

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

Section I: Detailed Responses to Highlighted Recommendations:

1. *Establish and adopt a list of social and civic expectations and identify the measurable variables to evaluate effectiveness.*

Classification: Planned for the future

Response: The Bonny Eagle High School staff has addressed the recommendation to establish and adopt a list of social and civic expectations in a variety of ways. The next step in this process is to gather information about these efforts, analyze their effectiveness, and create a list of social and civic expectations with measurable outcomes.

The Personal Learning Plan (PLP), which all students complete in order to graduate, continues to provide a common framework to address social and civic expectations. The PLP includes a section for students to document activities involving community service. Ten Extended Homebase/PLP Activity periods are scheduled throughout the school year to enable students and their homebase advisors to work on PLP expectations and activities. A PLP Rubric is the method to determine student progress towards establishing personal and career goals.

Over the past two years, the Structures and Strategies (S & S) Committee, a committee of BEHS's Continuous Improvement Team (CIT), reviews, evaluates, and maintains a commitment to ensuring that all students become informed and responsible school and global citizens. The S & S Committee meets both monthly and during the summer to research and discuss the following documents: 21st Century Learner Skills (*Partnership for 21st Century Skills*), Career and Education Development expectations from *Maine Learning Results: Parameters for Essential Instruction*, and Pathways documents from other high schools. In addition, the S & S Committee has drafted a comprehensive BEHS Pathways document, which aligns to the BEHS Mission and Vision, and details steps to ensure that post-secondary experiences are more accessible to students.

All 9th grade students participate in a Freshman Focus class during the 1st or 2nd quarter of their 9th grade year. Last year the Freshman Focus teachers implemented the Project Citizen program from the Center for Civic Responsibility into their curriculum. The purpose of Project Citizen is to help students learn how to influence public policy by participating in local and state government. Students identify and research a community problem and develop a plan to address the problem.

The 9th and 10th grade teaming structure promotes social and civic responsibility. One 10th grade team sponsors a festive Holiday Party for children in foster care. In order to purchase stockings filled with age-appropriate gifts for each child, food for their Holiday Party, and an elaborately decorated Christmas tree, students and their teachers organize a variety of fundraising activities throughout the year. Another 10th grade team has established a partnership with veterans of past wars. Many teams are exploring different ways to incorporate service learning into their team structure, and have expressed the need to establish clear and measurable school-wide expectations about civic and social expectations.

In addition to the efforts listed above, the following actions are scheduled to take place during the 2009-2010 school year. First, during the October 9th In-Service Day, the faculty will use their Professional Learning Groups (PLG's) to generate a comprehensive list of what is currently being done to promote social and civic responsibility. They will identify common elements and condense that list into a preliminary list of school-wide expectations. Second, a Social and Civic Expectations Committee will be formed with the task of analyzing this list, reviewing relevant research and school data, and developing a school-wide list of social and civic expectations and responsibilities. This committee will also identify measurable variables or outcomes to determine if students are meeting these expectations. Third, the Continuous Improvement Team (CIT) and BEHS administrative will review its findings and recommendations, solicit feedback from the faculty, gather consensus from the faculty, and determine the best way to ensure that BEHS's social and civic expectations are written and implemented.

- 2. Review the rubrics to measure academic expectations and revise where appropriate to engage all content areas in consistent use of rubrics.***

Classification: Completed

Response: Content-area departments continue to implement rubrics that measure academic expectations. The English department consistently uses its Writing, Reading, Speaking, and Accessing Information Rubrics in all English classes. One of the objectives (#2g) of the school's Small Learning Communities (SLC) is to implement a school-wide scoring rubric for writing and to analyze it for continued reliability and validity. The English department chair and the school's literacy specialist are spearheading this effort.

The math department uses a wide variety of rubrics to evaluate student learning and performance. Two years ago the 9th grade algebra teachers created a Homework Rubric that measures not only if the homework was completed, but if students received feedback to correct their errors and misunderstandings. 9th grade teachers met during the summer of 2008 to revise this rubric. The 9th grade math teachers are implementing the University of Chicago math series this year. The Chicago math series has its own set of rubrics to assess student learning and performance.

All teachers in the science department use a common lab report protocol and rubric. Using this rubric, students complete a self-assessment prior to submitting lab reports to their teachers. This lab report addresses purpose, introduction, hypothesis, procedure, data, analysis, results and conclusions. This rubric has gone through several iterations in order to meet Maine Learning Results standards and the learning needs of the students. Science teachers regularly implement course specific rubrics in earth science, biology, chemistry, and physics that are aligned to state and national standards.

The social studies department also has developed a full set of analytic rubrics for each course. The rubrics have been integrated into the teachers' curriculum and assessment practices. The rubrics are aligned to Maine Learning Results standards and performance indicators in the following areas: civics, government, geography, history, economics, and U. S. History. Teachers in the 9th grade Global Village course use three common rubrics; U. S. History teachers use four with their 10th grade students; three are used in the Economics course, and two common rubrics are used in the Government course. The social studies teachers are engaged in a discussion about how to integrate school-wide rubrics into their curriculum. At this point in time, social studies teachers have concluded that their content specific rubrics continue to be more effective at determining what students know and can do.

The world languages department has aligned its rubrics to national standards. Teachers are pursuing the best way to implement school-wide rubrics.

Departments continue to meet on a monthly basis, and a part of their agenda is to review the effectiveness of their department rubrics. The content-area Professional Learning Groups also provide professional development opportunities to examine student work and discuss instructional practices and the role of rubrics in improving student learning.

In addition, the district-wide content-base Vertical Teams (English/Language Arts, Math, Science, Social Studies, World Languages, PE/Health, and Visual/Performing Arts) review and revise rubrics when appropriate. Under the leadership of the district's English/Language Arts (ELA) Implementer, the ELA Vertical Team spent a considerable amount of time reworking their rubrics to meet the revised Maine Learning Results Standards. Results of this work can be viewed at: http://www.sad6.k12.me.us/~cci/ELA_K_12.

3. *Ensure that all teachers use the school-wide rubrics consistently.*

Classification: In Progress

Response: The six school-wide rubrics that were approved by the faculty in 2005 continue to be an integral part of each student's Personal Learning Plan (PLP). These

six rubrics address writing, speaking, reading, problem-solving, accessing information, and career preparation skills. All homebase teachers use the PLP Rubric when they evaluate their homebase students' PLP work. In addition, the Writing Rubric, Problem-Solving Rubric, and Accessing Information Rubric are posted in many of classrooms and are utilized as students and teachers assess student work. Homebase teachers understand the purpose of these rubrics and consistently hold students accountable. If a student does not meet the standards of the PLP rubric, the student is given multiple opportunities to improve performance and meet the standard.

However, as teachers implement the school-wide rubrics, it is apparent that there needs to be a better way to ensure that these rubrics are used consistently and in a valid manner. The Continuous Improvement Team (CIT), district-wide Vertical Teams, and the BEHS administrative team recognize that a system needs to be in place to evaluate their reliability and validity. Therefore, representatives from the BEHS administrative team and teaching staff plan to attend the NEASC Workshop session on school-wide rubrics in November 2009. Two BEHS teachers are serving on a NEASC Visiting Team this fall. When they return, they will share their experiences with the administrative team and the CIT and will provide guidance and direction regarding how other schools use school-wide rubrics.

The 3rd goal of the SLC School Improvement grant is that BEHS teachers will be deeply engaged in a process of continuous improvement, and this aligns well with this NEASC recommendation. The CIT has created a schedule to review all programs and departments on a rotating basis with priority given to accreditation recommendations. Therefore, a review of school-wide rubrics will take place during these monthly meetings this year.

- 4. Develop a curriculum that articulates where and when students are expected to demonstrate, practice and proficiency towards the school-wide learning expectations.***

Classification: In Progress

Response: The English and math departments have developed scope and sequence curricula that are aligned with BEHS's mission and vision and the standards of Maine's Learning Results.

During the 2006-2008 school years, the English/Language Arts grade level content groups (GLCG) worked diligently to align the curriculum with state and federal standards. Using the 2007 Maine Learning Results (Chapter 132, *Parameters for Essential Instruction*), Maine Department of Education support resources, and exemplars from high-performing systems around the country, BEHS teachers created

a scope and sequence document that articulates what students need to know and be able to do in English at the high school level. Grade level teachers used release days to “map” what students should know and be able to do. Heidi Jacobs’ curriculum mapping approach provided the basic framework for these workshops.

Similar workshops took place to complete math, science, and social studies curriculum documents. The intent was to create scope and sequence documents that demonstrate MLR alignment and are common in format so they are easily read and understood. Math is now completed. This year it will be uploaded to the Curriculum, Instruction, and Assessment website: www.sad6.k12.me.us/~cci/. The BEHS science and social studies teachers will pursue this work in their departments and grade level content groups. In 2008 the district hired two curriculum directors to oversee this work. K-12 curriculum development and alignment in the science and social studies content areas will continue to take place under their leadership and direction.

5. *Develop a common curriculum template across all subject areas.*

Classification: Completed

Response: During the 2006-2008 school years, the district’s Curriculum Instruction and Assessment (CIA) Leadership Team tasked the content Vertical Teams to publish common curriculum templates. The CIA website www.sad6.k12.me.us/~cci/ reflects this work. Even though it is still "under construction," it represents considerable work by many grade level teachers throughout the district (including BEHS grade 9-12 teachers). The Teacher Instruction page is password protected. A representative "template" from the teacher instructional resource page is included in the Appendix. It is the template format that all disciplines must use to align curriculum with 2007 MLR standards and indicators.

The desired goals of the curriculum work completed in the district and at BEHS are to have documents that clearly articulate MLR-aligned district grade level expectations K-12, and to have a common curriculum document that is recognizable to all stakeholders in the MSAD #6 district.

At the present time, English Language Arts is done. Math will be completed next, and then social studies and science. The science teachers at BEHS have completed their curriculum document and are waiting for the K–8 piece, so it can be uploaded to the CIA website. BEHS is well on its way to realizing our desired results.

6. *Involve teachers when determining the professional development needs of the high school.*

Classification: Completed

Response: BEHS teachers are involved in determining their professional development needs in multiple ways. Input and feedback are solicited from teachers, support staff, teacher leaders, department leaders, and via surveys (both online and paper versions) and discussions at CIT meetings, faculty meetings, Professional Learning Groups (PLGs), and the Cross-School Seminars coordinated by our Small Learning Communities (SLC) school coach and the Great Schools Partnership.

The Small Learning Communities grant has provided BEHS with the funds to implement Professional Learning Groups (PLG's) for all BEHS teachers. The school coach trains PLG facilitators (who receive a stipend through the SLC grant) to utilize protocols developed by the National School Reform Faculty. The school coach meets with the PLG facilitators on a regular basis to discuss the effective use of protocols and to monitor the success of PLG's to improve their instructional practices and student learning. The school coach and facilitators are responsive to the needs of the faculty and make adjustments to the PLG structure when necessary. During the 2008-2009 school year, the PLG's met nine times, and during 2009-2010, the PLG's will meet eight times.

The Cross-School Seminars, another part of the SLC grant, have been instrumental in involving teachers in professional development efforts. The school coach and the Great Schools Partnership organize and coordinate the Cross-School Seminars. These seminars bring together teachers from the other four high schools in the SLC consortium and are organized around topics, such as technology integration, differentiation, layered teaching, student motivation and engagement, PLG facilitation, and writing across the content areas. Teachers are surveyed about topics that are relevant to them and then select which seminar to attend.

In the past three years, all BEHS teachers have attended at least one three-day Cross-School Seminar. Because the SLC consortium has secured additional funding for the next two years, all BEHS teachers are expected to attend an additional three-day seminar. Again, the school coach, BEHS administrators, and SLC consortium are responsive to teacher feedback regarding teacher needs. Cross-School Seminars have been reorganized to reflect this feedback: summer seminars were offered in 2009, and seminars spanning two semesters are offered now in order to accommodate our 4x4 schedule. Survey data, compiled by the Great School Partnership, indicate that the Cross-School Seminars are productive and worthwhile professional development experiences for BEHS teachers.

The district's Professional Development Team (PDT) includes representatives from the BEHS administration and teaching staff and solicits feedback from teachers regarding their professional development needs. The PDT developed a funding request structure to encourage teachers to pursue their own professional development. One district goal is to improve math performance through the implementation of the Everyday Math series and the University of Chicago math series. Math teachers in the

district were involved in the selection of these programs. The district's Math Vertical Team examined other math programs and determined that the Chicago series provided high school students with the higher-level thinking and problem solving skills needed to be successful in the 21st century.

7. *Ensure that all faculty integrate technology into classroom instruction activities.*

Classification: In Progress

Response: Significant efforts are underway to ensure that all faculty members integrate technology into their classroom instruction practices. For the past several years, the school's technology integration specialist supported teachers by providing them with training, organizing the distribution of laptops, projectors, Mimeos, and Smartboards, determining areas of need, and troubleshooting problems. Even though this position was eliminated due to budgetary cutbacks, the district secured funding through the Economic Stimulus Plan for five high school technology leaders. These tech leaders have met with one of the district's curriculum coordinators and the principal to assess teacher needs and determine the best way to support authentic technology integration. The tech leaders plan to open up their classrooms so teachers can observe technology integration in practice. And, the tech leaders will observe teachers using technology and provide them with concrete feedback on how to expand their practices.

The technology integration specialist collaborated with the school's Technology Committee and the school's Maine Laptop Technology Initiative (MLTI) teacher to survey the skills and professional development needs of teachers (Winter 2008) and to provide BEHS teachers with support and training. During the 2007-2008 school year, the Technology Committee organized a Technology Showcase for teachers, where teachers shared their programs, software, websites, and advances in technology with other teachers. A regular topic at monthly faculty meetings is technology. The technology integration specialist or a teacher either shares a new program or strategy or provides additional training for existing programs.

In addition, 35 of the 92 teachers who attended the SLC Cross Schools Seminar over the past five semesters chose the Technology Integration seminars. They have implemented their learning in their classrooms and have been sharing their skills and knowledge with their colleagues at BEHS.

At the present time, BEHS has one computer lab (24 PC's), 10 laptop carts (20 laptops per cart), 25 LCD projectors, 2 Smartboards, 5 Mimeos, and 24 desktop computers in the library/media center. The two study centers also allow students to access at least 20 more computers during and after school. There are additional computer labs in the industrial technology and business classrooms. The nine additional laptop carts that the district ordered have arrived and are in the process of being imaged.

All teachers were given MLTI Mac laptops two years ago, and this school year all teachers received a new re-imaged Mac laptop. These laptops have sparked a substantial increase in technology integration. Many teachers use Google.docs, Skype, PowerPoint, iTunes, and Noteshare on a daily basis in their classes. The district's filter continues to slow access to many applications and websites; however, the Technology Department and district office are exploring the best way to remedy this roadblock.

All high school teachers participated in a district-wide In-Service Workshop (March 2009) on technology. Some BEHS teachers offered workshop sessions and served as role models in technology integration. The keynote speaker was Alan November, who generated substantial interest in expanding the use of technology at BEHS. Alan November returned to MSAD #6 this September to continue his work with district administrators and teacher leaders.

8. ***Create a process to determine individual and school-wide progress on achieving mission-based academic expectations and growth across grade levels using school-wide rubrics.***

Classification: In Progress

Response: The administrative team, in collaboration with the district's curriculum coordinators and the Continuous Improvement Team at BEHS, regularly review student and school-wide growth and performance. As one might say, we are "swimming in data." We review and analyze student performance data from the SAT (the Maine High School Assessment test), from the Northwest Educational Association (NWEA), from the Advanced Placement (AP) tests, from the SLC Two- and Three-Year Reports (prepared by the Donahue Institute at the University of Massachusetts), and the SLC teacher and student surveys. The successful implementation and review of the PLP Rubric by the Structures and Strategies Committee illustrates that a system is in place to review and evaluate student and school growth using the school-wide PLP rubric.

As mentioned in Recommendation #3, the BEHS administrative team, department leaders, and teacher leaders all recognize that BEHS needs to develop a better process of looking at student performance and school progress through the lens of the school-wide rubrics. The BEHS administrative team will continue to work with the CIT, the Structures and Strategies Committee, and the district curriculum coordinators to address this recommendation. It is evident that these groups need to narrow their focus and determine what data needs to be examined in order to impact instruction. A schedule to review school-wide rubrics at CIT meetings has been established for this year. Information and guidance about how to improve our current system will be gathered from the NEASC Workshop session on school-wide rubrics (November 2009) and from the two BEHS teachers who are serving on a NEASC Visiting Team this fall.

9. *Provide professional development in developing and validating a broad range of student assessment strategies.*

Classification: Completed

Response: The Professional Learning Groups, started two years ago, have become a primary avenue to review student work and assessments. During the 2007-2008 school year, the PLGs used a specific protocol to look at student work and both formative and summative classroom assessments. Teachers brought student work to their PLGs and sought feedback from their colleagues. During the 2008-2009 school year, facilitators practiced a greater variety of protocols and introduced them to their groups for examining student and teacher work. The protocols provided the framework for rich discussion and valuable professional development. The PLG's also supported the validation of assessments. If assessments effectively evaluated student learning, they were kept; if they did not, they were deleted from the list of assessments used, or they were revised.

The Cross-School Seminars also provided teachers with professional development opportunities to learn the following: how to differentiate the process and products of learning, how to layer teaching so students could successfully demonstrate what they knew and could do, and how to use technology to broaden a teacher's repertoire of assessment strategies.

During the summers of 2007 and 2008, SLC mini-grant funding was provided to teachers to work on curricular projects and assessments. English, science, social studies, world languages, and technology teachers used this professional development opportunity to create and revise classroom and school assessments.

In order to develop Honor Challenges in social studies and science, BEHS social studies and science teachers were given professional development release days to develop assessments for their Global Village and Earth Science Honors Challenges. Teachers worked with the district's curriculum coordinators and the district's Gifted/Talented consultants to discuss and create higher-order, thought-provoking assessments.

10. *Redesign the teacher supervision/evaluation process to link it directly to improved instruction and assessment*

Classification: In Progress

Progress: BEHS administrators, in collaboration with the district's administrators, are in the process of redesigning the teacher supervision/evaluation process so that it is linked directly to improved instruction and assessment. At the past two Summer Leadership Retreats, the superintendent led district principals and assistant principals through a re-examination of the teacher evaluation process. Administrators reviewed

the research and work of James Stronge (“Qualities of Effective Teachers”) and Charlotte Danielson (“Teacher Evaluation to Enhance Professional Practice”). A peer review of observations and evaluations written by district administrators also took place. This peer review continued throughout the 2008-2009 school year at the district’s Leadership Team meetings. In addition, Harry Pringle, a school law attorney at Drummond, Woodsum, and MacMahon, gave a presentation entitled “Staff Evaluation in a Nutshell” to the district’s Leadership Team on June 18, 2009.

As a result of this professional development on the district level, BEHS administrators have reviewed and revised the process for supervising and evaluating teachers. Because the district has explicit policies, expectations, and criteria regarding teacher observations, BEHS administrators have worked within those boundaries to provide honest and specific feedback to staff in order to improve teaching and learning. The administrative team has developed a pre-observation form and a post-observation reflection form to help teachers identify their professional development goals and improve their practices. Feedback regarding the integration of technology and literacy strategies into the teacher’s instructional repertoire is included in the teacher’s observation and evaluation. The requisite pre- and post-observation conferences provide teachers with the opportunity to identify areas of strength and need and to discuss professional goals. The development of an ongoing relationship with the teacher and administrator is now the primary purpose of the supervision and evaluation process.

Two new assistant principals have joined the BEHS administrative team this year. Therefore, one of the team’s priorities is to revise forms and procedures, reach consensus on the process to be used, and ensure consistency among administrators. To this end, the administrative team will be meeting with the SLC school coach on a regular basis during the year to strengthen their collaboration.

11. *Provide leadership for departments that share curricular interests and eliminate the responsibility of the assistant principals as department leaders*

Classification: Completed

Response: The assistant principals no longer serve as department leaders for business/co-op, health/physical education, and visual/performing arts departments. The SLC grant provides funding for three teachers to serve as leaders for these departments. Each of these department leaders receives a stipend, serves on the CIT, develops a budget, and meets with department members on a monthly basis to discuss curricular interests. The organization of Professional Learning Groups by departments this year will provide these three departments with valuable time to discuss teaching and learning. Because SLC funding will end in 2011, the principal will work with the superintendent and School Board’s Salaries and Personnel Committee to secure district funding for these stipend positions.

12. *Develop and implement a plan to ensure that all support programs are formally and consistently evaluated.*

Classification: In Progress

Response: Hollis Advisory Committee reviews the alternative education program at the Hollis Learning Center on a biweekly basis. This committee consists of the program's director, the principal, assistant superintendent, curriculum coordinators, and special service co-director. This committee, formed during the 2008-2009 school year, was instrumental in helping the alternative education program revise its mission, criteria/process for acceptance, student profile, and curriculum.

The program review schedule established by the CIT will review the goals, programs, and services offered by the guidance department and special education departments. BEHS administrators will collaborate with the curriculum coordinators, assistant superintendent, and special services co-director to ensure that these two departments are evaluated on a regular basis. At the present time, BEHS guidance counselors meet with a curriculum coordinator and assistant superintendent on a monthly basis. Funding to ensure professional support and supervision for BEHS guidance counselors is included in the BEHS budget. The district's special services co-director provides ongoing supervision and evaluation of the BEHS special education department.

At this point in time, the process is based primarily on advisory committees and supervision and evaluation provided by BEHS administrators and district-level administrators. However, a more formal process (including a program review template) needs to be developed to ensure consistent implementation and review.

13. *Involve the library/media specialist in curriculum development and revision process.*

Classification: In Progress

Response: The library/media specialist is in the process of developing an Information Skills curriculum. During the initial stage of this process, the librarian/media specialist attended an Information Skills Workshop organized by the Bangor School District's librarians. Bangor's curriculum is modeled on the Big6 Informational Skills Curriculum, a national information skills curriculum created by Robert E. Berkowitz and Michael Eisenberg. The BEHS librarian continued her research and study of the Big6 curriculum and reviewed multiple information skills websites and wikis.

With the knowledge garnered from research and workshops attended, the librarian has created a first draft of the BEHS Information Skills curriculum. The draft copy includes current research assignments and aligns them with the Maine Learning

Results and the Big6 Information Skills Curriculum. This draft has been shared with district librarians, members of the NEASC Standard Committee, and one of the district's curriculum coordinators. Next steps are to align curriculum with *Standards for the 21st Century Learner: In Action* (American Association of School Librarians), pilot the curriculum with a cross-section of classes and teachers, share it with BEHS's Continuous Improvement Team, the district's Curriculum Committee, and have it approved by the SAD #6 School Board. When the curriculum has been approved, the librarian will work with the entire staff to ensure its implementation.

For the past two years, the librarian/media specialist has been a member of the school's Continuous Improvement Team, has met with departments to discuss curriculum development, has participated in Professional Learning Groups, and collaborates with the Literacy Committee to support the implementation of the school's literacy strategies and action plan. In order to enhance the integration of technology into the curriculum, the librarian/media specialist is one of the five tech leaders in the building. The library/media continues to be an open, vibrant, and interactive place for learning.

14. *Develop and implement a process to evaluate the effectiveness of the alternate program to ensure that at risk students have equal opportunity to meet the expectations of the mission.*

Classification: Completed

Response: The alternative education program at Hollis Learning Center experienced a major turnaround during the 2008-2009 school year. A social studies teacher transferred from BEHS to Hollis and was appointed the director. The Hollis teaching staff was prepared to make changes in the direction of the program, its system of accountability, and its curriculum. Under the leadership of the new director, the staff reorganized itself. Using SLC funds, a consultant was hired to work with the staff to learn more about team building, trust, cooperation, and expeditionary learning. Prior to the start of the 2008 school year, the consultant worked with the staff to start this rebuilding process. Using funds secured through the district's Title IV budget, this work continued throughout the year.

A Hollis Advisory Committee was formed to provide guidance and direction to the director and teaching staff as they rewrote the program's mission, the criteria for admittance, and its curriculum. A student profile was developed to guide the staff in its process of accepting students. The Hollis Advisory Committee met on a biweekly basis and plans to continue to meet on a regular basis this year.

The staff also strengthened its partnership with the Riverside Foundation in Topsham, Maine and the Foundation's Leadership Resiliency Program for at-risk students. The Riverside Foundation is a community-based organization that provides educational

and wilderness programs for youth and adults in Maine. Its Leadership Resiliency Program is a prevention program for at-risk youth. It utilizes weekly in-school skill building, leadership development/community service projects, and outdoor adventure field trips with one or more overnight wilderness excursions to help students realize their goals and to manage the pressures of their lives. In 2007 eight Hollis students, two Riverview leaders, and two Hollis teachers participated in a three-day wilderness experience in northern Maine. In May of 2008, the number of students who participated jumped to twenty-eight. For many Hollis students and teachers, this was the culmination of a very successful school year.

15. *Provide handicapped accessibility to the health services area.*

Classification: Completed

Response: The health services area was remodeled during the 2007-2008 school year. During that remodeling, the health clinic, including the nurse's office and bathroom were made handicapped accessible. Per the district's Building and Groups Manager and the Safety and Compliance Officer, the remodeling meets state guidelines for handicapped accessibility.

16. *Increase the availability of health services for student on and off site.*

Classification: In Progress

Response: Efforts have been implemented to increase the availability of health services for students on and off site. A plan has been developed with Hollis Learning Center, the alternative education program, and the school nurse to address emergencies and medical issues and to increase daily contact (if the student attends classes at BEHS). For example, this year the school nurse has been diligent about including Hollis students in H1N1 and seasonal flu prevention efforts by providing them with current information (handouts and posters) and organizing ongoing meetings with the Hollis staff. In addition, the school nurse reviews all field trip permission forms (particularly overnight field trips) and provides the Hollis staff with after-school trainings about the use of the Epi pen, inhalers, and the proper administration of medication.

The school nurse and health services secretary continue to be available to students before, during, and after school. The school nurse updates the staff at monthly faculty meetings about H1N1 and seasonal flu prevention, and other public health and safety issues. The school nurse regularly reviews and distributes to teachers the confidential list of students with medical concerns and issues. Both the school nurse and the health services secretary are diligent about monitoring this confidential list and reminding the staff about it.

17. *Resolve space issues that limit the effectiveness of comprehensive health services and privacy issues of the clinic for all students.*

Classification: In Progress

Response: The health service area was remodeled in 2007 to address this recommendation, yet the space limitations continue to impact confidentiality and privacy issues for students. One of the goals of proposed BEHS renovation plan is to expand the clinic/health services area to include a waiting area, reception, and exam rooms. At the present time, when the nurse is in her office, she cannot see students who are waiting or who are resting on the clinic beds. This poses health and safety problems, especially in light of the current H1N1 and seasonal flu outbreaks.

18. *Submit an updated time line related to the plans for school expansion and new construction.*

Classification: In Progress

Response: The MSAD #6 School Board has demonstrated its commitment to addressing the need for an expansion and renovation of Bonny Eagle High School. In the spring of 2008, Jeffrey Larimer of Harriman Architects and Engineers met with high school administration, faculty and staff to conduct a preliminary survey. A building committee was established, which included the superintendent, assistant superintendent of Finance and Operations, the principal, the assistant principal/athletic director, and two faculty representatives (science and fine arts). Community representatives to the committee included a school board member and a parent.

The architect has worked with the committee to design a renovation project that meets the needs of our students, while addressing the challenges of the existing school structure and the limitations of the site's footprint. Key goals have been established to renovate the building for the purpose of improving student learning and safety. Highlights of the renovation plan includes:

- Bringing classroom spaces up to current state standards.
- Enlarging science classrooms with ample lab and storage space, based on current research in instruction and assessment best practices.
- Improving hallway circulation between wings to reduce safety hazards and minimize lost time in transit.
- Supporting Career Pathways teams through reorientation of classroom spaces and creation of team work and meeting spaces (based on 21st Century Learner research)
- Creating securable entries to the building.
- Creating night-time security separation between athletic areas, performing arts

- areas, and classroom areas.
- Adding a gymnasium with full bleachers to accommodate the community at athletic events, and to eliminate or reduce gym classes and activities taking place in hallways and lobbies during the school day.
- Replacing the auditorium with a larger facility that will accommodate half or more of the projected student population and the entire faculty of MSAD #6, and will provide a large scale gathering space for the community for lectures, meetings or performances.
- Expanding cafeteria to better serve the current population.
- Expanding library to support current population.
- Separating and expanding metal and wood arts shops.
- Expanding clinic/health services area to include a waiting area, reception, and exam rooms.
- Relocating the special education department to the proposed expansion. This will allow for the possibility of a private entrance if needed.
- Expanding the guidance offices so as to ensure accessibility and confidentiality for students and parents.

The proposed additions and renovations will provide the space needed for educational programming and use by the community. The project will enable Bonny Eagle to eliminate the use of portable and temporary classrooms. The process has taken over a year. It has allowed for staff and community input and feedback. Many meetings between the architect, principal and assistant principals, and individual departments have taken place to ensure that the process is thorough.

A program and cost estimate for the project has been developed for the purpose of pursuing local funding for the project. At the present time, the initial cost has been deemed excessive, and BEHS Building Committee members have been directed to revisit the program to reduce the size. The intent is to minimize spaces that are not directed toward student learning.

An environmental impact study discovered potential conflicts with vernal pools, requiring substantial modification to the proposed plans. The Maine Department of Environmental Protection has indicated a willingness to discuss modifications with the intent of developing a plan on the existing site that is functional and efficient while maintaining environmentally sound land use.

Due to the current economic downturn and concerns regarding the environmental impact of the proposed expansion and renovation, ongoing work is temporarily on hold. Future work will be directed toward finding alternative sources of funding.

The superintendent and BEHS Building Committee remain enthusiastic and optimistic about the project since it serves the needs of our students and community. Both the superintendent and the MSAD #6 School Board have stressed repeatedly that they recognize the importance of this project for the five communities of MSAD #6.

Section II: Responses to Evaluation Report Recommendations

STANDARD FOR ACCREDITATION: Mission and Expectations for Student Learning

1. Develop and implement a formal plan to annually review the school's mission and expectations for student learning, including input from parents, students, and school board members

Classification: In Progress

Response: With the mission statement as its guiding principle, the Continuous Improvement Team (CIT) reviews academic expectations and support programs on a regular basis. In addition, the teaching staff discusses student expectations in their Professional Learning Groups (PLG's). Teacher and student staff feedback is solicited on a yearly basis through the Small Learning Communities (SLC) Teacher and Student Surveys. Results are reviewed and analyzed at CIT meetings, CIT retreats, faculty meetings, and building in-service workshops. The BEHS administrative team and the school's CIT are developing a formal plan to review the school's mission and expectations for student learning that ensures ongoing parent and school board input.

2. Establish and adopt a list of social and civic expectations and identify the measurable variables to evaluate effectiveness

Classification: Planned for the future

Response: After the faculty generates a list of what is currently being done to promote social and civic expectations at its October 9th In-Service Workshop, common elements will be identified. The list will be condensed into a preliminary list of school-wide social and civic expectations. The BEHS administrative team and the CIT will enlist the services of the Social and Civic Expectations Committee to write a list of social and civic expectations. This list will be reviewed and approved by the faculty by June, 2010.

3. Review the rubrics to measure academic expectations and revise where appropriate to engage all content areas in consistent use of rubrics

Classification: Completed

Response: Content-area departments, the district-wide content-based Vertical Teams and Grade-Level Content Groups (GLCG), and district's two curriculum coordinators have worked together to create and review rubrics that measure academic expectations. A district website (<http://www.sad6.k12.me.us/~cci/>) has been created that details this work. The goals and many of the objectives of the Small Learning Communities (SLC)

grant promote and support this review. One of the objectives of the SLC grant is to review BEHS's Writing Rubric and analyze it for continued reliability and validity. The English department and BEHS's literacy specialist are engaged in this ongoing review and analysis.

4. *Identify a process to evaluate and report on the achievement of the civic and social expectations*

Classification: In Progress

Response: The CIT's Structures and Strategies Committee regularly examines the effectiveness and success of the students to complete Personal Learning Plan (PLP). For examples, one of the requirements is to meet certain social and civic goals, such as completing community service and developing a career plan. The PLP Rubric has been assessed for validity and relevancy to students. The Freshman Focus course has incorporated the Project Citizen program into its course. Project Citizen focuses on developing civic responsibility in students and promoting participation in local and state government. Freshman Focus teachers meet during the school year and during the summer to review the effectiveness of this program in addressing civic responsibility. One of the tasks of the Social and Civic Expectations Committee will be to review and report on the school's efforts to achieve the school's social and civic goals. This Committee will establish a detailed list of social and civic expectations that are aligned more directly to the mission of BEHS.

5. *Provide professional development for teachers in the creation and use of the school-wide rubrics*

Classification: In Progress

Response: Over the past several years, the district's English/Language Arts, Math, Science, and Social Studies Implementers worked with the Vertical Teams and Grade-level Content Groups to develop content-based rubrics. The district's two curriculum coordinators are now tasked with this work. Teachers are well versed in the development of classroom and content rubrics, but they are still in need of professional development in the consistent use of school-wide rubrics. It is evident that more professional development in this area is needed. Therefore, a team composed of BEHS administrators and teacher leaders will attend the November 2009 NEASC Workshop on school-wide rubrics.

6. *Ensure that all teachers use the school-wide rubrics consistently*

Classification: In Progress

Response: All BEHS teachers use the PLP Rubric when they assess student growth and achievement with the student's PLP. Teachers consistently hold students

accountable, and students know that they cannot graduate until they have met the standards of the PLP. In 2005 teachers created and approved the following six school-wide rubrics: writing, speaking, reading, problem-solving, accessing information, and career preparation. BEHS administrators, in collaboration with the CIT and the Follow-up Committee, will develop a more formalized process to ensure that these rubrics are used consistently throughout BEHS.

7. *Ensure that the targeted level of successful achievement is used by all teachers and is clarified for all students*

Classification: In Progress

Response: The level of successful achievement for the PLP is clear for teachers and for students. The PLP has been an integral part of the BEHS experience for several years. Extended homebases are scheduled throughout the year for students to work on the PLP's. There is a process in place to review the effectiveness of the PLP's. However, there continues to be a need for more clarity around a common level of successful achievement in other areas. The following groups discuss this issue on an ongoing basis: the CIT, the PLG's, the Structures and Strategies Committee, and the Follow-up Committee. BEHS administrators and the district's curriculum coordinators are committed to this goal and will ensure that there is a clear and consistent targeted level of achievement for all students.

STANDARD FOR ACCREDITATION: Curriculum

1. *Develop a curriculum that articulates where and when students are expected to demonstrate practice and proficiency towards the school-wide learning expectations*

Classification: In Progress

Response: The English and math departments have developed scope and sequence curricula that are aligned with BEHS's mission and the standards of Maine's Learning Results. The ELA document has been uploaded to the Curriculum, Instruction, and Assessment website: www.sad6.k12.me.us/~cci/. Math is now completed and will be uploaded to the website this year. The BEHS science and social studies teachers are completing this work in their departments and grade level content groups. The BEHS science document is complete and will be uploaded when the K-8 piece is finished. In 2008 the district hired two curriculum directors to oversee this work. K-12 curriculum development and alignment in the science and social studies content areas will continue to take place under their leadership and direction.

2. *Develop a common curriculum template across all subject areas*

Classification: Completed

Response: MSAD #6 adopted a curriculum map template in 2008. English and math content area teachers have completed the template, and the curriculum documents are available to the public on the district's website. Science and social studies are in the process of re-formatting their curricula. These documents will be uploaded when complete.

3. *Evaluate and develop a plan for improving the BEHS Alternative Education Program as it relates to the BEHS's Mission and Learning Expectations*

Classification: Completed

Response: In 2008 a plan for improving the BEHS Alternative Education Program was developed in accordance with the high school's mission and academic expectations. A consultant was hired to work with the staff to guide them as they clarified its mission and moved toward more accountability. The consultant and the Hollis staff developed an expeditionary learning curriculum that is aligned to the program's mission and the mission at BEHS. The Alternative Education Advisory Committee monitors the improvement plan. The members of this committee are: the director, the principal, a curriculum coordinator, special services co-director, and the assistant superintendent.

4. *Formulate and develop a technology plan to guide integration with curriculum and support of the BEHS's Mission and Learning Expectations*

Classification: In Progress

Response: A MSAD #6 Technology plan was developed and approved by the Board of Directors in 2008. This guides the BEHS technology committee in their work to further integrate technology with curriculum. This year, the district is supporting five classroom teachers to act as technology leaders. These teachers plan and provide support and professional development for their colleagues. This group of teachers is meeting regularly with the administration this fall to develop a specific plan for the 2009-2010 school year.

5. *Implement a formal plan for on-going, comprehensive development, evaluation, and revision of the curriculum as it relates to the school's mission and expectations for student learning*

Classification: In Progress

Response: In 2008, MSAD #6 added two curriculum coordinator positions at the district level. These leaders have had a positive impact on the development, evaluation, and revision of the curriculum at Bonny Eagle High School. The curriculum coordinators oversee the content specific vertical teams who meet monthly to continually revise the curriculum in their content areas. The vertical teams also work to align the curriculum with current state standards. The curriculum coordinators work

closely with high school teachers to help them with the implementation of the curriculum and the improvement of instructional practice. The MSAD #6 Curriculum Committee meets monthly to provide oversight of the vertical teams and give approval to any proposed curriculum changes. Any changes to the curriculum at BEHS, including textbook adoptions go through the following review and approval process:

- Teachers work with their colleagues to research new programs or textbooks.
- A proposal is developed and approved at a department meeting.
- The Continuous Improvement Team discusses and approves the change.
- The proposal is then presented to the content area vertical team for approval.
- Final approval is given by the MSAD #6 Curriculum Committee who reports any changes in the curriculum to the MSAD #6 Board of Directors.

6. *Develop a formal professional development plan that clearly identifies specific activities and their relationship to the school's mission and learning outcomes*

Classification: Completed

Response: The administration works with the BEHS Continuous Improvement Team to determine the school's goals for the year. Then, a professional development schedule is planned for the year that includes a wide variety of learning opportunities for faculty, which include Professional Learning Groups, Cross School Seminars, and Teacher In-Service programs.

STANDARD FOR ACCREDITATION: Instruction

1. *Provide time for teachers to plan interdisciplinary instruction in grades eleven and twelve*

Classification: In Progress

Response: For the past two years, there have been two kinds of PLG's: content-based and interdisciplinary. Time has been scheduled for all teachers to discuss and review interdisciplinary units and activities. The 9th and 10th grade teams have common planning time to discuss interdisciplinary instruction. One of the objectives (#1b) of the SLC grant is that all 9th graders will have engaged in at least two interdisciplinary activities, and all 10th graders will have engaged in at least one interdisciplinary activity no later than the end of year 3 ('08-'09). This objective has been achieved. The success of this interdisciplinary initiative informs the work of the 11th and 12th grade teachers. Another SLC school improvement objective (#1a) is that by the start of the 2010 school year, all 11th and 12th graders will participate in vertically-aligned communities (VAC's). This restructuring will enable 11th and 12th grade teachers to plan interdisciplinary instruction for their students.

2. *Involve teachers when determining the professional development needs of the high school*

Classification: Completed

Response: Teachers are involved in determining the school's professional development needs in the following ways: online and paper surveys to determine professional development and technology needs, PLG evaluations, Cross-School Seminar choices, participation in the CIT and the district's Professional Development Team (PDT), release days, and discussions at faculty meetings. In addition, teachers are alerted to professional development opportunities via Principal's Notes and e-mail correspondence. Even though the budget cutbacks of 2008-2009 necessitated a curtailment of many of the workshops and conferences that district teachers have attended in the past, BEHS teachers continued to participate in the Cross-School Seminars and PLG's because funding had been secured through the SLC grant.

3. *Develop a process in which teacher progress in identified instructional improvement goals can be measured*

Classification: Completed

Response: The departments, the goals and objectives of the SLC grant, the supervision and evaluation process, and the district's vertical teams and grade-level content groups all provide structure to assess teachers in identified instructional improvement goals. MSAD #6 has established clear goals for improving math performance and literacy performance. Using a variety of data points, departments, the CIT, teachers and BEHS and district administrators determine whether or not teachers meet instructional improvement goals. The best example of this is the supervision and evaluation process, which incorporates multiple observations, conferences, goal setting, and feedback.

4. *Develop a written plan to integrate technology into the curriculum*

Classification: In Progress

Response: MSAD #6 has a written district technology plan, which includes integrating technology into the curriculum. For the past two years, the BEHS Technology Committee has endeavored to implement this plan despite a variety of hurdles and roadblocks. One of the district's curriculum coordinators is responsible for technology integration, and she works closely with the administration at BEHS, the district's Technology Director, and the five tech leaders at BEHS.

5. *Ensure that all faculty integrate technology into classroom instructional practices*

Classification: In Progress

Response: For several years, BEHS's technology integration specialist supported, encouraged, and trained teachers in the integration of technology into classroom instructional practices. The Maine Laptop Technology Initiative (MLTI) teacher leader also provided support and training. All BEHS teachers have had Mac laptops two years ago. Workshops, technology showcases, Cross-School Seminars in technology integration, and updates during monthly faculty meetings have provided teachers with the necessary instruction and support.

STANDARD FOR ACCREDITATION: Assessment

1. *Develop a plan to implement remaining school-wide rubrics*

Classification: In Progress

Response: The BEHS administrative team, department leaders, and teacher leaders recognize that BEHS needs to develop a better plan of looking at student performance and school progress through the lens of the school-wide rubrics. A schedule to review school-wide rubrics at monthly CIT meetings has been established. The BEHS administrative team will continue to work with the CIT, the Structures and Strategies Committee, and the district curriculum coordinators to address this recommendation.

2. *Create a process to determine individual and school-wide progress on achieving mission-based academic expectations and growth across grade levels*

Classification: In Progress

Response: The process used by BEHS to determine individual and school-wide progress on achieving mission-based expectations and growth includes the following: discussions at CIT meetings and the review and analysis of data at CIT, PLG's, administrative team, and the district Leadership and CIA (Curriculum, Instruction, and Assessment) meetings. As a result of these discussions and the analysis of data, programs are restructured (e.g., Hollis alternative education, Freshman Focus) or a new textbook series is adopted, such as the University of Chicago series in math. Again, information and guidance about how to make adjustments to the current process will be gathered from the NEASC Workshop session on school-wide rubrics (November 2009) and from the two BEHS teachers who are serving on a NEASC Visiting Team this fall.

3. *Tie assessment data back to mission statement and academic expectations*

Classification: In Progress

Response: The SLC grant funds two positions that are integral to tying assessment data back to the mission statement and academic expectations. These two positions are

the data coordinator and academic interventions coordinator. The data coordinator collects data from standardized test scores (NWEA, SAT, and the PSAT), grades, attendance and behavior data using Infinite Campus (data information system), graduation surveys, and student and teacher surveys. The academic interventions coordinator analyzes these data and reviews relevant research to inform the administrative team and the CIT about the best way to connect assessment data to the BEHS mission. During the 2008-2009 school year, using a Data Analysis Protocol from the Great Schools Partnership, the CIT analyzed course failure rate and its correlation to the students' grade level, attendance, and free and reduced lunch status. This discussion took place over a period of three CIT meetings and will continue this year.

4. Develop a formal professional development plan that clearly identifies specific activities and their relationship to the school's mission and learning outcomes

Classification: Completed

Response: The school's mission is at the heart of the BEHS professional development plan. Both last year and this year, a formal professional development schedule was created by the administrative team and CIT teacher leaders, and was shared with the faculty at the beginning of the school year. The plan includes a blend of presentations, small group work, PLG's, and department work sessions.

5. Report school-wide performance on student learning expectations to the community

Classification: In Progress

Response: School-wide performance is reported to the community in several ways. It is shared at School Board meetings, which are televised on a local cable station. Some results are posted on the school and district website, <http://www.sad6.k12.me.us/> and highlighted in the district's newsletter, *Focus on Six*. Letters are sent home to parents regarding SAT scores and reading scores. For the past several years, the guidance department published a quarterly *Guidance Gram*, which also shared school data. It is evident that the administrative team and CIT need to expand the number of ways this data is disseminated to the larger community.

6. Clarify relationships between class work, assessment, and mission-based academic expectations

Classification: In Progress

Response: All teachers participate in content-based and interdisciplinary PLG's. The PLG's provide teachers with a forum to discuss the relationships between class work, assessment, and mission-based expectations. During the 2007-2008 school, all PLG's used a common protocol to examine student work. The following year, facilitators and teachers selected the appropriate protocol to use from a binder of protocols, entitled

Professional Learning Communities: Facilitator Training. This collection of protocols, created by the National School Reform Faculty, was provided to facilitators by the SLC coach and the Great Schools Partnership.

7. *Provide professional development in developing and validating a broad range of student assessment strategies*

Classification: In Progress

Response: All teachers have attended at least one three-day Cross-School Seminar organized by the Great Schools Partnership. Many teachers participated in the seminars on differentiation and layered teaching. These seminars focused on developing a variety of the products that assessed student learning. These seminars are funded through the SLC grant. Teachers continue this professional development by collaborating and revising their assessments when they return to school. At subsequent seminars, they share their results and receive feedback from teachers in the other four high schools in the SLC Consortium.

8. *Implement a formalized plan to use assessment data to improve instruction and curriculum*

Classification: In Progress

Response: The administrative team, the CIT, and teacher leaders review and analyze data gathered by the Donahue Institute (University of Massachusetts). Detailed and comprehensive One- and Two-Year Progress Reports are funded through the SLC grant. On a regularly scheduled basis, the SLC school coach guides and directs the administrative and teaching staff as they analyze the data and evaluate the curriculum and instructional practices. In addition, the district's Curriculum, Instruction, and Assessment (CIA) and Leadership Team review assessment data at monthly meetings and summer retreats to ensure high academic achievement.

STANDARD FOR ACCREDITATION: Leadership and Organization

1. *Redesign the evaluation process to link it directly to improved instruction and assessment*

Classification: In Progress

Response: The district's central office administrators have guided and directed a redesign of the evaluation process to ensure that it is linked directly to improved instruction and assessment. BEHS administrators and the district's administrators have discussed and examined this process at summer leadership retreats and at monthly Leadership Team meetings. As a result of these discussions, BEHS administrators have

revised the evaluation process used at BEHS. Pre-observation forms, post-observation reflection forms, and the post-observation conference all have been updated. Specific feedback regarding how teachers are incorporating technology and literacy strategies into their instruction and assessment practices are now included in the teacher's evaluation.

2. Solicit student and parent involvement in decision-making

Classification: In Progress

Response: A Graduation Committee was formed August 2009 to review graduation expectations and to recommend changes to the School Board. Student and parental involvement will be instrumental in the decision-making process. Three parents and three or more students attend the weekly meetings. Both the students and the parents represent the concerns and ideas of their respective constituencies. The School Board expects to hear the Committee's recommendations mid-October 2009.

The Bonny Eagle Parent Advisory Committee (BEPAC) continues its work and involvement in athletics and co-curricular activities. At a recent BEPAC meeting, parents noted that they regularly check the Daily Announcements on the school's website, and are eager for more information. As a result of this constructive feedback, the principal promptly added a Parent section to the Daily Announcements. In addition, a parent representative serves on the BEHS Building Renovation Committee. As BEHS moves forward with its renovation plan, it will be imperative that more parental and community involvement be included.

3. Fully integrate the alternate program into the larger school community

Classification: Completed

Response: The BEHS alternative education program, located at the Hollis Learning Center, is fully integrated into the larger school community. Hollis teachers participate in PLG's, attend and participate in faculty meetings and workshops, and are active members of a variety of school and district committees (e.g., BEHS Literacy, ELA Vertical Team, and CIT). Hollis students attend BEHS classes, participate in class activities, and meet with BEHS guidance counselors to plan their schedules and develop personal and career goals. The chair of the BEHS guidance department is the liaison to the alternative education program.

4. Provide release time for department leaders to perform the responsibilities associated with that position

Classification: Completed

Response: Release time has been provided to department leaders to work with the teachers in their department on Honors Challenges (English, science, and social studies) and other curriculum initiatives (math, English, and PE/health). The chair of the World Languages department used release time in 2008-2009 to visit other schools, to review research, and to work on a White Paper recommending ways to improve the high school and district's curriculum and instructional practices in world languages.

5. *Provide leadership for departments that share curricular interests and eliminate the responsibility of the assistant principals as department leaders*

Classification: Completed

Response: The SLC grant provides funding for three teachers to serve as leaders for the business/co-op, physical education/health, and visual/performing arts departments. Therefore, assistant principals no longer lead these departments. PLG's will be organized by departments this year, and this structure will provide the department leaders and teachers with valuable time to discuss teaching and student learning. The principal will work with the superintendent and the School Board's Salaries and Personnel Committee to ensure that this financial commitment continues when the SLC funding ends in 2011.

6. *Assess on the effectiveness of the 4x4 schedule as it relates to learning outcomes, particularly relating to content and continuity, and make appropriate adjustments if necessary*

Classification: Planned for the Future

Response: As the Structures and Strategies Committee and the CIT develop and implement a plan to create teams or vertically-aligned communities at the 11th and 12th grade level in 2009-2010, administrators and teachers will be compelled to evaluate the effectiveness of the 4x4 block schedule. For many teachers on 9th and 10th grade teams, and for many content area teachers, the current 4x4 schedule is a roadblock to sustained academic learning and achievement and the creation of sustained relationships with students. The administrative team, in collaboration with the Structures and Strategies Committee, will address the need to review the current 4x4 schedule during the building in-service workshop days in October and November of 2009-2010.

7. *Formally evaluate the validity and effectiveness of the home-base program as it relates to the development of the personal learning plan*

Classification: In Progress

Response: One of the responsibilities of the Structures and Strategies Committee is to evaluate the validity and effectiveness of the homebase program. The committee reviews teacher and student feedback and SLC data. There are specific questions on the

SLC Student Surveys that correlate with the development of a personal learning plan and address college and career preparation. The CIT also reviews the data on a regular basis. In addition, the faculty will review Student Survey data at the October 9th In-Service.

STANDARD FOR ACCREDITATION: School Resources for Learning

1. *Develop and implement a plan to ensure that all support programs are formally and consistently evaluated*

Classification: In Progress

Response: The program review schedule created by the CIT will review the goals, programs, and services offered by the guidance and special education departments and alternative education program. BEHS administrators will confer with the curriculum coordinators, assistant superintendent, and special service co-director to provide ongoing review and evaluation of these programs. The Hollis Advisory Committee will continue to support and monitor the alternative education program at Hollis Learning Center.

2. *Develop and implement a process to evaluate the effectiveness of the alternate program to ensure that at risk students have equal opportunity to meet the expectations of the mission*

Classification: Completed

Response: The alternative education program at the Hollis Learning Center receives support and feedback from the administrative team and guidance department at BEHS. The Hollis Advisory Committee, created in 2008, continues to be instrumental in ensuring that at-risk students receive ongoing attention and access to appropriate interventions, social work services, and guidance services. The Hollis Advisory Committee meets biweekly with the Hollis director to review the program's newly formed expeditionary learning curriculum, its partnership with Riverview Foundation, and the success of the teaching staff's ongoing work with the expeditionary and team building consultant.

3. *Provide handicapped accessibility to the health services area*

Classification: Completed

Response: When the health services area was remodeled in 2007-2008, the clinic, nurse's office, and clinic's bathroom were made handicapped accessible.

4. *Provide social work resources to meet all student needs*

Classification: Completed

Response: Social work services have expanded at BEHS. This is the third year that BEHS has contracted with social workers from community counseling agencies to provide services to our students. The two social workers have office space in the BEHS building and have access to telephones, copy machines, Infinite Campus, and the First Class e-mail system. They periodically meet with the BEHS counselors to discuss referrals and intervention plans. For several years, BEHS and Hollis Learning Center have shared a social worker, who is regarded as a full-time BEHS faculty member. During the past three years, this social worker split his time between Hollis and BEHS. This year the social worker remains at BEHS for the entire school day to meet with both special education and non-special education students. Another social worker now works full-time at the Hollis alternative education program.

5. *Increase the availability of health services for students on and off site.*

Classification: In Progress

Response: A plan was developed and implemented to address emergencies and medical issues, and to increase the availability of health services for the students at the off-site Hollis alternative education program. The nurse and the health services secretary continue to be available to BEHS students before, during, and after school. However, given the realities of recent pandemics, such as H1N1, the district and BEHS administrative team need to create more ways, perhaps involving additional personnel, for students to receive health services.

6. *Resolve space issues that limit the effectiveness of comprehensive health services and privacy issues of the clinic for all students*

Classification: In Progress

Response: Even though the health services area was remodeled in 2007 and the clinic was expanded, there are specific space issues that continue to impact confidentiality and privacy issues for students. The BEHS renovation plan includes an expansion of the clinic/health services area (waiting area, reception, and exam areas). These space issues will be resolved when the BEHS renovation plan is implemented.

7. *Provide opportunities for the library/media specialist to become involved in curriculum development and revision*

Classification: In Progress

Response: The librarian/media specialist, with support from one of the district's curriculum coordinators and the BEHS administrative team, has developed an Information Skills curriculum. After the district's Curriculum Committee and School Board approve the Information Skills curriculum, the librarian will work with the BEHS staff to implement it. In addition, the librarian/media specialist collaborates on regular basis with department leaders, teachers, and district librarians to help develop and support the implementation of the school and district's curriculum. The librarian attends department and CIT meetings and participates in a PLG.

STANDARD FOR ACCREDITATION: Community Resources for Learning

1. Make the building fully handicapped accessible.

Classification: In Progress

Response: In 2007-2008 the health services area was remodeled so that the nurse's office and the bathroom were made handicapped accessible. During the 2008-2009 school year, some minor modifications were made to some exterior and interior doors as well. This allows them to be operated by a service dog. However, the elevator in the old wing does not accommodate the service dog and the student's wheelchair. Each year the principal and facilities manager re-assess the accessibility of the building and make updates where necessary.

2. Reduce hallway and stairwell congestion.

Classification: In Progress

Response: A renovation project was completed in 2007 that was designed to reduce hallway and stairwell congestion. The main lobby was expanded and a new corridor was added that connects the lobby to one of the staircases. This additional corridor helps to reduce congestion in front of the cafeteria. Systems have also been put into place to help keep traffic moving in the main corridor on the first floor. Markers have been put on the carpet in front of the cafeteria designating a "no standing area." This also helps to alleviate congestion. In order to eliminate congestion in the hallways and stairwells, further renovations are needed. MSAD #6 contracted with Harriman Associates, an architectural firm, to develop a concept design and propose a renovation plan for Bonny Eagle High School. The architect worked with a committee in 2008-2009 and developed a renovation plan. The proposed renovations address hallway and stairwell congestion.

3. Provide opportunities for parents to serve on various school committees.

Classification: In Progress

Response: Parents are currently serving on several school/district wide committees including: the Dropout Prevention Committee, the MSAD #6 Curriculum Committee, and the BEHS Graduation Committee. Their input has helped to increase communication and bring a new perspective to the committees on which they serve. In the future, more parent input is needed on other committees, particularly as the school moves forward with vertically aligned communities at grades 11 and 12.

Parents are very involved with over 15 booster clubs and extracurricular committees, such as Project Graduation. The Bonny Eagle Parent Advisory Council (BEPAC) oversees the booster clubs and extracurricular committees. Not only do these parent organizations provide financial support for extracurricular programs, but they take an active role in the development of program policies as well.

4. Implement the plans for school expansion and new construction.

Classification: In Progress

Response: In the Spring of 2008, Jeffrey Larimer of Harriman Architects and Engineers began meeting with school and district representatives to conduct a needs assessment of the BEHS facilities and develop a concept design. A presentation was made to the MSAD #6 School Board in 2009. At this time, the committee is working with the Department of Environmental Protection to plan a renovation and expansion project that meets current standards and has a minimal impact on the environment.

5. Survey the level of implementation of technology to determine how to best integrate technology into the curriculum to move the initiative forward.

Classification: Completed

Response: In 2008-2009, MSAD #6 supported a comprehensive study of the implementation of technology throughout the district. The district also developed a technology plan. This plan includes increasing student access to technology at the high school and providing extensive professional development for faculty. The information gathered in the study, helped the administration to develop professional development opportunities geared toward teacher's needs. This year the district is supporting five teachers who will serve as technology leaders. These teachers will help their colleagues to further integrate technology into the curriculum.

Section III: Mission Statement and Expectations for Student Learning

See attached.

Section IV: Substantive Changes

There have been no substantive changes since the NEASC team visit in March, 2007.

Section V: Strengths/Achievements

- Professional Learning Groups
- Cross-School Seminars
- Small Learning Communities Grant
- Two Study Centers
- Curriculum templates and documents
- Increased access to technology
- Teams at 9th and 10th grade
- Continuous Improvement Team
- Structures and Strategies Committee
- Professional development plan and schedule
- Hollis Alternative Education program
- Freshman Focus course and the Project Citizen program
- Literacy strategies used in all classes; included in Student's Agenda Book
- Significant success in reaching 9th grade reading comprehension benchmark
- 11th grade students made Adequate Yearly Progress in math in 2008-2009
- Implementation of University of Chicago math series in algebra I and geometry
- Honors courses now offered in biology and chemistry
- Advanced Placement offering in AP Government and Politics
- Honors Challenges in Earth Science and Global Village
- 5th Block
- SAT Prep course
- Two-year focus on preventing bullying and harassment

Section VI: Restructuring or other Reform Initiatives

- **Small Learning Communities Grant:** In September 2006 the United States Department of Education awarded a grant to MSAD #6 on behalf of a consortium of five Maine high schools: Bonny Eagle, Lewiston, Noble, Oxford Hills, and South Portland. Each school has committed to utilizing grant resources to fund and support specific school-improvement initiatives along with school coaching, project management, and project evaluation services. The Great Schools Partnership (GSP) is providing school coaching,

technical assistance, and project management services for the grant, while the University of Massachusetts Donahue Institute is conducting the evaluation.

The SCL grant has one overarching goal: to graduate all students prepared for college, work, and citizenship in the 21st century. Each school has an action plan that addresses specialized teaching, learning, and leadership needs. The schools adopt a set of common strategies to achieve their shared goals.

The BEHS Action Plan for 2009-2010 is attached for your review.

- ***EAST Alliance 2***: The EAST Alliance grant focuses on students from high school through college who have any form of disability (504 or an IEP) and are interested in any of the STEM (Science, Technology, Engineering or Mathematics) fields. The grant provides technology and/or assistance to these students with the goal of helping them prosper not only in high school but in college. The EAST grant emphasizes the UDL (Universal Design for Learning) philosophy.

The EAST Alliance consists of students attending University of Southern Maine, BEHS, Casco Bay High, Deering High, and Portland High. Current members of the BEHS EAST Alliance are: a special education teacher, a science teacher, a technology teacher, two math teachers, and an administrator.

The National Science Foundation (NSF) awarded a \$3.1 million grant to help students with disabilities to pursue the STEM fields. BEHS is currently in its second year of the five-year grant. BEHS teachers decide the weekly workshops for the students that take place during both the school year and in the summer. A BEHS science teacher conducted one summer workshop in 2009. EAST provides numerous opportunities for professional development through the school year for BEHS teachers involved in the EAST grant.

Section VII: *Follow-Up Program at Bonny Eagle High School*

The Follow-Up Committee chair, school administrators, and the Continuous Improvement Team (CIT) led the Follow-Up Program at Bonny Eagle High School. During the summer of 2007, the CIT met and established norms and roles to meet the recommendations. Teachers, special educators, guidance counselors and administrators were all requisitioned to research, lead, and report on the findings they were tasked with. The teams and members met and worked independently throughout the 2007-2008 school year and submitted all findings/decisions to an online sharing group through the email system (First Class). Much of the initial information was unfortunately deleted due to a formatting error in the online conference room, and the former chair, new chair, and one

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Highlighted Recommendations

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administrator worked throughout the 2008-2009 school year to have the previously submitted work, decisions and findings re-submitted. In the fall of 2009, the principal made the report available to faculty for feedback and consensus, and the chair and principal added any new information and/or feedback and completed the final product.

The Follow-Up Committee involved a number of people over the previous two years. Those people are listed below, along with their positions at Bonny Eagle High School. If a date is next to that individual, s/he started after the 2007 start date, or has since left the Follow-Up Committee and/or Bonny Eagle High School.

The Follow-Up Committee members were:

Sue Orłowski, Chair (2007-2009), Teacher

Matthew Drewette-Card, Chair (2009-), Teacher

Beth Schultz, Principal

Lori Napolitano, Assistant Principal

Mike Legage, Assistant Principal/Activities Director (2007-2009)

Kevin Harrington, Assistant Principal (2008-2009)

Jodi Breau, Library Specialist

Frank Conroy, Teacher

Carla Turner, Special Ed Dept Chair

Amy Williams, Science Dept Chair

Don Denico, Industrial Technology Dept Chair