

REQUIRED STATISTICAL DATA

School: Soaring Eagle School **Principal:** Warren Buffett

City/Town, State: Anytown, MA **School Telephone:** _____

E-mail address: _____ **FAX Number:** _____

Dates of Accreditation Visit: April 15-18, 2016

Grades: _____ **School enrollment:** _____ at time of the evaluation

Grades: _____ **School enrollment:** _____ at present time

DISPOSITION OF VISITING COMMITTEE REPORT RECOMMENDATIONS

	Number	Percentage
COMPLETED		
IN PROGRESS		
PLANNED FOR THE FUTURE		
REJECTED		
NO ACTION		
TOTAL		100%

*The totals should reflect the number of recommendations in the original decennial evaluation report. Numbers should be identical. Do not include highlighted recommendations.

**Electronic Signature of
Principal/Headmaster** _____

**Electronic Signature of Chair
of Follow-Up
Committee** _____ **Position** _____

Date Progress Report Submitted _____

Two-Year Progress Report

Soaring Eagle School

October 1, 2014

Section I - Detailed Responses to Highlighted Recommendations

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

Classification: In Progress

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

One major initiative planned for the 2015-2016 school year concerns the creation of professional learning groups. These teacher groups will meet during the school day. In addition to a planning period, all teachers have a resource period. Once each week during their resource period, teachers will meet with colleagues in order to discuss teaching and learning. The agenda will be focused and will allow teachers to address school-wide concerns. Professional learning groups will keep a log of activities and issues for documentation purposes. As the year begins, we will be examining our learning expectations, our assessment process, state frameworks and the use of technology. Implementing professional learning groups will enable Soaring Eagle School to move towards reaching its goal of becoming a professional learning community.

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

The collaboration committee recommended more in-service workshops focusing on the creation and implementation of interdisciplinary lessons and units. Through our NEASC self-study and the work of the collaboration committee, it was found that the faculty needs more training and instruction on creating interdisciplinary units. This is seen as a critical component to teacher collaboration, and its importance was shared with the central office administration. As a result, during our fall 2014 in-service, a

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workshop entitled “Creative Approaches to Designing and Implementing Interdisciplinary Units” was offered and well-attended.

Another recommendation made by the collaboration committee concerns challenges faced by teachers who teach the same courses. Our faculty and administration are concerned with rigor in our curricula. Particularly important is the challenge of instituting similar standards of rigor for a course taught by two or more teachers. Although addressed by our NEASC rigor committee, it also ties into the task of the collaboration committee. In order to promote common standards of rigor, the collaboration committee has proposed increased time for teachers of the same course to create common instruction and assessment tools that will foster equitable rigor. As a result, we made more effective use of our meeting time, both at the departmental and faculty levels, during the 2012-2013 school year. For example, early in the year departments focused on our curriculum revision process and cycle while our January department meetings focused on sharing mid-year exams and discussing standards across grade levels. In our November faculty meeting we examined our rubrics, assessing which departments were undertaking primary responsibility for each of them. During the 2013-2014 school year, our professional learning groups will provide an additional forum for these discussions. More effective use of meeting time has and will result in improved teaching practices.

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

The teachers’ room is another area that can help promote a positive climate for teacher collaboration. We have a new faculty room as part of our renovation project that is much larger and more comfortable than our old one. Specific lessons, units, and/or themes that will be studied in certain classes can be posted to share with colleagues in this forum.

In addition, since 2012 our faculty has been working on curriculum maps. Teachers have been developing curriculum maps for their courses and putting them on our school network. Faculty will have access to the curriculum maps of all courses enabling teachers to plan and create collaborative lessons and providing a wonderful resource for new teachers. Access to the network is now available throughout the school in both classrooms and departmental offices.

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

2. Provide more opportunities for student self-assessment.

Classification: Completed

Response: As we began the self study process, teachers made a significant commitment to integrate student self-assessment within their curriculum. At that time we asked teachers to examine their curriculum and include opportunities for self-assessment at several points throughout the year. We shared tools and strategies for doing so and gathered samples of both instruments and student responses. Further, we discussed how to use the information in meaningful ways to improve teaching and learning. Now, we believe it is the individual teacher's responsibility to continue this process. As each semester draws to a close, examples of student self-assessment are shared at the departmental level. When the principal met with each of the elective areas in January 2013, student self-assessments and student reflections on learning expectations were the major topic for discussion. These assessments will continue to be a topic of discussion not only at department meetings and teams but also in our professional learning groups. Emphasis will be placed upon how we can use this data to improve the effectiveness of our curriculum. Likewise, administrators often include student self-assessment as a topic within the teacher evaluation process. In the fall of 2015, the faculty will have an in-service on assessment that will include a component related to student self-assessment.

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

Classification: Completed

Response: The leadership team consists of the principal, assistant principal, director of guidance, and curriculum leaders in the areas of English, science, mathematics and social studies. At this time fiscal constraints and the small size of most other departments impede the creation of additional leadership positions. To address this concern, the principal schedules bi-monthly meetings with each of the small departments and monthly meetings with the world languages department. This provides the same opportunity for access and input as those departments represented on the leadership team. This allows them to focus on curricular issues, share current initiatives, and address problems or concerns that may arise in a given discipline. The teachers, working collaboratively with the principal, have a primary role in the decision-making process in terms of budget development, course offerings, and curricular revisions. This approach, initiated in the 2012-2013 school year, will be refined in the 2014-15 school year as departments begin to assume more responsibility and develop meeting agendas collaboratively.

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

Classification: In Progress

Response: As part of our addition/renovation plan, each classroom has updated technology that facilitates access and integration. Twenty-three SmartBoards are located throughout the building, providing increased opportunities for integration. During the in-service time in the fall of 2013, training in technology was a mandated teacher requirement. Topics covered included the use of LCD projectors, SmartBoards, and other equipment available in each room. Also the process and procedures for putting information on the school website were reviewed. Teachers will receive additional training and updates on the Techpaths software already introduced for our curriculum mapping initiative. At this time, the project is not yet complete and, therefore, requires on-going monitoring.

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

Classification: In Progress

Response: Within departments we have created a five-year plan for standardized curriculum revision and for the acquisition of necessary texts and support materials. The work was completed by the staff and, as such, reflects its perspective on student needs. Our district plan for curriculum will undergo revision during the 2015-2016 school year and we will participate in its development. During the summer of 2014 administrative in-service, a draft document was developed as the first step in this process. This draft is consistent with the indicators found in the NEASC curriculum standard. Currently we are in the middle of two district initiatives regarding curriculum development. The first is Understanding by Design and the other is curriculum mapping using TechPaths software that will facilitate improved articulation across grade levels. District in-service in 2013-2014 focused on providing the technical skills to utilize this software effectively. In addition, we received training on the development of essential questions. In April, 2014 a district sub-committee met to assess progress on our district plan and to establish goals for the 2014-2015 school year. The principal has an annual allocation for the support of curriculum development that includes a component for resource materials as well as for curriculum work by staff members.

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

Classification: Completed

Response: Reported on with highlighted recommendation #7.

7. Report steps taken to provide a greater emphasis on depth over breadth of coverage.

Classification: Completed

Response: During the 2013-2014 school year, a committee of members from all departments reviewed our curricula concerning rigor and depth over breadth of coverage. A definition of rigor, taken from Strong, Silver and Perini, Teaching What Matters Most, was used to ensure consistency across departments. The committee members went to their departments and reviewed their respective modifications for rigor and depth over breadth of coverage in accordance with the NEASC recommendations. Each department was then asked to present a report to the committee outlining its modifications, and each report was discussed by the committee to determine if the modifications were in line with the NEASC recommendations. To ensure ongoing consistency and alignment, we established this concern as a school-wide priority that will be addressed at the leadership level, within departments and teams, and within professional learning groups. Certain modifications were common across departments such as implementing Understanding by Design and curriculum mapping, restructuring due to the new schedule, and increasing the use of student self-assessment. Others were unique to specific disciplines and/or courses. A file that includes departmental reports and modifications is available in the main office.

8. Explain how the school ensures that each student in the school has sufficient opportunity to practice and achieve each of the academic expectations in the mission.

Classification: In Progress

Response: As part of the self-study process, we identified seven expectations, five of which are academic in nature. Students in all courses have the opportunity to practice and achieve these expectations. As a school community we developed a primary ownership chart for our expectations. Each department identified the expectations that are most significant for their discipline. Departments are responsible for addressing those expectations within their courses. In addition, school-wide analytic rubrics were developed to assess each expectation. Each department was assigned a specific expectation for which they were responsible and a plan for implementation of common assessments.

Teachers use a variety of assessment tools to measure all students' success in reaching the expectations. The NEASC follow-up committee collected numerous examples from departments across all disciplines. For example, in French classes, students write children's stories, create a family tree, and complete travel projects. In English, students create a poetry anthology, deliver speeches, and prepare self-evaluations. Computer applications students research the topic *ergonomics* and compare costs to furnish a classroom with ergonomically correct equipment; they then design a spreadsheet to show results. In social studies, students research historic events to create timelines, present research findings to classmates.

Although teachers may opt to utilize a rubric specific to a project or assignment, all teachers within a department have agreed to use regularly the school-wide analytic rubric which was developed in order to monitor student progress on the expectations. To ensure that all students have the opportunity to practice and achieve the expectations in each course, curriculum leaders and the administration will monitor the process. Data will be shared and discussed in teams professional learning groups. This should

improve articulation both within the department and across teachers of the same subjects.

9. Develop and implement a process to assess achievement by each student in the school on each of the expectations.

Classification: In Progress

Response: During our self-study, the faculty created a series of analytic rubrics to address the expectations and briefly piloted their use within departments. After receiving the visiting team's report, a decision was made to pilot the analytic rubrics again in order to put them into practice. Upon re-evaluating the analytic rubrics, we found them difficult to use because many of them were not measurable. Therefore, primary ownership was reassessed and each department has assumed responsibility for one expectation. This was done so that the assessment process involved all disciplines and was shared by all departments.

By the end of the 2013-2014 school year, each department had revised its analytic rubric in order to measure, with specificity, student achievement of the primary expectations. In addition, a plan was developed to allow students to demonstrate their level of competency with the expectations. Using the analytic rubric, feedback about progress will be provided to both students and parents. Departments will gather and document data during the 2014-2015 school year and will report their results to the NEASC follow-up committee and the administration in January and in June. These results will be examined in teams and in professional learning groups and included in the end-of-year report.

10. Report the results of a review of the school's use of multiple levels in light of research on best practices related to heterogeneous grouping.

Classification: Completed

Response: During the 2013-2014 school year we researched studies on heterogeneous versus homogeneous grouping. Our research comes from the works of Jeanne Oakes, Reba Page, and Anne Wheelock as well as the Thomas B. Fordham Foundation Report titled The Tracking and Ability Grouping Debate by Tom Loveless. We corresponded with twelve neighboring middle schools to inquire about their leveling procedures. We have also examined our curricula throughout all departments to determine the extent to which rigor and depth over breadth of coverage are guiding principles at all levels.

As stated in our response to highlighted recommendation #7, we set high standards for all levels, focusing on academic performance that engages all students in inquiry, problem solving, critical thinking and the authentic application of knowledge. Our lower level classes are taught by well-qualified, experienced teachers who use a variety of teaching strategies and assessment tools. Teachers often work with students from all three levels. They provide challenging instruction and motivate students to do their best work. Our students are selected for various

levels based on classroom performance and teacher recommendations. Leveling decisions are negotiable and parents have the option to override teacher recommendations. Mobility among levels within team provides students the opportunity to change levels when appropriate. Students are often assigned to different levels in English and math. We have heterogeneous grouping in many departments such as health, world languages, technology education, art, and music. It is true, and we agree with the concept, that leveling is detrimental when low level classes are given low quality education. However, we do not believe that is the case in our school. Our current system of student ability grouping both meets individual student needs and has the flexibility to allow for change. We also know that we must continue to monitor the levels that we offer to insure equity in instructional practices, rigor, curriculum, and opportunity.

11. Educate regular education teachers as to their responsibility in meeting the modifications outlined in special education students' IEPs.

Classification: Completed

Response: In the fall of 2013 all staff received in-service training regarding special education and the IEP process. The principal discussed the importance of shared responsibility for the success of students with special needs. Each of the special education teachers discussed the types of modifications required by their students, the need for clear communication between regular and special education teachers, and their role in providing support to the regular education teachers. Page 8 of the Individualized Education Program which addresses modifications was discussed at length in order to examine the range of modifications. After the meeting, teachers received copies of the IEP page that identifies specific modifications for the students in their classes. Throughout the school year, special education teachers meet with regular education teachers during their planning and support periods to speak individually about specific students and their particular concerns/issues. Due to the nature and importance of this recommendation, this issue will be addressed annually.

12. Provide an update on the renovation and expansion project.

Classification: In Progress

Response: The renovation and expansion project continues into the 2014-2015 school year. Technology labs remain to be completed. Current indications project a January 2015 completion date. Reports on the various aspects of the renovation project can be found with the specific recommendations in the Community Resources for Learning report.

Section II- Evaluation Report Recommendations

STANDARD FOR ACCREDITATION: Mission and Expectations

1. Develop a process for the regular review of the core values, beliefs, and 21st century expectations.

Classification: Completed

Response: Following the completion of our accreditation visit, our steering committee recognized the need to establish a group that could develop a process for revising and updating our school mission statement and to incorporate core values and beliefs as well as to ensure learning expectations. The task began in the spring of 2013 and was completed in the fall. The plan was presented and discussed at two faculty meetings in order to ensure a balanced perspective. We will review the new statement and learning expectations annually and communicate it regularly with all stakeholders via our School Council.

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

Classification: In Progress

Response: See highlighted recommendation #9.

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

Classification: Completed

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

STANDARD FOR ACCREDITATION: Curriculum

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

Classification: In Progress

Response: See highlighted recommendation #1.

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

Classification: In Progress

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

3. Revise and update the curriculum review guide to reflect current curriculum revision practices.

Classification: In Progress

Response: See highlighted recommendation #5.

4. Improve curriculum articulation between the middle school and high school.

Classification: Completed

Response: Teachers at the middle school and high school are collaborating to improve articulation, address sequencing of content and skills, and eliminate unnecessary overlap within the curriculum. Leadership in mathematics is provided by a K-6 Coordinator and a 7-12 Curriculum Team Leader who meet regularly. during the 2013-2014 school year, the English, mathematics, science, social studies, and technology departments held meetings each semester. For example, the high school science department met with the middle school computer teacher to align course content based upon improved middle school student skills with software and technology. All of the elective areas including music, art, family and consumer sciences, and health and physical education hold district-level meetings for the purposes of K-12 articulation and coordination. The world languages department meets monthly and includes representation from the middle and high schools. These meetings have effectively improved K-12 articulation.

5. Ensure students in all classes and at all levels are engaged in inquiry, problem-solving, and higher order thinking as well as the authentic application of knowledge and skills.

Classification: Completed

Response: See highlighted recommendation #7

STANDARD FOR ACCREDITATION: Instruction

1. Provide opportunities for the development and implementation of cross-disciplinary teaching and learning activities.

Classification: In Progress

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

2. Provide additional time for professional staff members to meet and confer regarding instructional practices, student work, and student self-assessment.

Classification: In Progress

Response: See highlighted recommendation #1.

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

Classification: Completed

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

STANDARD FOR ACCREDITATION: Assessment of and for Student Learning

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

Classification: In Progress

Response: Each department was assigned primary responsibility for one of the learning expectations and use school-wide analytic rubrics for assessing student work. These provide a framework for the creation of other rubrics that are utilized by teachers of the

same subject and/or by the entire department. For example, the world languages department developed a writing rubric and a speaking rubric to assess the level of student proficiency in these important skills. They are currently working on a rubric for reading comprehension. Within the science department, the four eighth grade teachers meet regularly to discuss instruction and have a common rubric that guides the process of writing lab reports. The use of these rubrics increases articulation between and among courses and provides a more consistent level of rigor in each department's program of study.

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

Classification: In Progress

Response: During the 2014-2015 school year, we will utilize the analytic rubrics that correspond to each of the learning expectations to develop a base line for student achievement within the first semester. Subsequent use of the analytic rubrics for these expectations will provide a measure of growth at the end of the year. School-wide rubrics require data on student performance based upon specific assignments ranging from a research piece to a specific product. A collection of student work with the appropriate rubrics will allow students, parents, and teachers to look at growth over time.

3. Expand opportunities for teacher collaboration regarding assessment practices in order to promote changes in the curriculum and instructional practices.

Classification: In Progress

Response: See highlighted recommendation #1. Please note, however, that collaboration regarding assessment will be accomplished mainly through professional learning groups, teams, and department meetings. These professional learning groups began in the fall of 2013.

4. Develop and implement a plan to inform each student and his or her parents as to the success of the student in meeting each of the learning expectations.

Classification: In Progress

Response: See highlighted recommendation #9.

STANDARD FOR ACCREDITATION: School Culture and Leadership

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

Classification: Completed

Response: As part of the follow-up process, we formed a committee to review the effectiveness of the school schedule. The committee reviewed different scheduling

possibilities as well as the research written for and against the various types of schedules. The committee then surveyed the faculty to determine direction in regards to length of class periods, rotation of periods, homeroom, possible conflicts, and the like. The committee analyzed the survey results and developed a proposed schedule based on those results. The new schedule was presented to the faculty for discussion during a faculty meeting. The end result is that the daily schedule at SES has changed to longer periods in an effort to provide students with more in-depth learning experiences. This aligns with our current emphasis on depth over breadth of learning. The new schedule also increases passing time in order to accommodate the expanded facility and the growing student population. In addition, there will be a homeroom block once a week. Students will meet in small groups with a member of the professional staff for approximately twenty minutes as an advisory period for mentoring and the personalization of students' learning experiences. Homerooms will foster school spirit through positive relationships among students of various grade levels. We are piloting this schedule for the duration of the 2014-2015 school year. In the spring we will evaluate the impact of the new schedule and seek input from students, faculty, and parents.

2. Provide more opportunities for teachers to meet and collaborate within and across departments.

Classification: In Progress

Response: See highlighted recommendation #1.

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

Classification: In Progress

Response: Class size and number of staff members are clearly linked to the budget. The administration considers staffing a high priority and each year looks to add staff and provide more reasonable and equitable class sizes. While two and one-half additional positions were requested for the 2014-15 school year, fiscal constraints eliminated that request entirely. The administration establishes class size limits for each course. These limits are imperative in courses that involve lab activities or the utilization of technology that must be accessible to all course participants.

4. Provide opportunities for the student body to collaborate and be a part of the decision-making process.

Classification: In Progress

Response: Through the Student Council, opportunities are provided for involvement in the decision-making process. The administration meets regularly with Student Council officers to discuss issues of concern or interest to the school community. In the 2013-14 school year, we utilized Student Council members to assist in facilitating the homeroom period and in designing and developing the topics to be discussed.

5. Create opportunities for the special subject area teachers to be part of the decision-making process.

Classification: Completed

Response: Special subject area department meetings have been reorganized so that their members meet bi-monthly with the principal. This gives all teachers access and input into the decision-making process. Agendas are planned collaboratively in order to address specific departmental needs. In opposite months the specialist departments continue to meet as groups allowing them the opportunity to address issues that cut across their subject areas. In addition, all staff members are encouraged to participate in the faculty advisory committee which meets monthly to address school wide issues or concerns of specific groups.

6. Provide additional administrative support to the principal and assistant principal for the purpose of disciplining students and evaluating professional staff.

Classification: Planned for the Future

Response: Budgetary constraints limit the district's ability to increase the level of administrative staffing. However, as an intermediary step during the 2012-2013 and 2013-2014 school year, a staff member who recently received administrative certification has served as an intern with the assistant principal. In addition, a security specialist was hired to monitor and control access to school grounds. This support has reduced the work load of the assistant principal in terms of handling routine discipline and has allowed him to manage some of the construction issues and problems that have caused sustained frustration for everyone.

STANDARD FOR ACCREDITATION: School Resources for Learning

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

Classification: Completed

Response: As of the fall of 2014, two regular education teachers serve on our student assistance team. The nurse sits in on meetings for students who have medical issues/problems. This broadens the perspective of the team and promotes other links within the school community. In addition, the team developed a brochure for all parents, students, and interested community members. The brochure explains the purpose of the team, the procedures for the student assistance process, the most frequently used strategies, and a list of the team members. This brochure will be updated each fall and the contents will be included in our student handbook.

2. Plan for the expansion of student services as the school enrollment increases and diversifies.

Classification: Completed

Response: Since guidance is a part of the special services department, the level of staffing within the guidance department is monitored by both the high school and the district administration. Guidance staffing is examined annually and, in recent years, a counselor has been added at grades 5 and 6. In addition, a part-time counselor was hired to supplement the work of the full time counselor at grades 7 and 8. The budget for the 2014-2015 school year included a request for an additional .5 counselor. Unfortunately, budget cuts eliminated that request. The high school guidance department budget includes monies for a part-time aide. Generally we use a guidance intern in that position. The intern has addressed school-to-career opportunities and a career interest inventory.

The district director of special services, in consultation with the principal, assesses the needs of special education students annually. Professional and support staff assignments are adjusted based upon students' needs. This includes requirements for physical therapy, language, speech and hearing services, and psychological or social worker services. As one example, three years ago a multiple handicapped program was initiated at the middle school to serve the needs of a group of students who were entering. A new teacher was hired whose work is supported by a program aide. Last year a second program aide was hired part-time to maintain the level of services as enrollment increased to eight students. Within the middle school, the principal examines the case load of students and plans for an effective distribution of students to assure the quality of education. In addition, the guidance department assumes responsibility for coordinating a plan to address the needs of students who qualify for 504 accommodations.

3. Educate the regular education staff as to their responsibility in meeting the modifications outlined in special education students' IEPs.

Classification: Completed

Response: See highlighted recommendation #11.

STANDARD FOR ACCREDITATION: Community Resources for Learning

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

Classification: In Progress

Response: As the school year opened in August 2014, technology continued to be installed in each of the classrooms and was made available for teacher use for

attendance and grades through the Streetsmart software, GradeQuick program, and other applications. We introduced the attendance program on the first day of school. At this point the installation of equipment is ongoing. The renovation plan called for a teacher computer and student computer in all classrooms. Currently some classrooms have both, particularly our science labs; others have only the teacher work station. The overhead projector system, the SmartBoards, and the student computers continue to need attention. Increased access to labs will be available when the labs are complete. However, our computer lab for class instruction and our writing center for individual student access are both open and available throughout the day.

In some areas the plan has not been fully implemented. The equipment for the TV-video studio has been removed from the budget. The number of SmartBoards in the school was reduced from 33 to 23, although these are spread across departments to ensure access to the various disciplines. In addition, the presentation room located off of the library has SmartBoard technology available to all staff. Teachers may sign up to use this room for technology presentations. The close-out of the project will determine the availability of funds for purchasing additional technology including the equipment for the TV-video studio.

2. Execute the current renovation plan as written to rectify temperature control and ventilation needs.

Classification: In Progress

Response: As of the opening of school, August 31, 2014, all HVAC units and control systems were installed for all completed phases of construction and renovation. As of the same date, all systems were balanced and controls have been set to established standards. Improvements were made in the quality of windows throughout the building to ensure greater efficiency for heat retention and ventilation. Air conditioning was added in computer labs and other identified areas to enhance efficient operation of equipment and to provide a balanced and moderate temperature and climate. Air flow was improved in all four phases as planned. The auditorium, technology labs, and the English and world languages office areas still need to be completed.

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

Classification: In Progress

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

believe problems with odor and dust should now be minimal as most of the renovations are complete.

III. Mission and Expectations - Attached

IV. Substantive Changes

No substantive changes have occurred since the decennial evaluation.

V. List of User Fees - None

VI. Strengths/Achievements

As a school we have been working diligently on strategies to help our students improve their performance on the state test. On both the 2012 and 2013 tests, our level of student achievement was noteworthy. In high school, student performance on the state test is linked to graduation; thus, test performance, as well as strategies for those who do not meet proficiency, becomes critical at the middle level. In addition, we have been struggling over the last two years to maintain a high quality educational program in the midst of a major construction and renovation project. The faculty and staff have persevered and their dedication and efforts are commendable. Meanwhile, the construction project is nearing completion.

VII. Restructuring or other Reform Initiatives

This year we have three major initiatives that are linked to our decennial evaluation and our two-year progress report. The implementation of our new schedule with 57 minute periods, our homeroom advisory program, and the establishment of professional learning groups that meet on a weekly basis during the school day represent major changes that should result in improved teaching and learning experiences. These initiatives are addressed in detail within the two-year progress report.

VIII. Follow-up Program at Soaring Eagle School

Our follow-up program involved all staff members. Several forums were used to address the recommendations. Five committees were established for the 2012-2013 school year. Every faculty member was assigned to one committee. A professional development strand provided nine hours of time for the entire faculty in the fall of 2013. Committees then met after school as needed. These committees addressed our major concerns as a result of the decennial evaluation and our own self-study. The work completed in these committees was shared within departments. In addition, each committee reported to the entire faculty so that the direction and conclusions of the committee were shared. Further, the chairs of the five committees served on our NEASC Follow-up Committee which met monthly throughout the year. A small steering committee of five members then assumed responsibility for the coordination,

editing, and completion of the two-year progress report. Some release time and in-service time was allocated for this process. The NEASC follow-up work was shared with parents at our bi-monthly meetings for both their input and reactions. Student involvement, particularly in the schedule change and homeroom program, occurred through the Student Council. The members of the governing Follow-Up Committee are as follows:

Jane Goodall, Social Studies
Bill Gates, Technology
Tony Bennett, Music
Maya Angelou, Speech
Director
Warren Buffett, Principal

Stephen Hawking, Mathematics
Horace Mann, Assistant Principal
Carl Sagan, Science
Abraham Maslow, Guidance