

**NEW ENGLAND ASSOCIATION OF SCHOOLS AND
COLLEGES**

Committee on Public Secondary Schools

TWO-YEAR PROGRESS REPORT

Andover High School, October 1, 2014

Greg Waters – NEASC Chair
Chris Lord--Principal

NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES

Committee on Public Secondary Schools

TWO-YEAR PROGRESS REPORT

Instructions

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

1. *In a section separate* from responses to accreditation report recommendations, write out each recommendation. Present the recommendations in the order in which they appear in the notification letter(s). Please note you may need to refer to more than one notification letter.
2. Indicate the status of each highlighted 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 progressed 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. *School officials should describe in detail* the progress to-date made implementing each recommendation. Indicate the projected dates and plans for full implementation, and/or provide a reason why each has not been completed. (See example attached)

Two-Year Progress Report

Andover High School

October 1, 2014

Section Ia - Detailed Responses to Highlighted Recommendations to Letter of April 25, 2014

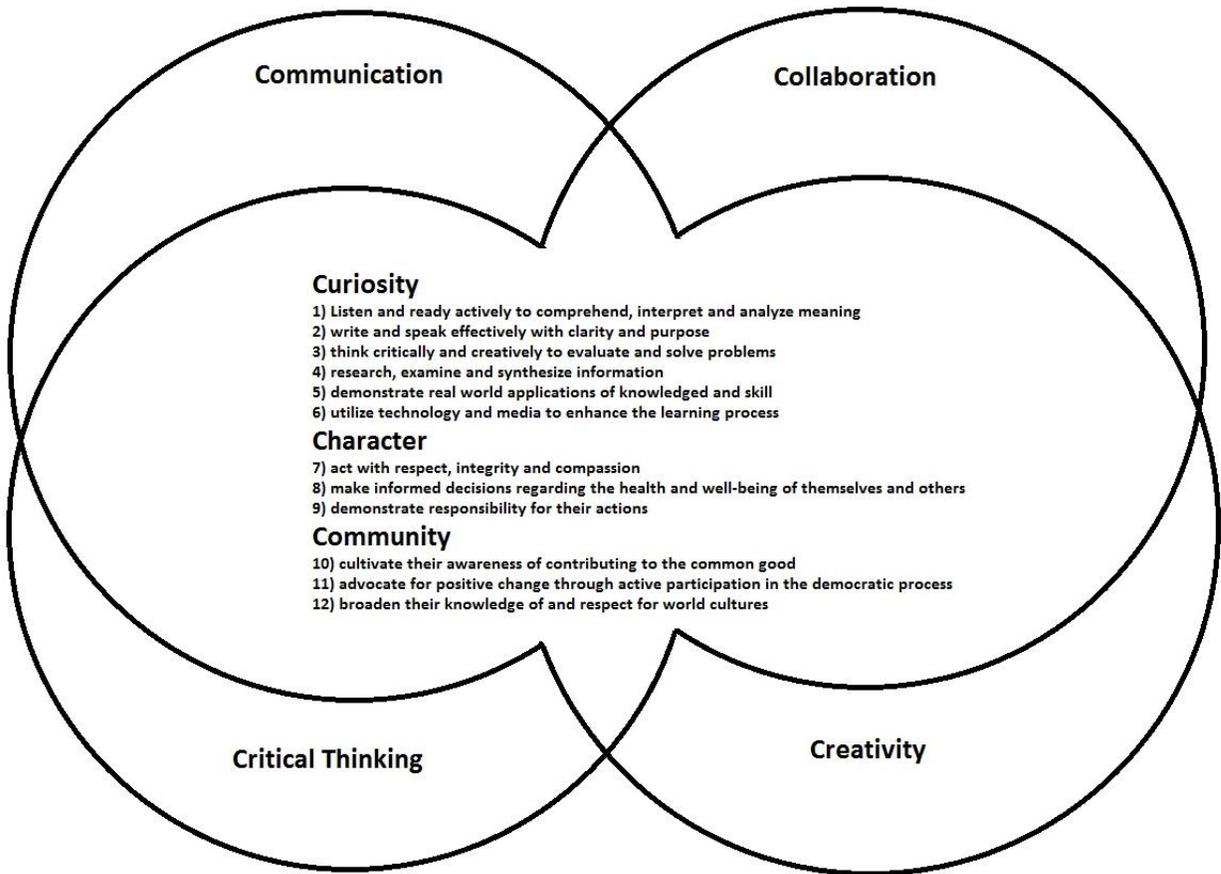
1) Clearly define the term “21st century learning expectations” with input from all stakeholders and ensure that the school’s core values, beliefs, and learning expectations are aligned with the school community’s definition

Classification: IN PROGRESS

Through professional development, conversations, meetings, and daily school activities, the Core Values, Beliefs, and Learning Expectations are becoming more and more a part of the culture each day. This can be seen in the following:

- On January 30, 2013, author and Harvard educator/researcher, Tony Wagner spoke to the whole district on his book, “Creating Innovators,” and 21st Century Skills. This presentation was followed by faculty-led break out groups that focused on the 4Cs of instruction.
- In October 2013 and October 2014, stakeholders across the entire district attended the EdLeader 21 conference in Chicago and Atlanta respectively. Central office administrators, PK-12 principals, the union president and a school committee member all attended the conference. It focused on the 4Cs of instruction (Communication, Critical Thinking, Collaboration, Creativity), inherently woven into the academic, civic and social expectations of the AHS Mission. The EdLeader 21 K-12 rubrics are aligned to each of the 4 Cs that have been shared with program coordinators for discussion and use by staff.
- A new vision was established and incorporated into the school improvement plan by the school improvement council which includes parents, students and teachers. The school improvement plan presentation has been shared with the school improvement council and the instructional leadership team and is ready to present to the school committee.
- At a recent PK-12 Program advisors meeting, a discussion about linking each of the learning expectations in the program of studies for 2015-16 school year began. The 2014-15 Program of Studies is a first step towards that link illustrating new courses in the curriculum.
- Andover Public Schools Leadership Team read “The Leaders Guide to 21st Century Education” and LT meetings include 4C workshops and the definition of the 4Cs.
- Based on the 4 Cs of the district strategic plan, the 3 Cs of the AHS core values, beliefs and learning expectations statement (Curiosity, Character and Community) was created based on the academic, civic and social expectations, respectively.

- Many teachers have incorporated the learning expectations from the mission in their start of the year class expectation documents.
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- At the initial Fall 2014 AHS Instructional Leadership Team meeting, we discussed the vision for the high school in the context of the district strategic plan and the school improvement plan and Core Values, Beliefs, and Learning Expectations statement. We came with the visual below that has been shared with the teachers at our first faculty meeting, the students at our yearly class meetings and parents at Open House.



2) Establish a targeted level of performance on the school-wide rubrics

Classification: PLANNED FOR THE FUTURE

Each of the rubrics to the learning expectations has a targeted level of performance. They can be seen on our district web site by clicking on each expectation (<http://www.aps1.net/index.aspx?nid=1188>). They are Exemplary, Proficient, Developing and Beginning. When a performance-based diploma system is established (currently in the school improvement plan), the targeted level of proficiency that students need to reach to graduate will be identified – most likely, Proficient.

3) Ensure consistent use of school-wide rubrics to assess student learning and achievement in alignment with the 21st century learning expectations

Classification: IN PROGRESS

Teachers have begun implementing school wide-rubrics to align performance standards through common assessments and classroom specific assignments. As part of the new MA Educator Evaluation System all departments will be creating District Determined Measures (DDM) and may use the school wide rubrics to assess student work both formatively and summatively.

The Assistant Superintendent established a DDM Task Force in the fall of 2014 for the district on which members of the high school instructional leadership team serve.

4) Develop and implement a formal ongoing program 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 school's 21st century learning expectations

Classification: IN PROGRESS

The following timeline illustrates the work done thus far to develop a formal on-going program through which an adult in the school, in addition to the school counselor, who knows the student well:

- Spring 2013 – Advisory Study Group Established: 20 Teachers and Support staff, led by consultant Rachel Poliner, meet weekly for 20 weeks to discuss student advisories and their implementation
- June 2013 – School Culture survey designed by the Advisory Study group given to staff – based on Hoy's "Organizational Health Inventory."
- AHS Advisory to be termed "Community Building Block."
- Summer 2013 – Summer meeting group establishes school goals for personalization in the 13-14 school year. Focus: Improving Teacher Culture
- Fall 2013 – Five AHS Staff attend NEASC Showcase on Personalization – This group was most impressed by the "Academic Advisory" model from Colchester High in VT as the best match for AHS.
- December 2013 – Five AHS Staff visit ConVal High school to study their "Teacher Office Hours" advisory program in action – 3 year model like Colchester High
- Spring 2014 – Community Building Block Design Team to be trained by Rachel Poliner on 2/27 and 3/24
- June 2014 – New High School Schedule to be established by Scheduling Committee and may include a student Community Building Block/ Advisory set to implement in Fall 2015.
- July 2014 – The program, based on the proposed model for the new high school schedule is renamed the Y.E.S. Program (Youth Enrichment Seminar).
- July 2014 – A preliminary set of activities for teachers to use with their advisees is compiled and finalized for distribution to staff at the appropriate time in the 2014-15 school year.
- 10/8/14 – Final visit to ConVal High School includes school committee, central office, union leadership and teachers from all departments to study their advisory program in action.
- A final decision on the AHS Master schedule will be made by 12/01/14. And the criteria for the Y.E.S. program has been established as follows:

YES Program Goals

Student Goals:

1. Greater Peer Connections
2. Building a safe environment
3. Enhanced student participation

Teacher Goals:

1. Improved Teacher skills
2. Improved student time management
3. Identifying Positive Potential of program

Community Goals:

1. Improved respect at AHS
2. Greater Connectedness
3. Reduced stress and risky behavior

Theme 1--Getting Off to a Good Start

Overarching Goal: Creating a safe community environment	
Understandings: <ol style="list-style-type: none"> 1. Learn names 2. Establish a habit of conversation 3. Personal meetings with advisor 4. Build Rituals 5. Sense of co-ownership 6. Getting to know one another 7. Establishing group norms 8. Understanding the Schedule 9. Student time management 10. Create environment for mini conferencing 	Essential Questions: <ol style="list-style-type: none"> 1. How can we address mixed grade group needs? 2. How can we meet individual needs?
1.	
Plan: <ol style="list-style-type: none"> 1. First cycle meetings without academic branching 2. Selected Activities 3. Class meetings and orientations 4. Advisor/advisee meetings 5. School wide meet and greet activity 	
Activities: Identifying names- teacher know before student arrives, Concentric circles with questions.	

Theme 2—A Balanced Life

<p>Overarching Goal: Improved time management</p>	
<p>Understandings:</p> <ol style="list-style-type: none"> 1. <i>Time management</i> 2. <i>Stress relievers</i> 3. <i>Curricular and extracurricular opportunities</i> 4. <i>Academic achievement</i> 5. <i>Progress check in</i> 6. <i>Study habits (preparing for finals)</i> 7. <i>Agenda, calendar</i> 8. <i>Decision making</i> 9. <i>Social agreements</i> 	<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. How do we organize our schedule to be balanced? 2. How do we manage stress and academics?
<p>Plan:</p>	

Theme 3- Supporting Yourself and Others

<p>Overarching Goal: Supportive relationships</p>	
<p>Understandings:</p> <ol style="list-style-type: none"> 1. <i>Giving and getting support</i> 2. <i>Adult conversations</i> 3. <i>Self-advocacy</i> 4. <i>Technology and the art of conversation</i> 5. <i>Cyber safety</i> 6. <i>Building connections</i> 7. <i>Self-awareness and reflection</i> 8. <i>Conflict resolution</i> 9. <i>Sustain relationships with peers/ adults</i> 10. <i>Empathy</i> 11. <i>Peer advocacy</i> 12. <i>Resiliency</i> 13. <i>Course selection</i> 	<p>Essential Questions:</p> <ol style="list-style-type: none"> 3. How can we support ourselves and others 4. How do we address negative social behavior 5. How do we have conversations
<p>Plan:</p>	

Theme 4- Looking Ahead

<p>Overarching Goal: Self- reflection and self- management</p>	
<p>Understandings:</p> <ol style="list-style-type: none"> 1. <i>Staying focused</i> 2. <i>Self-reflection and evaluation</i> 3. <i>Embracing opportunities</i> 4. <i>Summer planning, jobs, support systems, AYS activities, community resources book</i> 5. <i>Interview skills</i> 6. <i>Final exam prep</i> 7. <i>College planning and visits</i> 8. <i>Senior send off</i> 9. <i>Closure and celebrations</i> 10. <i>Kids share successes</i> 11. <i>Summer community fair...</i> 	<p>Essential Questions:</p> <ol style="list-style-type: none"> 6.
<p>Plan:</p>	

PDs

Getting groups talking

Common activity formats

Software training

Ideas and activities from faculty

Establishing rituals

Mini conferencing

Crisis Management

Program overview and advisor role

Step 1: Identify lesson template

Step 2: Choose activities

Step 3: Purchase list

Step 4: Copy activities

Faculty involvement in this program is depicted in the chart below:

Andover High School Community Building Block Program

Teachers/Admin/Parent	Department	Advisory Study Group Spring 2013	AHS Scheduling Committee Spring 2013-Present	CBB Faculty Group # Summer 2013-Present	Visited ConVal High 12/11/14	CBB Faculty Rep Fall 2013 to Present	Y.E.S. Design Team (formerly CBB Design Team)
Mark Seide	Assistant Principal	X		12			X
Bill Hutchins	Guidance	X		6			X
Toni Kirby	Social Worker	X		11			X
John Norton	Special Needs Prog. Adv	X		1			
Abby Levin	Social Worker	X		5			
Kim Serapiglia	Special Educator	X		6			
Eddie Abbott	Guidance	X		5			
Jessica Volmer	Guidance	X		4			
Aixa de Kelley	Guidance Program Adv.		X	3			
Renee Drueke	Special Needs		X	2			
Peter Hall	World Language		X	4			
Minda Reidy	Math/Engineering		X	1			
Chris Lord	Principal		X				X
Steve Sanborn	Science Program Adv.		X				
Nancy Duclos	Asst. Super.		X				
Rebecca D'Alise	English		X	5			
Joel Blumstein	Parent		X				
Lucia Krinsky	Parent		X				
Karla Kohl	Central Office Data				X		
Jackie Salvesson	PE/Health	X		7	X		X
Karen Waters	Math/Calculus			10	X		X
Candice McVeigh	Health	X		11	X		X-Chairperson
Kim Bergey	Guidance	X		2			
Meredith Emery	Phys Ed	X		3			X
Laurie Francis	World Language			1		X	
Dan Downs	Digital Learning			2		X	X
Lauri Carrick	Guidance	X		3		X	
Eric Pellerin	English			4		X	X
Joy Paul	Special Ed			5		X	X
Matt Bach	Social Studies			6		X	
Scott Armstrong	Math			7	X	X	
Brendan Gibson	Social Studies			8		X	X
Bob Weldin	Math	X		9		X	X
Cynthia Givens	Science			10		X	
Kim Caverly	World Language			11		X	X
Cleo Thompson	Social Worker			12		X	
Scott Aubrey	English			1			X
Holly Breen	Health			10			X
Mark Mercer	Music			12			X

5) Develop, communicate, and implement a comprehensive professional development plan that outlines the opportunities for collaboration and sharing of best practices both within the school day and during designated professional development and early release days.

Classification: IN PROGRESS

The Andover Schools master calendar, for the fourth consecutive year, includes 6 professional development early release days during the school year in addition to four (4) full days for professional development. In August 2013, the District implemented the first of its kind technology conference on the first day of school for teachers. A committee of PK-12 faculty has been formed to advise the assistant superintendent for teaching and learning to ensure that professional development topics are relevant, based upon current research, the district strategic plan, the school improvement plan, and faculty surveys. These topics include:

- Technology in the classroom has ramped up significantly at AHS with all staff receiving Mac Book Pros in the spring of 2013. Additionally all classrooms were outfitted with Epson interactive projectors and whiteboards. A 1:1 program is slated to begin shortly.
- Student Anxiety is also slated for future trainings.
- Departmental discussions on time patterns for optimal learning in a new schedule are planned for the January early release day. Each department will be presenting to the faculty the best way to deliver their curriculum in terms of time patterns.
- The educator evaluation system has been implemented this year as well with training provided for staff and administrators throughout the year

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This year, the faculty will continue to be engage in the 6 early release days. If a new high school schedule is established, these days will be dedicated to the transition to the new schedule. In addition, if the new schedule passes, 2 blocks in an 8 day cycle are dedicated to interdisciplinary PLC time during the school day.

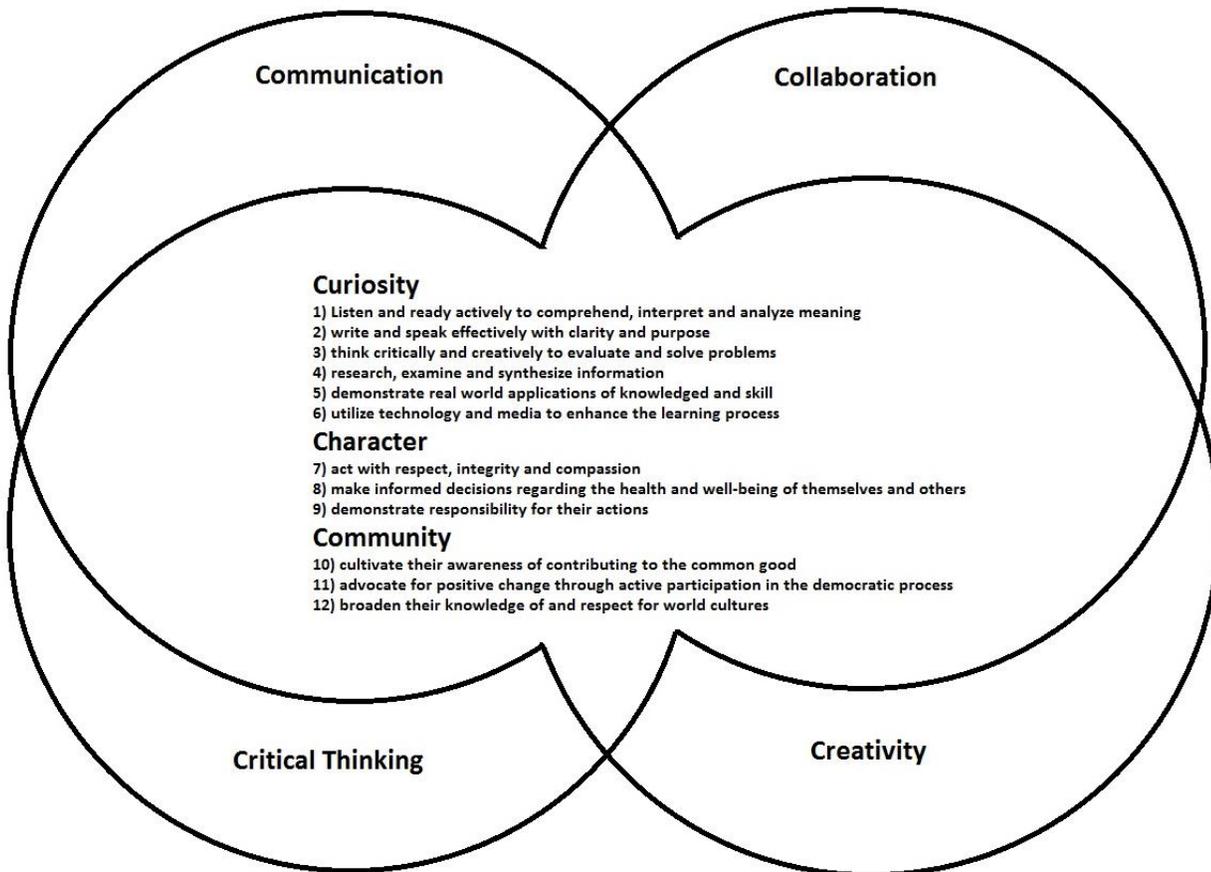
Finally, at our first faculty meeting in fall of 2014, we established interdisciplinary faculty Y.E.S. groups that identified topics of instructional interest to staff. The Faculty Senate will be setting the faculty meeting agendas based on that interest.

Section Ib - Detailed Responses to Highlighted Recommendations to
Letter of June 7th, 2013

6. Implement a plan to regularly review and revise the core values, beliefs and expectations for learning with input from faculty, staff, parents, the community and school committee members.

Classification: IN PROGRESS

The program coordinators at the high school are now formally district level employees with 5 of them hired in the last 3 years. The identification of the primary responsibility for specific learning expectations within each department is beginning to penetrate the culture as result of this new leadership. Course expectations handed to students at the start of the year often specifically identify these learning expectations. The latest review of the core values, beliefs and learning expectations took place with these new members of our Instructional Leadership Team in the fall of 2014. The result, as described above was the follow visual:



Additional conversations are planned in the coming months as these learning expectations will drive the evidence students generate for their senior exhibition.

7. Ensure that the core values and beliefs drive curriculum, instruction and assessment in every classroom, guide the school's policies, procedures, decisions and resource allocations and are evident in the culture of the school.

Classification: IN PROGRESS

While the core values, beliefs, and learning expectations continue to be posted in the classrooms and highlighted at Open House and at Class Meetings, more work needs to be done. The district is currently working on District Determined Measures (DDMs - common assessments) that will give students an opportunity to demonstrate proficiency with respect to the learning expectations of the mission. In addition, many teachers are including the learning expectations in their course expectations for the year. At the same time, many post the learning expectations on the board as part of their daily agenda for learning.

The new educator evaluation system supports the vision of the core values, beliefs, and learning expectations by setting SMART goals and fostering dialog between and among colleagues with respect to best practice. District support has been provided throughout the implementation of the educator evaluation process. The District has also supported the high school Youth Enrichment Seminar (Y.E.S. Program) initiative. The district has already provided training this year to support the implementation of DDMs. Additional programs and opportunities such as special guest speakers, visits to model schools/programs and professional development have also provided support.

8. Ensure that the curriculum in all classes at all levels engages the students in inquiry, problem-solving, higher order thinking, and the opportunity for the authentic application of knowledge and skills.

Classification: IN PROGRESS

The district is currently making the entire curriculum available on-line through ATLAS. With this "Understanding by Design" model, teacher curriculum boards are working through essential questions, unit goals, learning objectives, and resources. The ATLAS solution has brought additional clarity to the curriculum as a whole for our teachers and its delivery in the classroom. Parents should be able to access the essential questions and base units within the school year.

While instruction continues to be differentiated in multi-level classrooms (honors and college prep), all students are exposed to the same basic curriculum with assignments graded slightly differently.

9. Incorporate the 21st century learning expectations into daily learning objectives that are shared with the students.

Classification: IN PROGRESS

We are becoming more 21st Century. With an Epson Interactive projector, learning expectations are posted virtually each day. The recently implemented Aspen Family Portal has pages for each teacher where their classroom expectations for the year can be found. Each department has identified two learning expectations from our mission that are found on some of these start of year on-line classroom documents.

10. Develop and implement a plan to regularly communicate individual and collective student progress in achieving the school's 21st century learning expectations to students, their families and the community.

Classification: PLANNED FOR THE FUTURE

With implementation of the Aspen Family Portal, students and parents will be able to check student performance with respect to assignments aligned to the learning expectations every two weeks. In addition, our school improvement plan includes an action step that speaks to standards-based reporting and student graduation portfolios in 2016-17.

11. Develop and implement a plan to increase students' respect for the facility underscoring their role and responsibility for its cleanliness.

Classification: IN PROGRESS

In June of 2014, the faculty and School Council identified student respect for the facility as a priority for the school in the coming year. Students were introduced to this recommendation at class meetings in September 2014. Several student groups have taken on the charge. The Environmental Club, for example, has taken this on by handling the recycling for the school. In addition, students are composting lunch time waste, aiming to generate at least twice more recycled material than last year. Sports teams have picked up the athletic stadium. The café environment and overall cleanliness of the building has been seen to improve as a result of some of these initiatives.

12. Provide professional development and strategies for differentiated instruction within general education classes to meet the needs of all students, particularly those classes that were previously co-taught by special education teachers.

Classification: IN PROGRESS

Dr. Ilda King, Literacy Specialist and consultant to Andover Public Schools, provided PD for general education teachers who teach the academic support classes in Social Studies and Science classes. She met with them one to two days a month for an entire semester. The focus of the work was on instructional strategies for students with language-based learning disabilities in order to access the general education curriculum in academic support classes in Social Studies and Science. During Early Release/professional development days, the district provides on-going workshops and training to all of the Instructional Assistants on various topics so they can better understand the educational needs and support students with disabilities in the general education classroom.

For the future, we are considering the following PD:

- Technology implementation training (aids differentiation b/c of new and more accessible modes of access and demonstration for all learners?)
- Any "best practices" training, like Skillful Teacher, as these focus heavily on data collection (who's learning/who's not) and targeted teaching practices focused on all students learning
- Data training (teachers are more in tune with who's learning what, and adjusting their teaching accordingly)
- Any training on trauma and its effect on learning
- Any training on how to effectively co-teach (reach all learners)
- Training on specific learning styles or disabilities? (ADHD, autism, mental health issues, language-based, etc.)

Some additional training has been provided to certain teachers on this subject in the last two years. Once the new high school schedule is established, an advisory program is in place and the new educator evaluation system is well understood, this training will begin in earnest

13. Upgrade the print materials and electronic resources in the library media center.

Classification: COMPLETED

For the last two years, Turnitin.com has been funded by our parent group. In addition, eBrary has increased the library from 19,000 to over 100,000 volumes.

14. Develop and implement a plan to address the physical appearance and space issues in the library.

Classification: IN PROGRESS

In the summer of 2104, the computer lab tables and chairs were upgraded, including overstuffed chairs in a reading area for the students. The “Juice Bar” around the edge of the library now provides power to student electronic devices. Finally, the flooring has been replaced in the library computer lab to match school colors blue and gold. The remaining rug in the library is slated to be replaced/removed as part of our FY 2016 Capital Improvement Plan at some point in the future.

- II. Respond to **each evaluation report general recommendation** by doing the following:
1. Write out each recommendation in the order in which they appear in each of the seven Standards sections.
 2. **Indicate the status of each** (*as explained above.*)
 3. **Briefly** describe 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.

Section II – General Evaluation Report Recommendations

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

1. Clearly define the term “21st century learning expectations” with input from all stakeholders and ensure that the school’s core values, beliefs, and learning expectations are aligned with the school community’s definition

Classification: IN PROGRESS

Response: See highlighted recommendation #1 in Section I

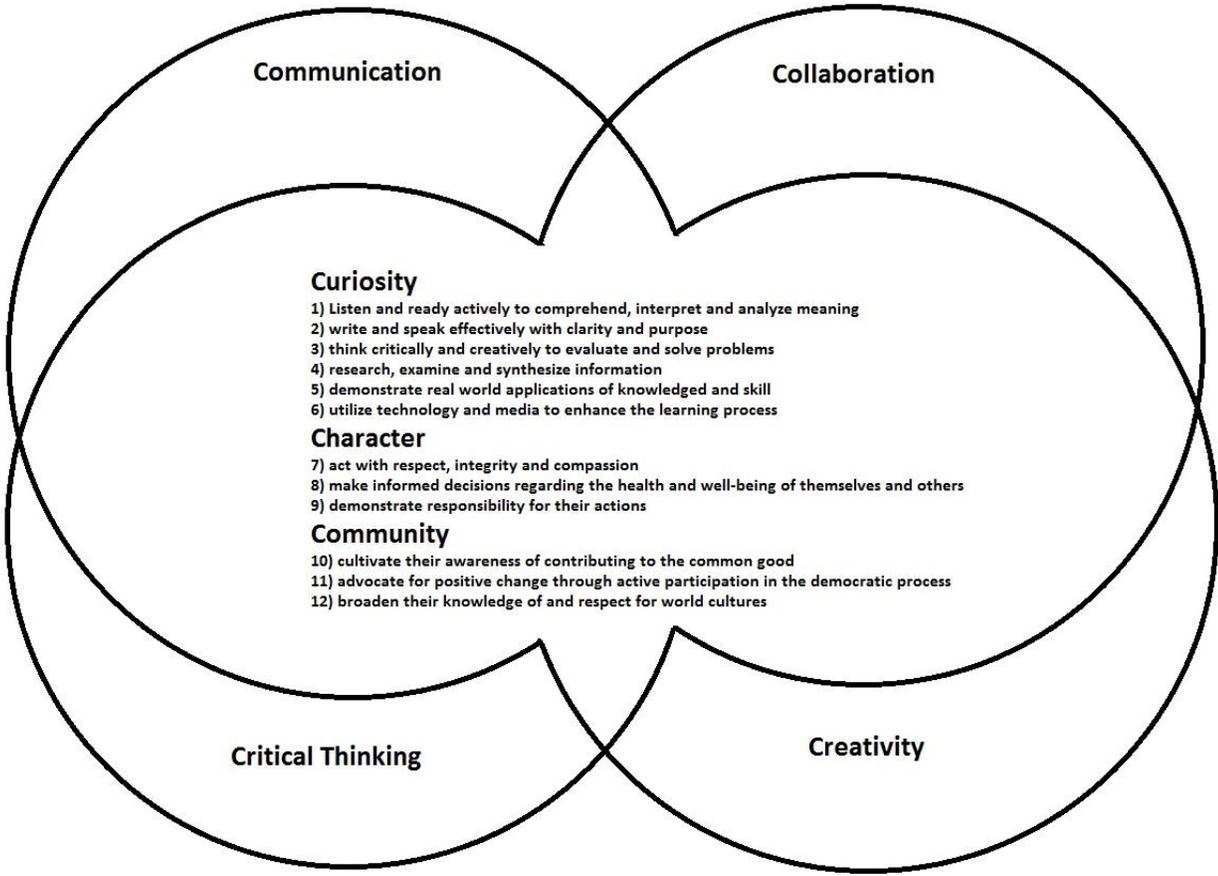
2. Effectively communicate to all stakeholders how the 3 Cs evolved from the 21st century learning expectations.

Classification: IN PROGRESS

The district strategic plan (and recent Ed Leader 21 Conference in Chicago and Atlanta attended in October 2014 & 2015 by members of the school committee, PK-12 principals and central office leadership as well as the union president) focuses on the 4Cs of superior teaching and learning (Communication, Critical Thinking, Collaboration and Creativity). Working with these 4 Cs in mind, the NEASC Steering Committee and Core, Values Committee linked the 3 Cs of our school’s mission to the academic, civic and social expectations, therein. The academic expectations are highlighted through the word “Curiosity”. The civic expectations are highlighted through the word “Community”. The social expectations are highlighted through the word “Character”. The new academic logo created by a student and voted on by the entire student body from several dozen entries, was created with the three Cs in mind:



In addition, the AHS Instructional Leadership Team, as part of its initial back-to-school agenda in August, reviewed and established the connection between the 4Cs of the district and the 3 Cs of AHS. We came up with the follow visual. This visual was shared and reviewed at all the class meetings of teachers and students at the start of the year by the Principal. In addition, it was part of power point presentation by the Principal for the annual “State of the School Address” just prior to Back to School Night for parents on September 10th:



Communication

Collaboration

Curiosity

- 1) Listen and ready actively to comprehend, interpret and analyze meaning
- 2) write and speak effectively with clarity and purpose
- 3) think critically and creatively to evaluate and solve problems
- 4) research, examine and synthesize information
- 5) demonstrate real world applications of knowledge and skill
- 6) utilize technology and media to enhance the learning process

Character

- 7) act with respect, integrity and compassion
- 8) make informed decisions regarding the health and well-being of themselves and others
- 9) demonstrate responsibility for their actions

Community

- 10) cultivate their awareness of contributing to the common good
- 11) advocate for positive change through active participation in the democratic process
- 12) broaden their knowledge of and respect for world cultures

Critical Thinking

Creativity

3. Establish a targeted level of performance on the school-wide rubrics

Classification: IN PROGRESS

See highlighted recommendation #2 in Section I

4. Ensure that the core values and beliefs drive curriculum, instruction, and assessment in every classroom, guide the school's policies, procedures, decisions, and resource allocations, and are evident in the culture of the school.

Classification: IN PROGRESS

The school improvement plan, adopted in the summer of 2013, now reflects in the coming years an expectation for standards-based reporting on the learning expectations of our core values, beliefs and learning expectations statement. In time, we hope to directly link the "P (primary) chart" developed during the NEASC Self Study to each course in the program of studies. This will focus particular academic, civic and social learning expectations and their associated rubrics into specific courses. Student proficiency with respect to these pre-identified learning expectations would appear on a standard's based report card, in addition to traditional grades. A graduation/performance-based diploma system is also in the school improvement plan that will drive the allocation of resources and school culture in the coming years.

5. Develop and implement a plan to regularly review and revise the core values, beliefs, and expectations with input from all stakeholders including faculty, staff, students, parents, the community, and school committee members.

Classification: IN PROGRESS:

Each year, the School Improvement Council made up of students, faculty and parents meets to review and revise the school improvement plan. These plans are submitted to the Superintendent through the high school's administrative and instructional leadership teams for presentation to the school committee. A recent Power Point illustrating the school improvement plan was prepared for review and presentation to the school committee. The school improvement plan can be reviewed in the response to the STEAM Studio Charter Application.

In August of 2014, as described above, the AHS Instructional Leadership Team re-focused our vision and direction for the high school as a result of the 4 Cs and 3 Cs of the district and school improvement plans, respectively.

STANDARD FOR ACCREDITATION: Curriculum

1. Revise all curriculum documents using the new common curriculum template and include guides for each unit of study.

Classification: IN PROGRESS

The Assistant Superintendent for Teaching and Learning is working with a district team, including high school teachers, to establish the curriculum in Atlas software. This is an on-going process involving different content areas each year. Last year, the new math curriculum was established K-8. This year (2014-15) science is having a program review.

2. Ensure that the curriculum includes instructional and assessment strategies that require routine usage of the school-wide rubrics by all teachers.

Classification: IN PROGRESS

As part of the new MA Educator Evaluation System being implemented this year, District Determined Measures (DDMs) will provide an ideal opportunity for the routine usage of formative and summative student work with school-wide rubrics.

3. Create and implement a formal curriculum revision cycle to ensure that each curriculum area is reviewed and revised regularly.

Classification: IN PROGRESS

The Assistant Superintendent for Teaching and Learning is working with the PK -12 program coordinators and PK-12 teachers (high school teachers included to establish the curriculum in Atlas software). This district-wide team meets formally each month and informally in small groups as part of an on-going curriculum revision cycle; this work includes the high school's curriculum. Last year, the PK-12 math program advisor led the math advisory group through a formal system-wide review of the math programs. This year, the same system-wide review is happening in science. Next year, the 6-12 social studies program advisor is planning its system-wide review. Each of these reviews generates a set of recommendations for revisions and improvements that guide decisions about text/program acquisitions, curriculum content, resource acquisition, professional development, etc. This work is on-going and will continue this year with curriculum boards.

4. Ensure the alignment between the written and taught curriculum in all courses at all levels.

Classification: IN PROGRESS

The AHS Instructional Leadership Team implemented the new Educator Evaluation System during the 2013-14 school year. As part of this work, each of the four administrators works with two different program coordinators to schedule and evaluate all staff with the new system. In this way, administrators and departmental program coordinators work together to be confident the written and taught curriculum are aligned.

Now in its second year, the instructional leadership team is working to implement the new education evaluation system. With work continuing on the district level curriculum boards, the input of the curriculum into Atlas, and the documented formal and informal observations in our new Baseline Edge Educator Evaluation System, the written and taught curriculum will align more and more closely. Future AHS Instructional Leadership meetings regarding this topic are planned as well.

5. Ensure that the curriculum at all levels in all classes engages students in inquiry, problem-solving, higher order thinking, and the opportunity for the authentic application of knowledge and skills.

Classification: IN PROGRESS

Response: Training in project-based learning has been provided by the district and the “8 Essential Elements of PBL” have become more common in the classrooms. Classroom observations indicate students are engaged in a wide variety of activities that engage them at higher levels. The results of this work include a student-driven television station, regularly displayed art work throughout the building, Math Olympiad, Robotics competitions, off-site internships in Environmental Science and Spanish language immersion during the school day and much more.

6. Ensure effective curricular coordination and articulation between and among all academic areas within the school and with sending schools in the district.

Classification: IN PROGRESS

Led by the Assistant Superintendent for Teaching and Learning, the Curriculum Advisory Councils meet regularly to coordinate curriculum between and among our six elementary schools, three middle schools, and the high school. Beginning in the fall of 2013, the program coordinators in all disciplines were either PK-12 or 6-12. This will further ensure curricular coordination with our middle schools. Future in-service programs have been discussed among members of the Early Release Day Committee, led by the Assistant Superintendent for Teaching and Learning, between grades 8 and 9.

7. Develop and implement protocols and routines for effective and efficient use of the meeting time available for ongoing and collaborative development, evaluation, and revision of the curriculum using assessment results and current research.

Classification: IN PROGRESS

In the wake of the contract negotiations (concluded in June 2012) there was considerable focus on the high school schedule. As a result, an AHS schedule committee was established to address the high school schedule. We plan to propose a high school schedule to the school committee by June 2014 for the fall 2015. This schedule will address the time needed in the school day to develop these protocols beyond their current status.

8. Ensure that the curriculum is aligned with the expectations for learning.

Classification: IN PROGRESS

At a recent Instructional Leadership Meeting, the program of studies was updated for the fall of 2014. One of the tabled items for the next revision of the program of studies (2015-16) is to align specific learning expectations to each course based on the "P Chart" established during the NEASC self-study.

9. Ensure that all curriculum is purposefully designed to maximize learning for every student.

Classification: IN PROGRESS

As part of the aforementioned work of the Curriculum Advisory Councils, the curriculum is established to meet the needs of all students with appropriate scaffolds for activities in all disciplines.

10. Ensure that staffing levels, technology, equipment, supplies, facilities, and the resources of the library/media center are sufficient to fully implement the curriculum, including the co-curricular programs and other learning opportunities.

Classification: IN PROGRESS

At last year's Andover Town Meeting, the school budget was passed without comment. The budget included an increase in FTEs for the current year, including additional positions in the core and elective disciplines. A new position, PK-12 program coordinator ~~advisor~~ for the fine arts was also hired. All teachers now have a laptop computer and an interactive Epson projector in their classroom. A feasibility study was also approved at the Town Meeting that is currently underway to address the over-crowded conditions at the high school.

**STANDARD FOR ACCREDITATION:
Instruction**

1. Incorporate Andover High School's identified 21st century learning expectations into daily learning objectives that are shared with students.

Classification: IN PROGRESS

As the learning expectations become more a part of the school culture, the more frequently they are observed being referenced in the classrooms by the administration and the program coordinators.

2. Increase the percentage of activities and assessments that involve higher order thinking in every class in every level.

Classification: IN PROGRESS

During departmental meetings, twice a month, the faculty works in teams to create, deliver, and assess higher order thinking activities with student work developed in the classroom.

3. Provide professional development in the effective use of formative assessment as a means of monitoring student understanding in order to adjust instruction to meet the needs of all students.

Classification: PLANNED FOR THE FUTURE

With the implementation of so much new technology and the Educator Evaluation System this year, formative assessment training has only been done informally. It is planned for the future.

4. Formalize a process and dedicate regular meeting time for teachers to use student achievement data – both formative and summative - to improve instructional practices.

Classification: IN PROGRESS/PLANNED FOR THE FUTURE

While the departments currently meet twice a month, and their agendas suggest occasional review of student data, a more formal regular meeting is planned to be established in by the scheduling committee for implementation in the fall of 2015.

5. Formalize a process and dedicate regular meeting time for teachers to collaborate and share research on best instructional practices.

Classification: IN PROGRESS/PLANNED FOR THE FUTURE

While the departments currently meet twice a month, and their agendas suggest regular review of student data, a more formal regular meeting is planned to be established by the scheduling committee for implementation in the fall of 2015.

**STANDARD FOR ACCREDITATION:
Assessment of and for Learning**

1. Ensure consistent use of school-wide rubrics to assess student learning and achievement in alignment with the 21st century learning expectations.

Classification: IN PROGRESS

See highlighted recommendation #3 in Section I

2. Develop and implement a plan to regularly communicate individual and collective student progress in achieving the school's 21st century learning expectations to students, their families, and the community.

Classification: PLANNED FOR THE FUTURE

Response: Standards based reporting (and/or a performance based diploma) communicating student proficiency with respect to the academic, social and civic expectations in our mission has been written into our school improvement plan.

3. Ensure that all teachers regularly collect, disaggregate, and analyze data in order to identify and respond to inequities in student achievement.

Classification: IN PROGRESS

While some of this activity happens during departmental time every other Monday, the scheduling committee has worked to include opportunities during the school day for teachers to analyze data and respond to any inequities. The scheduling committee recommended a new schedule to the Andover Education Association and School Committee in September 2014 for implementation in September 2015, pending impact bargaining.

4. Ensure that, prior to each unit of study, teachers clearly communicate to students the school's 21st century learning expectations and related unit-specific learning goals that will be assessed.

Classification: IN PROGRESS

As part of a new daily classroom protocol directed by the principal, teachers are posting daily objectives and/or agendas on the board. As the program of studies and curriculum become more publicly aligned to the 4Cs and the learning expectations from the Core Values, Beliefs and Learning expectations statement, communications about their connection to daily learning will become more common place.

5. Develop and implement processes and protocols for the collaborative creation, administration, analysis, and revision of formative and summative assessments, including common assessments.

Classification: PLANNED FOR THE FUTURE

As stated earlier, the new Educator Evaluation system will have as part of its implementation, District Determined Measures (DDMs). As these DDMs develop, protocols for their analysis and revision will become established.

6. Ensure that all teachers provide meaningful, corrective feedback to all students in a timely and efficient manner on both summative and formative assessments.

Classification: COMPLETED

The staff does provide feedback in a timely manner. This was a topic of a faculty meeting and several instructional leadership team meetings during the 2012-13 school year. There have been no major parent or student concerns registered in the 2013-14 school year for improved turnaround time. The two-year 'work-to-rule' from 2010-2012 may have generated this sentiment during the self-study and subsequent accreditation visit.

7. Formalize the use of assessment data (student work, common course and grade-level assessments, progress toward meeting the learning expectations, standardized assessments, data from sending schools, and survey data from current students and alumni) for the purpose of revising curriculum and improving instruction.

Classification: IN PROGRESS

This is an on-going process. With the end of 'work to rule' in June 2011, the Curriculum Advisory Councils resumed revising the curriculum in Atlas using assessment data.

8. Implement a process for review and revision of grading practices in order to ensure alignment with the school's core values and beliefs about learning.

Classification: PLANNED FOR THE FUTURE

The school improvement plan includes language that includes a standards-based grading and reporting system as well as a performance based diploma aligned to the school's core beliefs about learning. In addition, the recently implemented Aspen grading system has become the school standard for communicating grades.

STANDARD FOR ACCREDITATION: School Culture and Leadership

1. Develop and implement a plan to increase student achievement of all of the social and civic expectations for learning, with particular focus on respect for the school facility.

Classification: IN PROGRESS

Some sporadic school wide activities including the "I Will" campaign and various community service events have taken place that addresses the social and civic expectations. Students now lead the daily announcements to foster participation in school-wide events and fundraisers. The AHS Jungle spirit group recently won an award for good spirit and sportsmanship at the recent Christmas Tournament at Merrimack College. The custodial staff and café workers were recently celebrated and recognized by the Student Government during all school lunches one day. In addition, the proposed performance based diploma system includes student proficiency with respect to the social and civic expectations for learning. Further, the students, particularly the freshmen class, have initiated several school improvement initiatives. The Parent Advisory Council has beautified the front of the school with flower boxes donated by local businesses. Several classes are involved with planting flowers and a number of after school clubs have focused on improving the grounds. A feasibility study is currently underway to expand the building's café and library media center.

2. Develop and implement a formal ongoing program 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 school's 21st century learning expectations.

Classification: IN PROGRESS

See highlighted recommendation #4 in Section I

3. Develop, communicate, and implement a comprehensive professional development plan that outlines the opportunities for collaboration and sharing of best practices both within the school day and during designated professional development and early release days.

Classification: IN PROGRESS

See highlighted recommendation #5 in Section I

STANDARD FOR ACCREDITATION: School Resources for Learning

1. Upgrade the materials and technologies in the library media center.

Classification: IN PROGRESS

Both Turnitin.com and Ebrary software technologies have been added to the library's repertoire of support services. This has now put the AHS library on par with university libraries with similar technology. The feasibility study undertaken by the School Committee is focusing on upgrading the library media center.

2. Provide adequate digital and print resources to enable all students to practice the school's 21st century learning expectations.

Classification: IN PROGRESS

With the addition of Turnitin.com and Ebrary, dozens of teachers and students now have access to university level resources at the high school level.

3. Develop and implement a formal process to provide effective interventions for at-risk students.

Classification: IN PROGRESS

Students in danger of failing or at-risk socially and emotionally are brought to the attention of school counselors. Further supporting this initiative, students at risk are discussed and interventions are established in our bi-weekly Child Study Team (CST) meetings involving school counselors, social workers, administrators and the nurse. They can now access student gradebooks with the new Aspen system. IEP and 504 teams continue to meet regularly with students and their families as needed. Beginning in the 2013-14 school year, a new transition program was established to support at-risk students returning from long-term absences. In addition, we are piloting an English and Math lab in spring 2014.

Further, our Transitions Program is in its second year at the high school and assists students in getting a back to school for a variety of typically social-emotional issues. In the fall of 2014, we also re-started our "Success Academy" (formerly "Connections" program) to identify incoming 9th grade students at risk who do not have a 504 or an IEP. Finally, the student-to-student program, led by one of our social workers, meets regularly and will be presenting to our Parent Advisory Council in September 2014.

4. Provide professional development and strategies for differentiated instruction within general education classes to meet the needs of all students, particularly for those classes that were previously co-taught with special education teachers.

Classification: IN PROGRESS

See response to question 12 in Section Ib.

5. Update the current District Accommodation Plan (DCAP) to ensure that all students are able to meet the school's 21st century learning expectations.

Classification: IN PROGRESS

At the direction of the assistant superintendent, the District Accommodation Plan (DAP) has been reviewed by the elementary principals and is currently under review with the high school's administrative team. We are discussing the implementation of a new IST program to support students who, identified by their teachers, may need an intervention. We also hope to have an impact on the number of 504 plans at the high school by more deeply enculturating the elements and supports of the DCAP in the classrooms.

6. Implement plans for training/professional development for the transition to a unified communication portal.

Classification: IN PROGRESS

Training has been provided for teachers by central office on at least 7 occasions in the last year with respect to the implementation of the implementation of the on-line Aspen grading system. The expectation is that all faculty post their grades on-line through Aspen by the start of semester 2. Training will continue to be provided as needed and we now have an Aspen “Super User” who can assist in the building.

A formal opening of the Parent Aspen Portal is scheduled for 10/01/14. The “Super User” for the 14-15 School Year has been identified. Additional district training has also been provided for the implementation of this portal in September 2014.

7. Implement plans for integrating the health data into the unified X2 program to provide access to staff that may need medical information.

Classification: COMPLETED

Health data are now accessible to staff through the Aspen Portal. In addition, the nurse is keeping track of all sports physicals and signing off on them.

8. Ensure access to the library before, during, and after school

Classification: COMPLETED

See highlighted recommendation #6 in section Ia

9. Provide ongoing professional development and support for teachers in best practices for teaching English Language Learners

Classification: IN PROGRESS

As part of the state requirement, all staff will be involved with the RETELL training within the next three years. The district has already begun scheduling staff PK-12 for this state-mandated and state-funded initiative.

STANDARD FOR ACCREDITATION: Community Resources for Learning

1. Develop and implement a plan to increase students' respect for the facility underscoring their role and responsibility for its cleanliness.

Classification: IN PROGRESS

A number of student-led initiatives for improving the facility have been initiated. A three (3) minute warning bell has been added to the bell system before the dismissal of each lunch encouraging students to compost their lunch waste in a timely fashion. The students are also initiating a "support the custodians" plan soon to be implemented. Various student groups continue to clean the grounds on a regular basis, including Lovely Stadium.

See also response to question #11 in section 1b.

2. Develop and implement a comprehensive, detailed and specific long-range plan to address the programmatic, staffing, facility, technology, and capital needs of the school.

Classification: IN PROGRESS

Both the district and school improvement plans speak to this recommendation. They are reviewed yearly by the school improvement council.

3. Implement a budget development process that is inclusive, seeks faculty input, and is clearly communicated to the high school staff.

Classification: IN PROGRESS

Working with program coordinators and the school council, the high school budget has been established for FY2015. The budget has been presented to the Superintendent for inclusion in the district budget. At the Town Meeting in May 2014, the budget for the Andover Public Schools was proposed and approved by the Annual Town Meeting. The budget process is slated to start again in the fall of 2014 for FY16.

4. Conduct a feasibility study to improve the facility to support the delivery of high quality school programs and services.

Classification: IN PROGRESS

The school committee ~~and town~~ engaged architects for the feasibility study in July 2013. The architects have spent two days at the school talking with teachers and administrators. Based on conversations with school officials and review of the site maps, proposed solutions to the following four building needs are being written: the café, the library media center, the shortage of classroom space, and space for special needs programs. The School Committee put forth a warrant article for the May 2014 Annual Town Meeting for funding for schematic design for AHS additions & renovations. The Andover Board of Selectman and Finance Committee did not approve the warrant article citing costs so the warrant article did not advance to the May 2014 Annual Town Meeting.

5. Reduce overcrowding in the cafeteria

Classification: COMPLETED

Immediately following the completion of our accreditation visit, a four lunch schedule was implemented at the start of the second semester replacing the three lunch schedule observed by the NEASC visiting team.

6. Develop and implement a plan to address the technology and space issues of the library.

Classification: IN PROGRESS

The feasibility study includes a major upgrade to the library media center. As previously stated, the School Committee put forth a warrant article for the May 2014 Annual Town Meeting for funding for schematic design for AHS additions & renovations. The Andover Board of Selectman and Finance Committee did not approve the warrant article citing costs so the warrant article did not advance to the May 2014 Annual Town Meeting.

7. Develop and implement a chemical management plan.

Classification: IN PROGRESS

A recent inspection found the chemical management plan to be acceptable. Additional meetings are underway to manage the chemical waste tank responsibly.

- III. Submit a copy of the school's current statement of core values, beliefs, and learning expectations including the date of the most recent review.

CURIOSITY, CHARACTER, COMMUNITY

ANDOVER HIGH SCHOOL

Andover High School is committed to providing a safe, supportive, and equitable learning environment where students and staff alike lead by example, demonstrating collaboration, intellectual curiosity, effective communication, and real world application of skills. We believe that promoting physical fitness, extracurricular activities, and student-led initiatives cultivate active minds and foster school pride. We believe strongly in a challenging and diverse curriculum that encourages the creativity, innovation and risk-taking necessary to succeed in a global community.

ACADEMIC EXPECTATIONS FOR STUDENT LEARNING

Students at AHS are expected to...

1. listen and read actively to comprehend, interpret, and analyze meaning.
2. write and speak effectively with clarity and purpose.
3. think critically and creatively to evaluate and solve problems.
4. research, examine, and synthesize information.
5. demonstrate real world applications of knowledge and skill.
6. utilize technology and media to enhance the learning process.

SOCIAL EXPECTATIONS FOR STUDENT LEARNING

Students at AHS are expected to...

7. act with respect, integrity, and compassion.
8. make informed decisions regarding the health and well-being of themselves and others.
9. demonstrate responsibility for their actions.

CIVIC EXPECTATIONS FOR STUDENT LEARNING

Students at AHS are expected to...

10. cultivate their awareness of contributing to the common good.
11. advocate for positive change through active participation in the democratic process.
12. broaden their knowledge of and respect for world cultures.

CURIOSITY, CHARACTER, COMMUNITY

IV. Briefly describe any substantive change that has occurred since the decennial evaluation and which *has not been reported previously* to the Committee. A copy of the Committee's Substantive Change Policy is enclosed for your reference.

The AHS Master Schedule may change from a 4X4 Block to an 8 Drop three relative rotating schedule for the 2015-16 school year.

V. Provide a list of user fees for all co-curricular activities, including athletics.

Athletics User Fees:

First Sport: \$380

Second, Third sports in same academic year are free.

Family Cap of \$780

\$20 Late fee for submissions after the deadline (first Friday after sports start)

Waivers are available for students in need

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.

- We have new electives at the high school in the current year including computer science, Gaming, Web Design and a revised interdisciplinary course (art, history, English) entitled, "Odyssey" .
- "Challenge Day" is in its third year.
- The IT Help Desk, in which students are involved, was implemented during the 2013-14 school year and continues with more students in 2014-15.
- Andover's "Warrior Way" Program was recommended to represent the "Spirit of Sport" program for the Commonwealth of Massachusetts.

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 core values, beliefs and learning expectations, the curriculum, instruction, assessment, programs, personnel, facilities, finances, culture, educational media technology, and/or community support and involvement.

Other than the aforementioned initiatives mentioned in the responses to the recommendations above, there are none.

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.

The following staff members was invited to participate in this follow-up program, reviewing the responses and editing as necessary based on work being done at the school:

Greg Waters – NEASC Chair, Minda Reidy – Math, John Jannetti – Science, Stacy Giggie – English, John Keene – English

The AHS Instructional Leadership Team: Luz Valverde, John Norton, Marilyn Jordan (Assistant Principals), Pat Whalen – English, Katherine Richard – Math, Steve Sanborn – Science, Adrienne Bock – Social Studies, Jorge Allen – World Language, Jean Tarricone – Special Needs, Beth Delforge – Arts and Applied Tech, Brian McNally – Health and PE, Aixa de Kelley--Guidance

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.

IX. Complete Statistical Data Sheet

NOTE: Do not include attachments unless they have been specifically requested by the Committee. It may be appropriate to include a small number of samples, but please do not send other attachments unless specifically requested to do so by the Committee.

Consistent with the Committee on Public Secondary School's follow-up procedures, the report should include the electronic signature of the principal and the chair of the school's Follow-Up Committee and be sent electronically to the CPSS office at the following address: cpssreports@neasc.org no later than October 1.

Please use the *checklist* below to ensure a completed report is being submitted:

- I. ___ Response to each highlighted recommendation
- II. ___ Response to each recommendation in the accreditation report
- III. ___ Copy of the current statement of core values, beliefs, and learning expectations
- IV. ___ Substantive changes not previously reported
- V. ___ List of user fees
- VI. ___ Strengths/Achievements which are significant
- VII. ___ Restructuring or other reform initiatives
- VIII. ___ Description of Follow-Up Program
- IX. ___ Statistical Data Form

IX. STATISTICAL DATA SHEET

School: Andover High School **Principal:** Chris Lord
City, State: Andover, MA **School Telephone:** 978-623-8632
E - MAIL Address: _____ **FAX Number:** _____
Dates of Accreditation Visit: December 2012

Grades: 9-12 **School Enrollment:** 1816 at time of the evaluation

Grades: 9-12 **School Enrollment:** 1750 at present time

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

.4 % 2012
.1 % 2013
.5 % 2014

Based upon the state's definition of the graduation rate, submit the school's graduation rate for the most recently completed school year as well as for the preceding years:

99.5 % 2012
99.6 % 2013
99.9 % 2014

DISPOSITION OF VISITING COMMITTEE REPORT RECOMMENDATIONS

	Number	Percentage
COMPLETED	5	8%
IN PROGRESS	49	79%
PLANNED FOR THE FUTURE	8	13%
REJECTED	0	
NO ACTION	0	
TOTAL	62	100%

Electronic Signature of
Principal/Headmaster Chris Lord

Electronic Signature of Chair
of Follow-Up Committee Greg Waters **Position** English

Date Progress Report Submitted 10/10/14