

## MISSION AND EXPECTATIONS FOR STUDENT LEARNING

### Teaching and Learning – Standard 1

The Barnacle Bay High School mission statement and expectations for student learning was developed by the school community and has been approved and supported by the professional staff, the school council, and the school board. The first official meeting of the mission statement committee, consisting of an assistant principal, a department head, a social studies teacher, a physical education teacher, two English teachers, two math teachers, two science teachers, an ESL teacher, a music teacher, a school adjustment counselor, a special education teacher, and a guidance counselor took place in January 2005. At this meeting, the committee developed an agenda and brainstormed a range of ideas as the strategic starting point in developing an effective mission statement for the school. Planned activities included an analysis of the then existent mission statement, a careful study of mission statements from other schools along with an analysis of their underlying values and the workability of their formats, and an identification of the values and beliefs that drive Barnacle Bay High School’s curriculum and culture. The committee sought parental input in the form of a survey in which only 28% reported that they were familiar with the mission statement and its values. A first draft of the new mission statement was completed in March 2005. Following further feedback, a revised draft was distributed to all homerooms calling for an advisory vote in late April 2005. The draft mission statement received a favorable response from the student body.

In order to ensure the adoption of the best possible document for the school, continued revisions of the mission statement took place in committee meetings as further feedback was received. The school council was surveyed for comments regarding this

document and a faculty meeting date was established for the express purpose of voting on the final draft of the mission statement. The committee compared the mission statement to the Barnacle Bay School District's mission statement to ensure that it reflected common values and priorities. The committee held several meetings to discuss suggestions and revisions and conducted further staff, student, and school council surveys. The faculty was provided numerous opportunities for additional input prior to their approval of the final draft of the mission and expectations in June 2005. The school committee and the school council endorsed the mission statement in September 2005, and it has since become part of all school publications including the student handbook. The mission statement now provides guidance for school publications, committees, and departments. The faculty and administration are working on further strategies to make all members of the high school community more aware of the values and beliefs expressed in the document.

The school's mission statement represents the school community's fundamental values and beliefs about student learning. The mission statement committee feels strongly that statement's fundamental beliefs about education and student learning are well represented and supported by Barnacle Bay High School's myriad courses which are offered on three levels in a wide variety of academic, technical, and fine arts areas, by the range of extra- and co-curricular activities, by the processes and procedures that govern the school, and by the level of support provided by parents and by the community at large.

In the post-9/11 world, an increased emphasis has been placed on security in the entire world; schools are no exception. This emphasis is manifested at Barnacle Bay High School through the employment of a school safety officer, the installation of security cameras, and the positive working relationship the school has with the town's juvenile officer. These components help provide a "safe environment." (All quotations are from the

Barnacle Bay High School Mission Statement.) The reinstatement of hall monitors, however, would help to ensure that the school's halls are more secure. Furthermore, the public address system is ineffective in alerting students and staff about potentially dangerous situations. This system needs to be upgraded and/or replaced so that every part of the school is accessible to announcements regarding the safety of students, faculty, and administration.

"Academic excellence" is important as the school strives to have students reach their "full potential." Indicative of this, the school provides a wide range of Advanced Placement courses and supports a very active National Honor Society. Excellence is honored and the school strives for each student to succeed. The school acknowledges the need to better educate the parents about this priority, a substantial percentage of whom have reported a lack of familiarity with the values embodied in the mission statement.

Barnacle Bay High School seeks to create "global learners" at every level by using skills and activities in the classroom that foster "critical thinking" on a broad range of issues. Barnacle Bay High School realizes that education does not stop upon graduation and encourages all students to become "life-long learners" and to reach their potential by accommodating various styles and employing a wide range of teaching strategies.

"Self-discipline and personal responsibility" are important at Barnacle Bay High School. In order to ensure that students make correct choices, the school maintains a staff of excellent guidance counselors as well as one full and one part-time licensed adjustment counselor. Students are educated to make good decisions in health classes, through the character education program, by participating in peer mediation, and through the school's athletic programs.

“Respect for self and others” is important in everyday life as well as in school work. The staff works each day to underline the importance of these issues. Barnacle Bay High School celebrates diversity. The increasingly diverse student population is actively engaged as learners and as important members of the school community. The school community celebrates the heritage of its students in a variety of ways ranging from the flag-bedecked media center to assemblies honoring a variety of cultures. Foreign language classes and culture clubs (when funded) are very active. Levels of participation in the peer mediation program reflect the school’s ethnic makeup.

Barnacle Bay High School encourages students to participate not only in the school community but in the community at large. The school’s focus on community stresses good citizenship. All students are required to take a United States government course where they learn about the rights and responsibilities of citizenship and come to an understanding of its effects on society. Barnacle Bay High School sets high ethical standards through its policies. National Honor Society, the athletic program, and character education include ethical component and all programs strive to raise student consciousness of ethical behavior in everyday life. All teachers are expected to model ethical behavior at all times.

The school has defined school-wide academic, civic, and social learning expectations that are measurable and reflect the school’s mission. Barnacle Bay High School defines its academic expectations in the program of studies booklet which is provided to each student at the beginning of the second semester in preparation for scheduling classes for the following year. The rubrics are specifically designed to clearly describe and define the performance by students at each academic level of expectation. Over ninety-three percent of the parents report being aware of what is expected of their children academically.

Social and civic expectations are defined in the student handbook. Each student receives a handbook at the beginning of the academic year and signs an acknowledgement form. The importance of the civic and social expectations is addressed on the first day of school in the advisory program, and it is continually reinforced. Behaviors that would result in disciplinary action are clearly delineated. Of the parents surveyed, 97 percent reported knowing what behavior is expected of their children.

The degree of achievement of the social and civic expectations can be substantiated through a survey of discipline records, ongoing behavioral plans, and tallies of community service performed by co-curricular organizations such as Community Action Requires Everyone (CARE), Students Against Destructive Decisions (SADD), and character education. The character education program surveys faculty members each term to determine the effectiveness of the program. Freshmen students are also surveyed annually about this program. Character education information and motivational quotations are prominently displayed throughout the school.

For each academic expectation in the mission the school has established a targeted level of successful achievement identified in a rubric. The faculty was involved in the creation of school-wide rubrics for academic expectations at every level of their development. Students who were surveyed reported that 80 percent of them were familiar with the student learning expectations. After the faculty approved and adopted the mission and expectations, the mission statement committee requested that all departments submit a variety of rubrics currently used by their members. The committee discussed and analyzed the rubrics that were submitted. Some elements from these rubrics were adopted as starting points for the development of the school-wide rubrics to be used to assess the level of achievement of the academic expectations. Additionally, mission statements and

accompanying rubrics from other Maine schools were examined to see if certain aspects of these documents could serve as models for rubrics that would meet the needs of Barnacle Bay High School's student population. They were examined for formatting purposes as well. A committee then broke up into smaller groups to write the rubrics for the critical thinking, technology, and creative projects categories. This allowed the members who had experience in these areas to write rubrics that were practical and effective. These rubrics were discussed by the committee and modified as needed. From these various sources a draft set of rubrics was developed, submitted to a larger committee of interested teachers for review, edited numerous times, and finalized by the committee. All faculty members were given the opportunity to review and comment on the final draft of the proposed rubrics. In March 2006, the faculty approved the rubrics by a unanimous vote. They are currently in use by the faculty.

The school has identified in isolation the potential for some programs to provide students opportunities for the achievement of the school-wide civic and social expectations but has not developed a system to effectively assess their level of achievement. There are several organizations at Barnacle Bay High School that provide data that can be used to assess the achievement of the social and civic expectations of by Barnacle Bay High School. These organizations address the social and civic expectations identified in the mission statement. For instance:

- forty students are involved with the student leadership council; this organization fosters good citizenship through a series of events designed to benefit the community;

- a Red Cross blood drive attracts one hundred donors from the school community, with ten student council members assisting with the effort;
- a winter coat drive and a fundraiser for holiday gifts for the homeless allow students to contribute to less-fortunate members of our community; these donations are solicited school-wide;
- community service is an integral requirement for membership in the National Honor Society (NHS), which in 2004-2005 had thirty-nine members from the senior class; a minimum of twenty hours of community service is required prior to induction and once inducted, members must maintain a comparable level of service to the school and to the community;
- the peer mediation process consists of a diverse student team that helps peers settle disputes in a nonviolent manner; these mediators have a great effect on the social and civic climate of the school;
- CARE is a group of student volunteers who take part in activities and services that benefit the community such as a senior citizens breakfast, Thanksgiving food drive, walk for hunger, and relay for life.

These organizations provide students the opportunities to become productive and caring members of the school and community. Although appreciation for diversity is fostered at Barnacle Bay High School by many of these organizations, there is a notable gap due to the absence of a gay/lesbian bisexual transgender straight alliance (GLBT-Straight Alliance). Despite the existence of these programs, only fifty percent of the staff reports that they are familiar with how Barnacle Bay High School assesses its overall progress in achieving its civic and social goals.

The mission statement and the school's expectations for student learning are beginning to be used to guide the procedures, policies, and decisions of the school and shall be evident in the culture of the school. The mission statement of Barnacle Bay High School is exhibited on banners at the main entrances, printed in student handbooks, the program of studies, teachers' manuals, and in various classrooms throughout the school. Mission Monday provides the school community with a weekly reading of the mission statement by a diverse pool of students and faculty members. Fifty-eight percent of the student body reports that they are familiar with the mission statement. Barnacle Bay High School students are expected to take personal responsibility within the classroom and during co-curricular activities. Self-discipline is expected at assemblies, rallies, and all school related functions.

The mission statement plays an integral part when it comes to curriculum changes and course offerings. Every proposed course must be viewed in light of its adherence to the mission and must clarify which of the academic expectations it will address. The current 4 X 4 block schedule, which was adopted in 2004, is perceived as providing opportunities for students to schedule additional courses, resulting in higher levels of academic performance. A rotating schedule provides optimal learning time for students and more effective instructional time for teachers. The attendance policy is reviewed and revised annually by the handbook committee to ensure the integrity of the high school program. Graduation criteria provide the structure through which students meet credit requirements, fulfilling the expectations of the mission statement. Reinstatement of department heads would provide more effective instructional leadership.

The mission statement is just becoming the driving force in the revision and implementation of curriculum, instruction, and assessment policies within the school. Over

seventy percent of the faculty report that the school lives its mission and expectations for student learning. The addition of more technology courses and a Brazilian/Portuguese cultural course is reflective of these policies. Although all of these cited programs are in keeping with the values contained in the new mission and expectations, the school at present is lacking a procedure to ensure that the mission and expectations will in the future be used consistently to judge the viability of any proposed changes to procedures, policies, and decisions.

The school has yet to establish a procedure for the regular review of the mission statement and expectations for student learning using a variety of data to ensure that it reflects student needs, community expectations, the district mission, and state and national standards. The school's mission statement and student expectations had not been reviewed on a regular or periodic basis since the last evaluation in 1998. The failure to have in a place an established policy and procedure for the regular review of the mission and expectations is a shortcoming that needs to be remedied. The school's mission does parallel the mission of the district because it encourages a learning environment which promotes challenge and academic excellence.

The academic expectations in the mission statement incorporate many of the goals of the district and state curriculum frameworks. The student handbook clearly describes a grading procedure which includes a writing component. All academic disciplines now use a portfolio assessment as a major evaluation tool and are in the process of aligning portfolio requirement with the school-wide rubric. The school has updated technology by replacing most computers in the school and by updating software. Barnacle Bay High School is a member of the Casco Bay Tech Prep Consortium whose purpose is to stay on the forefront of new technology. New course offerings in mathematics and English have recently been

developed to ensure that graduates achieve state-mandated competencies. During this period of rapid change, maintaining the congruence between school programs and policies and local and external demands requires planning and vigilance. The structure and data sources do exist for the establishment over time of an appropriate review procedure.

## MISSION AND EXPECTATIONS FOR STUDENT LEARNING

### TEACHING AND LEARNING STANDARDS

#### EXECUTIVE SUMMARY

The Mission Statement Committee surveyed the faculty, students, and the community to create a document that addresses all aspects of the education of Barnacle Bay High School students. The mission and expectations for student learning create high standards for Barnacle Bay High School students and have led to the creation of rubrics that reflect the demand for that level of excellence. The mission statement is reflective of the school and community's fundamental values and beliefs about student learning.

All teachers and administrators are knowledgeable about the mission and expectations for student learning. The mission statement, expectations for student learning, and rubrics make clear to the students the level of academic performance. The academic rubrics were created by examining rubrics from each department.

There is an expectation that Barnacle Bay High School students will participate in a variety of activities to achieve the school's civic and social expectations. Students are afforded the opportunity to be involved in a cross section of activities that promote school and community service.

The mission statement is becoming an integral part of the school culture. Curriculum changes reflect societal, educational, and technological needs and advances. Students are challenged through a variety of core and enrichment course offerings. New courses are being created to address the needs of the at-risk student population.

It is evident that the mission statement should be examined for possible revisions on a more regular basis in order to enable the school to address and realign the goals and objectives for Barnacle Bay High School.

Since the faculty has approved the mission statement, student expectations for learning, and rubrics, they have been incorporated into many documents and into the faculty and student handbooks. The mission statement is prominently displayed throughout our school building. **The Mission and Expectations for Student Learning committee has determined that Barnacle Bay High School adheres to the Standard on Mission and Expectations at an ACCEPTABLE level.**

## MISSION AND EXPECTATIONS FOR STUDENT LEARNING

## TEACHING AND LEARNING STANDARD

### Strengths:

- the Barnacle Bay High School mission and expectations which are reflective of the district mission statement
- the solicitation of input by the school from a wide range of stakeholders as part of the process of crafting the new mission and expectations
- the inclusion of the mission and expectations in all school publications
- the development of rubrics by the mission statement committee that clearly define the academic expectations for student learning
- the almost unanimous clarity expressed by parents about the school's academic, civic, and social expectations
- the evidence that the Barnacle Bay High School Mission and Expectations is driving the development of programs supporting of its values such as peer mediation and character education to promote self-discipline and a safe environment, the use of assemblies and exhibits to foster an appreciation for diversity among the student population, and the provision of security cameras located throughout the high school to ensure a safe environment for all students and faculty

### **Needs:**

- the school needs to better educate parents regarding the values and goals expressed in the mission and expectations
- the school needs to establish benchmarks from available data sources to assess the level of the school's achievement of the civic and social expectations and to more effectively publicize the mode and results of that assessment
- the school needs to establish a procedure to ensure the regular review of the mission and expectations
- the school needs to establish a formal process to ensure that the mission and expectations becomes the driving force for all decisions in the school related to curriculum, instruction, assessment, policy, and procedures