

# NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES

## Commission on Public Secondary Schools

### TWO-YEAR PROGRESS REPORT

#### Instructions

I. Respond to **each highlighted recommendation** identified in a notification letter(s) for which the Commission requested a response in the Two-Year Progress Report by doing the following:

1. ***In a section separate*** from responses to evaluation report recommendations, write out each recommendation. Present the recommendations in the order in which they appear in the notification letter(s).

2. Indicate the status of each recommendation based on the categories listed below.

*COMPLETED: The recommendation has been implemented fully or an on-going process has been initiated to ensure its implementation*

*IN PROGRESS: Steps have been taken to carry out the recommendation, but more needs to be done to ensure full implementation.*

*PLANNED FOR THE FUTURE: Although the recommendation has not gone beyond the planning stage, it will be carried out as soon as conditions warrant.*

*REJECTED: The recommendation is impractical or invalid because it arose from insufficient observation or relates to circumstances which no longer exist.*

*NO ACTION: The recommendation is valid, but has not yet been addressed.*

3. Describe in detail the progress made implementing each recommendation.  
(See example attached)

II. Respond to **each evaluation report recommendation** by doing the following:

1. Write out each recommendation.

2. Indicate the status of each. (As Noted in Section I.2 Above)

3. Describe briefly the action that has been taken to address *each* recommendation in the accreditation report. For each recommendation classified as **COMPLETED** school officials should describe the action taken to address fully the recommendation and briefly detail the impact of the action taken. For any recommendation classified as **IN PROGRESS**, **PLANNED FOR THE FUTURE**, or **NO ACTION**, school officials should describe all progress to date, indicate projected dates and plans for full implementation, and/or provide a reason why each has not been completed. Particular care should be taken to justify any recommendations which have been classified as **REJECTED**.

- III. Submit a copy of the school's current mission statement and expectations.
- IV. Briefly describe any substantive change that has occurred since the decennial evaluation and which *has not been reported previously* to the Commission. A copy of the Commission's Substantive Change Policy is enclosed for your reference.
- V. Submit user fees for co-curricular activities, including athletics.
- VI. Briefly describe any achievements or strengths in the school's programs or services which have not been previously reported and which have significance for the school.
- VII. Describe any school restructuring or other reform initiatives or projects not previously reported and indicate planned or completed changes resulting from such initiatives or projects as they relate to the school's philosophy/mission, the curriculum, instruction, assessment, services, personnel, facilities, finances, school climate, educational media technology, and/or community support and involvement.
- VIII. Briefly describe the school's Follow-Up Program. Include such information as the number of committees formed, degree of participation of parents and community members, process followed, and amount of release time provided. List the names and positions of faculty members who serve on the Follow-Up Committee.

***NOTE: It may be appropriate to submit a small number of samples, but please do not submit other attachments unless specifically requested to do so by the Commission.***

**Please e-mail the Two-Year Progress Report no later than October 1 to [cpsreports@neasc.org](mailto:cpsreports@neasc.org) : You will receive an electronic receipt for your report.**

Ms. Janet Allison  
Interim Director  
Commission on Public Secondary Schools  
New England Association of Schools & Colleges  
209 Burlington Road, Suite 201  
Bedford, MA 01730-1433

**Prior to e-mailing, please use the *checklist* below to ensure a completed report has been submitted:**

- I.     \_\_\_ **Response to each highlighted Recommendation**
- II.    \_\_\_ **Response to each recommendation in the evaluation report**
- III.   \_\_\_ **Copy of the current mission/statement of purpose and expectations**
- IV.    \_\_\_ **Substantive changes not previously reported**
- V.     \_\_\_ **Strengths/Achievements which are significant**
- VI.    \_\_\_ **Restructuring or other reform initiatives**
- VII.   \_\_\_ **Description of Follow-Up Program**
- VIII.  \_\_\_ **Statistical Data Form**

## STATISTICAL DATA SHEET

School: \_\_\_\_\_ Principal: \_\_\_\_\_

City, State: \_\_\_\_\_ School Telephone: \_\_\_\_\_

E - MAIL Address: \_\_\_\_\_ FAX Number: \_\_\_\_\_

Dates of Accreditation Visit: \_\_\_\_\_

Grades: \_\_\_\_\_ School Enrollment: \_\_\_\_\_ at time of the evaluation

Grades: \_\_\_\_\_ School Enrollment: \_\_\_\_\_ at present time

Based upon the state's definition of a dropout, indicate the dropout rate for the most recently completed school year as well as for the preceding two years:

_____	%	20__
_____	%	20__
_____	%	20__

### DISPOSITION OF VISITING COMMITTEE REPORT RECOMMENDATIONS \*

	Number	Percentage
<b>COMPLETED</b>		
<b>IN PROGRESS</b>		
<b>PLANNED FOR THE FUTURE</b>		
<b>REJECTED</b>		
<b>NO ACTION</b>		
<b>TOTAL</b>		100%

\* Do not include highlighted recommendations in this tally

Electronic Signature of  
Principal/Headmaster \_\_\_\_\_

Electronic Signature of Chair  
of Follow-Up Committee \_\_\_\_\_ Position \_\_\_\_\_

Date Progress Report Submitted \_\_\_\_\_

## **Two-Year Progress Report of Soaring Eagle High School October 1, 2009**

### **Section I - Detailed Responses to Highlighted Recommendations**

#### **1. Increase opportunities for teachers across the disciplines to dialogue and reflect about best practices, authentic assessments, student work, and student self-assessment.**

##### **Classification: In Progress**

Response: As a result of the NEASC accreditation process, the visiting team and our own faculty recognized areas of concern involving teacher collaboration. A committee was formed, and through its work, we have improved our efforts to have teachers collaborate within and across disciplines. As a result, it is our belief that we have improved our collaborative efforts on curriculum and instruction which will, in turn, improve student learning.

One major initiative planned for the 2009-2010 school year concerns the creation of professional learning groups. These teacher groups will meet during the school day. In addition to a planning period, all teachers have a resource period. Once each week during their resource period, teachers will meet with colleagues in order to discuss teaching and learning. The agenda will be focused and will allow teachers to address school-wide concerns. Professional learning groups will keep a log of activities and issues for documentation purposes. As the year begins, we will be examining our Expectations for Student Learning, our assessment process, state frameworks and the use of technology. Implementing professional learning groups will enable Soaring Eagle High School to move towards reaching its goal of becoming a professional learning community.

The collaboration committee also worked with the administration to implement and pilot two new initiatives for teacher collaboration time and peer coaching. A teacher collaboration time request sheet can be filled out by faculty members for release time to develop and implement interdisciplinary lessons that will enhance student learning. The administration stressed to the faculty that effective teacher collaboration entails extended planning and therefore coverage time for teachers to collaborate with other teachers will be provided. Also, the collaboration committee created a peer coaching/peer visitation request sheet. This new program will give teachers the opportunity to visit each other's classes to broaden teaching and learning strategies. Again, in order for this program to work and be effective, providing coverage for teachers is critical.

The collaboration committee recommended more in-service workshops focusing on the creation and implementation of interdisciplinary lessons and units. Through our NEASC self-study and the work of the collaboration committee, it was found that the faculty needs more training and instruction on creating interdisciplinary units. This is seen as a critical component to teacher collaboration, and its importance was shared with the central office administration. As a result, during our Fall 2008 in-service, a workshop entitled "Creative Approaches to Teaching in Lengthened Periods" was offered.

Another recommendation made by the collaboration committee concerns challenges faced by teachers who teach the same courses. Our faculty and administration are concerned with rigor in our curricula. Particularly important is the challenge of instituting similar standards of rigor for a course taught by two or more teachers. Although addressed by our NEASC rigor committee, it also ties into the task of the collaboration committee. In order to promote common standards of rigor, the collaboration committee

has proposed increased time for teachers of the same course to create common instruction and assessment tools that will foster equitable rigor. As a result, we made more effective use of our meeting time, both at the departmental and faculty levels, during the 2008-2009 school year. For example, early in the year departments focused on our curriculum revision process and cycle while our January department meetings focused on sharing mid-year exams and discussing standards across grade levels. In our November faculty meeting we examined our rubrics, assessing which departments were undertaking primary responsibility for each of them. During the 2009-2010 school year, our professional learning groups will provide an additional forum for these discussions. More effective use of meeting time has resulted in improved teaching practices.

The collaboration committee was also concerned with teacher isolation, especially for single-teacher or small departments. Better communication to promote the collaboration of small departments with larger departments is needed at our school. In order to begin to foster collaboration, small departments need to meet periodically with larger ones in order to address interdisciplinary concepts that can be integrated into the curricula. Encouraging teacher involvement in educational organizations related to their discipline also reduces teacher isolation.

In addition, since 2007 our faculty has been working on curriculum maps. Teachers have been developing curriculum maps for their courses and putting them on our school network. Faculty will have access to the curriculum maps of all courses enabling teachers to plan and create collaborative lessons and providing a wonderful resource for new teachers. Access to the network is now available throughout the school in both classrooms and departmental offices.

Several proposed recommendations regarding collaboration have already been implemented. Others will be studied as the faculty becomes more accustomed to the new school schedule. This schedule should promote further collaboration. Teacher isolation leads to stagnation; collaboration improves teaching practices and student learning. Thus, collaboration was a critical part our NEASC self study and its promotion as part of the follow up process is leading to an improved school environment.

## **2. Provide more opportunities for student self-assessment.**

### **Classification: Completed**

Response: As we began the self study process, teachers made a significant commitment to integrate student self-assessment within their curriculum. At that time we asked teachers to examine their curriculum and include opportunities for self-assessment at several points throughout the year. We shared tools and strategies for doing so and gathered samples of both instruments and student responses. Further, we discussed how to use the information in meaningful ways to improve teaching and learning. Now, we believe it is the individual teacher's responsibility to continue this process. As each semester draws to a close, examples of student self-assessment are shared at the departmental level. When the principal met with each of the elective areas in January 2008, student self-assessments and student reflections on the Expectations for Student Learning were the major topic for discussion. These assessments will continue to be a topic of discussion not only at department meetings but also in our professional learning groups. Emphasis will be placed upon how we can use this data to improve the effectiveness of our curriculum. Likewise, administrators often include student self-assessment as a topic within the teacher evaluation process. In the Fall of 2009, the high school faculty will have an in-service on assessment that will include a component related to student self assessment.

**3. Provide representation on the leadership team from each of the elective departments to ensure appropriate involvement in the decision-making process.**

**Classification: Completed**

Response: The leadership team consists of the high school principal, assistant principal, director of guidance, and curriculum leaders in the areas of English, science, mathematics and social studies. At this time fiscal constraints and the small size of most other departments impede the creation of additional leadership positions. To address this concern, the principal schedules bi-monthly meetings with each of the small departments and monthly meetings with the world languages department. This provides the same opportunity for access and input as those departments represented on the leadership team. This allows them to focus on curricular issues, share current initiatives and address problems or concerns that may arise in a given discipline. The teachers, working collaboratively with the principal, have a primary role in the decision-making process in terms of budget development, course offerings, and curricular revisions. This approach, initiated in the 2008-2009 school year, will be refined in the 2009-2010 school year as departments begin to assume more responsibility and develop meeting agendas collaboratively.

**4. Provide support for technology initiatives that are infused into instruction, including the necessary equipment and professional development.**

**Classification: In Progress**

Response: As part of our addition/renovation plan, each classroom has updated technology that facilitates access and integration. Twenty-three Smart Boards are located throughout the building, providing increased opportunities for integration. During the in-service time in the fall of 2008, training in technology was a mandated teacher requirement at the high school. Topics covered included the use of "GradeQuick," Smart Boards, and other equipment available in each room. Also the process and procedures for putting information on the school website were reviewed. Teachers will receive additional training and updates on the Techpaths software already introduced for our curriculum mapping initiative. At this time, the project is not yet complete and therefore requires on-going monitoring.

**5. Develop and implement a curriculum review cycle for all disciplines and commit the time, resources and funding for this process.**

**Classification: In Progress**

Response: Within departments we have created a five year plan for standardized curriculum revision and for the acquisition of necessary texts and support materials. The work was completed by the high school staff and, as such, reflects its perspective on student needs. Our district plan for curriculum will undergo revision during the 2009-2010 school year and we will participate in its development. During the summer of 2008 administrative in-service, a draft document was developed as the first step in this process. This draft is consistent with the indicators found in the NEASC curriculum standard. Currently we are in the middle of two district initiatives regarding curriculum development. The first is Understanding by Design and the other is curriculum mapping using TechPaths software that will facilitate improved articulation across grade levels. District in-service in 2008-2009 focused on providing the technical skills to utilize this software effectively. In addition, at the high school we

received training on the development of essential questions. In April, 2009 a district sub-committee met to assess progress on our district plan and to establish goals for the 2009-2010 school year. The high school principal has an annual allocation for the support of curriculum development that includes a component for resource materials as well as for curriculum work by staff members.

**6. Review the rigor of the curriculum in terms of the extent to which it engages all students in inquiry, problem solving, critical thinking and the authentic application of knowledge, and report any resultant modifications.**

**Classification: Completed**

Response: During the 2008-2009 school year, a committee of members from all departments reviewed our curricula concerning rigor and depth over breadth of coverage. A definition of rigor, taken from Strong, Silver and Perini, Teaching What Matters Most, was used to ensure consistency across departments. The committee members went to their departments and reviewed their respective modifications for rigor and depth over breadth of coverage in accordance with the NEASC recommendations. Each department was then asked to present a report to the committee outlining its modifications, and each report was discussed by the committee to determine if the modifications were in line with the NEASC recommendations. To ensure ongoing consistency and alignment, we established this concern as a school-wide priority that will be addressed at the leadership level, within departments, and within professional learning groups. Certain modifications were common across departments such as implementing Understanding by Design and curriculum mapping, restructuring due to the new schedule, and increasing the use of student self-assessment. Others were unique to specific disciplines and/or courses. A file that includes departmental reports and modifications is available in the main office.

**Two-Year Progress Report of Soaring Eagle High School  
October 1, 2009**

**Section II - Evaluation Report Recommendations**

**STANDARD FOR ACCREDITATION: Mission and Expectations for Student Learning**

**1. Develop a process for the regular review of the mission statement and student expectations.**

**Classification: Completed**

Response: Following the completion of our accreditation visit, our steering committee recognized the need to establish a group that could develop a process for revising and updating our school mission statement and Expectations for Student Learning. The task began in the spring of 2008 and was completed in the fall. The plan was presented and discussed at two faculty meetings in order to ensure a balanced perspective. We will review our mission and expectations annually and communicate it regularly with all stakeholders via our School Council.

**2. Formalize the plan to use the school-wide performance rubrics as a part of the instructional and assessment program across all departments.**

**Classification: In Progress**

Response: See highlighted recommendation #9.

**3. Continue to explore ways to involve parents and students in the mission and expectations revision process.**

**Classification: Completed**

Response: In developing our revision process particular attention was given to the role of students and parents. We wanted to ensure involvement of both groups on the committee as well as utilize a survey that would gather input from a broader section of the school community. The new process addresses each of these elements.

**STANDARD FOR ACCREDITATION: Curriculum**

**1. Increase opportunities for collaboration among teachers in departments and across disciplines.**

**Classification: In Progress**

Response: See highlighted recommendation #1.

**2. Develop a plan to broaden K-12 curriculum articulation across all disciplines.**

**Classification: In Progress**

Response: The district began a curriculum mapping initiative three years ago in order to increase and improve K-12 articulation. All teachers are involved in mapping curriculum utilizing TechPaths software. The maps are on our network in order to facilitate their accessibility across buildings, grade levels and departments. Individual teachers are encouraged to consult maps when planning units of study. In addition, we have been sharing our maps at grade levels and within departments to promote sequencing of skills across levels. Completed maps have been the focus for discussion at 7-12 articulation meetings and at district grade level meetings. We plan to continue this initiative in order to improve curriculum articulation and, as a result, student learning experiences. District level meetings are also held in the various subject areas to facilitate communication and provide the interaction needed to address areas of concern within a discipline. The development of curriculum maps will continue as a district initiative over the next several years, providing an important tool for articulation K-12.

### **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 2008-2009 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. Provide opportunities for the development and implementation of cross disciplinary teaching and learning activities.**

#### **Classification: In Progress**

Response: The collaboration committee created a process to promote the development and implementation of cross disciplinary teaching and learning activities. This process, as well as information about in-service workshops and professional learning groups, is explained in highlighted recommendation #1.

### **2. Formalize the process used to place middle school students in the appropriate high school course considering the importance of heterogeneity.**

#### **Classification: Completed**

Response: Middle and high school teachers in core areas discuss student placement during annual fall articulation meetings. Specific placement criteria and guidelines are reviewed. Teacher recommendations and student level of success are key factors in the process. However, the final choice rests with the parents and the students. We want our students to enter high school with a positive outlook and a sense of confidence in their ability to be successful. A copy of the placement criteria for English is included in our files as a sample.

### **STANDARD FOR ACCREDITATION: Assessment of Student Learning**

#### **1. Implement standardized departmental rubrics for assessing departmental expectations to have consistency within similar courses of the same department.**

##### **Classification: In Progress**

Response: Each department was assigned primary responsibility for one of the Expectations for Student Learning and developed standardized rubrics for assessing student work. These provide a framework for the creation of other rubrics that are utilized by teachers of the same subject and/or by the entire department. For example, the world languages department developed a writing rubric and a speaking rubric to assess the level of student proficiency in these important skills. They are currently working on a rubric for reading comprehension. Within the science department, the four biology teachers meet regularly to discuss instruction and have a common rubric that guides the process of writing lab reports. The use of these rubrics increases articulation between and among courses and provides a more consistent level of rigor in each department's program of study.

#### **2. Develop additional ways to assess student growth over time with all disciplines as is done in English and mathematics.**

##### **Classification: In Progress**

Response: During the 2009-2010 school year we will utilize the rubrics that correspond to each of the Expectations for Student Learning to develop a base line for student achievement within the first semester. Subsequent use of the rubrics for these expectations will provide a measure of growth at the end of the year. Departmental rubrics require data on student performance based upon specific assignments ranging from a research piece to a specific product. A collection of student work with the appropriate rubrics will allow students, parents and teachers to look at growth over time.

#### **3. Develop performance indicators to assess the civic and social expectations.**

##### **Classification: In Progress**

Response: We identified three expectations that are civic and social in nature. Through the work of our NEASC follow-up committee and discussion with our faculty advisory committee we have developed the following approach to each of these expectations. During the 2009-2010 school year, we will collect data to assess these expectations and establish a base line for future years. In addition, we will look at each of the established criteria to determine the extent of its relevance to our stated expectation.

*Expectation:* SEHS students will meet the responsibilities of citizenship.  
Successful completion of a course in civics  
Participation in community service activities  
Registration to vote, when student turns 18  
Registration for selective service, when male student turns 18

*Expectation:* SEHS students will practice moral and ethical conduct.  
Number of students involved in extracurricular activities and athletics  
Number of students involved in community service  
Number of students involved in peer leadership  
Number of incidences of: cheating, stealing, lying, plagiarism, technology policy violations, vandalism, drug and alcohol violations, traffic violations, possession of weapons violations

*Expectation:* The SEHS student affirms diversity and practices respect.  
Number of students involved in extracurricular activities and athletics  
Number of students involved in community service  
Number of students involved in conflict resolution  
Number of incidences of: verbal abuse, harassment, disrespect, fighting, bullying, unsportsmanlike conduct and use of weapons

#### **STANDARD FOR ACCREDITATION: Leadership and Organization**

##### **1. Reassess the effectiveness of the current schedule in serving all students and programs and make modifications where needed.**

###### **Classification: Completed**

Response: As part of the follow-up process, we formed a committee to review the effectiveness of the school schedule. The committee reviewed different scheduling possibilities as well as the research written for and against the various types of schedules. The committee then surveyed the faculty to determine direction regarding length of class periods, rotation of periods, homeroom, and possible conflicts. The committee analyzed the survey results and developed a proposed schedule based on those results. The new schedule was presented to the faculty for discussion, and the end result is that the daily schedule at SEHS has changed to longer periods in an effort to provide students with more in-depth learning experiences. This aligns with our current emphasis on depth over breadth of learning. The new schedule also increases passing time in order to accommodate the expanded facility and the growing student population. In addition, there will be a homeroom block once a week. Students will meet in small groups with a member of the professional staff for approximately twenty minutes. This time will be used to address another NEASC recommendation related to mentoring and the personalization of students' learning experiences. Homerooms will foster school spirit through positive relationships among students of various grade levels. We are piloting this schedule for the duration of the 2008-2009 school year. In the spring we will evaluate the impact of the new schedule and seek input from students, faculty and parents.

**2. With the increase in enrollment, ensure appropriate class sizes in elective areas and at all levels.**

**Classification: In Progress**

Response: Class size and number of staff members are clearly linked to the budget. The administration considers staffing a high priority and each year looks to add staff and provide more reasonable and equitable class sizes. While two and one-half additional positions were requested for the 2008-2009 school year, fiscal constraints eliminated that request entirely. The administration establishes class size limits for each course. These limits are imperative in courses that involve lab activities or the utilization of technology that must be accessible to all course participants. However, in areas where student demand is high or enrollment is growing, several students can be denied access to a course through this process. In these instances preference is usually accorded to upperclassmen.

**STANDARD FOR ACCREDITATION: School Resources for Learning**

**1. Publicize the student assistance process to staff, students, and parents and include regular education teachers and the school nurse on the team.**

**Classification: Completed**

Response: As of the Fall of 2009, two regular education teachers serve on our student assistance team. The nurse sits in on meetings for students who have medical issues/problems. This broadens the perspective of the team and promotes other links within the school community. In addition, the team developed a brochure for all parents, students and interested community members. The brochure explains the purpose of the team, the procedures for the student assistance process, the most frequently used strategies, and a list of the team members. This brochure will be updated each fall and the contents will be included in our Student Handbook.

**2. Formalize a program that enables each student to establish rapport with an adult member of the community who serves to personalize that student's educational experience.**

**Classification: Completed**

Response: In the 2008-2009 school year, a committee of teachers and counselors developed a mentoring program. Our approach allows students to meet in small groups with a teacher/facilitator once a week. These groups provide an opportunity for informal student-teacher discussions about issues related to school climate, character development, societal and personal values.

The schedule has been altered to allow a weekly twenty-minute mentoring period that will be referred to as homeroom. Teachers will mentor heterogeneous groups of ten to twelve students from all grade levels. Members of the student council, peer advocates and peer mediators will assist the facilitators in discussions.

The committee contacted other schools to examine best practices. They also surveyed students to elicit feedback about the proposed structure and content of the homeroom program. The committee developed an initial resource library consisting of ten topics, each with five activities. These resources will provide monthly school-wide themes and continuity for the program. The resources will be accessible to all teachers via the school network.

In the Fall of 2009, a professional development strand was charged with monitoring and guiding the initial phases of the homeroom program. They distributed information about content for homeroom and will develop the initial forms for feedback on the program's effectiveness. Staff and student feedback will be gathered for the purpose of improving the personalization of each student's educational experience.

**STANDARD FOR ACCREDITATION: Community Resources for Learning**

**1. Execute the current renovation plan as written to fully implement the technology plan.**

**Classification: In Progress**

Response: As the school year opened in August 2009, technology continued to be installed in each of the classrooms and was made available for teacher use for attendance and grades through the Rediker software, GradeQuick program, and other applications. We introduced the attendance program on the first day of school. At this point the installation of equipment is ongoing. The renovation 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. Execute the current renovation plan as written to rectify temperature control and ventilation needs.**

**Classification: In Progress**

Response: As of the opening of school, August 31, 2009, all HVAC units and control systems were installed for all completed phases of construction and renovation. As of the same date, all systems were balanced and controls have been set to established standards. Improvements were made in the quality of windows throughout the building to ensure greater efficiency for heat retention and ventilation. Air conditioning was added in computer labs and other identified areas to enhance efficient operation of equipment and to provide a balanced and moderate temperature and climate. Air flow was improved in all four phases as planned. The auditorium, technology labs, and the English and world languages office areas still need to be completed.

### **3. Address student, parent and staff concerns regarding dust during renovation.**

#### **Classification: In Progress**

Response: The extent of the building project meant that dust was an ongoing problem in various areas throughout the last two years. The work was addressed in phases which often made it difficult to separate school and construction with hard barriers. Attempts were made to address dust issues as they arose; however, construction workers were often careless about dust and odor issues. The clerk of the works and the administration made every attempt to deal with the specific incidences and the building safety committee also worked to monitor the situation. Testing of the carbon dioxide and dust levels in areas of the building was done periodically and Hepa-filters were purchased and placed in strategic locations. Wet mopping on a daily basis also addressed dust issues. Air quality reports and minutes of the safety committee meetings are available for review; however, discontent with the construction issues was widespread. We believe problems with odor and dust should now be minimal as most of the renovations are complete.

### **III. Mission Statement and Expectations for Student Learning**

**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 help our students improve their performance on the Connecticut Academic Performance Test. On both the 2008 and 2009 tests, our level of student achievement was noteworthy. Student performance on the CAPT is linked to graduation beginning with the Class of 2008; thus, test performance, as well as strategies for those who do not meet proficiency, becomes critical. In addition, we have been struggling over the last two years to maintain a high quality educational program in the midst of a major construction and renovation project.

The faculty and staff have persevered and their dedication and efforts are commendable. Meanwhile, the construction project is nearing completion.

### **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 our new schedule with 57 minute periods, our homeroom mentoring program, and the establishment of professional learning groups that meet on a weekly basis during the school day represent major changes that should result in improved teaching and learning experiences. These initiatives are addressed in detail within the two-year report.

## VII. Follow-up Program at Soaring Eagle High School

Our follow-up program involved all staff members. Several forums were used to address the recommendations. Five committees were established for the 2008-2009 school 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 2008. 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:

Susan Anthony, Social Studies  
Bill Gates, Technology  
Terry Francona, Student Activities  
Maya Angelou, Speech  
Carl Jung, Guidance Director

Al Einstein, Mathematics  
Horace Mann, Assistant Principal  
Carl Sagan, Science  
Emily Dickinson, Alternative Education  
Katherine Hepburn, Principal  
Jaime Escalante, Mathematics