

MARSTONS MILLS EAST HORACE MANN CHARTER SCHOOL

**ANNUAL REPORT
2004 - 2005**

**760 OSTERVILLE-WEST BARNSTABLE ROAD
MARSTONS MILLS, MA 02648**

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**BOARD OF TRUSTEES
MARSTONS MILLS EAST HORACE MANN CHARTER SCHOOL
760 OSTERVILLE-WEST BARNSTABLE ROAD
MARSTONS MILLS, MA 02648**

Charter School Office
Massachusetts Department of Education
350 Main Street
Malden, MA 02148

To Whom It May Concern:

On behalf of the Board of Trustees of the Marstons Mills East Horace Mann Charter School (MMEHMCS), I am delighted to submit the school's first Annual Report. MMEHMCS has had an amazing first year. We successfully completed our conversion from a Barnstable public elementary school to a Horace Mann charter public school and, thereby, became part of the promise of the Education Reform Act of 1993 and of the public charter school movement - to offer creative educational options to public school parents and students.

Our charter promises an exceptional learning environment and achievement for all students, supported by a unique governance structure. MMEHMCS, as pledged in its Charter, has adopted the Accelerated Schools Project model for both its educational philosophy and for its governance. This Annual Report recounts the community support, the work, and the achievements that have made possible the school's many achievements this year. This year the Board requested and was granted an increase in the school's enrollment cap from 450 to 475 students to help meet the demand for the school.

In brief, with wide community support, the school restructured its governance to allow all constituents to help set goals for the school. This huge undertaking brought the community together to share its vision for the school. Also, all staff members were trained to support the creative and rigorous education supported by the Accelerated Schools Project. That style of teaching and learning is referred to as Powerful Learning – learning that is authentic, student centered, creative, project based, and rigorous. This report contains specific information and examples of how Powerful Learning was evident in the school this year.

As much as we have accomplished, we are mindful that we are at the beginning of our journey to create an innovative, excellent school. Much was accomplished, and more training and planning is underway both this summer and for the upcoming school year to assure continued progress in accomplishing the school's goals. Our staff, parents, Board, and students are to be commended both for the work done this year and for their enthusiasm and commitment to build on this year's successes.

One of the major accomplishments this year was the design and adoption of a rigorous Accountability Plan that translates the broad goals from the school's charter into numerous measurable goals. The Accountability Plan serves as a framework and guide for the school, outlining standards, projects, assessments, and tests that will help shape the school in the years ahead.

We are proud of this past year with its complexity, challenges, and successes, and remain eager to build on this strong base from this first exceptional year as the only K-4 Horace Mann charter public school in Massachusetts.

Sincerely,

Stuart Rapp
Chairman, Board of Trustees
Marstons Mills East Horace Mann Charter School

Executive Summary

The Marstons Mills East Horace Mann Charter School (MMEHMCS) completed its first year as the only K – 4 Horace Mann Charter School in Massachusetts. The faculty, students and families of MMEHMCS have formed a cohesive community since February 2004 when they received a charter from the Massachusetts Board of Education to convert to a Horace Mann Charter School. Prior to applying for the charter, 97% of the teachers agreed to convert the school to a charter public school.

This first year as a charter public school was filled with satisfactions and challenges. The combination of the independence offered by being a Horace Mann Charter School and the support provided by being a part of the Barnstable School District, worked well to establish a unique school and to provide an intriguing choice for students and parents. The school has worked hard to comport with the Department of Education charter school guidelines and to work with the Barnstable School District.

The community has come together to implement the Accelerated Schools Project (ASP), a whole-school change model. ASP provides the philosophical and organizational structure to guide the school's conversion to a Horace Mann charter school. The MMEHMCS community has made a strong investment in the exciting but time intensive, process-oriented implementation of ASP.

The major academic component of ASP is an approach to teaching called "Powerful Learning." Powerful Learning focuses teachers on planning curriculum that is inclusive, authentic, interactive, based on real world activities, and learner –centered. Teachers are learning, through designing centers-based curriculum this year, how to create effective, engaging classroom exercises such as student research activities, artistic endeavors, and community studies. Many examples of Powerful Learning are contained in this Annual Report. The faculty will receive additional training this summer to augment what they learned during the year, working with ASP facilitators, on using Powerful Learning in the classroom.

MMEHMCS began the implementation of the governance strand of ASP this year. This included a multi-step process to collect data and engage in a school-wide "inquiry process." The goal of this process, explained in more detail in this Annual Report, is to have the entire community involved in determining how best to reach the goals stated in school's mission and charter.

The school has made much progress this first year. Teachers and families are embracing change because they are a part of designing it. A support network internally in the school has been created by the administration and teachers who are all supporting each other as they take risks in their classrooms and participate in school governance in new ways. Teachers receive support from the continuous professional development and school training provided by the ASP staff. The quest is exciting, the education engaging, and the community involvement impressive.

As a whole-school community MMEHMCS is confronting change with tenacity, patience, and an unwavering commitment to continue to make MMEHMCS the finest school it can be for students, faculty and families.

Ed Deusser, Principal
Marstons Mills East Horace Mann Charter School
July 2005

Introduction

After two years of hard work by staff, parents and community members, the Massachusetts Board of Education granted a charter to Marstons Mills East Elementary School in February 2004 to convert to a Horace Mann Charter School to serve Kindergarten through grade 4, open to all students in the Barnstable School District. Marstons Mills East Horace Mann Charter School (MMEHMCS) opened its doors in September 2004 to 358 students, exceeding its enrollment cap by eight students in order to honor its first year enrollment policy.

Next year enrollment will be approximately 450 students. The School requested and was granted an increased enrollment cap of 475 students to enable the school to use the space made available by the departure of the Barnstable School District's pre-school from MMEHMCS to another location. The enrollment cap set by the Board each year will vary as the school tries both to balance the small class size promised in the charter with helping to absorb any increases in enrollment in the Barnstable District.

The change to a Horace Mann charter school permits the school to function with a new degree of independence from the local school district, with the opportunity to be experimental in its governance and teaching, while being accountable for high student achievement. At the same time, the school remains an integral part of the Barnstable Public Schools.

Under the 1993 Massachusetts Education Reform Act, the option for a limited number of charter schools was created. Two kinds of charter schools were permitted by this legislation: Horace Mann charter schools and Commonwealth charter schools. Horace Mann charter schools were authorized by a July 1997 revision of the charter school statute (M.G. L. c. 71, 89). This new type of charter school is defined in the statute as follows:

A Horace Mann charter school shall be a public school or part of a public school operated under a charter approved by the local school committee in which the school is located and by the local collective bargaining agent; provided, however, that all charters shall be granted by the board of education. Horace Mann charter schools shall be operated and managed by a board of trustees independent of the school committees which approve said schools.

Horace Mann charter schools, like MMEHMCS, remain part of the school district in which the school is located, but with unique autonomy in many areas to help foster educational experimentation and school choice. A Memorandum of Understanding (MOU) defines the relationship between a Horace Mann charter school and the local Board of Education or School Committee. In contrast, Commonwealth charter schools function independent of local school districts, but are governed, as are Horace Mann charter schools, by many state regulations and guidelines. Both kinds of charter schools are intended to create unique educational opportunities. Each charter school must have a distinctive mission and measurable goals.

Mission Statement

The Mission Statement for the MMEHMCS is:

“The mission of the Marstons Mills East Horace Mann Charter School (MMEHMCS) is to be a whole school community that provides a challenging and enriching environment for all children Kindergarten through grade 4; and where all children achieve high academic standards and develop character. We support the whole child and continuous improvement in the teaching process, and consider a whole school community as integral to success.”

Like all public charter schools, MMEHMCS is required to set specific goals, outlined in an Accountability Plan, in order to demonstrate that the school is honoring its charter and providing for strong academic achievement. The Accountability Plan is written by the school community and approved by the Department of Education. Please see the attached (attachment #1) Draft Accountability Plan to see the specific goals the school community has set for itself for the next four years, based on its charter. The broad goals include:

- 1. The school will teach Core Competencies.**
- 2. The school will teach Enriched Competencies (also called Powerful Learning).**
- 3. The school will emphasize Social and Character Development.**
- 4. The school will work to improve teaching.**
- 5. The school will incorporate the uniqueness of Cape Cod into its curriculum.**
- 6. The school will be a thriving institution.**

This first Annual Report reviews the many ways that MMEHMCS has changed in its first year as a charter school. These changes, both in an approach to academics and in revising the school’s governance structure, provide the framework and the steps toward accomplishing the specific Accountability Plan goals. Accordingly, the sections below highlight progress towards the above goals.

Summary of Educational Philosophy

Accelerated Schools Project General Overview:

MMEHMCS’ educational philosophy is based on the Accelerated Schools Project (ASP), an educational program from the University of Connecticut’s Neag School of Education. ASP is the foundation for transforming the school to a Horace Mann charter school by changing both the governance and the teaching at the School. In 2003, before the application for a charter was written, 97% of the faculty voted to become an ASP school.

The Accelerated Schools Project is a comprehensive approach to school change and is now used by over 1,500 schools nationwide. In an Accelerated School educational methods and programs that are usually reserved for gifted and talented students are offered to all students. Classrooms are transformed into powerful learning environments where students are encouraged to think creatively and to explore their interests. Accelerated Schools seek out, acknowledge, and build upon every child’s natural curiosity. Teachers encourage students to construct knowledge through exploration

and discovery and to see connections between school activities and their lives outside the classroom.

The following three principles of Accelerated Schools help transform schools:

1. Unity of Purpose: Members of the school community create a shared dream for the school and work together to achieve a common set of goals that will benefit all students.

2. Empowerment Coupled with Responsibility: Every member of the school community is empowered to participate in a shared decision making process, to share in the responsibility for implementing these decisions, and to be held accountable for the outcomes of these decisions.

3. Building on Strengths: Accelerated School communities recognize and strive to utilize the knowledge, talents and resources of every member of the community.

In order to create a school with the characteristics noted above, ASP has two major strands: educational and governance. These two strands are based on the belief that school and student success is enhanced by the involvement and commitment of the school community in making school policy and in shaping the school's governance.

Following are more specific details of each of these two strands and a review of how the school has incorporated these strands into the life of the school in the first year of its charter. These steps, based on the ASP educational philosophy and governance, provide the foundation for fulfilling the specific goals in the Accountability Plan.

ASP Educational Philosophy

The ASP educational philosophy is represented by the phrase "Powerful Learning." Powerful Learning aims to ensure that learning is inclusive, authentic, interactive, continuous, and learner centered. The underlying philosophy is that students of all abilities learn best when actively engaged in projects that connect them to the world and that ask them to create something tangible with the information they are learning. More detailed components of Powerful Learning are listed in Attachment #2.

MMEHMCS is becoming a Powerful Learning school. Great progress has been made by the school to ensure that Powerful Learning is present in the classrooms. The following are some specific steps that the school has taken this year to introduce and implement the Powerful Learning educational philosophy which is one of the main vehicles for fulfilling the goals and promises stated in the school's charter.

1. The school is training all of its teachers in the methods and components of Powerful Learning with the help of ASP staff trainers this past school year and for the duration of the charter, and with the expectation that all teacher evaluations by the principal will be based on how well each teacher uses Powerful Learning in the classroom.

2. Through various professional development programs, the staff is learning about the general tenets of Powerful Learning and how to apply this approach to specific subjects. In late June, after the close of school, all of the teachers spent three days participating in a Powerful Learning seminar led by ASP staff.

3. During the 2004-2005 school year, all teachers received training in the use of learning centers as one particular application of Powerful Learning. Some examples of the centers introduced include: In one multi-age first and second grade classroom, the learning center provided an opportunity for students to learn about patterns using different materials and to then graph and display what they learned about patterns. In a fourth grade classroom, a center focused on reading, interpreting and writing poetry. In a third grade classroom, students read "TIME for Kids" and demonstrated in various ways what they learned from what they read and how what they read related to their own lives.

4. In alignment with the Powerful Learning philosophy and with the charter goals to use the community as a teaching resource, students participated in projects that connected classroom learning with the life of the broader Cape Cod community. Some examples include: One third grade class worked with a group of Barnstable High School students to care for a group of Diamondback Terrapin Turtles. The students will later release the turtles back to the Sandy Neck region of Cape Cod. Several classes at different grade levels earned money, (and kept a record of what was earned), and then bought clothes for an anonymous needy child through the Cape Cod Salvation Army.

5. The school is using the Responsive Classroom program to help ensure that character development is part of the everyday life of students, and that students learn to talk about the kind of community they hope to create at school and outside of school. Responsive Classroom guides the morning meetings that take place daily in each classroom.

6. Through programs run by parents and staff, all students participated in enrichment activities. Some of these enrichment activities include the following: exploring chemistry using every day products; learning about and viewing whales, dolphins, and porpoises; joining a dance troupe and performing for the School; creating math games; participating in desktop publishing projects.

7. Cooperative learning was emphasized in many academic arenas, helping students learn content and to practice skills that is a key for success outside of school.

8. All teachers were trained in using the Independent Investigation Methods for helping students to research science topics from the State Curriculum Frameworks. Each student in each grade completed a research project, and each project culminated in both a research report and in a non-written product. Kindergarten students researched different kinds of birds and their habitats; first and second graders researched the life cycle of plants; third graders investigated why there are endangered species; and fourth graders researched different kinds of rocks and rock cycles.

9. Literacy instruction was based on Literature Circles to ensure active student engagement with reading, helping them examine various aspects of their reading. Also, an Empowering Writers program helped all students become engaged and competent writers, based on various writing genres, including personal narratives.

10. MMEHMCS' Technology Plan supports Powerful Learning. Among other contributions, the various components of the Technology Plan help students become independent and creative learners, support arts integration across the curriculum, focus on real life applications of knowledge

and information, and provide enrichment for all students. (See more details below about technology)

These representative examples of student work and school programs provide a sense of the way that Powerful Learning educational philosophy is becoming a hallmark of the school and, thereby, fulfilling specific academic goals in the charter. The examples above also support other aspects of the school's mission, including using parents as educators, learning about the Cape Cod community, incorporating arts into the curriculum, and ensuring that all students participate in "enrichment" activities.

In addition, this past academic year, the school designed systems and programs to meet the goals set forth in the attached Draft Accountability Plan. Also, during professional development this summer and throughout next year, the evaluation tools and project rubrics needed to assess the effectiveness of Powerful Learning at MMEHMCS and the specific Accountability Plan goals will be put in place. After a year of designing the Accountability Plan, learning about and implementing Powerful Learning, the school will be ready to use the rigorous assessments in the Accountability Plan.

ASP and Governance

The Accelerated Schools Project is a whole school reform model that invites all members of the community to share in the leadership of the school. While the staff began learning about and implementing Powerful Learning this year, the entire school community shared in the process of assessing the school, creating a vision, identifying major areas where change was needed, and in creating an action plan for particular change. The ASP model outlines a clear path for this process that is being carefully followed by the school. This governance model is based on the strong belief that with an open, data-driven process to assess a school and its needs, the education of all students is enhanced because all are invested in and understand the educational goals.

The ASP program outlined below was followed this year to help the school transition to the ASP school they promised to be in their charter. Events started off with an *Envisioning Night*: On June 10, 2004, over 200 parents, students and teachers came together to hear about the school's change to a Horace Mann charter school, the Accelerated Schools Project, and to share their thoughts about what the school at its best could look like. On September 28, 2004, parents, students and teachers came together to discuss what aspects of the school might need to change or improved in order for the school to become the best school possible under the new charter. All participants were invited to comment on the following elements of school life: communication, resources, behavior, academics, instruction, demographics, community, climate, environment, and continuous improvement. Lists of comments on each of these areas were collected and analyzed. "Taking Stock Committees" were organized to collect data on the main questions that arose in seven areas. Those areas were: academics; school climate; resources; community; behavior and continuous improvement. These committees were asked to make further inquiries about the questions raised in each of these areas and to establish priorities for issues that needed investigation and follow through.

Based on the Taking Stock night, priorities were established and "cadres" (committees) were established to further examine the issues and to eventually create action plans to solve the issues that were identified as priorities. Cadres were established on the following topics: academics; assessment; professional development; behavior communication. Each cadre has set goals. For

example, the academic cadre is collecting data on how to improve the math curriculum and how to go about ensuring alignment between the school curriculum and the Massachusetts Curriculum Frameworks. The professional development cadre is examining how to ensure that professional development is in place to accomplish the school's mission and goals. The communication cadre is working on ensuring that there are systems for ensuring that information is given to the entire school community as needed. Cadres expect to submit their action plans in the early fall to the Steering Committee and then the whole school community.

And finally, the Steering Committee was established as a key part of the ASP model. This committee, comprised of the heads of each of the cadres, parents, teachers, and the Head of School, oversees the work of the cadres and ensures that the necessary work is being done to have compliance between the work of the cadres and the promises in the charter.

Using the two parts of the Accelerated Schools Model, (1) introducing Powerful Learning as an educational philosophy and (2) introducing a new governance structure based in large part on cadres, community involvement, and relying on the collection of data to inform decision making, MMEHMCS has made great progress this first year in becoming the school it promised to be in its charter.

TECHNOLOGY AT MMEHMCS

As promised in the charter, MMEHMCS has integrated technology into all facets of the school. The school employs a technology specialist and a group of teachers were given laptops this year to beta-test report card/attendance software. The school website has been greatly enhanced this year and is updated weekly.

Professional Development

Teachers were given the opportunity to be trained in a wide variety of areas including use of flash drives, use of digital cameras, CD burning to create digital student portfolios, and use of MS Word to make student certificates and labels. Teachers had the opportunity to learn how to use a wide variety of software such as Scott Foresman Math software, Interactive Whiteboard, Study Island (MCAS test skills), and Kidspiration (for graphic organizers).

Student Learning

Students are introduced to educational software in the Technology Lab and are given 45 minutes every other week to use the software in the lab. This software includes: Microsoft Word, Microsoft PowerPoint, Kidspiration, Zoombinis, Mighty Math Zoo Zillions, The Art Studio, Franklin's Activity Center, Study Island, Brainchild, Sammy's Science, My Own Stories and many more.

MMEHMCS will continue to enhance its technology education to meet the goals set forth in the accountability plan.

ACCOUNTABILITY PLAN GOALS AND OBJECTIVES

The attached Draft Accountability Plan (attachment #A1) provides goals to ensure that the school will be an academic success, a viable organization, and faithful to the terms of its charter. The introduction to the Accountability Plan explains how many of the particular goals were selected.

This year, the entire school community participated in the immense, whole-school process of changing the school governance structure, in accordance with ASP, in order to meet the promise of improved academic achievement made in the charter. The five mission-critical Accountability Plan goals highlight the interdependence of the successful implementation of both the governance and educational strands of the ASP model. These goals include:

1. The school will teach Core Competencies.

Mission Goal: MMEHMCS graduates will be proficient in the “Core Competencies” as defined in the MMEHMCS charter: to be accomplished, practical mathematicians, able readers, effective writers, problem solvers, and critical thinkers.

2. The school will teach Enriched Competencies (also called Powerful Learning).

Mission Goal: MMEHMCS graduates will be proficient in the “Enriched Competencies” as defined in the MMEHMCS charter: to be creative and complex thinkers who are able to apply learning from basics to authentic, real life issues; and, who are explorers of the arts as woven through the curriculum.

3. The school will emphasize Social and Character Development.

Mission Goal: MMEHMCS will focus on the “Social and Character Development” of its students. Graduates will demonstrate self-discipline, the integration of life skills in daily behavior, advocacy for their own needs, with a high degree of respect for all, and the ability to take ownership for, and pride in, the whole school environment.

4. The school will work to improve teaching.

Mission Goal: MMEHMCS will ensure that collaboration and planning are a systemic part of work routines and that the ASP Inquiry Process and the resulting governance structure results in continuously improving teaching practices.

5. The school will incorporate the uniqueness of Cape Cod into its curriculum.

Mission Goal: MMEHMCS will utilize the community as an arena for relevant and authentic experiences.

6. The school will be a thriving institution.

Mission Goal 1: There will be a demand for students to attend MMEHMCS from parents whose children are eligible to attend other schools in the District.

The Accountability Plan sets high academic standards for all, and even higher standards for the current Kindergarten class since it is anticipated that this cohort, going forward, will have the most benefit from the ASP educational model created with the freedom provided by the Horace Mann charter school.

The many programs and activities listed above in the section on Educational Philosophy demonstrate how MMEHMCS has been transforming itself into an ASP School. These steps provide the groundwork, proto-types, and examples for accomplishing the academic, organizational, and programmatic goals set forth in the Draft Accountability Plan.

The Accountability Plan provides for several external testing goals. This year, however, the only data available for this Annual Report are the results from the Stanford 10 standardized tests that are reported on in the School Profile section below.

In addition, the Accountability Plan provides for a number of internal projects and tests, each with a carefully designed set of measurable goals. Decisions about the development of these projects and test were developed over the course of this past year, with input and review from staff and from the Board. Given this careful, inclusive process, many of the tests and projects that did become a part of the Accountability Plan were not finalized this year in time to be introduced and completed this school year. However, as evident from the examples of work done at the school and presented in the Educational Philosophy section of this Annual Report, many projects similar to those now in the Accountability Plan were piloted this year, but not with the measurements and outside reviews finally established in the Draft Accountability Plan. See School Profile section below for internal projects and tests that were completed this year in accordance with the draft Accountability Plan that was finalized in June 2005.

For the 2005-2006 school year, MMEHMCS looks forward to using the Accountability Plan as a framework for assessment and curriculum design, including end of year projects and tests for the major teaching areas.

SCHOOL PROFILE

Summary of external standardized test results:

The only external standardized test results available now for this year are the Stanford 10 scores. The following are the Accountability Plan Goal for the Stanford 10 test:

- “Students in grades K-4 will take the standardized test, Stanford 10. The average Normal Curve Equivalent score for math for each cohort of students who has been at the school for more than two years will increase each year until it reaches 80 NCE points.”
- “Students in grades K-4 will take the standardized test, Stanford 10. The average Normal Curve Equivalent score for each cohort of students who has been at the school for more than two years will increase in reading each year until it reaches 80 NCE points.”

The results below indicate that the goal has not yet been reached, as one would expect in the first year of setting goals. The School is working on benchmarks and other strategies to improve these scores, and the school cadres (committees) will report, in the fall of 2005, on suggested plans to promote improvement.

	Reading	Math
Kindergarten	66.1	62.3
Grade One	60.5	60.9
Grade Two	63.4	63.7
Grade Three	67.3	63.1
Grade Four	66.5	65.2

Summary of internal test results and Accountability Plan goals:

The Accountability Plan establishes a wide variety of internal tools and goals to assess student progress in the four core curriculum areas. This year the internal McGraw-Hill reading test was administered.

English: In English Language Arts, teachers use the McGraw-Hill reading program and all students take an end of the year test. The Accountability Plan goal for this test is that 85% of the students who have been at the school for more than two years will score 75% or better on this test. Since this is the first year the school is a charter school, there is not yet data broken down by who has been at the school for more than two years. However, the data for this year indicates strong reading skills.

In all grades 75% of the students scored 85% or better:

grade 1	Number of students who scored 85% or better	Number of students that took the test
	62	74
grade 2	Number of students who scored 85% or better	Number of students that took the test
	59	68
grade 3	Number of students who scored 85% or better	Number of students that took the test
	66	82
grade 4	Number of students who scored 85% or better	Number of students that took the test
	62	68

Note: Grade 3, with the lowest percent of students scoring 85% or better, has the most students new to the school this year. Grade 4 which has the highest number of students who have been at the school for more than two years, has the highest percentage of students scoring 85% or better.

Math: The school uses the Scott Foresman math program which includes unit tests as well as end of year tests. Starting next year, the school will use the Accountability Plan goals for the end of year math tests.

Science and Social Studies: In the Kindergarten, first and second grade classrooms, the science and social studies curricula are integrated into the Language Arts Program. In the third and fourth grade classrooms, there are grade-level projects (e.g., 3rd grade project on famous people in Massachusetts) that are evaluated based on rubrics created by the grade-level teams. In addition, starting in the 2005-2006 school year, the Accountability Plan sets numerous goals based on writing assignments, Powerful Learning Projects, and community projects.

Number of instructional days for the 2004-2005 school year: 180 days

Student/teacher ratio: Average student to teacher ratio per grade level:

GRADE	RATIO
K	19:1
1	20:1
2	20:1
3	20:1
4	24:1

GOVERNANCE PROFILE

2004-2005 Board of Trustees Members:

- ◆ Stuart Rapp – Chairman – Chair of Executive, Legal/Policy, Governance/Nomination Committees - Attorney – Private Practice; Term 2004-2005; 2005-2006; 2006-2007
- ◆ Dave Vieira – Vice Chair – Chair of Advocacy Committee - Director of Senior Programs, Barnstable County Sheriff's Office, Town Moderator, Town of Falmouth, MA; Term 2004-2005; 2005-2006
- ◆ Angela Castoria - Chair of Personnel Committee - retired Assistant Superintendent of Barnstable Public Schools; Term 2004-2005 (remainder of term undetermined as of 6/2/05)
- ◆ Ruthanne Allen – Member of District Improvement Advisory Committee - retired Director of Gateway Program, Barnstable Public Schools; Term – 2004-2005; (remainder of term undetermined as of 6/2/05)
- ◆ Tim Telman – Board Treasurer – Financial Consultant – Self-Employed; Term – 2004-2005; 2005-2006
- ◆ Mike Kiceluk – Finance Committee Member – Chief Investment Officer, Cape Cod Five Cents Savings Bank; Term – 2004-2005
- ◆ Julie Jones – Coordinator/Teacher, Barnstable Preschool Program; Term – 2004-2005; 2005-2006
- ◆ Mary Ann Smyth-Hammond – Board Secretary; Member of Governance/Nomination Committee – Parent/Substitute Teacher; Term 2004-2005; 2005-2006; 2006-2007
- ◆ Elizabeth Myers – Finance Committee Member – Parent / Former Teacher; Term 2004-2005; 2005-2006

NEW MEMBERS:

- ◆ Bethanne Allen – MMEHMCS teacher; Term 2005 –2008
- ◆ Laura Shufelt – Parent; Term 2005-2006; 2006-2007; 2007-2008; Employer – Falmouth Housing Authority (Director of Development)
- ◆ William J. “Jack” McCarthy – Community Member; Term 2005-2006; 2006-2007; 2007-2008; President, Eager to Read, Inc., Washington, D.C; Managing Director, AppleTree Institute for Education Innovation, Washington, D.C.

Major policy decisions made by the Board of Trustees

By Laws: A full set of Board of Trustee By Laws was passed by the Board of Trustees.

Hiring Policy: This policy states that the selection process will be based upon the candidate understanding the requirements of the Charter as well as the school's Mission Statement and philosophy of attaining quality education for all students. The policy also states that it is the responsibility of the principal/school leader to hire all personnel, that there will be no discrimination in the hiring practice due to age, religion, sex, race, national origin, disability, gender or place of residence, and that that the learning environment of the school is enhanced by a staff with a wide variation in background, educational preparation, and previous experience.

Complaint Policy: This policy sets out guidelines ensuring that there is an orderly, clear, and open process for hearing all complaints. The process starts with the school leader asking that the complainant speak with the person about whom the complaint is being lodged. The process proceeds then, if not resolved, through a written complaint to the school leader, and then as may be needed, if no resolution is achieved, to the Personnel Committee of the Board, to the Board of Trustees, to the Barnstable School Committee, with a final appeal to the State Department of Education.

Enrollment Policy: This policy is written to comply with all applicable State laws. Under this policy, parents are encouraged, but not required, to attend information sessions.

Principal Evaluation Policy: In this policy document, the Board of Trustees acknowledges that one of its primary responsibilities is evaluating the school's leader/principal. The policy states the timetable and process for evaluation.

Internal Control Plan: This comprehensive plan covers key areas to ensure fiscal and management integrity. The plan includes, among other items, property management guidelines, internal accounting guidelines, travel policies, and rules for accounts payable.
The Board of Trustees received no official complaints this year.

Request Increase in Enrollment Cap: *(This increase was granted by the DOE.)* The Barnstable District pre-school will be leaving the school. As a result, there will be more classroom space available in the school. The Board will keep the enrollment flexible, both to use the newly available space and to balance keeping a small class size with helping to accommodate potential increase in enrollment throughout the Barnstable District.

Approved Accountability Plan: The Board adopted a rigorous Accountability Plan based on the goals set forth in the charter.

Summary of Official Complaints: No official complaints were received.

STUDENT PROFILE

Student Demographics: (SIMS Data)

Enrollment by grade:

Kindergarten	70
Grade 1	73
Grade 2	61
Grade 3	79
Grade 4	69
TOTAL	352

Enrollment by ethnicity and gender:

<i>ETHNICITY</i>	% enrolled	Total number
White	99.4	349
Black or African American	0.3	1.05
Hispanic or Latino	0.3	1.05
Asian/Pacific Islander		
American Indian/Alaskan Native		
Other		
TOTAL NUMBER OF STUDENTS	100%	352

<i>Gender</i>	51% female	49% male
Enrollment by Low Income Status:	10.3%	36 students
(Students eligible for free/reduced lunch)		
(School does not receive Title I funds)		
Enrollment by Special Education Status:	10.3%	36 students
Limited English Proficient Students:	.3%	1 student

Total number of Student Applications received:

In the first year of operation, the school's enrollment was comprised of students who had been at Marstons Mills East Elementary School, siblings of those students, and other students from the Barnstable District who enrolled. No lottery was needed and the school was fully enrolled, (actually overenrolled by eight students). This enrollment pattern and other concerns (see discussion under major Board of Trustees Decisions) prompted the School to seek a rise in its enrollment cap for next year to 475 students, and that was granted.

Student Attrition Data:

There were 358 students at the beginning of the school year and 367 at the end of the school year. Nine students left during the school year: Seven moved out of District, and 2 enrolled in a special District Program.

With the best information available to date, all students currently enrolled in grades K- 3 will return, except for a few who will move out of the School District.

Number of students who have been expelled and who have served in-school and out-of-school suspensions:

There were no expulsions. There were seven suspensions: six out of school and one in school suspension. All of the suspensions were the result of students hitting other students.

Attendance rate: 96%

PARENT SATISFACATION SURVEY

MMEHMCS sent out a parent satisfaction survey at the end of the school year. Following are the results of that survey.

Marstons Mills East Horace Mann Charter School						
Parent/Guardian Questionnaire for School Year 2004-2005						
June 2005						
Population in All Grades:				373		
Number of Questionnaires Returned for all Grades:				179		
Percentage of Questionnaires Returned:				48%		
	Strongly Agree	Tend to Agree	Neutral	Tend to Disagree	Strongly Disagree	No Answer
1. My child is doing well at school.	137	35	3	4	0	0
2. The school motivates my child to learn.	125	43	6	3	1	1
3. The school creates a good/safe climate for my child to excel.	133	40	4	2	0	0
4. The school addresses my child's individual needs.	108	57	8	6	0	0
5. The school has high expectations for my child's learning.	114	51	10	3	0	1
6. The quality of teaching as I understand it is both skilled and accomplished.	132	37	9	1	0	0
7. The school has improved my child's ability to integrate technology.	91	60	25	1	1	1

8. My child uses technology at school on a regular basis.	80	70	22	6	1	0
9. The school's facilities meet the needs of my child.	130	41	4	3	1	0
10. Parents have appropriate input into school decisions and planning.	99	43	29	5	1	2
11. The school communicates that volunteering and parental involvement are strongly encouraged.	135	29	13	2	0	0
12. The school is a welcoming place for parents.	135	30	11	0	1	2
13. I receive timely and high-quality information about my child's progress.	107	52	13	4	2	1
14. The school is responsive to my concerns.	113	41	19	5	0	1
15. The school has good leadership as evidenced by the professional behavior of the principal.	129	30	15	3	1	1
16. The school is equitable in its approach to discipline and resolves matters fairly.	112	40	25	2	0	0
17. The non-academic activities and events that I attend are informative and beneficial.	112	46	19	1	0	1
18. I have a general understanding of the Accelerated School Model.	78	52	34	8	6	1
19. I find the school's web site helpful.	84	43	33	4	1	14
20. I am aware of the monthly Board of Trustees meetings and that I am welcome to attend.	YES	132	NO	28		19
21. We have access to the Internet at home.	YES	151	NO	11		17
Totals	Strongly Agree	Tend to Agree	Neutral	Tend to Disagree	Strongly Disagree	No Answer
Overall of Questions 1 through 19	2154	840	302	63	16	26
Total of 19 Questions x 179 Respondents = 3401						

STAFF PROFILE

Name of school/instructional leader: Edward A. Deusser, M.Ed.

Summary of classroom teacher qualifications:

There are 31 FTE teachers and 17 full time aides. The average years of classroom experience is 18 years and the average tenure at the school is 11 years. Although this is the first year that the school is a charter school, this data is based on the history of the school prior to its conversion to a charter school. All of the teachers are designated as highly qualified.

Teacher attrition: Of 31 FTE teachers, two left the school since the beginning of the school year. One teacher left to retire, and the other teacher converted a short- term maternity leave into an extended maternity leave.

FINANCIAL PROFILE

a) BALANCE SHEET

Marstons Mills East HMCS Balance Sheet As of June 30, 2005

		Jun 30, 05
ASSETS		
Current Assets		
Checking/Savings		
	1101 · BankNorth Checking	
	Total 1101 · BankNorth Checking	142,383.64
	1102 · BankNorth Investment	67,182.39
	1103 · Cape Cod 5 Checking	8,724.86
	1104 · Investment	200,000.00
	Total Checking/Savings	<u>418,290.89</u>
	Total Current Assets	418,290.89
TOTAL ASSETS		<u>418,290.89</u>
LIABILITIES & EQUITY		
Liabilities		
Current Liabilities		
	Accounts Payable	
	2000 · Accounts Payable	93,868.70
	Total Accounts Payable	<u>93,868.70</u>
	Total Current Liabilities	93,868.70
	Total Liabilities	93,868.70
Equity		
	Net Income	324,422.19
	Total Equity	<u>324,422.19</u>
TOTAL LIABILITIES & EQUITY		<u>418,290.89</u>

B) Profit & Loss Budget Performance-July 2004 through June 2005

		Jul '04 - Jun 05
Ordinary Income/Expense		
Income		
	4000 · District Allocation	2,990,357.00
	4050 · DOE Carry-over Funds 03-04	135,272.59
	4075 · DOE Start-up Funds 04-05	123,750.00
	4076 · Grant Income	6,776.00
	4100 · Interest	16,846.67
	4500 · Other Income	2,297.00
	4501 · Title V - 302	647.00
	4502 · Title II-160	697.00
	Total Income	3,276,643.26
	Gross Profit	3,276,643.26
Expense		
	2101 · Salaries	2,613,638.80
	5001 · Accounting	5,000.00
	5002 · Advertising	1,064.42
	5003 · Audit	0.00
	5100 · Bank Charges	25.00
	5101 · Board Of Trustees	8,423.22
	5202 · Conference Fees	4,396.25
	5300 · Consultants	28,460.50
	5301 · Dues	4,279.00
	5302 · Equipment	2,506.20
	5303 · Furnishings	1,757.97
	5304 · Insurance	3,872.00
	5305 · Legal	3,955.00
	5310 · Maintenance/Repairs	4,082.00
	5320 · Postage	2,141.39
	5330 · Principal Expense	3,487.37
	5331 · Printing	3,119.68
	5335 · Publications & Subscriptions	1,056.50
	5350 · Staff Development	31,257.81
	5400 · Stanford 10	8,974.53
	5410 · Stipends	38,616.67
	5450 · Substitutes	3,636.20
	5500 · Supplies & Materials	35,492.69
	5510 · Technology	42,766.34
	5650 · Travel	11,126.76
	5700 · Utilities	91,435.42
	Total Expense	2,954,596.72
	Net Ordinary Income	322,046.54
	Other Income/Expense	2,375.65
	Net Income	324,422.19

c) **Approved school budget for FY06:** The charter school budget is dependent upon the Barnstable School District budget and that will not be finalized until August 2005.

Dissemination

At the end of the 2005-2006 school year, MMEHMCS will disseminate its first set of best practices as required by charter school law. The school is eager to share several of its unique educational and governance aspects with the broader educational community and is considering the following as possible projects for dissemination:

1. Compiling a collection of its best curriculum practices based on the projects required by the Accountability Plan, including projects and assignments based on Powerful Learning, reflective and analytic writing, and community involvement. This compilation could include project descriptions, examples of student work, rubrics, and framework alignments.
2. Reporting on the school's successful implementation of the program in which parents lead school enrichment mini-courses, including a description of the courses and strategies for recruiting parents to share their time and expertise.
3. Sharing the schools experiences with an inclusive governance process that may help other schools welcome more constituents into school management and assess the goals of such an open governance process.
4. Disseminating some of the many technology-based curriculum projects and activities that are designed by the staff.

Attachment A#1

**Marstons Mills East
Horace Mann Charter School**

Accountability Plan

**Marstons Mills East Horace Mann Charter School
760 Osterville-West Barnstable Road
Marstons Mills, Massachusetts 02648**

APPROVED: BOARD OF TRUSTEES 6/28/05
Accountability Plan

Marstons Mills East Horace Mann Charter School

Version: June 2005

MISSION STATEMENT:

“The mission of the Marstons Mills East Horace Mann Charter School (MMEHMCS) is to be a whole school community that provides a challenging and enriching environment for all children Kindergarten through grade 4; and where all children achieve high academic standards and develop character. We support the whole child and continuous improvement in the teaching process, and consider a whole school community as integral to success.”

The MMEHMCS meets the broad goals of the Mission Statement in many ways. As stated in the school’s charter, the Accelerated Schools Project (ASP), a nation wide whole school change model out of the University of Connecticut, provides the framework for governance and pedagogy at MMEHMCS. MMEHMCS is officially an ASP school, and an ASP school liaison and other professional development educators have guided our entire school community this year through the change to a Horace Mann Charter School. This assistance and training from ASP will continue for the duration of the current charter.

ASP provides schools with a distinctive approach both to governance and to pedagogy. According to the governance model, the entire school community is invited into the governance of the school, providing a unique opportunity for parents and staff to have a significant voice in the life and direction of the school. ASP schools use an approach to teaching called “Powerful Learning.” Successful implementation of Powerful Learning is key to the increased academic achievement for all students at MMEHMCS, and this increased achievement is the primary goal of the conversion to a Horace Mann Charter School. Since the governance structure is related to achievement in an ASP school, our

Accountability Plan has a unique set of goals, both for student achievement and for governance, and each goal supports the school’s overall mission.

Five goals for the Accountability Plan are derived from the language in the charter that refines the main, broad elements of the school’s mission. The sixth goal of the Accountability Plan ensures that the school will be a “Thriving Institution” that is both well run and appreciated by the community.

These goals will be addressed under the three core questions of the Massachusetts Charter School Accountability Framework: Is the school an academic success? Is it a viable organization? Is it faithful to the terms of its charter?

Below are the five goals of the Accountability Plan derived from the language in the charter and correlated with the major elements of MMEHMCS’ mission statement.

Accountability Plan Mission Goals:

A. Support the Whole Child

1. The school will teach Core Competencies.

Mission Goal: MMEHMCS graduates will be proficient in “Core Competencies” as defined in the MMEHMCS charter: to be accomplished, practical mathematicians, able readers, effective writers, problem solvers, and, critical thinkers.

2. The school will teach Enriched Competencies (also called Powerful Learning).

Mission Goal: MMEHMCS graduates will be proficient in the “Enriched Competencies” as defined in the MMEHMCS charter: to be creative and complex thinkers who are able to apply learning from basics to authentic, real life issues; and, who are explorers of the arts as woven through the curriculum.

3. The school will emphasize Social and Character Development.

Mission Goal: MMEHMCS will focus on the “Social and Character Development” of its students. Graduates will demonstrate self-discipline, the integration of life skills in daily behavior, advocacy for their own needs, with a high degree of respect for all, and the ability to take ownership for, and pride in, the whole school environment.

B. Continuous Improvement in the Teaching Process

4. The school will work to improve teaching.

Mission Goal: MMEHMCS will ensure that collaboration and planning are a systemic part of work routines and that the ASP Inquiry Process and the resulting governance structure results in continuously improving teaching practices.

C. School Community

5. The school will incorporate the uniqueness of Cape Cod into its curriculum.

Mission Goal: MMEHMCS will utilize the community as an arena for relevant and authentic experiences.

IS THE SCHOOL AN ACADEMIC SUCCESS?

Mission Goal 1: MMEHMCS graduates will be proficient in the “Core Competencies” defined in the school’s charter: to be accomplished practical mathematicians; proficient readers; effective writers; problem solvers; and critical thinkers.

***Goal Statement 1:** All students will be mathematically literate and will make continuous progress in mathematics.*

Measurements:

External

1. Students in grades K-4 will take the standardized test, Stanford 10. The average Normal Curve Equivalent score for math for each cohort of students who has been at the school for more than two years will increase each year until it reaches 75 NCE points.
2. The percentage of fourth grade students who have been at the school for two years or more, who are performing at the Proficient/Advanced level on the Grade 4 math MCAS, will increase each year, with the goal of having 80% of this cohort performing at the Proficient/Advanced level by 2008.
3. Eighty percent of the fourth graders who have been at the school since Kindergarten (starting in the 2004-2005 school year) will perform at the Proficient/Advanced level on the Grade 4 math MCAS test.
4. Each year MMEHMCS will have a higher percentage of students scoring at the Proficient/Advanced level on the grade four MCAS math test than other students from the Barnstable School District.

Internal

1. Students in grades 1-3 will take an end of the year math test selected or designed by their teachers, and 85% of the students in each grade who have been at the school for two or more years will score 75% or better on these tests.

Goal Statement 2: *All students will be proficient readers and skilled English Language Arts students.*

Measurements:

External

1. Students in grades K-4 will take the standardized test, Stanford 10. The average Normal Curve Equivalent score for each cohort of students who has been at the school for more than two years will increase in reading each year until it reaches 75 NCE points.
2. Third grade students who have been at the school for more than two years will increase their performance on the Grade 3 MCAS reading test each year. This cohort of students will have an increased percentage of students performing at the Proficient level each year, with the goal of having 80% of this cohort performing at the Proficient level.
3. Within four years, 85% of third grade students who have been at the school since Kindergarten (starting in the 2004-2005 school year) will score in the Proficient category on the Grade 3 MCAS reading test.
4. Each year MMEHMCS will have a higher percentage of students at the Proficient level for the Grade 3 MCAS Reading test than other students from the Barnstable School District.
5. Fourth grade students who have been at the school for more than two years will increase their performance on the Grade 4 MCAS ELA test each year. This cohort of students will have an increased percentage of students performing at the Proficient/Advanced level each year, with the goal of having 80% of this cohort performing at the Proficient/Advanced level by the 2007-2008 school year.
6. Within four years, 85% of fourth grade students who have been at the school since Kindergarten (starting in the 2004-2005 school year) will score in the Proficient/ Advanced category on the Grade 4 MCAS ELA test.
7. Each year MMEHMCS will have a higher percentage of students at the combined Proficient/Advanced level in the Grade 4 MCAS ELA test than other students from the Barnstable School District.

Internal

1. Eighty-five percent of the students who have been at the school for two years or more will score 75% or better on the school administered end of the year McGraw Hill Reading Test.

Goal Statement 3: All Students will be effective writers.

Measurements:

External

1. Each year the cohort of students who has been at the School for two or more years will have an increased average score on the Grade 4 MCAS Composition test. Within five years, 85% of the students who have been at the school for more than two years will have a combined score, (based on the content and mechanics scores given on the test), of twelve or higher on the fourth grade MCAS Composition test.
2. Each year MMEHMCS will attain a higher score than the Barnstable School District on the Grade 4 MCAS Composition test.
3. Students who have been at the school since Kindergarten (starting in the 2004-2005 school year) will have a minimum average score of 12 on the Grade 4 MCAS Composition test.

Internal

1. Eighty percent of the students in Kindergarten through grade three who have been at the School for more than two years will perform at the proficient level or better on an end of year writing assessment based on school designed writing rubrics.

IS THE SCHOOL A VIABLE ORGANIZATION?

Mission Goal 2: The school will be a thriving institution.

Goal Statement 1: *There will be a demand for students to attend MMEHMCS from parents whose children are eligible to attend other schools in the District.*

Measurements:

1. At the start of each school year, MMEHMCS will have 100% of its seats filled, based on the number of seats determined by the Board of Trustees.
2. No more than 5% of the students will leave the school each year to attend another school within the Barnstable School District.
3. An annual parent survey will demonstrate that at least 80% of MMEHMCS parents who respond to the survey think that MMEHMCS is educating their children well and communicating adequately with parents.

Goal Statement 2: *The Board of Trustees will remain a responsible governing body.*

Measurements:

1. An annual independent audit will demonstrate a balanced budget.
2. Each year the Board of Trustees will set goals and objectives for the School and for the Board, and each year 90% of these goals and objectives will be accomplished.

Goal Statement 3: *The School will be a site-based management organization.*

Measurements:

1. Each year the number of staff in leadership positions will increase until 90% of the staff serves in a leadership position. Leadership positions include Steering Committee membership, participation in cadres (committees) and serving on the ASP School Leadership team.
2. One hundred percent of the decisions made by the cadres will be made after using the ASP "inquiry model" that requires that appropriate data be collected and analyzed before a decision is finalized.

IS THE SCHOOL FAITHFUL TO THE TERMS OF ITS CHARTER?

Mission Goal 3: MMEHMCS graduates will be proficient in “Enriched Competencies” as defined in the MMEHMCS charter: to be creative and complex thinkers who are able to apply learning from basics to authentic and real life issues, and who are explorers of the arts as woven through the academic curriculum. (The School currently uses the ASP term “Powerful Learning Activity” instead of the term “Enriched Competencies” from the charter to define its emphasis on an enriched form of learning.)

Goal Statement 1: *Each year all students will participate in a project that teaches and uses “Enriched Competencies/Powerful Learning Activities” as defined above.*

Measurements:

1. Eighty percent of the students in each grade will score in the proficient range or better on teacher-designed Powerful Learning projects that are assessed using specific rubrics that ensure the use of “powerful learning.”
2. Copies of the rubrics for each grade will be sent to outside educators (or ASP consultants) who will assess, on an ascending scale of 1-5, the age appropriateness of the rubrics and the match between the rubrics and “powerful learning.” Each set of rubrics submitted for each grade level will achieve a score of 4 or 5.

Mission Goal 4: The School will focus on the “Social and Character Development” of its students. Graduates will demonstrate self-discipline, the integration of life skills in daily behavior, advocacy for their own needs, with a high degree of respect for all, and the ability to take ownership for, and pride in, the whole school environment.

Goal Statement 1: *Students will be responsible members of the community.*

Measurements:

1. The percent of discipline referrals for students will decrease each year for students who have been at the school for a minimum of one year.
2. The percentage of personal development-conduct grades of “good” or “excellent” will increase each year up to 90% of the student population by the end of the 2007-2008 school year.

Mission Goal 5: MMEHMCS will ensure that collaboration and planning are a systemic part of work routine and that the ASP Inquiry Process and the resulting governance structure results in continuously improving teaching practices

Goal Statement 1: Faculty will participate in school leadership and will demonstrate continuously improving teaching practices.

Measurements:

1. Ninety percent of the teachers who have been at the school for more than two years will score proficient or better on the ASP rubric for teaching “powerful learning” as evidenced by a yearly assessment by the Head of School or other designated teacher evaluators.
2. Eighty-five percent of all teachers who serve on a cadre, (a committee that investigates a school issue), will indicate through a yearly survey that the work in the cadre helped improve student learning and achievement.
3. Ninety percent of teachers will have training in technology each year.

Goal Statement 2: Teachers will work collaboratively and be trained in the Accelerated Schools inquiry model of problem solving.

Measurements:

1. Eighty-five percent of the staff will participate in the Accelerated Schools training each year, and on a survey with an ascending scale from 1-5, 80% of teachers will indicate that they think training helped them become better teachers by ranking the training 4 or 5.
2. The school week will be designed to include common planning time for minimally eighty percent of grade level teachers, Special Education teachers, and enrichment teachers.

Mission Goal 6: MMEHMCS will utilize the community as an arena for relevant and authentic experiences.

Goal Statement 1: Students will participate in a project outside the school that introduces them to, or expands their knowledge of, the history, cultural diversity, ecology, geography, economy or the environment of Cape Cod.

Measurements:

1. As a result of a Cape Cod community experience, students in each grade will create an age appropriate written response about the activity or project on which they worked. Teachers in each grade will prepare rubrics for this writing, and 80% of the students who have been in the school for two years or more will score proficient or better on the writing that is based on the project or activity.
2. The rubrics for each grade will be reviewed by teachers in the grades above and below the grade in which the rubric is used. All of the rubrics will earn a score from the evaluators of 4 or 5 on a scale from 1-5.

Attachment #A2

Components of Powerful Learning from ASP web site: www.acceleratedschools.net

Inclusive:

- ❖ Every student is engaged in differentiated content, process and products based upon her/his needs, interests, and strengths in order to accelerate learning.
- ❖ Students demonstrate their learning using a variety of learning styles and intelligence's.
- ❖ Assessment is used to determine a variety of instructional approaches in each unit and lesson.
- ❖ The school and each teacher provide opportunities for students to extend and accelerate their learning, to assess their work and to follow-up on individual interests.
- ❖ All students participate in enriched and challenging learning experiences.

Authentic:

- ❖ Every student demonstrates his/her learning through the creation of authentic products and performances.
- ❖ Learning applies to student real-life situations or issues.
- ❖ Teachers assess the learner's life experiences, knowledge, goals, and interests and use this data to design learning activities.
- ❖ Instruction includes and makes use of the cultural and family traditions of the students and/or community.
- ❖ Instruction includes the vocabulary, methods, and/or activities of the work world or the discipline.
- ❖ Teachers take advantage of teachable moments.
- ❖ Students reflect on their work and learn from their mistakes.
- ❖ The school exhibits and celebrates student learning with the community.

Interactive:

- ❖ Every student is engaged in interactive and collaborative activities to share knowledge and expertise or to complete projects.
- ❖ Teachers' dialogue with students develops critical thinking.
- ❖ Students constructively critique their own and each other's work.
- ❖ Students interact with a learning community that exists in and outside the school through field-base experiences and/or technology.
- ❖ Teachers build family-student interaction into the learning and assessment practice.

Continuous:

- ❖ Prior knowledge is assessed in order to engage every student in instructional activities and make connections between various subjects and contexts.
- ❖ Teachers integrate state, district, and/or school standards to plan curriculum.
- ❖ Throughout the school, there is a spiraling strand of curriculum from one year to the next that builds on prior knowledge in order to deepen the levels of student thinking.

Learner-centered:

- ❖ Every student is empowered to make choices in her/his learning.
- ❖ Students' strengths and interests are identified and used to plan instruction and curriculum.
- ❖ Students are involved in the planning of instruction.
- ❖ Most of the displays around the school are student work that shows originality, creativity, and higher-order thinking.

- ❖ Classrooms are set up so each learner can independently access and use materials, books, equipment, and reference materials.
- ❖ Learners are guided to manage time and resources effectively.