

Section II - Evaluation Report Recommendations

STANDARD FOR ACCREDITATION: Mission and Expectations for Student Learning

1. Develop and implement a plan to conduct a regular review of the school's mission and expectations for student learning to ensure continuing timeliness and its school-wide use.

Classification: Completed

Response: Granby Junior/Senior High School's (GJSHS) mission and expectations for student learning constantly and consistently reference our decision-making and professional dialogue. They are reviewed on a timely, on-going basis, both scheduled and ad hoc. Scheduled reviews occur on selected in-service days each year when the input of the entire faculty can be incorporated into our collective understanding as to where we are as a learning community, and how best to improve on that level of performance. We strive to be a mission-driven learning community. Teacher Course Expectation Sheets are handed in to administration at the beginning of each quarter/semester. This allows administration to review how the courses in our program are supporting the mission and expectations for students learning.

2. Use the school-wide rubrics to assess student achievement of the academic expectations in the mission over time.

Classification: In Progress

Response: Our goal has been to create and implement school-wide rubrics that are meaningful for teachers and useful for students. They need to be adaptable, relevant to all classes, useful for grading, and accurately assess the ability of students in order to meet the academic expectations of the mission. With these criteria in mind, six school-wide rubrics (*reading, public speaking, writing, research skills, listening and problem-solving*) new rubrics were developed, revised, and introduced to the faculty in a finished format in March of 2007. Because this was late in the school year, the intent was to introduce faculty to the new rubrics and allow teachers some time to first "try out" and, later, incorporate the rubrics at a comfortable pace. According to the most recent faculty survey of classroom teachers (September, 2007), 50% of teachers are using or are planning to use the recently developed school-wide rubrics. The *public speaking* rubric is the most used, as most of the departments incorporate oral reports or public speaking exercises into their lessons. We continue to focus on "getting it right," as we work to implement these six rubrics on a school-wide basis. We welcome the visit by the NEASC representative on October 15, with the expectation that our professional staff, supported by direct NEASC input, will take another step forward in this process.

3. Create measurable performance indicators for students' social and civic learning expectations.

Classification: Completed

Response: This recommendation was completed for the April 1, 2007 Special Progress Report. The faculty approved the change in language of the civic expectation "demonstrate respect for diversity" to "demonstrate an understanding of the importance of respecting diversity" in September 2007. Performance indicators are now in place to measure all of the following civic and social learning expectations:

Civic:

- Expectation: *Demonstrate an understanding of the importance of respecting diversity.*
Performance Indicators: Student writings and class discussions. Students successfully meeting the requirements of courses that highlight diversity issues including, but not limited to, requirements in Social Studies, English Literature, Wellness and the Leadership elective. Participation in extracurricular clubs such as GJSHS's Gay/Straight Alliance (established 2005-2006) and the Helping Out People Everywhere (HOPE) community service club.
- Expectation: *Identify the responsibilities and importance of participating as citizens in school and global society.*
Performance Indicators: Successfully meet the requirements of courses that highlight citizenship and model behaviors including, but not limited to, Government and Leadership.
- Expectation: *Show awareness of local, national and global events.*
Performance Indicators: Successfully meet the requirements of courses that highlight world issues past and present including, but not limited to, Government, Economics, Current Affairs and Leadership. Participation in extracurricular clubs such as the GJSHS chapter of Amnesty International (established 2006-2007).

Social:

- Expectation: *Demonstrates responsible, cooperative and courteous behavior.*
Performance Indicators: Bring material/completed assignments to class and follow school/class rules. Follow adult directions, and contribute positively to the class environment. Exhibit courteous behavior and listen actively to others. Respond verbally and non-verbally in a respectful manner.
- Expectation: *Show respect and responsibility for all property.*
Performance Indicators: Follow the standards of acceptable behavior regarding personal and public property as outlined in the Student Handbook.
- Expectation: *Create an environment where concern and empathy for others is encouraged.*
Performance Indicators: Adopt behavior modeled by professional teachers and all staff members. Follow rules regarding student interaction as outlined in the Student Handbook. Initiate and participate in student-driven initiatives designed to educate peers about social issues. Annual assemblies that bring in outside speakers on social issues, the arts, diversity and enrichment. Ongoing school-wide efforts to raise funds for charities (faculty participation in Casual for Causes, HOPE's Walk for Diabetes and numerous other efforts throughout the school year).

4. Formulate a plan to address the civic expectation of “demonstrate respect for diversity” and apply the results consistently within the school community.

Classification: In Progress

Response: The Civic and Social Expectations Committee worked hard to develop quantifiable and applicable performance indicators that correlate to the civic expectation “demonstrate an understanding of the importance of respecting diversity” (see April 1, 2007 Special Progress Report). The change in language was initiated as a practical means of achieving quantifiable ends. Hence, course offerings and curriculum choices will now create a platform from which GJSHS can, in a formally assessed academic environment, record our students’ “understanding of the importance of respecting diversity.” This understanding by students will be achieved by successfully meeting the requirements of courses that highlight diversity issues including, but not limited to, requirements in Social Studies, English Literature, Wellness and the Leadership elective.

The “in-progress” classification has been maintained because GJSHS is, at this time, examining the possibility of requiring our students to take a class that will count as a “diversity course” in a manner similar to the “writing” requirement that is currently in effect. Such a development is contingent upon the alterations to our master schedule and overall scheduling process that will likely occur in the near future (2008-2009).

5. Develop a rubric for the academic learning expectation “demonstrate effective research skills”

Classification: Completed

Response: Over the past year, the GJSHS Rubric Committee has worked hard to develop school-wide rubrics which faculty can use to assess *listening, problem solving, speech, active reading, writing, and research*. The *research skills* rubric has received favorable feedback from faculty and is being used throughout the various academic departments. It is important to note, however, that our Rubric Committee as well as the entire professional staff is awaiting the NEASC representative’s visit on October 15th to provide us with suggestions and feedback so that we can continue our work of establishing workable school-wide rubrics for our academic expectations.

6. Ensure that every academic discipline adheres to the mission and expectations of student learning.

Classification: Completed

Response: This recommendation has been achieved in several important ways. The first priority has been to ensure that the mission and expectations are at the forefront of student and teacher endeavors. At GJSHS each day begins with the school’s mission statement announced over the PA system as a means of providing focus for students and staff, as we strive to carry out our collective mission. The mission statement is also posted in every classroom and appears as a student-painted mural in the entrance to the school.

All teachers are required to submit Course Expectation sheets to administration on a quarterly/semester/yearly basis (depending on the length of the specific courses being taught). These Course Expectations sheets must be developed in accordance with our school's mission statement and they are given to the students at the beginning of each course. They outline the course curriculum, assessments, grading policies and classroom behavior expectations. The mission statement is also included on all of the Course Expectation sheets. At the close of the academic year, lesson plan books and grade records are collected by administration for review.

The faculty has also written Curriculum Maps and Articulation Guides detailing the course curriculum and how each component of the course (projects, instructional units, and assessments) fulfills the State Frameworks. Each department has also agreed to incorporate the school-wide rubrics, which assess the school community's academic expectations, in a way that will work best for the individual disciplines.

The departments, by contract and obligation, meet a minimum of 28 hours beyond the school day over the course of the school year. This time is used to discuss curriculum, teaching and learning as well as other departmental issues, including the implementation of the mission statement in all of its principles, particularly as it pertains to student learning. At monthly faculty meetings, student learning and teacher reflection on best practices are consistently emphasized.

STANDARD FOR ACCREDITATION: Curriculum

1. Develop curriculum documents using a standard template which prescribe content, integrate relevant school-wide learning goals, suggest instructional strategies, and suggest assessment techniques that include the use of school-wide rubrics.

Classification: Completed

Response: See highlighted recommendation # 1.

2. Develop and implement a formal plan to ensure regular revision of curriculum.

Classification: Completed

Response: Curricula revision is scheduled on a regular basis, through professional collaboration with both vertical and horizontal articulation. Language arts, math, music/art, health, wellness and physical education are the scheduled reviews for 2007-08. This process is central to the planned, on-going review and revision of curriculum that the school district has embraced and is conscientiously pursuing.

3. Encourage the development of interdisciplinary units and provide time for such planning.

Classification: In Progress

Response: All disciplines have been notified that this is a 2007 building priority and it will be central to our professional collaborations at the high school level. Discussions are on-going as to how and when the staff could include more interdisciplinary units. We are presently looking at our current schedule (4x4 block) and noting the possible changes that may be made to this block schedule in order to facilitate a number of desired initiatives in our program, including time for cross-curricular work. A new schedule should be in place by 2008-2009.

This is not to say that the discussions on interdisciplinary units have been wholly absent among our professional staff. Indeed, one of the interdisciplinary initiatives currently being developed between the high school English and history departments is a coordinated approach to teaching Shakespeare's histories (the *Henriad*) and Roman tragedies (*Coriolanus*, *Julius Caesar*, *Antony and Cleopatra*, and *Titus Andronicus*) from both a literary and historical perspective, with one meant to directly complement the other. We at Granby are also proud to report a student-driven interdisciplinary project currently underway. The project involves art students creating a large hallway mural, symbolically located between the classrooms of world language and world history. The mural will depict scenes of Paris—including such historical landmarks as the Eiffel Tower and the Arc de Triomphe—and will serve as an elegant reminder to teachers and students alike of just how inter-connected the humanities really are. The World Language department also solicits participation from other departments each year during Foreign Language Week. Departments have included multi-cultural poetry readings, artwork, converting money, and highlighted diverse historical figures into their lessons during this week each year. Students also share ethnic family stories and histories in various classroom settings across all academic levels. During this week, students create artistic renderings of aspects of their chosen country's culture, and display their work on classroom doors.

4. Implement a plan for effective curricular coordination between schools.

Classification: In Progress

Response: Regularly scheduled team meetings, the scheduled "hours of power," scheduled visual arts/music collaborations and the coordinated efforts of the language arts and math departments have all reached beyond their individual schools. Professional coordination and collaboration will be re-enforced and expanded as this initiative emerges and grows.

5. Increase student access to technology to support its regular inclusion in curriculum.

Classification: In Progress

Response: Granby Jr. Sr. High School (GJSHS) continues to improve student and teacher access to computers by increasing the number of computers available and upgrading and/or replacing older

computers. In addition, more technological services are constantly being added to facilitate more access to technology.

Since April 2007, the technological improvements in the library consist of additional wireless laptop computers making a total of five. This is a continuation of our efforts to utilize more wireless laptops in areas, such as the library, where conserving space is also a concern. By providing more laptops, the faculty and students have access to the additional computers in the library without consuming excess space that may also be needed for other non-technological educational activities.

In addition to providing more wireless laptop access, the remaining Pentium III desktop computers have been replaced with Pentium IV's, increasing the quality and performance of the library computers. The electronic card catalogue was relocated to a designated computer which allowed the computers that were previously used for this to be utilized for other educational activities such as research, etc. With these additions, the total number of computers available in the library is currently twenty-one.

During the summer, several upgrades were performed in other parts of the high school building to improve technology. The following improvements are in addition to those performed in the library:

- Sixteen of the oldest instructional computers were replaced with Pentium IV's.
- An additional workstation was added to the teachers' room making a total of four.
- An additional student workstation was added to the computer lab in room 109 making a total of twenty-three.
- The network was upgraded to a Windows 2003 operating system providing a platform that is capable of "running" modern educational software.
- A lab pack of QuarkXpress software was purchased for the Graphic Arts department to provide more instructional opportunities in the area of technology education.
- An updated version of Crosstec SchoolVue was purchased which allows teachers to conduct computer demonstrations in a lab environment.
- MassONE, a state operated educational bulletin board, was deployed at the high school creating another avenue for faculty staff communication and collaboration. In addition, it provides a portal that teachers may use with their students to facilitate classroom activities.
- Each faculty member was provided a district funded email account that can be accessed from any internet accessible computer. This provides a new channel of communication that is very efficient and reliable.

In conclusion, the above additions and improvements provide more computers and computer access both in the library and throughout the building for faculty and students having a positive effect on instruction, communication, and collaboration.

6. Provide for depth of understanding versus breadth of coverage in curriculum across all disciplines.

Classification: In Progress

Response: Since the beginning of the self-study process all academic departments have examined the necessary trade-offs of depth of understanding versus breadth of coverage within the state curriculum frameworks. Each academic department has moved forward in developing standards by which lessons, assignments, and assessments are reviewed to ensure that depth of understanding and the use of higher-level thinking skills become the primary objective. Academic team leaders have been notified that this is an administrative priority, and the use of curriculum articulation plans mandated by central office administration has helped to identify and coordinate those topics and concepts, across the disciplines, which are particularly appropriate for in-depth analysis. The AP program has been expanded to include AP US History in addition to the two English AP courses. Changes in the master schedule will also assist in completing this recommendation. This recommendation will require an ongoing and focused response, hence the “in progress” classification.

7. Develop a professional development program that supports school and district improvement plans.

Classification: In Progress

Response: See highlighted recommendation # 6.

8. Take every opportunity to connect the school’s expectations with the curriculum in student and parent communication.

Classification: In Progress

Response: The 2007 creation of PEP (Parents and Educators as Partners), the expansion of our website and the increase use of Connect-Ed have all spearheaded this recommendation. The 2007 introduction of a consistent e-mail format through Gaggle.Net and MassOne has great potential to fully implement this recommendation. Granby Junior/Senior High School has also added an additional Parents’ Night during spring semester to increase and facilitate interaction between teachers and parents. Transition nights held in the spring of 2007 for the upcoming grades seven and nine were well attended and positively referenced by parents and students.

Our new student-based Freshmen Mentoring Program (FMP) works toward this goal by pairing up all incoming grade nine students with upper-class students who help and support them in adapting to the high school environment. This provides a keen level of student-to-student communication and puts into practical application our social and civic expectations. Another new initiative in 2007 focused on welcoming to the junior-senior high school those students new to Granby, regardless of grade level. This initiative gives new students a chance to learn about the school’s expectations and curriculum requirements in a friendly, informal environment. Because new ideas like this are

encouraged and new initiatives are regularly contemplated and developed, it was thought best to classify this recommendation as “in progress.”

STANDARDS FOR ACCREDITATION: Instruction

1. Review and revise the supervision and evaluation process to ensure it provides sufficient and timely feedback to teachers for the purposes of enhancing student learning and meeting student needs.

Classification: Completed

Response: See highlighted recommendation # 5.

2. Develop a method for parents to provide feedback to faculty members.

Classification: Completed

Response: In addition to the traditional forums for parent-teacher communication listed above in curriculum recommendation # 8 (parent orientations, open houses, transition nights, scheduled parent meetings, scheduled individual and team sessions with our counselors and teachers, PEP), GJSHS has adopted a district wide e-mail network (hosted at <http://www.gaggle.net>) by which parents and teachers may regularly correspond. All of these formats will enhance the likelihood of more valued and more varied opportunities for parental feedback. Parent and student forums will be scheduled in 2007-2008 to gather and gauge input in examining any proposed changes to the master schedule for grades 7-12. Our enhanced website (<http://www.granbyschoolsma.org/>) is also an improved vehicle for parental feedback.

3. Develop formal procedures so that discussion of student work and instructional strategies and practices become a significant part of the professional culture of the school.

Classification: Completed

Response: See highlighted recommendation # 4.

4. Provide time for formal collaboration in planning interdisciplinary activities.

Classification: In Progress

Response: All disciplines have been notified that this is a 2007 building priority and it will be central to our professional collaborations at the high school level. Discussions are on-going as to how and when the staff could include more interdisciplinary units. We are presently looking at our current schedule (4x4 block) and noting the possible changes that may be made to this block schedule in order to facilitate a number of desired initiatives in our program, including time for cross-curricular work. A new schedule should be in place as a result of this year's work. The response to this recommendation will largely depend on the upcoming changes to the master schedule. There are

several possible alterations to the schedule currently being considered that may result in a structured format in which interdisciplinary planning may occur.

5. Develop, fund, and implement a professional development program based on “best practice” and in concert with the school’s mission, which is guided by the instructional needs of the school, to provide all teachers with skills to improve their instructional strategies, including the use of technology.

Classification: In Progress

Response: See highlighted recommendation # 2.

STANDARDS FOR ACCREDITATION: Assessment of Student Learning

1. Develop and implement a formal school-wide program to assess student academic growth.

Classification: In Progress

Response: This year time has been set aside during two in-service days and four early release days for faculty to systematically and comprehensively study and report on achievement data from MCAS, ACT, SAT and AP test scores as a means of assessing student academic growth. In addition, grade distributions, failure rates, remediation success, and the post-secondary plans of our 2007 graduates are all to be studied as academic growth is determined. GJSHS faculty members have also launched for 2007-08 the implementation of the Galileo assessment system. This pilot has identified math, grades 6-8, as the student group to be assessed, with progress tracked and reported to our educational community.

2. Develop a formal method and time for teachers to examine student work and use the results to improve instructional strategies

Classification: Completed

Response: See highlighted recommendation # 4.

3. Develop and implement a method for assessing and reporting student progress in meeting the social and civic expectations for student learning

Classification: Completed

Response: The following quantifiable performance indicators are now in place to measure the civic and social learning expectations:

Civic:

- Expectation: *Demonstrate an understanding of respect for diversity.*
Performance Indicators: Student writings and class discussions. Students successfully meeting the requirements of courses that highlight diversity issues including, but not limited

to, requirements in Social Studies, English Literature, Wellness and the Leadership elective. Participation in extracurricular clubs such as GJSHS's Gay/Straight Alliance (established 2005-2006) and the Helping Out People Everywhere (HOPE) community service club.

- Expectation: *Identify the responsibilities and importance of participating as citizens in school and global society.*

Performance Indicators: Successfully meet the requirements of courses that highlight citizenship and model behaviors including, but not limited to Government and Leadership. Participation in extracurricular clubs such as GJSH's chapter of Amnesty International (established 2006-2007).

- Expectation: *Show awareness of local, national and global events.*

Performance Indicators: Successfully meet the requirements of courses that highlight world issues past and present including, but not limited to, Government, Economics, Current Affairs and Leadership.

Social:

- Expectation: *Demonstrates responsible, cooperative and courteous behavior.*

Performance Indicators: Bring material/completed assignments to class and follow school/class rules. Follow adult directions, and contribute positively to class environment. Exhibit courteous behavior and listen actively to others. Respond verbally and non-verbally in a respectful manner.

- Expectation: *Show respect and responsibility for all property.*

Performance Indicators: Follow the standards of acceptable behavior regarding personal and public property as outlined in the student handbook.

- Expectation: *Create an environment where concern and empathy for others is encouraged.*

Performance Indicators: Adopt behavior modeled by professional teachers and all staff members. Follow rules regarding student interaction as outlined in student handbook. Initiate and participate in student-driven initiatives designed to educate peers about social issues. Annual assemblies that bring in outside speakers on social issues, the arts, diversity and enrichment. Ongoing school-wide efforts to raise funds for charities (faculty participation in Casual for Causes, Hope's Walk for Diabetes and numerous other efforts throughout the school year).

These indicators are tracked, assessed, and reported on through in-class performance that will culminate in a grade being assigned based on the level of performance. Disciplinary infractions that may conflict with the social expectations are also tracked and reported on by the vice-Principal's office.

4. Ensure that all faculty members across all content areas implement school-wide rubrics into their assessment strategies.

Classification: In Progress

Response: See response to Mission and Expectations for Student Learning recommendation # 2. As noted: six school-wide rubrics (*reading, public speaking, writing, research skills, listening and problem-solving*) were developed, revised, and introduced to the faculty in a finished format in March of 2007. Because this was late in the school year, the intent was to introduce faculty to the

new rubrics and allow teachers some time to first “try out” and, later, incorporate the rubrics at a comfortable pace. According to the most recent faculty survey of classroom teachers (September, 2007), 50% of teachers are using or are planning to use the recently developed school-wide rubrics. The public speaking rubric is the most used, as most of the departments incorporate oral reports or public speaking exercises into their lessons. We continue to focus on “getting it right,” and as we work to implement these six rubrics on a school-wide basis we welcome the visit by NEASC representatives on October 15, with the expectation that our professional staff, supported by direct NEASC input, will take another step forward in this process.

5. Provide professional development activities that include training in assessment strategies.

Classification: In Progress

Response: See highlighted recommendation # 2.

6. Implement a formal plan to measure and analyze student assessment data.

Classification: In Progress

Response: This year time has been set aside during two in-service days and four early release days for faculty to systematically and comprehensively study and report on achievement data from MCAS, ACT, and SAT test scores as a means of assessing student academic growth. In addition, grade distributions, failure rates, remediation success, and the destinations of graduates are all to be studied as academic growth is determined. Granby Junior/Senior High School faculty members have also launched for 2007-08 the implementation of the Galileo assessment method. This pilot has identified math, grades 6-8, as the student group to be assessed, with progress tracked and reported to our educational community.

7. Develop and implement a formal process to assess individual student progress in achieving the academic expectations, using the school-wide rubrics.

Classification: In Progress

Response: See highlighted recommendation # 3.

8. Develop a plan to report progress on student performance to the public on an on-going basis.

Classification: In Progress

Response: After a year of investigation and collaboration, and through the facilitation of faculty members from the University of Massachusetts/Amherst, the system-wide Granby Data Team, with professional contributions from faculty members of GJSHS, has launched for 2007-08 the implementation of the Galileo assessment system. This pilot has identified math, grades 6-8, as the student group to be assessed, with progress tracked and reported to our educational community.

STANDARD FOR ACCREDITATION: Leadership and Organization

1. Adopt a formal, ongoing program to ensure that each student has an adult at school other than a guidance counselor who advises the student in achieving the school-wide expectations.

Classification: In Progress

Response: A broadly-based faculty team including counselors, teachers and administrators is focused on exploring and recommending the adoption of an advisory program. See highlighted recommendation # 7 for the text of their committee's report.

2. Provide varied opportunities for more meaningful parental involvement.

Classification: In Progress

Response: Parents and Educators as Partners (PEP) has made significant progress in creating opportunities for parental input. Recent parental presentations on cyber bullying, transition and orientation programs, internet safety presentations, and the outreach available through Connect-Ed, as well as the communication facilitated by the new district e-mail service all provide a focused response to this recommendation. Because new ideas are encouraged and new initiatives are regularly contemplated and developed, it was thought best to classify this recommendation "in progress."

3. Embrace the universal use of rubrics to guide student assessment in all disciplines.

Classification: In Progress

Response: Based on the report of the rubric committee, and the faculty input upon which the report was developed, school-wide rubrics have been designed with what was perceived to be a NEASC-driven "one-size-fits-all" objective. The staff is not fully convinced that this approach can be more valuable than class or content-specific rubrics designed by an individual teacher to assess a specific assignment. The crux of the issue, which has yet to be resolved, seems to revolve around the question: Is there a mandate for standardized school-wide rubrics to replace or supercede the content-specific rubrics designed by an individual teacher for a specific assignment? The trade-offs between these approaches are perceived as significant. Meeting with the NEASC representative on October 15, 2007 will hopefully be helpful in clarifying this issue.

4. Explore options to the master schedule for the high school.

Classification: In Progress

Response: The examination of the master schedule and its relationship to strengthening student learning is the announced priority goal for 2007-08. Based on this study, scheduling decisions will

be made and implemented by 2008-2009. Faculty, student, and parental input will guide decisions that foster and support opportunities for student learning.

5. Improve class sizes at the middle school level.

Classification: Completed

Response: Middle school class sizes have improved significantly with the adoption of a fifth class. Currently, our grade 7 class has 100 students, and our grade 8 class has 95, spread over 5 periods, accomplishing our goal of significantly improved (i.e. reduced) class sizes.

STANDARD FOR ACCREDITATION: School Resources for Learning

1. Provide sufficient social work services to meet the needs of all students.

Classification: Completed

Response: The social worker now serves GJSHS on a full-time basis, a .04% increase since 2005. The presence and full participation in school life by our social worker is valued by peers and students.

2. Create and integrate a library/information skills curriculum into the school's curriculum and instruction program.

Classification: In Progress

Response: Teaching information skills is the joint responsibility of the library media specialist and the classroom teacher. At the forefront of this responsibility is the media specialist's goal to create life-long learners and independent users of information resources. These skills are most meaningful when taught within a subject area, within an inter-disciplinary unit, or as part of an activity that addresses an authentic, real-life need or problem. Thoughtful planning and cooperation among all teachers and the media specialist is our goal. In response to this, the following proposals have been submitted for further examination:

1. The development of an information skills curriculum which will focus on projects at each grade level. These projects will:
 - use a school-wide, accepted research and information processing model (Independent Investigation Method, or "Big 6")
 - meet district benchmarks for each grade level
 - have clearly stated objectives which support MA State Standards.
 - be assessed in a complete and objective manner
 - build cumulatively on skills learned the previous year
2. Implementation of lessons in conjunction with classroom teachers which specifically address Information Fluency Standards as they align with MA Curriculum Frameworks.
3. Allow for collaboration with teachers and team leaders during "Hours of Power," and team leader meetings

3. Include the library media specialist in curriculum development and revision.

Classification: In Progress

Response: Currently, the library media specialist is in close communication with grade level leaders, and team leaders to keep informed of curriculum development. In order to keep informed of curriculum needs, the media specialist attends one grade level meeting per month, all team leader meetings, and “hours of power” accordingly. The media specialist collaborates with teachers and is available to support all research projects that are conducted within the building. The media specialist is in the process of developing a research model that will be used school-wide, incorporating information skills in authentic classroom activities. She is highly involved in the summer reading program in conjunction with the English department.

4. Develop a plan to allow the media center to remain open during lunches and increase after school hours.

Classification: In Progress

Response: The library is open each day from 7:30 am until 2:30 pm. The library remains open during all lunches. On Thursdays, the library remains open until 3:30 pm to accommodate student homework and research needs. A plan is currently being developed for consideration by administration which would allow for the media center to remain open until 7:00 pm on Thursday evenings. Examining the accessibility of public library services in the community, this plan would provide a needed service to our students and their families. During this time, students would be able to access print and non-print library materials, computers, and the expertise of the school media specialist. Programs would be provided to educate students and their families on resource access, internet safety, technology innovations, and homework assistance. Literature-related programs, such as writing workshops, book groups, and book-talks would also be offered. This type of out-reach program is essential to support community needs, and will help to reinforce a working relationship with the Granby public library.

5. Expand and update resources in the library media center.

Classification: In Progress

Response: At the start of 2007 the average age of the library collection was 33 years. Since that time, through a careful weeding process, and the removal of outdated, inaccurate materials, the average age of the collection has dropped to 25 years. Although this is not ideal, progress is being made. The library makes use of “Title Wise,” a collection analysis software program. Using information provided by this program, a concerted effort is being made to build the collection in the areas that are designated as weakest. Science and mathematics have been targeted as key areas for improvement. For the period June 2005 through September 2007, 508 new nonfiction titles have been added. These titles include science, physics, and chemistry, biographies, states, and countries. An additional 1012 new fiction titles have been added, primarily in the popular young adult

classification, and an additional 61 volumes of classic literature. The library currently houses 17.4 volumes per student with a goal of attaining the recommended level of 20 volumes per student. To supplement these print resources, the library makes use of the state supported electronic data bases which include resources for literature, science, history, current events, and biographies. Students have in-library and remote (at-home) access to these resources 24 hours a day 7 days a week, a process that has been further simplified by accessing our school web site. Each year several Book Fairs are hosted by the school's library which provide access to outside resources for summer reading, class projects and independent reading (as well as raising funds). While these resources have been recently added, it should be noted that expanding the media center's resource base is an ongoing process that will be perpetually "in progress."

6. Develop, fund, and implement a plan to ensure adequate library space, sufficient access to technology, including adequate number of computer stations, increased and updated print and non-print resources to meet the needs of a junior/senior high school.

Classification: In Progress

Response: The following steps have been taken to address the components of this recommendation:

Space: In the spring of 2007 the library was reorganized to allow for more quiet study and research space, and more access to reference materials. At that time, outdated equipment and materials were discarded to increase the appeal and ease of use of the media center. Other audio-visual equipment is now housed in classrooms, providing more space in the library. With this available space, our media specialist has created a teacher's resource room that now provides, in an organized environment, curriculum and technological resources that teachers can use in lesson planning.

Technology: The library has 16 computer stations with full internet access. Since the spring of 2007 the library has added an additional 5 laptops with wireless access. This enables an entire class to conduct research or work on projects individually or in groups. In May of 2007, the library was redesigned to make available a permanent online computer card catalog station to encourage students to become competent library users.

Materials: During the period June 2005 through September 2007, an additional 508 new nonfiction volumes, and 1012 fiction volumes have been added to the library collection. In February 2007, the collection was completely weeded for outdated materials. The average age of the collection was reduced from 33 years to 25 years. Careful, ongoing analysis is being done to correct collection weaknesses. (See #5 above). The goal is to decrease the average "age" of print resources to 20 years, and to create a useful, up-to-date collection. The library takes advantage of its membership in the Western Massachusetts Regional Library System Purchasing Consortium which allows for a considerable discount with approved book vendors. In addition, the library has conducted several successful fund-raising efforts to supplement the annual library budget. We recently have established a partnership with a local bookstore, in an effort to increase our visibility in the community and to support our fundraising efforts.

7. Provide an appropriate educational facility for special education.

Classification: Planned for Future

Response: This is an area that will be rectified with the enactment of the building project. In the meantime, the scheduling of music, previously in conflict with the teaching in the special education rooms, has been corrected.

8. Develop a guidance curriculum.

Classification: Complete

Response: GJSHS counselors currently follow the frameworks referenced by the American School Counselors' Association (ASCA) curriculum model. Based upon that model, standards are in place to direct the guidance staff in carrying out their various duties, including classroom delivery in curriculum formats for the senior guidance seminar, the scholarship seminar, and the junior seminar. All of these points provide instructional strategies and assessments. The guidance curriculum also has grade-designated instructional lessons beginning with the grade 6 transition to the junior high school and culminating with the grade 12 exit survey.

9. Develop an evaluation process for the guidance program and the health service programs.

Classification: Completed

Response: The evaluation process introduced in the spring of 2007 now provides personnel/programmatic evaluations appropriate to both guidance and health services. See highlighted recommendation # 8 for further information.

STANDARD FOR ACCREDITATION: Community Resources for Learning

1. Investigate and further develop new community partnerships that benefit both the school and community while maintaining the strengths of current programs.

Classification: In Progress

Response: Under the auspices of our science department, GJSHS partnered with Red Fire Farm, a local organic enterprise, to coordinate recycling and composting efforts. This collaboration succeeded in providing our students with practical experience in conservation methods. Another example of community partnerships is the work of our school-wide Data Team which partnered with faculty members of the University of Massachusetts/Amherst in piloting the Galileo program for grades 6-8 math during the 2007-2008 school year. Furthermore, Granby is an active participant and grant recipient of both the School Health Leadership Grant and the Healthy Choices Grant. An effort to build and increase the leadership potential of our female students through the work and grant support of the Women's Fund of Easthampton, Massachusetts has also been implemented for 2007-2008. We have enjoyed a long-standing, supportive relationship with the town of Granby Public

Safety Departments, and civic organizations such as the Lions, Rotary, and Granby Booster clubs, the Granby Arts Project, and the Parents' Music Association. The "in-progress" classification reflects our recognition of the need to continue to reach out to community organizations and replicate the success we have had with the above-mentioned agencies.

2. Take steps to ensure the athletic fields are safe and adequate.

Classification: Completed

Response: Through the 2006-07 school year, the upgrade of our athletic fields was the focus of our athletic director who personally worked and supervised the efforts to seed, fertilize, and water our outdoor fields. This upgrading effort was positively recognized in an official communication from the Pioneer Valley Inter-Scholastic Athletic Conference (PVIAC) in June, 2007.

3. Take steps to ensure the tennis courts are safe and adequate for student use.

Classification: Planned for Future

Response: The upgrade of our tennis courts, making them safe and adequate for student use is part of the building project. To proceed unilaterally is impractical.

4. Take steps to ensure the track is safe for student use.

Classification: Planned for Future

Response: The upgrade of our track, making it safe and adequate for student use, is part of the building project. To proceed unilaterally is impractical.

5. Renovate and upgrade the current heating system.

Classification: Planned for Future

Response: The upgrade of our current heating system, making it safe and adequate is part of the building project. To proceed unilaterally is impractical.

6. Neutralize flooding in the parking lot.

Classification: Completed

Response: Work done in the summer of 2006 neutralized the flooding issue.

7. Upgrade door hardware to meet current ADA standards.

Classification: Completed

Response: Though planned for the future as part of the overall building project, building security was enhanced with the introduction of a security camera/buzzer entry system in 2006-2007.

8. Renovate and upgrade the school ventilation system.

Classification: Planned for Future

Response: See above item as it relates to the building project.

9. Upgrade school internet to include system wide e-mail accounts.

Classification: Completed

Response: Gagle.net has been installed for use at GJSHS. It features district-wide e-mail accounts for all staff. The site can be accessed by students and parents for improved communication between school and home.

10. Immediately take steps to significantly increase access to technology for both student and staff use.

Classification: Completed

Response: The Granby Jr. Sr. High School (GJSHS) continues to improve student and teacher access to computers by increasing the number of computers available and upgrading and/or replacing older computers. In addition, more technological services are constantly being added to facilitate more access to technology.

Since April 2007, the technological improvements in the library consist of additional wireless laptop computers making a total of five. This is a continuation of our efforts to utilize more wireless laptops in areas, such as the library, where conserving space is also a concern. By providing more laptops, the faculty and students have access to the additional computers in the library without consuming excess space that may also be needed for other non-technological educational activities.

In addition to providing more wireless laptop access, the remaining Pentium III desktop computers have been replaced with Pentium IV's, increasing the quality and performance of the library computers. The electronic card catalogue was relocated to a designated computer which allowed the computers that were previously used for this to be utilized for other educational activities such as research, etc. With these additions, the total number of computers available in the library is currently twenty-one.

During the summer, several upgrades were performed in other parts of the high school building to improve technology. The following improvements are in addition to those performed in the library:

- Sixteen of the oldest instructional computers were replaced with Pentium IV's.
- An additional workstation was added to the teachers' room making a total of four.
- An additional student workstation was added to the computer lab in room 109 making a total of twenty-three.
- The network was upgraded to a Windows 2003 operating system providing a platform that is capable of "running" modern educational software.
- A lab pack of QuarkXpress software was purchased for the Graphic Arts department to provide more instructional opportunities in the area of technology education.
- An updated version of Crosstec SchoolVue was purchased which allows teachers to conduct computer demonstrations in a lab environment.
- MassONE, a state operated educational bulletin board, was deployed at the high school creating another avenue for faculty staff communication and collaboration. In addition, it provides a portal that teachers may use with their students to facilitate classroom activities.
- Each faculty member was provided a district funded email account that can be accessed from any internet accessible computer. This provides a new channel of communication that is very efficient and reliable.

In conclusion, the above additions and improvements provide more computers and computer access both in the library and throughout the building for faculty and students having a positive effect on instruction, communication, and collaboration.

11. Install networked telephone system throughout the classrooms in the building.

Classification: Planned for Future

Response: See above item as it relates to the building project.