

Annual Report 2005-2006



**760 Osterville-West Barnstable Road
Marstons Mills, MA 02648**

Phone: (508) 420-1100

Fax: (508) 420-1486

<http://www.barnstable.k12.ma.us/mme>

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

31 May 06

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 Public School (MMEHMCPS), I am delighted to submit the school's second Annual Report. MMEHMCPS has had an extraordinary second 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. MMEHMCPS, 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. The Board requested and was granted an increase in the school's enrollment cap to 475 students in order to help meet the community's demand for the school. The cap number will be reached in our upcoming 2006-2007 school year. Additionally, this year the Board requested and was granted an amendment to the school's charter that added the word "Public" to its name.

In brief, with wide community support, the school restructured its governance to allow all constituents to develop and set goals for the entire 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.

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.

As much as we have accomplished, we are mindful that we are at the beginning of our journey to create an innovative, excellent school. 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.

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

Sincerely,

Stuart W. Rapp
Chairman, Board of Trustees

Executive Summary

The Marstons Mills East Horace Mann Charter Public School (MMEHMCPS) completed its second year as the only K– 4 Horace Mann Charter School in Massachusetts. The faculty, students and families of MMEHMCPS 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 second 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 comply with the Department of Education charter school guidelines and to work with the Barnstable School District.

As a second year charter school, we have completed our Department of Education site visit, and the report clearly indicates we are holding to our vision as we continue this five-year process. A copy of the DOE site visit report is included in this annual report. Also included in this report is our Accelerated Schools PLUS review which shows we are making excellent progress in our development as an ASP school.

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 MMEHMCPS 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.

MMEHMCPS 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 the school's mission and charter.

The school has made much progress this second 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, MMEHMCPS is confronting change with tenacity, patience, and an unwavering commitment to continue to make MMEHMCPS the finest school it can be for students, faculty and families.

Ed Deusser, Principal
Marstons Mills East Horace Mann Charter Public School
July 2006

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 Public School (MMEHMCPS) 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 reach the capacity of 475 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 MMEHMCPS 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 MMEHMCPS, 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. A copy of the Memorandum of Understanding for 2005-2006 is attached to this report. 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 MMEHMCPS is:

“The mission of the Marstons Mills East Horace Mann Charter Public School (MMEHMCPS) 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, MMEHMCPS 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 A4) Draft Accountability Plan to see the specific goals the school community has set for itself for the next three 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 second Annual Report reviews the many ways that MMEHMCPS has changed in its second year of operation 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:

MMEHMCPS' 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 A5.

MMEHMCPS 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 during this past school year and will continue for the duration of the charter, 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 two days participating in a Powerful Learning seminar led by ASP staff, focusing on the development and implementation of an all-school theme.
3. During the 2005-2006 school year, all teachers received training in the use of differentiation strategies such as: tiered learning, independent projects, and center-based learning.
4. 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. Responsive Classroom is also the proactive program for our behavior management component.

5. Through programs run by parents and staff, all students participated in Enrichment Clusters. Some of these enrichment activities include the following: exploring chemistry using every day products; learning about ecology and making a worm farm; joining a dance troupe and performing for the school; creating math games; writing a newspaper; and making teddy bears for needy children.

6. Cooperative learning was emphasized in many academic arenas, helping students learn content and to practice skills that are keys for success outside of school.

7. 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 graders researched the life cycle of plants; second graders researched the life cycle of the butterfly; third graders investigated why there are endangered species; and fourth graders researched different kinds of rocks and rock cycles. Each child produced a powerful learning project as a culmination piece.

8. 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.

9. MMEHMCPS' 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. Active participation using the SMARTBoard and the COW (Computers on Wheels) has brought state-of-the-art technology into the classroom. (See more details below about technology.)

10. Involvement with our community was also evidenced in many ways such as: first grade pen pals with other schools in our town; second grade holiday concert at our local nursing home; third grade hat making for children who are cancer patients; and an on-going partnership between our fourth grade and our Community Theater.

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 Accountability Plan. Also, during professional development this year, the evaluation tools and project rubrics needed to assess the effectiveness of Powerful Learning at MMEHMCPS and the specific Accountability Plan goals were developed and put in place. After a year of using our new Accountability Plan and learning about and implementing Powerful Learning, the school is using 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. The staff began implementing Powerful Learning this year by creating an action plan for particular change. The ASP model outlines a clear path for this proc-

ess 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. Five governance cadres are developing strategies to solve our particular school's challenges.

Cadres are working on the following topics: academics; assessment; professional development; behavior and communication. Each cadre has, through data collection, investigated numerous hypotheses to identify those that prove to be the underlying reasons for our challenges. The academic cadre is focusing on how to improve the math curriculum by using best practices and using math components consistently. The professional development cadre is examining how to ensure that professional development is focusing on improving student achievement. The communication cadre is working on protocols that ensure that information is given to the entire school community as needed. Using assessment as a vehicle for improving and focusing on teaching is the main goal of the assessment cadre. The behavior cadre will begin to reevaluate our current behavior program and to promote a more proactive role in behavior management. 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 is established as a key part of the ASP model. This committee, comprised of the heads of each of the cadres, parents, teachers, Director of Academics, 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) Powerful Learning as an educational philosophy and (2) a new governance structure based in large part on cadres, community involvement, and relying on the collection of data to inform decision making, MMEHMCPS has made great progress this second year in becoming the school it promised to be in its charter. As you will see in the attachment from Lauren Rodriguez, New England Director of Accelerated Schools PLUS, MMEHMCPS is making excellent progress in accomplishing the many goals of Accelerated Schools PLUS.

TECHNOLOGY AT MMEHMCPS

As promised in the charter, MMEHMCPS has integrated technology into all facets of the school. The school employs an Instructional Technology Specialist and a Technology Assistant.

Our vision in the Technology Plan states that our learning community will be technology literate life-long learners in an environment supporting teaching and learning with technology. Our technology mission is to ensure our learning community is provided with educational excellence and equity, thereby providing all students with technology resources, technology knowledge, and technology skills to be successful in the twenty-first century.

Staying true to our vision and mission, every classroom has an up-to-date Internet connected PC. We have purchased a SMARTBoard interactive whiteboard for classroom use, a projector/laptop combination for classroom use, and a wireless mobile laptop laboratory for use in the classrooms. Each year, additional laptops are purchased for staff members.

Our school website is used as a communication vehicle for students, parents, and staff. It is updated daily and contains newsletters, monthly and yearly calendars, current events, photos, lunch menu, directions to our school, links to the Massachusetts Department of Education site, links to the Barnstable School District, and student links.

Professional Development

Training is provided in a wide variety of areas, including the use of laptops, digital cameras, SMART-Board interactive whiteboard, wireless laptop lab, CD burning to create digital student portfolios, GroupWise e-mail, Plato Learning System, math tools, labels, certificates, Study Island, Kidspiration, Windows XP, Microsoft Word, Excel, PowerPoint, and MovieMaker.

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, Art Studio, Franklin's Activity Center, Study Island, Sammy's Science House, My Own Stories and the Internet..

With the implementation of the wireless laptop lab, students are learning skills that will not only benefit them throughout their education but will help benefit them throughout life.

ACCOUNTABILITY PLAN GOALS AND OBJECTIVES

The attached Draft Accountability Plan (Attachment A4) 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: MMEHMCPS graduates will be proficient in the "Core Competencies" as defined in the MMEHMCPS 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: MMEHMCPS graduates will be proficient in the "Enriched Competencies" as defined in the MMEHMCPS 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: MMEHMCPS 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: MMEHMCPS 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: MMEHMCPS 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 MMEHMCPS from parents whose children are eligible to attend other schools in the District.

In keeping with the theme of our charter and using Accelerated Schools PLUS (ASP) techniques, we have continued to develop the “alignment” of our math curriculum. As stated in the Charter, “the term *alignment* has a more expansive meaning, referring to alignment among a framework, a Powerful Learning activity, and an accompanying assessment.”

In the summer of 2005, a working group was formed to begin a review of the math curriculum. The math curriculum was designed by the whole school community using ASP techniques as a challenge area. The group created a Math Curriculum Guide that accomplished the following:

- Provided teachers with a scope and pace of instruction based on the State mandated math frameworks and current textbook.
- Provided MMEHMCPS with a concise communication tool to make parents aware of our math goals.
- Created a system of assessing students that is consistent throughout the grade levels, which will serve our Charter obligations, as well as give teachers specific data to assess learning and drive classroom instruction.
- Specified ongoing topics at each grade level that need to be continually worked on throughout the year.

The assessment component featured in the Math Curriculum Guide was a testing series developed by teachers in the Barnstable School District. As a Horace Mann Charter School, we have the ability to draw from resources developed by the Barnstable Public Schools. The BCAS was developed in large part due to a grant from the DOE to the BPS. The BCAS is a quarterly math test given to students in grades K-4 which is aligned to the Massachusetts frameworks and models the MCAS test.

During the 2005-2006 school year, our second year as a Horace Mann Charter School, all grade levels met on a bi-monthly basis with the ASP Internal Coach to develop Powerful Learning activities for math. The activities designed in these meetings were formed to add to center based instruction introduced to our staff the previous year.

The ability of meeting in grade level groups fulfills a promise in our Charter to be able to provide a time for “continuous improvement and on-going innovation” while using “creative scheduling of preparations periods so that all teachers of one grade or cadre level are available at the same time during the week.”

In keeping with the focus on math as a “challenge area,” the administration has continued support for professional development. During the past school year, eight teachers participated in the National Council of Teachers of Mathematics conference in St. Louis. The administration has also continued funding of a full-time teacher to provide support for students in the math area. This last focus also begins to meet the stated need in our Charter which is to meet the needs of those that are academically at risk who have been “slipping through the cracks.”

As we begin to review the initial phase of our accountability plan, the Internal Assessment goal concerning math appears to have been met. The goal states the following:

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.

Due to the upcoming retirement of our Reading Teacher, the Principal has hired her replacement to begin when school opens in August. This will enable expanded services to be provided to at-risk students who will be identified by classroom teachers.

In grades K, 1 and 2, the **D**ynamic **I**ndicators of **B**asic **E**arly **L**iteracy **S**kills (DIBELS) program will be expanded and each student will be assessed at least three times each year. The students found in need of remediation based on their DIBELS score will be placed in an at risk group and be remediated by teacher assistants under the direction of the classroom teachers. Those students will be assessed more frequently using the DIBELS model. Once again the MMEHMCPS school community has shown a commitment to the at-risk students by hiring a full-time teacher assistant for each grade level.

Not only are the at-risk students being identified and remediated, but early intervention is a key component of our new initiatives. The entering Kindergarten class was administered the DIBELS assessment as part of the traditional Kindergarten screening. A new program will begin this fall with students from grade one utilizing the highly successful Reading Recovery Program.

A teacher in each grade level has volunteered to pilot a new reading series for our school for the upcoming school year. The Scott Foresman program will be reviewed by grade level teachers and recommendations will be reviewed by the staff for further implementation.

At this point it appears that the students of MMEHMCPS have also met the internal assessment goal for reading which states the following:

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

Mission Goal 3 of the MMEHMCPS Accountability Plan is an important goal as it ties together pieces of the ASP model to the Charter. “Enriched Competencies/Powerful Learning Activities” are the cornerstones of the marriage. Teachers and students worked extremely well in developing activities at each grade level to accomplish this goal. The MMEHMCPS community easily achieved the proficient range stated in Mission Goal Statement 1. The following is a sample of the topics of projects from each grade level:

Students in Kindergarten studied and made projects for the topic “What makes a bird a bird.”

In Grade 1 students developed powerful learning projects concerning Mammals, Reptiles, Birds, Amphibians and Fish.

Grade 2 and the Multi-Age Class researched the Life Cycle of a Butterfly.

In Grade 3 students researched and presented projects on famous historical characters from Massachusetts history.

Grade 4 students used the topic of Rock and Minerals for their powerful learning projects.

Further review of goals in our Accountability Plan will take place upon release of MCAS test results by the Department of Education and administration of the Stanford 10 test which will take place in the fall.

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

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 tests 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 2006-2007 school year, MMEHMCPS will continue to use the Accountability Plan as a framework for assessment and curriculum design, including end of year projects and tests for the major teaching areas.

Mission Goal 5.1.2 of the MMEHMCPS Accountability Plan states that: *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.*

On June 20 and 21, 2006, ASP training was held at MMEHMCPS. The number of participants was well over the 85% mark mentioned in the goal and, even more exciting, was the number of new staff members hired for next year who attended. This shows a commitment from not only the veteran staff members of MMEHMCPS but a clear commitment from new staff as well. Surveys reflected quite clearly that the participants thought that the training helped them become better teachers.

In May 2006, we experienced our first Department of Education site visit. You will see from the attached report that MMEHMCPS is making excellent strides in its charter endeavor. The school is holding true to the major components of our charter and making excellent progress through the five year journey.

SCHOOL PROFILE

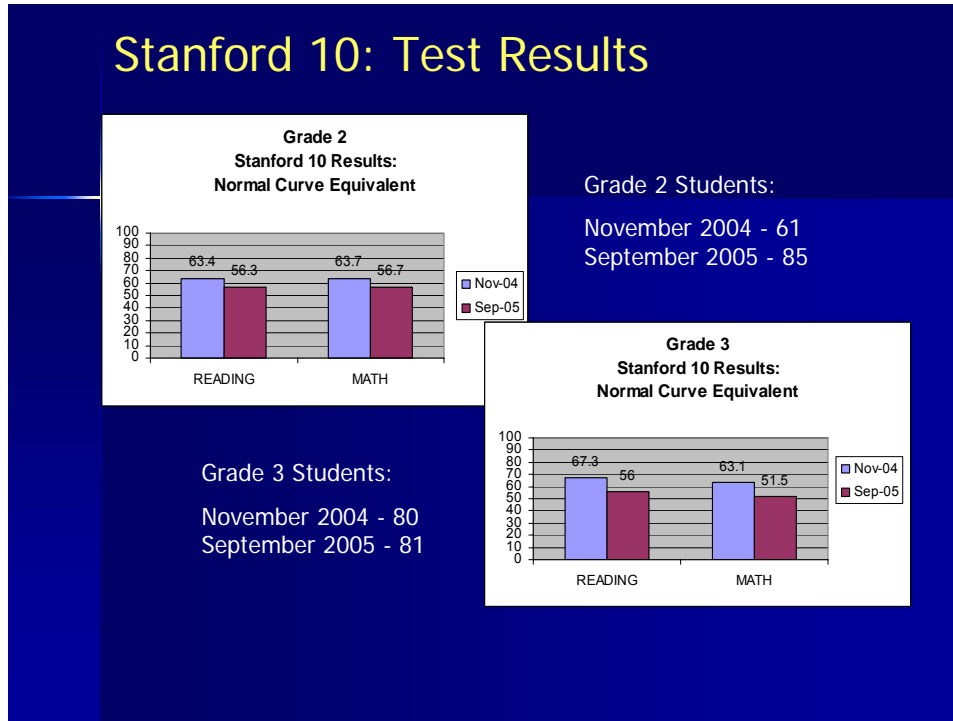
Summary of external standardized test results:

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

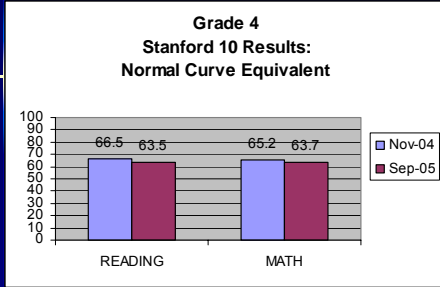
- “Students in grades K-4 will take the standardized test, Stanford 10. The average Normal Curve Equivalent score for each cohort of students who has been at the school for more than two years will increase in reading each year until it reaches 80 NCE points.”

In the fall 2005, the Stanford 10 Test was given two months earlier than in 2004 in order to better be used as a diagnostic tool; therefore, our NCE scores dipped slightly and this is to be expected with the earlier test date. Regarding the test of 2006, we anticipate improvement which will be more in line with a more streamlined testing approach.



Marstons Mills East Horace Mann Charter Public School		
Stanford 10 Results		
Normal Curve Equivalent		
	November 2004	September 2005
Grade 2 Students	61	85
Grade 3 Students	80	81

Stanford 10: Test Results



Grade 4 Students:

November 2004 - 70

September 2005 - 82

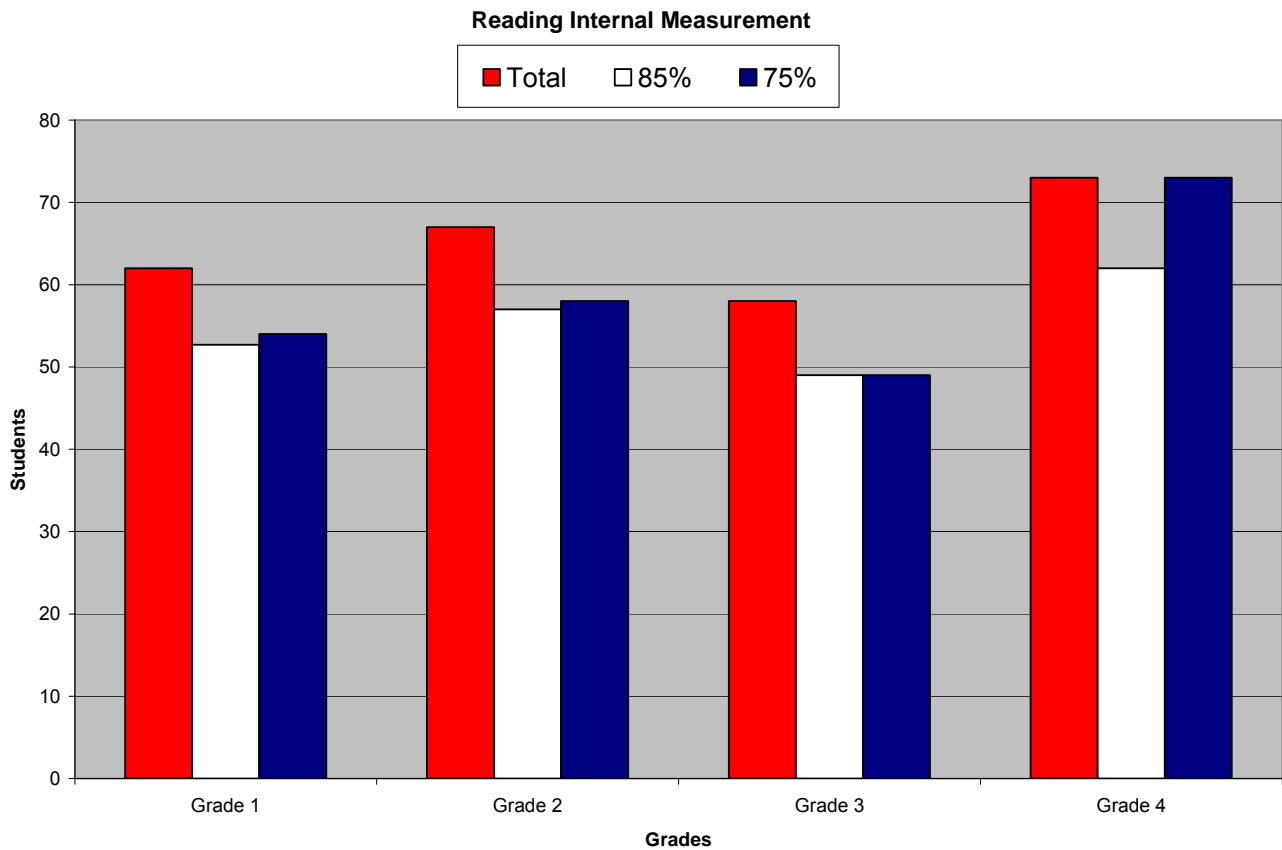
**Marstons Mills East Horace Mann Charter Public School
Stanford 10 Results
Normal Curve Equivalent**

	November 2004	September 2005
Grade 4 Students	70	82

Summary of internal test results and Accountability Plan goals:

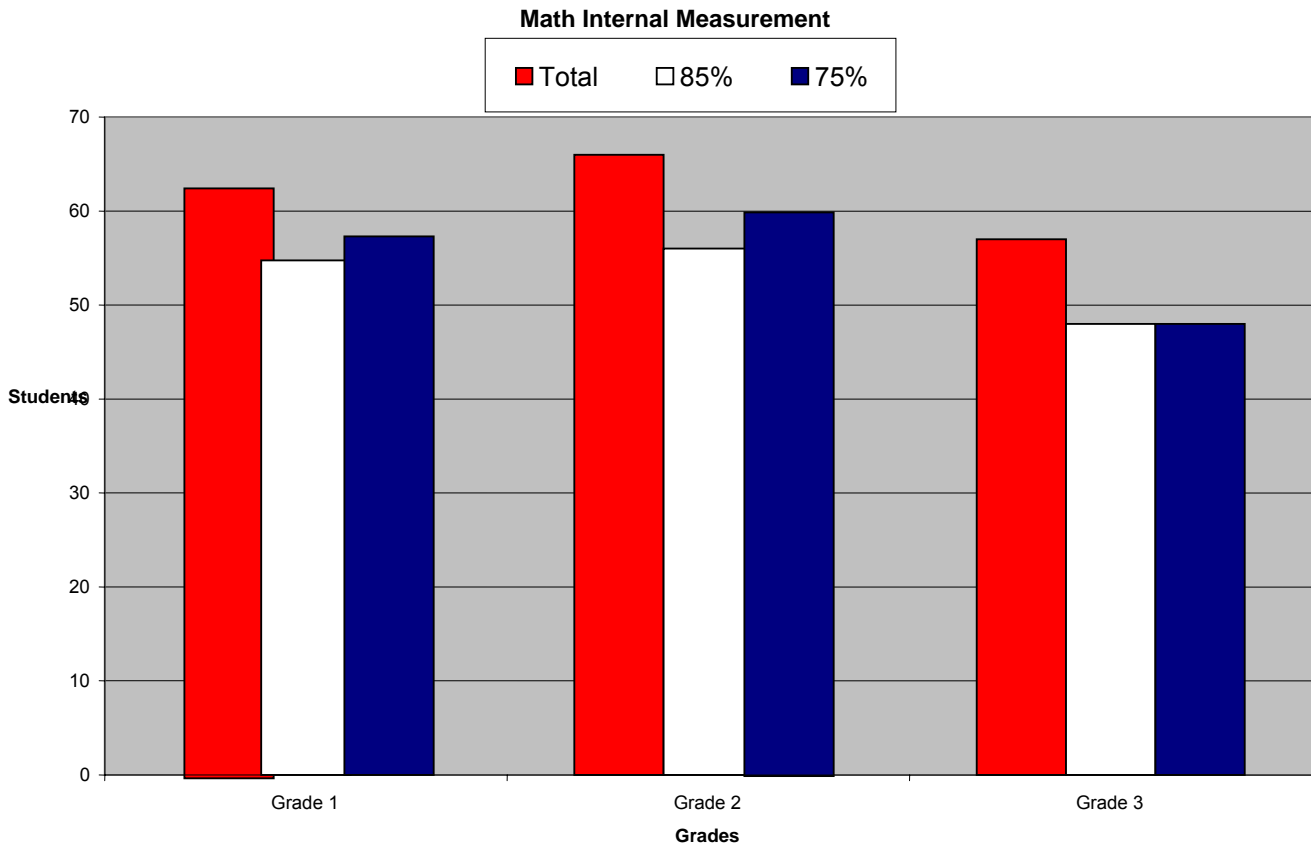
The Accountability Plan establishes a wide variety of internal tools and goals to assess student progress in the four core curriculum areas. This year the internal McGraw-Hill reading test was administered.

English: In English Language Arts, teachers use the McGraw-Hill reading program and all students take an end-of-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. The chart below shows our successful results.



MARSTONS MILLS EAST HORACE MANN CHARTER PUBLIC SCHOOL			
READING INTERNAL MEASUREMENT			
Grade 1	Grade 2	Grade 3	Grade 4
Total Students: 62	Total Students: 67	Total Students: 58	Total Students: 55
85% of Total Students: 53	85% of Total Students: 57	85% of Total Students: 49	85% of Total Students: 47
Students Scoring 75% or Better: 54	Students Scoring 75% or Better: 58	Students Scoring 75% or Better: 49	Students Scoring 75% or Better: 55

Math: The school uses the Scott Foresman math program, which includes unit tests as well as end of year tests and uses the Accountability Plan goals for the end-of-year math tests. The chart below shows our successful results.



MARSTONS MILLS EAST HORACE MANN CHARTER PUBLIC SCHOOL MATH INTERNAL MEASUREMENT		
Grade 1	Grade 2	Grade 3
Total Students: 62	Total Students: 66	Total Students: 57
85% of Total Students: 53	85% of Total Students: 56	85% of Total Students: 49
Students Scoring 75% or Better: 54	Students Scoring 75% or Better: 60	Students Scoring 75% or Better: 49

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 2005-2006 school year: 180 days

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

GRADE	RATIO
K	18:1
1	19:1
2	18:1
3	20:1
4	20:1

GOVERNANCE PROFILE

2005-2006 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
- ◆ Mary Ann Smyth-Hammond – Board Secretary; Member of Governance/Nomination Committee – Parent/Substitute Teacher; Term 2004-2005; 2005-2006; 2006-2007
- ◆ Angela Castoria - Chair of Personnel Committee - retired Assistant Superintendent of Barnstable Public Schools; Term 2004-2005; 2005-2006 (Resigned February 2006)
- ◆ Ruthanne Allen – Since February 2006, Chair of the Personnel Committee, Member of District Improvement Advisory Committee - retired Director of Gateway Program, Barnstable Public Schools; Term 2004-2005; 2005-2006; 2006-2007
- ◆ Tim Telman – Community Member - Board Treasurer – Financial Consultant – Self-Employed; Term 2004-2005; 2005-2006; 2006-2007
- ◆ Julie Jones – Coordinator/Teacher. Barnstable Preschool; Term 2004-2005; 2005-2006
- ◆ Beth-Anne Allen – MMEHMCPS teacher; Term 2005 –2008
- ◆ Laura Shufelt – Parent; Finance Committee Member; Employer – Falmouth Housing Authority (Director of Development) Term 2005-2006; 2006-2007; 2007-2008
- ◆ William J. “Jack” McCarthy – Community Member; Finance Committee Member; President, Eager to Read, Inc., Washington, D.C; Managing Director, AppleTree Institute for Education Innovation, Washington, D.C. Term 2005-2006; 2006-2007; 2007-2008;

NEW MEMBERS

- ✦ Janelle D’Aprix – Parent; Finance Committee Member; Self-employed Bookkeeper, Marstons Mills, MA; Term 2005-2006; 2006-2007; 2007-2008
- ✦ Douglas Jacoby – Community Member; Finance Committee Member; President, Procera Science, Inc., Bedford, MA; Term 2005-2006; 2006-2007; 2007-2008
- ✦ Janice Kinder – Community Member; Advocacy Committee Member; Vice President, Business Development, Hospice & Palliative Care of Cape Cod, Hyannis, MA; Term 2006-2007; 2007-2008; 2008-2009

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 princi-

pal/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 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.

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: The Board of Trustees received no official complaints this year.

STUDENT PROFILE

Student Demographics: (SIMS Data)

Enrollment by grade:

Kindergarten	106
Grade 1	82
Grade 2	83
Grade 3	81
Grade 4	79
TOTAL	431

Enrollment by ethnicity and gender:

<i>ETHNICITY</i>	% enrolled	Total number
White	94.19	406
Black or African American	0.7	3
Hispanic or Latino	0.7	3
Asian/Pacific Islander		5
American Indian/Alaskan Native	0.7	3
Other	3.71	11
TOTAL NUMBER OF STUDENTS	100%	431

<i>GENDER</i>	50% female	50% male
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Enrollment by Low Income Status:

(Students eligible for free/reduced lunch)	7.42%	32 students
(School does not receive Title 1 funds)		
Enrollment by Special Education Status:	10.26%	42 students
Limited English Proficient Students.		

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. In November 2005, our first application period was held. We received 148 applications for 125 seats. A grade-level lottery was held on December 3, 2005. All seats were filled with the remainder of students placed on a grade-level wait list.

Student Attrition Data:

There were 439 students at the beginning of the school year and 431 at the end of the school year. Eight students left during the school year: Seven moved out of district, and 1 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: 95.6%

PARENT SATISFACTION SURVEY

MMEHMCPS sent out a parent satisfaction survey at the end of the 2005-2006 school year. Following are the results of that survey.

<i>Question</i>	2005 - 2006 School Year				Difference	2004 - 2005 School Year			
	Total Agree	Total Dis-agree	Agree %	Dis-agree %		Total Agree	Total Dis-agree	Agree %	Dis-agree %
1. My child is doing well at school.	245	2	96%	1%	---	172	4	96%	2%
2. The school motivates my child to learn.	244	2	96%	1%	+2%	168	4	94%	2%
3. The school creates a good/safe climate for my child to excel.	249	1	98%	0%	+1%	173	2	97%	1%
4. The school addresses my child's individual needs.	228	5	89%	2%	↓3%	165	6	92%	3%
5. The school has high expectations for my child's learning.	240	-	94%	0%	+2%	165	3	92%	2%
6. The quality of teaching as I understand it is both skilled and accomplished.	246	2	96%	1%	+2%	169	1	94%	1%
7. The school has improved my child's ability to integrate technology.	210	4	82%	2%	↓2%	151	2	84%	1%
8. My child uses technology at school on a regular basis.	213	7	84%	3%	---	150	7	84%	4%
9. The school's facilities meet the needs of my child.	244	3	96%	1%	---	171	4	96%	2%
10. Parents have appropriate input into school decisions and planning.	226	7	89%	3%	+10%	142	6	79%	3%
11. The school communicates that volunteering and parental involvement are strongly encouraged.	249	1	98%	0%	+6%	164	2	92%	1%
12. The school is a welcoming place for parents.	249	1	98%	0%	+6%	165	1	92%	1%
13. I receive timely and high-quality information about my child's progress.	236	4	93%	2%	+4%	159	6	89%	3%
14. The school is responsive to my concerns.	224	7	88%	3%	+2%	154	5	86%	3%
15. The school has good leadership as evidenced by the professional behavior of the principal.	241	1	95%	0%	+6%	159	4	89%	2%
16. The school is equitable in its approach to discipline and resolves matters fairly.	206	3	81%	1%	↓4%	152	2	85%	1%
17. The non-academic activities and events that I attend are informative and beneficial.	236	-	93%	0%	+5%	158	1	88%	1%
18. I have a general understanding of the Accelerated School Model.	205	13	80%	5%	+7%	130	14	73%	8%
19. I find the school's web site helpful.	220	1	86%	0%	+15%	127	5	71%	3%

In comparing this school year (2005-2006) with the last school year (2004-2005), one can note that the total answers in the positive (Total Agrees) have increased or stayed the same in 16 of the 19 questions.

The following three questions experienced a decrease in the percentage of total agrees:

- **4. The school addresses my child's individual needs.**

92% in 2004-2005	89% in 2005-2006
Total agree answers in 2004-2005 was 165	Total agree answers in 2005-2006 was 228

- **7. The school has improved my child's ability to integrate technology.**

84% in 2004-2005	82% in 2005-2006
Total agree answers in 2004-2005 was 151	total agree answers in 2005-2006 was 210

- **16. The school is equitable in its approach to discipline and resolves matters fairly.**

85% in 2004-2005	81% in 2005-2006
Total agree answers in 2004-2005 was 152	Total agree answers in 2005-2006 was 206

The following six questions experienced significant growth (6% or above):

- **10. Parents have appropriate input into school decisions and planning.**
10% increase
- **11. The school communicates that volunteering and parental involvement are strongly encouraged.**
6% increase
- **12. The school is a welcoming place for parents.**
6% increase
- **15. The school has good leadership as evidenced by the professional behavior of the principal.**
6% increase
- **18. I have a general understanding of the Accelerated School Model.**
7% increase
- **19. I find the school's website helpful.**
15% increase

STAFF PROFILE

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

Summary of classroom teacher qualifications:

There are 32 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. All of the teachers are designated as highly qualified.

Teacher attrition: Of 32 FTE teachers, one teacher has retired at the end of this school year.

**FINANCIAL PROFILE
UNAUDITED**

A) BALANCE SHEET

**Marstons Mills East HMCPS
Balance Sheet
As of June 30, 2006**

**MARSTONS MILLS EAST HORACE MANN CHARTER PUBLIC SCHOOL
FISCAL YEAR TO DATE ACCOUNT BALANCES AS OF JUNE 30, 2006**

	<u>DISTRICT FUND</u>	<u>GRANT FUND</u>	<u>AFTER SCHOOL FUND</u>	<u>TOTAL</u>
<u>Assets</u>				
Cash	159,849	5,614	9,457	174,920
Accounts receivable				-
Total current assets	159,849	5,614	9,457	174,920
Fixed assets - net of depreciation	-	-	-	-
Total assets	159,849	5,614	9,457	174,920
<u>Liabilities</u>				
Accounts payable				-
Accrued payroll				-
Other liabilities				-
Total liabilities	-	-	-	-
<u>Fund Balance</u>				
CASH RESERVE				226,769

**B) PROFIT & LOSS BUDGET PERFORMANCE-JULY 2005 THROUGH JUNE 2006
(Unaudited)**

DISTRICT ALLOCATION	2,762,489
EARNINGS ON INVESTMENTS	90,269
GRANTS	201,902
DISTRICT GRANTS	125,348
BEFORE AND AFTER	57,381
OTHER REVENUE	1,645
TOTAL REVENUES	3,239,034
SALARIES AND WAGES	2,457,813
EMPLOYEE BENEFITS	194,740
SUBSTITUTES	31,578
TOTAL LABOR COSTS	2,684,131
SUPPLIES	
ADMIN	6,680
ART	1,905
SPED	5,524
LIBRARY	1,567
KINDERGARTEN	1,011
CLASSROOM	32,410
FOOD	8,467
SCHOOL STORE	229
GUIDANCE	490
TEXTBOOKS	10,961
TOTAL SUPPLIES	69,244
OPERATING EXPENSES	
CONFERENCE FEES	9,475

AUDITING	10,000
BOARD EXPENSE	9,817
ADVERTISING	1,200
CONSULTANTS - GENERAL	55,500
POSTAGE/DELIVERY SERVICE	1,792
TRAVEL EXPENSES	7,025
DUES & MEMBERSHIPS	4,500
STAFF DEVELOPMENT	15,481
STANFORD 10	9,856
STIPENDS	22,847
ELECTRICITY	78,764
GAS	31,008
SEWER	4,786
INSURANCE	4,507
LEGAL	228
TELEPHONE SERVICES	4,266
REPAIRS & MAINT - BUILDING	2,501
TECHNOLOGY	34,723
PUBLICATIONS & SUBSCRIPTIONS	1,482
PRINTING	981
TOTAL OPERATING EXPENSES	310,739
TOTAL EXPENSES	3,064,114
NET INCOME(LOSS)	174,920

C) APPROVED SCHOOL BUDGET FOR FY07: The charter school budget is dependent upon the Barnstable School District budget and that will not be finalized until September 2006.

Dissemination

During the past two years the staff at MMEHMCPS has been involved in several Dissemination Activities. Through our involvement in the Accelerated Schools PLUS (ASP) program, Leadership Team members have been able to share information regarding our program to several other ASP schools in Networking Meetings held regularly throughout the year. We have been fortunate to participate in these worthwhile Networking Meetings and to host two of these meetings with visitors coming from as far as New Jersey to participate.

Recently, we were asked to share our best practices with a large group of educators from Columbia, CT. These educators represented a school very similar to MMEHMCPS and were able to get a snapshot of how their school might look based upon the ASP model and how it is implemented here.

As a Horace Mann Charter School, we take our dissemination practices very seriously in our own town. Last year, several teachers were invited to give a presentation concerning the ASP schools' model to a school in our district. The meeting was attended by several staff and parents of the interested school.

Enrichment Clusters have been an integral part of our program here at MMEHMCPS. During our last cycle of clusters, all of the elementary schools in the Barnstable School District were invited to send representatives to view the cluster program and to participate in a discussion of how to implement such a program successfully. We were happy to entertain an enthusiastic group of teachers from the Centerville Elementary School who were able to see the program up and running with 100% of our students involved in cluster activities.

One of our more interesting Dissemination Activities was with a private school only a few minutes away from MMEHMCPS. Mrs. Frew, our internal coach and enrichment teacher, was able to spend time at Cape Cod Academy where she shared, with the Director of the Lower House, information concerning our program at MMEHMCPS.

A Kindergarten teacher recently distributed an example of the Independent Investigation Method (IIM) program to all of the Kindergarten teachers in the school district. IIM is a program used by all of the classes here at MMEHMCPS.

Future plans for dissemination are to strengthen our ties to the ASP Networking Meetings and to provide more opportunities for our local teachers in the Barnstable School District.

Attachment A1

June 19, 2006

To Whom It May Concern;

It is my honor to report Marstons Mills East Horace Mann Charter Public School's growth during the 2005-2006 academic year. In their second year as an Accelerated School, the school community shows exceptional growth towards their goal to become a flagship Accelerated School and a place where student learning is the heartbeat of the school. The philosophy of acceleration, the fully implementing governance structure, and increase in the values are evidence of their growth during this past school year.

Throughout the school, the culture is quickly transforming into one of acceleration of student learning and high expectations for all. In the classrooms, there is joy and enthusiasm for learning as evidenced during each classroom visit. During teacher and student interviews, this passion for learning was echoed. Finally, through the various professional development offerings, teachers continue to dig deep to change their instructional approaches to meet student needs.

MMEHMCPS has become a highly functioning model of the Accelerated Schools governance structure. Cadres meet regularly, as well as the Steering Committee, and they function through a shared decision making approach. Small groups of teachers are meeting to follow the inquiry process and to find answers to their school challenges. These "cadres" present their research and decisions to the board of directors to help keep them informed of progress, as well as post their minutes for everyone in the community to see. Cadre work became a priority in the school this year, as they are diligently sticking to the process of inquiry. We are looking forward to their action plans coming together early in the next school year.

There is evidence of a tremendous amount of growth with the Accelerated Schools values. Some examples include the frequent collaboration between the principal, curriculum director, and ASP coach which helps maintain a positive environment in the school; the incorporation of community meetings to keep students, staff and community informed and to build community spirit; and the increase in the amount of teachers trying various gifted teaching strategies in the school. Accelerated Schools strongly feels that these values are integral to a school fully implementing our model. We are pleased with the school's growth in this area of challenge.

Overall, the collected evidence shows great progress with the Accelerated Schools' values and benchmarks. We look forward to continued success throughout next year.

Respectfully submitted,

/s/

Lauren Rodriguez
New England Director
Accelerated Schools plus
University of Connecticut

Accelerated Schools *plus*

Benchmark Summary Checklist

School: Marstons Mills East Horace Mann Charter P.S.

School Year: 2005-2006 District: Barnstable

Launch Year: 2004-2005

Provider Center: NE Regional Center

ASP Provider: L. Rodriguez

Date of Completion: June 20, 2006

<i>Philosophy</i>	Launch	Approaching Standard	Meets Standard
1. The philosophy of acceleration for all learners is consciously embedded into instructional decisions of the school.			X

<i>Unity of Purpose</i>	Launch	Approaching Standard	Meets Standard
2. The staff, parents and students are unified in their focus and work together to accelerate learning for all students.			X
3. The school community understands and uses ASP terminology as a working language.		X	
4. Opportunities are created within classrooms for students to work toward a common purpose.		X	
5. The atmosphere reflects joy, enthusiasm and passion for learning that is evident at all levels.			X

Empowerment Coupled with Responsibility	Launch	Approaching Standards	Meets Standard
6. Members of the school community (staff, parent, community, and students) are empowered to make inquiry-based decisions that promote an environment of acceleration.		X	
7. Members of the school community take responsibility for implementing decisions and own the outcomes leading to student achievement.		X	
8. Students are empowered to help create a learner-centered environment.		X	
9. The principal actively supports and encourages members of the school community to make and carry out inquiry-based decisions and action plans.		X	
10. The central office supports and encourages the accelerated schools process, philosophy, inquiry and powerful learning amongst staff and students.			X

Building on Strengths	Launch	Approaching Standard	Meets Standard
11. Strengths of parents, students, staff, school, and community are identified and utilized to further the school vision and promote an environment of acceleration.			X
12. Student learning is accelerated by building upon strengths rather than focusing on deficits.			X
13. Culturally diverse backgrounds and skills are viewed as strengths and used as resources.			X
14. Practitioners utilize the strengths and talents of other staff and community members and use them as a resource in the development of powerful learning activities.			X
<p>PRINCIPLES –Comments</p> <p>The MMEHMCPS community continues to show exceptional growth towards their goal to become a flagship Accelerated School. There is a high level of joy and enthusiasm in the school evidenced during each site and almost all classroom visits. Further, it is exciting to see the staff and students singing and embracing their new school song. To help communicate with the community and keep everyone informed, the school song is displayed on the school’s homepage. In addition, it was a wonderful idea to have the cadres present to the board of directors!</p>			
Values	Launch	Approaching Standard	Meet Standard
15. All of the ten values are clearly demonstrated and are embedded in the daily workings of the school.		X	
16. Accommodations are provided so that all students can learn and have access to a high quality education. (Equity)		X	
17. Everyone is informed and invited to participate in the Accelerated Schools transformation process- students, parents, certified, and classified staff, and community. Everyone’s ideas count. (Participation)			X
18. The entire school community collaboratively works toward a shared purpose by meeting, talking, and learning from each other’s experiences. (Communication and Collaboration)		X	
19. School, staff, parents, students, the district and local community members build connections to serve all students. (Community Spirit)		X	
20. In transforming the school, the school community takes time to reflect, research, work together, and to share ideas. (Reflection)		X	
21. The school community and each classroom explore, design and implement programs as a result of communicating about and reflecting upon the school’s challenges. (Experimentation)		X	
22. Teachers, parents, support staff, administrators, district office, community members, and students come to believe in each other, support one another and focus on each other’s strengths. (Trust)		X	
23. The school community and each classroom facilitate a safe environment for intellectual risk-taking. (Risk-taking)		X	
24. The resources necessary for excellence are found and/or developed within the school community. (Community Expertise)			X
25. All members of the school community show regard for the work of others by being open to diverse ideas and points of view. (Respect)		X	

<p>VALUES – Comments</p> <p>There is evidence of a tremendous amount of growth with the Accelerated Schools values. Some examples include the frequent collaboration between principal, curriculum director and ASP coach which help maintain a positive environment in the school; the incorporation of community meetings to keep students, staff and community informed to build community spirit; and the increase in the amount of teachers trying various gifted teaching strategies in the school. These efforts will continue to improve with next year’s All School Theme approach and the grade level planning focused on this goal.</p>			
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Vision	Launch	Approaching Standard	Meets Standard
26. The school’s vision statement is sufficiently cohesive and concrete to drive students, and community members’ actions leading toward improved student achievement through acceleration.			X
27. The school community examines many aspects of the school to ensure that programs and practices are consistent with the vision.			X
28. The vision forging process includes input from all segments of the school community (certified staff, non-certified staff and families).			X
29. The school community reviews and publicly affirms and celebrates the vision each year.		X	
30. The vision guides inquiry-based decisions made by individual cadres, the steering committee and the School As A Whole.		X	

<p>VISION – comments</p> <p>Your vision at MMEHMCPS continues to serve as a driving force for many of the school’s decisions. Be sure to help use the vision as a clearinghouse, as well as the impetus for change. It will be exciting to see how the vision guides the work of the cadre’s action plans.</p>			
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Inquiry Process	Launch	Approaching Standard	Meets Standard
31. Inquiry is used to make data-driven decisions that promote acceleration.		X	
32. The school community understands and uses a variety of inquiry strategies appropriate to the situation.		X	
33. Students are actively engaged in inquiry-based learning in order to accelerate achievement.		X	
34. The school community routinely addresses each step of the inquiry process as noted on the inquiry flowchart.			X
35. The school community effectively uses full-scale inquiry to address full school issues.		X	
36. The school uses an inquiry approach in staff development.		X	
37. Inquiry drives instructional practice throughout the school community.		X	
38. Solutions are responsive to the causes of the challenge, aligned with best instructional practices and focused on accelerating student achieve-	*		

ment.			
39. Written action plans include an evaluation plan that assesses the effectiveness of the implemented solutions. **	*		
40. Action plans outline solutions that move the school closer to the vision and acceleration through powerful learning. **	*		
41. Inquiry is guided by the Accelerated Schools' principles and values.		X	
<p>INQUIRY – comments</p> <p>*Cadres are researching solutions at the point that this evaluation was completed.</p> <p>Cadre time was organized in such a way that meetings were held at the same time once a month. This helped to make cadre work a priority in the school and allowed opportunities for questions and problems to be addressed immediately. Time was also dedicated during the June training to allow even greater momentum with their work. Cadres were diligent in sticking to the process of inquiry.</p>			

Governance	Launch	Approaching Standard	Meets Standard
42. The school's governance structure includes three tiers: cadres, steering committee, and School As A Whole.			X
43. The AS+ governance structure supports the development and implementation of acceleration and powerful learning.		X	
44. The school staff actively participates in the work of various governance bodies within the school.			X
45. The Steering Committee includes representatives from each cadre along with representatives of stakeholder groups (staff, parents, community members, and students when appropriate).		X	
46. All staff members are involved actively in cadres and each stakeholder group is represented.			X
47. Minutes of cadre, Steering Committee, and School As A Whole meetings are kept and regularly communicated to staff, parents, community, and students (where appropriate).			X
48. Agendas are prepared and disseminated prior to all meetings.			X
49. Steering Committee meetings include cadre reports and discussion on the cadre reports.			X
50. ASP meeting management strategies are utilized at all meetings.			X
51. Steering Committee meetings run effectively and focus on acceleration and student achievement.			X
52. The majority of cadre time is consistently spent using inquiry strategies to support powerful learning.			X
53. Each cadre develops and implements at least one action plan that has been approved by School As A Whole.	*		
54. The steering committee meets regularly and frequently enough (at least two hours per month) to continue momentum in the AS-PLUS process and accomplish their work.			X
55. All cadres meet regularly and frequently enough (a minimum of two hours per month) to continue momentum in inquiry and accomplish their work.			X

<p>GOVERNANCE – Comments MMEHMCPS has become a highly functioning model of the Accelerated Schools governance structure. Cadres meet regularly, as well as the Steering Committee, and they function through a shared decision making approach. All cadre meetings have agendas and minutes and those minutes are posted in the school for all to see. It is suggested that the Steering Committee consider including a parent representative, community member or student representative.</p>			
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Powerful Learning Component: Authentic	Launch	Approaching Standard	Meets Standard
56. Every student demonstrates his/her learning through the creation of authentic products and performances			X
57. Learning applies to student real-life situations or issues.		X	
58. Teachers assess the learners' life experiences, knowledge goals, and interests and use this data to design learning activities.		X	
59. Instruction includes and makes use of the cultural and family traditions of the students and/or community.		X	
60. Instruction includes the vocabulary, methods, and/or activities of the work world or the discipline.		X	
61. Teachers take advantage of teachable moments.			X
62. Students reflect on their work and learn from their mistakes.			X
63. The school exhibits and celebrates student learning with the community.			X
Powerful Learning Component: Interactive	Launch	Approaching Standard	Meets Standard
64. Every student is engaged in interactive and collaborative activities to share knowledge and expertise or complete projects			X
65. Teachers' dialogue with students develops critical thinking.		X	
66. Students constructively critique their own and each other's work.		X	
67. Students interact with a learning community that exists in and outside the school through field-based experiences and/or technology.			X
68. Teachers build family-student interaction into the learning and assessment practice.		X	

Powerful Learning Component: Learner Centered	Launch	Approaching Standard	Meets Standard
69. Every learner is empowered to make choices in his/her learning.			X
70. Students' strengths and interests are identified and utilized to plan instruction and curriculum.		X	
71. Students are involved in the planning of instruction.		X	

72. Most of the displays around the school are student work that shows originality, creativity, and higher-order thinking.			X
73. Classrooms are set up so each learner can independently access and use materials, books, equipment, and reference materials.			X
74. Learners are guided to manage time and resources effectively.			X
<i>Powerful Learning Component: Inclusive</i>	Launch	Approaching Standards	Meets Standard
75. Every student is engaged in differentiated content, process and products based upon his/her needs, interests, and strengths in order to accelerate learning.		X	
76. Students demonstrate their learning using a variety of learning styles and intelligences.			X
77. Assessment is used to determine a variety of instructional approaches in each unit and lesson.		X	
78. The school and each teacher provide opportunities for students to extend and accelerate their learning and follow-up on individual interests.			X
79. All students participate in enriched and challenging learning experiences.			X

<i>Powerful Learning Component: Continuous</i>	Launch	Approaching Standard	Meets Standard
80. Prior knowledge is assessed in order to engage every student in instructional activities and make connections between various subjects and contexts.			X
81. Teachers integrate state, district, and/or school standards to plan curriculum.		X	
82. 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 levels of thinking.		X	
POWERFUL LEARNING – comments Professional development and dialogue throughout the year focused on strategies to increase powerful learning. Classroom visits show teachers making instruction more authentic, inclusive, learner-centered and interactive. We will be working throughout next year on created lessons that are driven from the MA frameworks.			

<i>Academic Achievement and Assessment</i>	Launch	Approaching Standard	Meets Standard
83. Schools demonstrate consistent progress toward targeted growth as defined by their state and district requirements.			X
84 Teachers continuously assess student learning and use this data to adjust and modify instruction during the learning process.		X	

ACHIEVEMENT & ASSESSMENT – comments <i>Based on the DOE report, standardized test scores, informal data, and this TRACES report the school has made notable gains this year. The assessment cadre is looking to improve teacher’s use of available data to inform instruction.</i>			
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<i>School-wide Strategies for Acceleration</i>	Launch	Approach- ing Stan- dard	Meets Standard
85. <i>The school uses multiple strategies to assess and accelerate learning for all students.</i>		X	
86. <i>Every student is engaged in accelerated learning activities through powerful learning every day in every classroom.</i>		X	
87. <i>Acceleration strategies emotionally engage students, are rigorous and of high intellectual quality.</i>		X	
88. <i>High quality practitioners are skilled and knowledgeable, learn along with students, engage in meaningful discussion, and are reflective in their practice.</i>			X
89. <i>Strategies of acceleration match the needs of the students and are clearly tied to inquiry.</i>		X	
ACCELERATION- comments <i>MMEHMCPS staff has learned different acceleration strategies and are beginning to implement various acceleration strategies.</i>			

Meeting with the Steering Committee

Date: June 21, 2006

Summary of Strengths and Challenges:

Strengths:

- The philosophy of enriched teaching for all is a driving force in the school and results in a school where learning is alive.
- The principal and staff are united in making students the top priority.
- Parental support is excellent.
- Variety of areas of expertise in the school and community.
- Numerous opportunities for staff and students.

Challenges:

- Focusing efforts on the school charter and Accelerated Schools and making them harmoniously co-exist in the school.
- Creating a climate where risk-taking and trust facilitate growth for staff that are fearful of change.

Goals:

- Increase the Unity of Purpose within the school through All-School Themes.
- Increase the amount of differentiation occurring during instructional time.
- Have cadres produce action plans based on research and formulated using the inquiry process.
- Increase the amount of days on site to be part of grade level planning meetings.

Signatures:

_____/s/_____
Principal

_____/s/_____
Coach

_____/s/_____
ASP Service Provider

_____/s/_____
Steering Committee Member

_____/s/_____
Steering Committee Member

_____/s/_____
Steering Committee Member

_____/s/_____
Steering Committee Member

_____/s/_____
Steering Committee Member

_____/s/_____
Steering Committee Member

_____/s/_____
Steering Committee Member

Attachment A2

Year Two Site Visit Report
Marstons Mills East Horace Mann Charter Public School
Marstons Mills, MA

Marstons Mills East opened for operation in 1988 as an elementary school in the Barnstable Public School system. The school applied for a Horace Mann charter in 2003 and opened as Marstons Mills East Horace Mann Charter Public School (MMEHMCPS) in the fall of 2004.

Now in its second year of operation as a Horace Mann charter school, the school currently enrolls 339 students in Kindergarten through Grade 4. MMEHMCPS received approval this year to increase enrollment from 350 to 475 students next academic year.

The mission of MMEHMCPS is “to be a whole school community that provides a challenging and enriching learning 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” (2004-2005 Annual Report). As described in its original charter application, the school’s educational philosophy includes the implementation of the Accelerated Schools Project, which has the fundamental philosophy that “what has been learned through the study of gifted and talented can be applied to all students” (MMEHMCPS Charter Application, executive summary).

MMEHMCPS reported the following demographic makeup of its student body: 72.4 percent are Caucasian, 12.9 percent are Hispanic, 8.3 percent are African American, and 4.6 percent are Asian American. Seven percent of students qualify for free and reduced price lunch, 9.4 percent receive special education services, and no students are Limited English Proficient.

The following people conducted the site visit on May 16, 2006:

- Tracy Greenwalt, Accountability Specialist, MA DOE Charter School Office
- Sally Bachofer, Coordinator of Accountability, MA DOE Charter School Office
- Cheryl Belknap, Instructional Curriculum Specialist, Atlantis Charter School, Fall River
- Susie DiRubio, SPED Administrator, Martha’s Vineyard Charter Public School, Martha’s Vineyard
- Raye Kaddy, Board Member, Sturgis Charter Public School, Hyannis

Before the visit, the site team reviewed the 2004-2005 Annual Report, as well as the school’s current Accountability Plan. On site, the team reviewed curricular information, a teacher roster, board materials and other information provided by the school. The team conducted group and individual interviews with trustees, administrators, teachers, parents and students, and also observed classes.

The purpose of this visit was to corroborate and augment the information contained in the school’s Annual Report, to investigate the school’s progress relative to its Accountability Plan goals and to collect information that will help the Commonwealth decide whether to renew its charter. The focus of the visit is on three central areas of inquiry:

- Academic program success
- Organizational viability
- Faithfulness to the terms of the school’s charter

The team’s findings and the evidence supporting these findings are detailed below.

1. Academic Program Success

Is the school’s curriculum based on high academic standards, both in terms of content and implementation?

- Finding: MMEHMCPS uses several curricular programs from the district and has overviews for all subjects. However, the level of formal documentation of curriculum was unclear to the team. The school cur-

rently uses math and English programs adopted from the district. Members of the site visit team reviewed curriculum overview documents, which show alignment with the Massachusetts Curriculum Frameworks. The current overviews give a general sense of curricular content by highlighting major topics and units to be covered in the year. Beyond these overview documents and the resources available from the district, there was little formal documentation of the detailed components of the curriculum. While parents spoke about receiving unit overviews, team members did not see such overviews, nor did they see yearly pacing guides or any mechanism for collecting and archiving individual lesson plans. The Year 2 site visit team had limited time to ask for and review additional documentation. Future site visit teams should spend additional time looking at the progress on formal documentation of the curriculum and systems enabling teachers to access the curriculum.

- Finding: Observations by members of the site visit team indicated grade level appropriate material made accessible to all students, including both those who were struggling and those who were advanced learners. Members of the site visit team conducted approximately 15 classroom visits over a three-hour span in the morning. Teachers in observed classrooms were delivering age and grade level appropriate curriculum that was accessible to students of varying abilities. Instruction and activities allowed for students to work at difference levels and paces in an orderly fashion. Parents discussed the seamless way services are delivered to students on both ends of the learning spectrum, with students not feeling singled out if they received such services.
- Finding: The Accelerated Schools Project (ASP) drives the delivery of content at MMEHMCPS. In the process of writing and applying for a charter, the MMEHMCPS founding group decided to adopt the Accelerated Schools Project model. The website for Accelerated Schools described the program as “a national endeavor designed to transform whole school communities – especially those set apart by high poverty, low academic performance and remediation -- to enriched environments characterized by accelerated instruction and gifted and talented teaching strategies that have been traditionally reserved for only the top 5% of students.” The program is based at the University of Connecticut and provides services for affiliate school such as conferences, on-site diagnostic services, technical assistance and extensive professional development. Affiliate schools must enter into a five-year contract with ASP at minimum and over the course of those five years specific services relate to the developmental stage of the school. While the website addresses instructional materials available to affiliate schools, the primary impact of ASP was seen in methods of instruction and governance (explained below). Instruction within the ASP model is described in the school’s 2004-2005 Annual Report as “Powerful learning—learning that is authentic, student centered, creative, project based and rigorous.”
- Finding: The majority of observed classrooms at MMEHMCPS had a high percentage of engaged students, student-centered instruction and a focus on authentic products. The site visit team, based on their basic understanding of the ASP model, saw powerful learning in the vast majority of observed classrooms. Student-centered instruction was more prevalent than teacher-centered instruction and even when teacher-centered, teachers were observed skillfully modeling and then releasing students for individual work. Most observations indicated regular attention to critical thinking in the classroom, with students often encouraged to reason aloud as well as ask questions. Students were highly self-directed and discipline problems were few.

A staff member who gave a short overview of instruction at MMEHMCPS on the morning of the site visit explained that site visitors should see active learning, integration of technology and early stages of differentiated instruction. Team members consistently saw these elements, especially active learning, in all classrooms. Students were observed working in groups, in centers, and with manipulatives. All classes demonstrated high levels of student engagement. Multiple classrooms also indicated an integration of technology such as a lesson using the mobile laptop lab and a science lesson using the SMARTboard (interactive whiteboard). Finally, in the area of differentiated instruction, not only did the team see examples of early stages of use in some classrooms, but also witnessed many teachers who had a sophisticated practice of teaching to students of varying abilities within the same class.

- Finding: Due to the phase of cadre work, future curricular change may develop as cadres identify areas of need and chosen solutions. School leaders and teachers explained the cadre system as an important part of the ASP model for school improvement. After a community wide envisioning night and a time to “take stock” following that, multiple areas of the school program were selected as the focus for a cadre. Cadres were formed for academics, assessment, professional development, behavior and communication. Every teacher communicated several top choices for cadre work and the internal ASP coach assigned each teacher to a cadre. Cadres work according to the “inquiry model” which teachers explained as helpful but slow moving. Cadres are charged with identifying priorities/problems in their area, setting goals, focusing on the main priority and establishing an action plan. At the time of the site visit, each cadre seemed to be in the identification of problem stage. Members of the site visit team saw examples of agendas from different cadres, and it does not seem that action plans are yet in place. As the cadres clarify their areas of focus and the corresponding action plans, some change to the curriculum or related aspects of the school program can be anticipated.

Has student performance improved or been persistently strong on internal and external assessments?

Internal Assessments Finding: MMEHMCPS uses a variety of school adopted and district developed internal assessments.

Accountability Plan Goal 1.1, Internal Measure 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 not yet measurable. The school reports that the end of year math assessments this year (spring 2006) will be the first administration of this internal measurement.

Accountability Plan Goal 1.2, Internal Measure 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 met. Data submitted by the school indicates that after one year, 75 percent of students in all grades scored 85 percent or better.

Accountability Plan Goal 1.3, Internal Measure 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 the year writing assessment based on school designed writing rubrics. Goal not yet measurable.

Accountability Plan 3.1.1 and 3.1.2 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.” 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 the rubrics submitted for each grade level will achieve a score of 4 or 5. Goal not measurable. Members of the team did not hear if such external vetting of the rubrics has yet taken place.

External Assessments

Finding: One year of MCAS data from MMEHMCPS indicates that the majority of students reached proficiency in reading and ELA but that the majority scored in the Needs Improvement category in math. Tables I and II indicate performance of MMEHMCPS students on the 2005 MCAS exams. With no comparison data, no conclusions can yet be drawn about the performance of students on these external assessments.

Table I: 2005 MCAS results by performance category

	% Advanced	% Proficient	% Needs Improvement	% Warning
Grade 3 Reading	N/A	68	31	1
Grade 4 ELA	6	51	39	4
Grade 4 Math	6	22	60	13

Table II: 2005 CPI1 comparison

	Grade 3 Reading	Grade 4 ELA	Grade 4 Math
MMEHMCPS	89.8	85.8	69.8
Barnstable	90	84	80.2
State	85.2	78.5	73.7

Table II compares the performance of MMEHMCPS students to the average performance of students in the district and students statewide. As the table shows, performance in comparison to Barnstable and the state varies from test to test. The CPI for MMEHMCPS on the Grade 3 reading test is higher than the state, but lower than the district. On the Grade 4 ELA test, the score is higher than both the district and state, whereas the Grade 4 math CPI is below both the district and the state.

Table III: 2005 AYP2 determination

Adequate Yearly Progress History
Accountability Status

- 1999
- 2000
- 2001
- 2002
- 2003
- 2004
- 2005
- ELA
- Aggregate
- N/A
- N/A
- N/A
- N/A
- N/A
- N/A
- Yes
- No Status
- All subgroups
- N/A
- N/A
- N/A
- N/A
- N/A
- N/A
- Yes
- MATH
- Aggregate
- N/A

- N/A
- N/A
- N/A
- N/A
- N/A
- Yes
- No Status
- All subgroups
- N/A
- N/A
- N/A
- N/A
- N/A
- N/A
- Yes

Table III shows that in 2005, MMEHMCPS reached AYP in ELA and math for both the aggregate and statistically significant subgroups.

Stanford 10

Table IV: Stanford 10 Scores 2005

Grade	Reading Scores	Math Scores
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

While one year of scores does not allow one to track student growth over time, these scores do indicate that students are scoring above the national average in both reading and math. However, these scores do not yet reflect the Accountability Goal of 80 NCE points for those students who have been at the school for at least two years. With only one year of data, assessing progress on this goal is not yet possible. Further administrations will enable future site visit teams to evaluate trends of improvement.

1 The Composite Performance Index (CPI) is calculated by the state based on the distribution of student scores in the four MCAS performance categories. A CPI of 100 means that all students have demonstrated proficiency by scoring in either the Advanced or the Proficient category.

2 Adequate Yearly Progress (AYP) is determined by the DOE for each school in the state, based on whether the school is on track to have 100% of its students score Proficient or Advanced by the year 2014.

The school has 14 various measurements for goals on academic success in its draft Accountability Plan. Several measurements call for progress for cohorts of students and should be reviewed once the school has two years of data.

2. Organizational Viability

Are the school’s purposes and objectives clear and thoroughly understood by those connected with the school – governing body, professional staff, students, and parents?

- Finding: The members of the MMEHMCPS school community share a strong, common understanding of the school’s core purposes and objectives. Stakeholders focused clearly on three aspects of the stated mission that drive the programming at the school. The support of the whole child, the creation of a wider school community, and continuous teacher improvement were all cited as the core purposes of

MMEHMCPS. It was clear to members of the site visit team that the mission is consistently the central aspect to decision-making at all levels, and indeed drives the educational program.

Is the school safe and are the physical facilities adequate for the program of the school?

- Finding: The school provides a safe environment that allows teachers and students to focus on teaching and learning. Parents reported that there are systems in place to encourage safety at the school, and students reported feeling protected by teachers. Observations by site team members indicated a high level of physical and emotional safety throughout the school. Members of the site visit team also noted the intellectual safety that exists at the school, with one cited example being the freedom with which students ask various levels of questions during class.
- Finding: The facilities are more than adequate but several groups spoke of the desire to have dedicated rooms for art, music and technology. The school building has large, bright classrooms and presents a stimulating environment for students. Individual classrooms, as well as common areas, display student work, posters, artwork and related print material. Parents and teachers did comment, however, that the school community would benefit if there could be dedicated spaces for the art, music and technology instruction at the school.

Are professional staff members qualified by training and/or experience in the areas to which they are assigned?

- Finding: The vast majority of teachers at MMEHMCPS have many years of classroom experience and have been at the school for more than one year. One hundred percent of the teaching staff is highly qualified.

Table V: Years of teaching experience

Years teaching	1	2-5	6-9	10-15	16+
# of teachers	0	4	4	3	21

Table VI: Years at MMEHMCPS

Years at school	1	2
# of teachers	4	28

As Table V shows most MMEHMCPS teachers are veterans in the field of education. Table VI shows that most MMEHMCPS teachers are in their second year at the school as a Horace Mann, although many of these teachers taught at the school prior to the awarding of the charter.

- Finding: Systems are in place at MMEHMCPS to provide mentoring for new teachers and professional development for all teachers on the staff. The school, as a Horace Mann, uses the district program for mentoring, though pairings between new teachers and their mentors is done on site. These mentors provide informal observations as well as act as a resource for the new teacher, often teaching in the same grade level. All teachers benefit from a professional development program that covers a variety of topics. As part of the Accelerated Schools Project, MMEHMCPS received on site training from the national office. Additionally, the school has an internal ASP coach who also presents a number of professional development opportunities. The school also reported professional development sessions this year in Responsive Classroom training. The school sets aside weekly time for grade level teacher meetings.
- Finding: The staff at MMEHMCPS is highly enthusiastic and committed to the governance process called for by the ASP model. Stakeholders at MMEHMCPS explained the charter writing and granting process, which included significant work with teachers prior to the charter application. School leaders explained that the school had 97 percent agreement from the faculty to pursue the Horace Mann charter, which included the goal of becoming an ASP school. It was obvious to the site visit team that the current faculty is

indeed committed to both the charter and the ASP model. With such high buy-in, the faculty not only speaks about owning the school program, but acts in a manner consistent with teacher-level leadership, an important part of the ASP method of governance.

Accountability Plan Goal 2.3.1 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. Goal met. While leadership rosters were not reviewed, the site visit team was told that every teacher currently participated in a cadre.

Accountability Plan Goal 5.1.1 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. Goal not yet measurable. Assessments not reviewed.

Accountability Plan Goal 5.1.2 Eighty-five percent of all teachers who serve on a cadre will indicate through a yearly survey that the work in the cadre helped improve student learning and achievement. Goal not measurable. Survey not reviewed.

Accountability Plan Goal 5.1.3 Ninety percent of teachers will have training in technology each year. Goal not measurable. Relevant data not reviewed.

Accountability Plan Goal 5.2.1 and 5.2.2 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. 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. Goal not measurable. While the team saw and heard evidence for Accelerated Schools training, the survey included in the measurement was not reviewed.

Does the school have an effective governance structure and management system for carrying out the purposes and objectives of the school?

- Finding: The 13 member Board of Trustees demonstrated knowledge of appropriate oversight and cited examples of strong, proactive governance practice. The board meets monthly and receives reports at these meetings from the subcommittees (including Executive, Personnel, Advocacy, Legal/Policy, Governance and Finance). The board discussed policy development using the example of a recent decision to switch to the town accounting system. In the discussion of this issue, board members were able to highlight their need to maintain autonomy from the district and to ensure the long-term sustainability of the school. In addition to this policy change during the current year, within the first year as an operating board for a Horace Mann, the Board of Trustees for MMEHMCPS had an adopted a Memorandum of Understanding with the district, an internal control plan (to ensure fiscal and management integrity) and a principal evaluation policy.
- Finding: Members of the board have a variety of skills and expertise and have identified recruitment of new members as a challenge for the future. Members of the MMEHMCPS board have expertise in law, education, charter schools, and business. During the focus group, board members indicated that needed skill sets will figure in the identification and recruitment of new board members.
- Finding: The focus group with the board indicated examples of short and long term planning. Two examples indicate short and long term planning among members of the Board of Trustees. Each January the board engages in a time of goal setting and self-evaluation. Goals set at the January meeting drive the creation of monthly agendas and become the measuring tool for evaluation at the end of the year. The board has also tied achievement of these goals to the Accountability Plan. The second example of proactive planning is the adoption of a process to identify and hire a new school leader. The current Principal will retire in June of 2007, and the board discussed a plan to conduct the search for a new leader.
- Finding: The administrative team currently consists of primarily the Principal. The organizational chart for MMEHMCPS shows the Principal reporting to Board of Trustees and the positions of Director of

Academic Affairs (a .2 FTE position), SPED Coordinator, Tech Specialist and Business Administrator reporting to the Principal. The Director of Academic Affairs and the internal ASP coach have both conducted administrative duties this year. Next year the internal ASP coach is retiring but will continue to work as a consultant several times a month. The Director of Academic Affairs will increase to half-time administration as will

another current member of the staff. While the lean administration makes sense given the teacher leadership model of ASP, future teams should look at the ways administrative duties are covered, especially instructional leadership.

- Finding: Other leadership structures such as the Leadership Team and the Steering Committee exist as part of the ASP model of governance and to support the Principal in decision-making and program implementation. The Leadership Team is what members of the community referred to as the “vertical” team. This group is made up of a representative per grade level and maintains a focus on the ASP aspects of the school. The Steering Committee is made up of the heads of cadres, parents, teachers and the Head of School. This group oversees the work of the cadres as they all work through topic-specific investigations using the inquiry process. The existence of the Steering Committee, the Leadership Team and the cadres is helping the school to realize its goal of every teacher occupying some sort of leadership position. These structures allow for true teacher empowerment at MMEHMCPS.

Accountability Plan Goal 2.2.2 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 not measurable. While the board did speak of setting these goals in January, no documentation was reviewed indicating whether the previous year’s goals had been met.

Are families satisfied with the performance of the school?

- Finding: MMEHMCPS presented evidence indicating that families are highly satisfied with the school. Both the focus group with parents and the parent survey data indicate that parents are highly satisfied with the school. Several parents noted the ability of teachers to challenge all students, particularly those on both ends of the academic spectrum. Members of the site visit team heard parents describe MMEHMCPS as a “whole school community,” where their presence in their children’s school is not only allowed, but also encouraged. Several members of the parent focus group had participated in the enrichment clusters, which are eight week mini-courses utilizing members of the community to teach students about areas of personal expertise.

Accountability Plan Goal 2.1.3 An annual parent survey will demonstrate that at least 80% of MMEHMCPS parents who respond to the survey think that MMEHMCPS is educating their children well and communicating adequately with parents. Goal mostly met. Parents returned the 2004-2005 survey at a 48 percent return rate. Statements dealing with satisfaction of the educational program indicate a greater than 80 percent satisfaction rate (measured by an indication of “strongly agree” or “tend to agree”). Several statements in the survey dealing with communication come in slightly under the 80 percent satisfaction rate.

Is enrollment stable?

- Finding: MMEHMCPS has a waiting list this year and has full enrollment for next year, even with the 125 additional seats it was recently granted. As a previously operational school converting to a Horace Mann, currently enrolled students and their siblings were given preference in 2004-2005. With this large sibling population and additional applications coming from new families, demand for the school is strong. Several members of the school community noted that while school enrollment is dropping at most schools in the region, MMEHMCPS has had to add seats. While the bulk of students come from the area surrounding the school, leaders have already seen a growing diversity, and now have students from every elementary school in the district.

Accountability Plan Goal 2.1.1 and 2.1.2: At the start of each school year, MMEHMCPS will have 100% of its seats filled, based on the number of seats determined by the Board of Trustees. No more than 5% of the students will leave the school each year to attend another school within the Barnstable School District. Goal met. Enroll-

ment for 2006-2007 indicates that 100 percent of the school's seats will be filled. According to the 2004-2005 Annual Report, the school experienced less than 1 percent attrition to other district schools.

3. Faithfulness to the Terms of the Charter

Do the school's curriculum, program and activities seem consistent with essential legal and regulatory requirements?

The Barnstable Public School district received a Coordinated Program Review (CPR) from the Department of Education earlier this year. As a Horace Mann charter school, MMEHMCPS does not receive its own CPR. It is now practice at the Charter School Office to include a team member to focus on Federal Programs during site visits for those charter schools not receiving a district or individual CPR or Mid-Cycle Review. Next year, for its Year 3 site visit, a team member will focus on observations of the Special Education and ELL programs and findings based on these observations will be included in the site visit report. While this year's team did not spend time looking at issues related to compliance, team members did note that collaboration between special education staff and regular education staff is routine. Several parents, though praising members of the SPED department, did express the belief that the staff is stretched quite thin.

Has the school made efforts to disseminate models for replication and best practices to the public?

- Finding: MMEHMCPS has started to disseminate best practices, such as involvement with ASP, and is becoming a presence for school choice in the community. The school received many visitors this year and invites in many members of the community for volunteering opportunities. School leaders also spoke of the improved relationship with the district and that they have presented ASP to one school within the district. While dissemination is understandably at an early stage, the school is beginning to note and accumulate best practices within the school community.

Is the school achieving or making progress toward its Accountability Plan goals?

The school has written a rigorous Accountability Plan closely aligned to its mission statement. At the time of the site visit, the Accountability Plan submitted in July 2005 had not yet been formally approved by the Charter School Office, though it has been formally approved by the MMEHMCPS Board of Trustees.

For the purposes of this report, these draft goals and measurements have been used to assess school progress. Additional goals not yet covered are listed below, though this year's site visit team did not review the measurement tools for these goals. The school and the Charter School Office need to work toward the final approval of this plan.

Accountability Plan Goal 2.3.2 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.

Accountability Plan Goal 4.1.1 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.

Accountability Plan Goal 4.1.2 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.

Accountability Plan Goal 6.1.1 and 6.1.2 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. 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 of 1-5.

Is the school becoming the school it promised to become in its charter?

- Finding: As a Year 2 school, MMEHMCPS has already made considerable progress toward becoming the school it promised in its charter. The charter for MMEHMCPS emphasizes, among other elements, the "whole school community" and integration of technology. Members of the site visit team saw clear and

consistent evidence that volunteers from the community are a regular part of life at the school. During the one-day visit, team members saw volunteers from the high school and parents serving as volunteers. Additionally, sign in sheets indicate a steady stream of such volunteers, in addition to retired members of the community (through something known as the RSVP program). In the arena of technology, again, evidence on the day of the visit supported the existence and use of technology throughout the school community. Each grade has regular time with the technology teacher and many regular classroom teachers were making use of equipment such as the SMARTboard and the mobile laptop lab on the day of the visit.

Another specific area of the charter driving the school program is its identity as an affiliate school for the Accelerated Schools Project. Evidence gathered by the team indicates this affiliation to be strong and pervasive, affecting both instruction and governance at the school. The model gives the staff and leadership a unity of purpose and provides numerous teacher-driven decision-making opportunities for the staff. Examples of powerful learning for students were numerous.

Conclusion

Interviews with stakeholders at MMEHMCPS indicate that the charter, mission statement and the Accountability Plan are documents well known by the board, administration, teachers and parents. These are working documents that drive decision-making, inform programming and guide accountability. The centrality of these documents leads to a common sense of purpose and a common expectation of ways to achieve that purpose. While formal documentation of its entire curriculum was not reviewed, classroom observations and samples of student work indicate that MMEHMCPS has developed the foundation for a rigorous academic program. The administration has been effective in leading during the conversion and ably oversees the various teacher-led committees. The board monitors school performance effectively, while avoiding micromanagement. The board is aware of the need for short and long term planning, and is also aware of the continued challenge of drafting an annual Memorandum of Understanding, particularly as positions change hands on the district level. Despite this challenge and the need to formally document the school's curriculum, the school has significant evidence for its case that it is an academic success, a viable organization, and faithful to the terms of its charter.

Attachment A3

MEMORANDUM OF UNDERSTANDING

This memorandum of understanding is made between the **Marstons Mills East Horace Mann Public Charter School** ("School"), by its Board of Trustees ("Board of Trustees"), and the **Barnstable School District** ("District"), by the School Committee ("School Committee") of the Town of Barnstable ("Town"). The purpose of this memorandum is to confirm the relationship between the School, as a Horace Mann charter school, and the District and the powers and duties of the School and the District relative to the operation and funding of the School for fiscal year 2007 ("FY2007").

1. Communication

- 1.1. The Chairman of the Board of Trustees and the Chairman of the School Committee shall communicate directly on all business matters of governance, finance, and policy.
- 1.2. The Principal of the School and the Superintendent shall communicate directly on the daily operations of the School regarding matters such as emergencies, facilities, and transportation.
- 1.3. If the District receives a complaint concerning any claimed violation of the state charter school law by the School, it shall refer the complaint to the Board of Trustees and advise the complainant of the right to present the complaint to the Board of Trustees and, if dissatisfied with the response of the Board of Trustees, to the Massachusetts Board of Education.
- 1.4. The School shall annually report to the School Committee on the School's accomplishments in coordinating the School's academic programs and curriculum with the District's Goals and Guiding Principles.
- 1.5. The School shall provide the School Committee with copies of its annual report to the Massachusetts Department of Education and its annual audit.
- 1.6. The School shall provide copies of monthly board meeting minutes and financial statements to the School Committee as they are regularly presented to the Board of Trustees.
- 1.7. The School Committee shall provide the School with copies of all of its meeting minutes and financial statements as they are regularly presented to the School Committee.
- 1.8. The School shall provide notice of openings on its Board of Trustees to the School Committee and shall conduct any search for new board members pursuant to the bylaws adopted by the Board of Trustees, which may include advertisement of those openings on the public access television station operated by the Town.

2. Budget

- 2.1. The School shall prepare an annual budget request in accordance with the terms of its charter and bylaws.
- 2.2. The District shall notify the School by January 1 of each year of the School's anticipated allocation of funds for the next fiscal year. The School shall submit its annual budget request to the School Committee by February 1 of each year.
- 2.3. The parties will create a study group to work on development of a funding formula. The study group will submit its recommendations to the parties by November 1, 2007.

3. Allocation of Funds to School and Spending Plan for School

- 3.1. The School Committee shall allocate \$2,967,095 to the School for FY2007 and shall make that allocation available in its entirety to the School on July 1, 2006, by transferring the full allocated amount to a fund established for the School in the Town's MUNIS system ("MUNIS").
- 3.2. By September 15, 2006, the Superintendent shall prepare and provide to the School a spending plan for the School for FY2007 based on the allocated funding for the School set forth in Section 3.1 adjusted to reflect changes in the School's staffing, enrollment, and expenses occurring after School Committee approval of the District's FY2007 budget request to the Barnstable Town Council, and the School's allocation shall be adjusted in accordance with that spending plan.

4. Fiscal Management

- 4.1. All financial transactions of the School during FY2007 shall be processed through the Town's MUNIS system.
- 4.2. The School shall have access to the MUNIS fund established to receive its allocation under Section 3.1 (the "MMEHMPCS Fund").

- 4.2.1. Access to the MMEHMPCS Fund shall be limited to appropriate personnel of the School and the Town's Finance Division.
- 4.2.2. Subject to adjustment through a spending plan provided by the Superintendent in accordance with Section 3.2, the School's allocation in the MMEHMPCS Fund shall be available for the School to expend without further approval by the Superintendent or the School Committee.
- 4.3. Any surplus within the MMEHMPCS Fund at the end of FY2007 shall close to the School's fund balance and be rolled forward to FY2008, making it available as a funding source for FY2008.
- 4.4. Interest earnings shall be credited to the MMEHMPCS Fund on a monthly basis based on the School's average daily cash balance per the general ledger.
- 4.5. The School may establish a checking account (or petty cash account) for emergency purchases with a maximum balance established by the Board of Trustees of the School. As checks or other items are drawn against this account, the School may process an invoice within the Town's MUNIS system payable to the School to reimburse the account.
- 4.6. The School Committee shall arrange for the Town's Finance Division to support the School's staff in the areas of MUNIS training and system support.
- 4.7. The School and the District shall jointly evaluate the School's use of the Town's MUNIS system during FY2007 to determine whether the School should continue to process financial transactions through MUNIS in subsequent fiscal years. The joint evaluation shall include a mid-year review to be completed by the end of December 2006 and a year-end review to be completed by the end of May 2007.

5. Fiscal Responsibility for Operation and Maintenance of School

- 5.1. The District shall be responsible for the following costs associated with the School during FY2007:
 - 5.1.1. Capital costs (such as the costs of acquiring land and constructing, reconstructing, adding to, and originally equipping the School's building or buildings; remodeling and making extraordinary repairs to the School's building or buildings; constructing sewerage systems and sewerage treatment and disposal facilities; and other projects or acquisitions of a capital nature that the Town is or may be authorized to finance by borrowing);
 - 5.1.2. Operating costs funded at the district level in the District's FY2007 budget (such as the costs of centrally-administered student services, special education, curriculum, standardized testing, technology, athletics, building and grounds functions, and transportation functions);
 - 5.1.3. Any other significant unanticipated, unbudgeted expense.
- 5.2. The School shall be responsible for all other costs pertaining to the operation and maintenance of the School during FY2007.

6. Facilities

- 6.1. The School Committee authorizes the School to use the building and grounds located at 760 Osterville West Barnstable Road, in Marstons Mills, for its sole and exclusive use as a Horace Mann charter school.
- 6.2. The District shall upgrade those facilities equally with other schools in the District in accordance with increased enrollment and increased staffing as may be required by changes in student population.
- 6.3. The School shall submit, with its annual budget request, a separate list of capital building needs to be added to the District's capital improvement list and submitted to the Town for consideration.

7. Employees

- 7.1. The School Committee shall be the employer of personnel assigned to the School for purposes of collective bargaining.
- 7.2. The Principal of the School may hire and dismiss teachers, aides, and other personnel assigned exclusively to the School, subject to review by the Board of Trustees and the Superintendent. The Superintendent shall not unreasonably withhold approval. For employees covered by a collective bargaining agreement, the provisions of the collective bargaining agreement shall apply to the extent specified in the School's charter.
- 7.3. The Board of Trustees shall select the Principal of the School, subject to approval by the Superintendent. The Superintendent shall not unreasonably withhold approval.
 - 7.3.1. The Board of Trustees shall set the salary of the Principal of the School.
 - 7.3.2. Only the Superintendent may dismiss the Principal of the School, but any dismissal shall be based on a recommendation of the Board of Trustees.
- 7.4. The School may hire, employ, evaluate, and oversee employees not covered by a collective bargaining agreement and may negotiate the salaries and benefits of those employees.

7.5. Evaluation of School Personnel.

7.5.1. The Board of Trustees shall evaluate the performance of the Principal of the School.

7.5.2. The Principal of the School shall evaluate the performance of teachers and other staff assigned to the School using performance standards and evaluation procedures specified by state law, the provisions of any applicable collective bargaining agreement, and the School’s charter.

7.5.3. The School shall coordinate the evaluation process with the District to ensure conformance with district-wide standards.

8. Curriculum and Testing

8.1. The School shall coordinate the School’s academic programs and curriculum with the District’s Goals and Guiding Principles.

8.2. The School’s curriculum shall be subject to approval by the Board of Trustees and shall be aligned with the Massachusetts Frameworks and the District’s Curriculum.

8.3. Copies of the School’s curriculum as approved shall be delivered to the School Committee and regular reports shall be made concerning the creation and implementation of the curriculum.

8.4. The School may develop specific testing and student assessment vehicles.

8.4.1. To the greatest extent feasible, the School and the District shall coordinate student assessment and testing within the School and the District to provide for maximum use of assessment information.

8.4.2. District administrators shall provide the School with professional advice and expertise to assist the School in measuring its performance, and the School will cooperate with those administrators.

8.5. The School shall be responsible for administering all state-mandated testing and assessments.

9. District Leadership Collaborative

9.1. As the District evolves into a system of site-based and performance-based centers of effective teaching and learning, the District Leadership Collaborative—as an advisory body to the School Committee—provides a forum for enhanced integration, coordination, and communication among the various school leadership bodies, the School Committee, and the Superintendent.

9.2. The Board of Trustees shall designate a representative to serve on the District Leadership Collaborative.

10. Effective Date and Duration

10.1. This memorandum of understanding takes effect July 1, 2006, and expires June 30, 2007.

10.2. The parties will work toward creation of a multi-year memorandum of understanding for subsequent fiscal years.

Marstons Mills East Horace Mann
Charter Public School

Barnstable School District

By _____/s/_____

By _____/s/_____

Date

Date

[6/16/06; 6/29/06]

**Marstons Mills East
Horace Mann Charter Public School**

Accountability Plan

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

APPROVED: BOARD OF TRUSTEES 6/28/05
DEPARTMENT OF EDUCATION 7/14/06

Marstons Mills East Horace Mann Charter Public School
Version: June 2005

MISSION STATEMENT:

“The mission of the Marstons Mills East Horace Mann Charter Public School (MMEHMCPS) 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 MMEHMCPS 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 MMEHMCPS. MMEHMCPS 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 MMEHMCPS, 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 MMEHMCPS’ mission statement.

Accountability Plan Mission Goals:

A. Support the Whole Child

1. The school will teach Core Competencies.

Mission Goal: MMEHMCPS graduates will be proficient in “Core Competencies” as defined in the MMEHMCPS 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: MMEHMCPS graduates will be proficient in the “Enriched Competencies” as defined in the MMEHMCPS charter: to be creative and complex thinkers who are able to apply learn-

ing 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: MMEHMCPS 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: MMEHMCPS 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: MMEHMCPS will utilize the community as an arena for relevant and authentic experiences.

IS THE SCHOOL AN ACADEMIC SUCCESS?

Mission Goal 1: MMEHMCPS 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 MMEHMCPS 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 MMEHMCPS 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 MMEHMCPS 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 MMEHMCPS 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 MMEHMCPS from parents whose children are eligible to attend other schools in the District.

Measurements:

1. At the start of each school year, MMEHMCPS 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 MMEHMCPS parents who respond to the survey think that MMEHMCPS 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: MMEHMCPS graduates will be proficient in “Enriched Competencies” as defined in the MMEHMCPS 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: MMEHMCPS 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: MMEHMCPS 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 A5

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.