the day.

In some areas the plan has not been fully implemented. The equipment for the TV-video studio has been removed from the budget. The number of Smart Boards in the school was reduced from thirty-three to twenty-three, although these are spread across departments to ensure access to the various disciplines. In addition, the presentation room located off of the library has Smart Board technology available to all staff. Teachers may sign up to use this room for technology presentations. The close-out of the project will

determine the availability of funds for purchasing additional technology including the equipment for the TV-video studio.

- 2. Increase efforts to reach out specifically to engage those parents and families who have been less connected with school.**

Classification: In Progress

Response: Our leadership team with the assistance of an ad-hoc student, parent, and teacher committee proposed that every teacher identify any students in his/her courses whose families seem less connected with school. A master list was created and some names were removed when guidance counselors or other teachers determined that some families were connected in ways the original teacher might not have been aware. Names were then shared with teachers of students in grades 9 and 10 advisory and advisors called these parents to invite parents to become more involved. For students in grades 11 and 12, other teachers took names of students and made the same phone calls. A log was created so that our leadership team can assess the impact of this program on parent/family involvement in our school.

III. Core Values, Beliefs, and Learning Expectations

Attached

IV. Substantive Changes

No substantive changes have occurred since the decennial evaluation.

V. Strengths/Achievements

As a school we have been working diligently on strategies to improve our school culture. The introduction of ninth and tenth grade advisory (with the hope for 11th and 12th grade in the near future), the work of our PLC's and the twice-monthly "late starts" have contributed significantly to improve school culture where teachers now volunteer to read current research in an effort to improve their practices.

VI. Restructuring or other Reform Initiatives

This year we have three major initiatives that are linked to our decennial evaluation and our two-year report. The implementation of 9th and 10th grade advisory, the establishment of professional learning groups that meet twice monthly and the literacy efforts mentioned elsewhere are all reform efforts of which we are very proud.

VII. Follow-up Program at Millennial High School

Our follow-up program involved all staff members. Several forums were used to address the recommendations. Five committees were established for the 2011-2012 year. Every faculty member was assigned to one committee. A professional development strand provided nine hours of time for the entire faculty in the fall of 2012. Committees then met after school as needed. These committees addressed our major concerns as a result of the decennial evaluation and our own self study. The work completed in these committees was shared within departments. In addition, each committee reported to the entire faculty so that the direction and conclusions of the committee were shared. Further, the chairs of the five committees served on our NEASC follow-up committee which met monthly throughout the year. A small steering committee of five members then assumed responsibility for the coordination, editing and completion of the two-year report. Some release time and in-service time was allocated for this process. The NEASC follow-up work was shared with parents at our bi-monthly meetings for both their input and reactions. Student involvement, particularly in the schedule change and homeroom program, occurred through the Student Council. The members of the Follow-Up Committee are as follows:

Bill Green, Social Studies
Ted White, Technology
Irene Rosa, Student Activities
Margarita Orangerie, Speech
Perry Black, Guidance Director

Jeremy Mustard, Mathematics
Sapphire Espinosa, Assistant Principal
Reed Sienna, Science
Jasmine Pink, Alternative Education
Donna Silver, Principal