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HANOVER HIGH SCHOOL

FIVE-YEAR PROGRESS REPORT

MARCH 01, 2017

Submitted by NEASC Follow-Up Committee:

Matthew Paquette, Principal
Hugh Galligan, Associate Principal (Chair)
Matthew Plummer, STEM Director 7-12
Dr. Sheila Walsh, Humanities Director 7-12
Matthew Harden, Music Teacher
Susanne McHugh, Media Specialist

Hanover High School

Five-Year Progress Report

March 01, 2017

Section I: Responses to Highlighted Recommendations Identified in June 03, 2015 Notification Letter

1. Demonstrate evidence that all curriculum mapping has been entered into Aspen/X2 and aligns with the school's 21st century learning expectations.

Classification: COMPLETED

Previously noted as "In Progress" in our Two-Year Progress Report, we have since entered all curriculum maps into Aspen/X2 and have aligned these maps with our 21st Century Learning Expectations. However, the committee should know that we intend to transfer these maps onto a Google platform. As a school and as a district, much of our communication takes place through this platform. We use Google for emails, the evaluation process, and classroom communications. These maps will be much more effectively accessed and shared through this medium.

For our initial steps in facilitating this process, we asked each department in the school to revisit our 21st Century Learning Expectations, and to document the assignments or activities that take place in each discipline that align with each of the 21st Century Learning Expectations. Although the curriculum maps already align with our 21st Century Learning Expectations, we asked the faculty to begin this process for these reasons:

- A. The process will help us understand better where, how, and to what extent we are engaging students around our 21st Century Learning Expectations in the areas of special education and guidance.
- B. We have completed our school-wide general assessment plan, and having this information in terms of our 21st Century Learning Expectations will only provide greater detail in these specific areas.
- C. This information is part of a larger procedure to ensure that written curriculum is being taught.

The following is an example of our guidance department reflecting on how their curriculum aligns with our Learning Expectations:

1. Reading (reads actively and critically)

- Course/Topic: Guidance Career Research Grade 11
 - Assignment/Activity: Students complete a career inventory assessment and read/review results. Students research careers of interest and apply what they have read to complete assignment.
 - Term/Month: Term 2
- Course/Topic: Guidance Personality Assessment and Career Research Grade 10
 - Assignment/Activity: Students complete a personality assessment and read/review results. Students interpret results and research careers and apply what they have read to complete assignment.
 - Term/Month: Term 2
- Course/Topic: Guidance Freshman Seminar
 - Assignment/Activity: Students participate in a variety of lessons focused on personal wellness and future planning. Students use vocabulary to explain their personal experiences, goals and plans for the future in group discussions.
 - Term/Month: All year
- Course/Topic: Guidance National College Fair Grade 11
 - Assignment/Activity: Students research colleges prior to attending the National College Fair using a variety of resources online.
 - Term/Month: T4 (if does not conflict with AP Testing)

2. Writing (writes to construct and convey meaning)

- Course/Topic: Guidance Career Research Grade 11
 - Assignment/Activity: Students complete a career inventory assessment and use content vocabulary to write a summary of their findings.
 - Term/Month: T2
- Course/Topic: Guidance Personality Assessment and Career Research Grade 10
 - Assignment/Activity: Students complete a personality assessment, research careers and use content vocabulary to write a summary of their findings.
 - Term/Month: T2
- Course/Topic: Guidance Freshman Seminar
 - Assignment/Activity: Students participate in a variety of lessons focused on planning for the future and personal wellness. Students write reflections, summaries and think critically based on the lesson provided.
 - Term/Month: All year
- Course/Topic: Guidance National College Fair Grade 11

- Assignment/Activity: Students research colleges prior to attending the National College Fair using a variety of resources online. After conducting research, students write a summary of their findings to help determine a future path.
- Term/Month: T4 (if does not conflict with AP exams)

3. Speaking (speaks effectively)

- Course/Topic: Guidance Career Research Grade 11
 - Assignment/Activity: Students complete a career inventory assessment and discuss with counselors their findings.
 - Term/Month:T2
- Course/Topic: Guidance Personality Assessment and Career Research Grade 10
 - Assignment/Activity: Students complete a personality assessment, research careers and use content vocabulary to discuss the findings with their counselors.
 - Term/Month: T2
- Course/Topic: Guidance Freshman Seminar
 - Assignment/Activity: Students participate in a variety of lessons focused on planning for the future and personal wellness. Students participate in group discussions and presentations in content area.
 - Term/Month: All year
- Course/Topic: Guidance National College Fair Grade 11
 - Assignment/Activity: Students research colleges prior to attending the National College Fair using a variety of resources online. As part of the assignment, students are required to speak with admissions counselors regarding future options.
 - Term/Month: T4 (if does not conflict with AP exams)

4. Technology (is proficient with current technology and receptive to emerging technology)

- Course/Topic: Guidance Career Research Grade 11
 - Assignment/Activity: Students complete a career inventory assessment using the web-based program Naviance.
 - Term/Month:T2
- Course/Topic: Guidance Personality Assessment and career research Grade 10
 - Assignment/Activity: Students complete a personality assessment and research careers using the web-based program Naviance.
 - Term/Month: T2
- Course/Topic: Guidance Freshman Seminar
 - Assignment/Activity: Students participate in a variety of lessons focused on planning for the future and personal wellness. Students use a variety of technological tools, such as the web-based program Naviance and other websites such as the Occupational Handbook, Career Inventory My Next Move. (Mynextmove.com, www.bls.gov/ooh)

- Term/Month: All year
- Course/Topic: Guidance National College Fair Grade 11
 - Assignment/Activity: Students research colleges prior to attending the National College Fair using a variety of resources online. Students use a variety of technological tools, such as the web-based program Naviance, College Board, The Occupational Handbook, etc.
 - Term/Month: T4 (if does not conflict with AP exams)

5. Problem Solving (interprets information, solves problems, and justifies solutions)

- Course/Topic: Guidance Career Research Grade 11
 - Assignment/Activity: Students complete a career inventory assessment and interpret results. Students research careers of interest and apply what they have read to complete assignment.
 - Term/Month: Term 2
- Course/Topic: Guidance Personality Assessment and Career Research Grade 10
 - Assignment/Activity: Students complete a personality assessment and interpret results. Students interpret results and research careers and apply what they have read to complete assignment.
 - Term/Month: Term 2
- Course/Topic: Guidance Freshman Seminar
 - Assignment/Activity: Students participate in a variety of lessons focused on personal wellness and future planning. Students interpret results of career inventories, set goals for the future, acquire and implement coping skills.
 - Term/Month: All year
- Course/Topic: Guidance National College Fair Grade 11
 - Assignment/Activity: Students research colleges prior to attending the National College Fair using a variety of resources online. Students review information and formalize a plan for their future.
 - Term/Month: T4 (if does not conflict with AP Testing)

6. Personal Wellness

- Course/Topic: Depression Suicide Trainings
 - Assignment/Activity: Adjustment counselors present to all grades on depression and suicide prevention.
 - Term/Month: T2
- Course/Topic: Freshman Seminar
 - Assignment/Activity: Students learn and participate in lesson plans around coping skills, social media addiction, developing self confidence and mindfulness/gratitude.
 - Term/Month: All year

7. Acts Responsibly and Works Ethically

- Course/Topic: Freshman Seminar
 - Assignment/Activity: Students evaluate and assess healthy relationships, anxiety coping skills, organize ideas and goals for the future, social media addiction and changing within society.
 - Term/Month: Year long

- Course/Topic: Depression/Suicide Trainings (all grades)
 - Assignment/Activity: Students evaluate symptoms of depression, how to recognize signs of suicide and what to do if they, or a friend, need help.
 - Term/Month: T2

8. Civic Responsibility and Worldwide Current Events

- Course/Topic: Freshman Seminar
 - Assignment/Activity: Students evaluate and assess healthy relationships, anxiety coping skills, organize ideas and goals for the future, social media addiction and changing within society.
 - Term/Month: Year long

- Course/Topic: Depression/Suicide Trainings (all grades)
 - Assignment/Activity: Students evaluate symptoms of depression, how to recognize signs of suicide and what to do if they, or a friend, need help.
 - Term/Month: T2

Each department is in the process of completing this task. Currently, all departments have completed an initial reflection on their curricula and have submitted similar documents.

These documents, along with the curriculum maps, informed our General Assessment Plan. In this plan, included in the following pages, we note not only common assessments/district determined measures, but also where and to what extent are we assessing students in terms of our 21st Century Learning Expectations. Our General Assessment Plan is a living document, and we intend to revise it on a consistent basis when changes are necessary.

General Assessment Plan Summary Document

Discipline	Course	DDM's	Other Common Assessments	Reading	Writing	Speaking	Technology	Solving	Wellness	Ethics	Civics
Biology	Honors Bio	1st semester post test	Germination Lab								
		2nd semester post test	Evolution activity					✓			
	Biology - 1	1st semester post test	Enzyme Lab								
		2nd semester post test	Genetic Disorder Presentation					✓			
AP Bio	AP Biology	Enzyme activity		✓	✓		✓	✓			
		AP Exam									
Marine Bio	Marine Bio	Marine Bio Test 1						✓			
		Final Exam									
Chemistry	Honors Chem	Mid year benchmark	Reactivity series								
		Final exam	Pixie stick lab				✓	✓	✓		
	Chemistry - 1	Mid year benchmark	Reactivity Series								
		Final exam	Pixie stick lab					✓			
AP Chem	AP Chem	Mid year benchmark						✓			
		AP Exam									
Physics	Honors Physics	Free fall lab									
		Projectile lab					✓	✓			
	Physics - 1	Free fall lab									
		Projectile lab						✓	✓		
AP Physics	AP Physics 1	Projectile lab									
		AP Exam					✓	✓			
	AP Physics 2	Projectile lab									
		AP Exam						✓	✓		
Environmental Science	Environmental Sci -1	Mid year benchmark									
		Final exam					✓	✓			
AP Environmental	AP Environmental Science	Chapter 5 Exam									
		AP exam					✓	✓			
Anatomy and Physiology	Honors A&P	Integumentary system test									
		Digestive system test					✓	✓			
	A&P - 1	Integumentary system test									
		Digestive system test						✓	✓		
Earth Science	Earth Science -1	Earth science benchmark									
		Earth science final exam					✓	✓			
Forensics	Forensics - 1	DNA evidence presentation	Fingerprint presentations								
		Final exam	Hair and Fiber preses					✓	✓		
Algebra 1	Algebra 1 - 1	Linear Equation Project									
		Algebra 1 Final Exam					✓	✓			
	Algebra 1 - 2	Linear Equation Project						✓	✓		

		Algebra 1 Final Exam																				
Geometry	Honors Geometry	Midyear exam																				
		Final Exam																				
	Geometry - 1	Midyear exam																				
		Final Exam																				
	Geometry - 2	Midyear exam																				
		Final Exam																				
Algebra 2	Honors Algebra 2	T - Project																				
		Final Exam																				
	Algebra 2 - 1	T - Project																				
		Final Exam																				
	Algebra 2 - 2	T - Project																				
		Final Exam																				
Algebra 3	Algebra 3 - 2	Accuplacer Assessment																				
		Personal Finance Project																				
Precalculus	Honors Precalc	Sine-Cosine graph project																				
		Final Exam																				
	Precalc - 1	Sine-Cosine graph project																				
		Final Exam																				
Calculus	AP Calculus	OR AP Questions																				
		Multi choice AP test																				
	Honors Calculus	Term 2 Exam																				
		Term 3 Exam																				
Probability & Statistics	Prob & Stats - 1	M & M's Project																				
		Independent research project																				
Computer Science	Computer Science 1	Proj 3 1 - grades																				
		Proj 1 - 3B - tic tac toe																				
	Computer Science 2	Proj - Memory Matching																				
		Proj - Yahtzee																				
English 9	Honors English 9	Argument writing	Summer Reading SA																			
		Informative writing		✓	✓																	
		Narrative writing	Norton model																			
	English 9 - 1	Argument writing	Animal Farm Revolution																			
		Informative writing		✓	✓																	
		Narrative writing	MCAS/SAT benchmark																			
	English 9 - 2	Argument writing	Odyssey Project																			
		Informative writing		✓	✓	✓																
		Narrative writing	Poetry Out-loud																			
English 10	Honors English 10	Argument writing	Summer Reading SA																			
		Informative writing		✓	✓	✓																
		Narrative writing	Informative speeches																			
	English 10 - 1	Argument writing	Poetry Out Loud																			
		Informative writing		✓	✓	✓																
		Narrative writing	MCAS/SAT benchmark																			
English 11	AP English Language	<i>The Glass Castle Essay</i>	Summer Reading SA	✓	✓	✓																
		AP Exam	Poetry Out Loud																			
	Honors English 11	Argument writing	Mock Trial (Crucible)	✓	✓																	
		Informative writing																				

		Narrative writing																	
	English 11 -1	Argument writing																	
		Informative writing		✓	✓														
		Narrative writing																	
AP English Lit	AP English Literature	Repeated Measures - OR Writings		✓	✓														
		AP Exam																	
Humanities	Humanities	Term Paper	Summer Reading SA	✓	✓	✓	✓	✓							✓	✓			
		Capstone Project																	
US History 1	Honors US History 1	American Revolution DBQ		✓	✓													✓	
		Gilded Age DBQ																	
	US History 1 - 1	American Revolution DBQ		✓	✓														✓
		Gilded Age DBQ																	
	US History 1 - 2	American Revolution DBQ		✓	✓														✓
		Gilded Age DBQ																	
US History 2	AP US History 2	Change and Continuity Essay (essay 4)		✓	✓													✓	
	Honors US History 2			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
US History 2 - 1			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
Government and Politics	AP US Government and Politics			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
Psychology	AP Psychology			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
Psychology and Sociology	Psychology and Sociology - 1			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
Sports and Society	Sports and Society - 1	My Season		✓	✓											✓	✓		
		The Games Do Count assignment																	
Global Studies	Global Studies	Food Unit Assessment		✓	✓														
French	French 2 - H	Autobiography Assignment		✓	✓	✓	✓												
		French 2 Benchmark																	
	French 2 - 1	Autobiography Assignment		✓	✓	✓	✓												
		French 2 Benchmark																	
	French 3 - H	Autobiography Assignment		✓	✓	✓	✓												
		French 3 Benchmark																	
	French 4 - 1	Autobiography Assignment		✓	✓	✓	✓												
		French 4 Benchmark																	
	French 4 - H	Autobiography Assignment		✓	✓	✓	✓												
		French 4 Benchmark																	
	French 5 - H	Autobiography Assignment		✓	✓	✓	✓												
French 5 - AP	Autobiography Assignment		✓	✓	✓	✓													
Spanish	Spanish 1 - 1	Autobiography Assignment		✓	✓	✓	✓												
		Spanish 1 Benchmark																	
	Spanish 2 - 1	Autobiography Assignment		✓	✓	✓	✓												

		Spanish 2 Benchmark																	
	Spanish 2 - H	Autobiography Assignment		✓	✓	✓	✓												
		Spanish 2 Benchmark																	
	Spanish 3 - 1	Autobiography Assignment		✓	✓	✓	✓												
		Spanish 3 Benchmark																	
	Spanish 3 - H	Autobiography Assignment		✓	✓	✓	✓												
		Spanish 3 Benchmark																	
	Spanish 4 - 1	Autobiography Assignment		✓	✓	✓	✓												
		Spanish 4 Benchmark																	
	Spanish 4 - H	Autobiography Assignment		✓	✓	✓	✓												
		Spanish 4H Benchmark																	
	Spanish 5 - H	Autobiography Assignment		✓	✓	✓	✓												
		Spanish 5 Benchmark																	
	Spanish 5 - AP	Autobiography Assignment		✓	✓	✓	✓												
		Spanish 5 Benchmark																	
Greek & Italian	Greek and Italian	Greek Alphabet Quiz		✓															
M.S. Office	M.S. Office			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Accounting	Accounting			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Video Production	Video Production	Trailer production					✓												
		Christmas Lipdub																	
Digital Media	Digital Media	Photoshop Portfolio part 1					✓												
		Photoshop Portfolio Part 2																	

2. Align all rubrics to the 21st century learning expectations.

Classification: COMPLETED

We have completed our school-wide rubrics and have aligned them with our 21st Century Learning Expectations. All rubrics are included in this Five-Year Progress Report:

HHS Rubric for Academic Learning Expectation: The HHS graduate reads actively and critically.

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. **(R, RI.CCR.1)**

Levels of Achievement				
Criteria	1 Beginning	2 Developing	3 Proficient	4 Exemplary
Key Ideas and Details:	Cites textual evidence to support comprehension of texts using explicit information. Identifies central ideas or themes of a text, and recognizes that individuals, events, and ideas develop and interact over the course of a text.	Cites specific textual evidence to support comprehension of texts using both explicit and inferred information. Identifies central ideas or themes of a text, and recognizes key supporting details. Interprets how individuals, events, and ideas develop and interact over the course of a text.	Cites specific and relevant textual evidence to support comprehension of texts using both explicit and inferred information. Analyzes central ideas or themes of a text and summarizes key supporting details. Analyzes how and why individuals, events, and ideas develop and interact over the course of a text.	Cites complex and significant textual evidence to support comprehension of texts using both explicit and inferred information. Evaluates central ideas or themes of a text, analyzes their development, and incorporates key supporting details. Evaluates how and why individuals, events, and ideas develop and interact over the course of a text.
Craft and Structure:	Recognizes that words and phrases in text, including technical, connotative, and figurative meanings, shape meaning and tone. Identify text organizational features (e.g. paragraphs, chapters, scenes, or stanzas) as parts of a larger structure. Identifies information in texts in terms of purpose and audience.	Interprets words and phrases in text, including technical, connotative, and figurative meanings, and determines how they shape meaning and tone. Interprets how text organizational features (e.g. paragraphs, chapters, scenes, or stanzas) relate to each other as parts of a larger structure. Recognizes that information in texts in terms of purpose and audience shapes the content and style of a text.	Examines words and phrases in text, including technical, connotative, and figurative meanings, and analyzes how they shape meaning and tone. Analyzes how text organizational features (e.g. paragraphs, chapters, scenes, or stanzas) relate to each other as parts of a larger structure to construct and convey meaning. Examines how information in texts in terms of purpose and audience shapes the content and style of a text.	Analyzes words and phrases in text, including technical, connotative, and figurative meanings, and evaluates how they shape meaning and tone. Evaluates how text organizational features (e.g. paragraphs, chapters, scenes, or stanzas) relate to each other as parts of a larger structure to construct and convey meaning. Evaluates how information in texts in terms of purpose and audience shapes the content and style of a text.
Integration of knowledge and Ideas: **Argument Only	Recognizes that two or more texts can address similar themes or topics. **Recognizes the argument and specific claims in a text.	Interprets how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. **Interprets the argument and specific claims in a text.	Analyzes how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. **Analyzes the argument and specific claims in a text.	Evaluates how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. **Delineates and evaluates the argument and specific claims in a text.
Text Complexity:	Reads and comprehends literary and informational texts.	Reads and comprehends basic literary and informational texts proficiently.	Reads and comprehends literary and informational texts independently and proficiently.	Reads and comprehends complex literary and informational texts independently and proficiently.

HHS Rubric for Academic Learning Expectation: The HHS graduate writes effectively to construct and convey meaning.

Write **ARGUMENTS** to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. **(W.CCR.1)**

Levels of Achievement				
Criteria	1 Beginning	2 Developing	3 Proficient	4 Exemplary
Claim/Thesis: The text introduces a clear, arguable claim that can be supported by reasons and evidence.	The text contains an unclear or emerging claim that suggests a vague position. The text attempts a structure and organization to support the position.	The text introduces a claim that is arguable and takes a position. The text has a structure and organization that is aligned with the claim.	The text introduces a precise claim that is clearly arguable and takes an identifiable position on an issue. The text has an effective structure and organization that is aligned with the claim.	The text introduces a compelling claim that is clearly arguable and takes a purposeful position on an issue. The text has a structure and organization that is carefully crafted to support the claim.
Organization/Development: The text provides sufficient data and evidence to back up the claim while pointing out the strengths and limitations of both the claim and counterclaim. The text provides a conclusion that supports the argument.	The text provides data and evidence that attempt to back up the claim and unclearly addresses counterclaims or lacks counterclaims. The conclusion merely restates the position.	The text provides data and evidence to back up the claim and addresses counterclaims. The conclusion ties to the claim and evidence.	The text provides sufficient and relevant data and evidence to back up the claim and fairly addresses counterclaims. The conclusion effectively reinforces the claim and evidence.	The text provides convincing and relevant data and evidence to back up the claim and skillfully addresses counterclaims. The conclusion effectively strengthens the claim and evidence.
Audience: The text anticipates the audience's knowledge level, concerns, values, and possible biases about the claim.	The text illustrates an inconsistent awareness of the audience's knowledge level.	The text considers the audience's knowledge level, concerns, values, and possible biases about the claim.	The text anticipates the audience's knowledge level, concerns, values, and possible biases about the claim.	The text consistently addresses the audience's knowledge level, concerns, values, and possible biases about the claim.
Cohesion: The text uses words, phrases, and clauses as well as varied syntax to link the major sections of the text. The text creates cohesion and clarifies the relationship among all elements of the argument.	The text contains limited words, phrases, and clauses to link the major sections of the text. The text attempts to connect the claim and reasons.	The text uses words, phrases, and clauses as well as varied syntax to link the major sections of the text. The text connects the claim and the reasons. The text links the counterclaims to the claim.	The text skillfully uses words, phrases, and clauses as well as varied syntax to link the major sections of the text. The text identifies the relationships between the claim and reasons as well as the evidence. The text effectively links the counterclaims to the claim.	The text strategically uses words, phrases, and clauses as well as varied syntax to link the major sections of the text. The text explains the relationships between the claim and reasons as well as the evidence. The text strategically links the counterclaims to the claim.
Style and Conventions: The text presents a formal, objective tone that demonstrates standard English conventions of usage and mechanics.	The text illustrates a limited awareness of formal tone. The text demonstrates little accuracy in standard English conventions of usage and mechanics.	The text presents a formal tone. The text demonstrates some accuracy in standard English conventions of usage and mechanics.	The text presents a formal, objective tone. The text demonstrates control of standard English conventions of usage and mechanics.	The text presents an engaging, formal, and objective tone. The text intentionally uses standard English conventions of usage and mechanics.

HHS Rubric for Academic Learning Expectation: The HHS graduate writes effectively to construct and convey meaning.

Write **INFORMATIVE/EXPLANATORY** texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. **(W.CCR.2)**

Levels of Achievement				
Criteria	1 Beginning	2 Developing	3 Proficient	4 Exemplary
Focus/Thesis/Ideas: The text focuses on a topic to inform a reader with ideas, concepts, and information that creates a unified whole.	The text has an unclear topic with some ideas, concepts, and information.	The text has a topic that informs the reader with accurate ideas, concepts, and information that creates a unified whole.	The text focuses on an interesting topic that informs the reader with accurate ideas, concepts, and information that creates a unified whole.	The text clearly focuses on a compelling topic that informs the reader with accurate ideas, concepts, and information that creates a unified whole.
Organization/Development: The text presents facts, extended definitions, concrete details, quotations, and examples. The text provides a conclusion that supports the topic and examines its implications and significance.	The text provides facts, definitions, details, quotations, and/or examples that attempt to develop and explain the topic. The text may provide a conclusion that supports the topic.	The text provides facts, extended definitions, concrete details, quotations, and/or examples that develop the topic. The text provides a conclusion that supports the topic and examines its implications and significance.	The text provides relevant facts, extended definitions, concrete details, quotations, and/or examples that sufficiently develop and explain the topic. The text provides a conclusion that supports the topic and examines its implications and significance.	The text provides significant facts, extended definitions, concrete details, quotations, and/or examples that thoroughly develop and explain the topic. The text provides a conclusion that supports the topic and examines its implications and significance.
Audience: The text anticipates the audience's background knowledge of the topic.	The text illustrates an inconsistent awareness of the audience's knowledge level about the topic.	The text considers the audience's knowledge level about the topic.	The text anticipates the audience's knowledge level and concerns about the topic.	The text consistently addresses the audience's knowledge level and concerns about the topic.
Cohesion: The text explains the relationship between ideas and concepts. The text includes appropriate and varied transitions and syntax.	The text contains limited words, phrases, and clauses to link the major sections of the text. The text attempts to connect the topic and the examples and/or facts.	The text uses words, phrases, and clauses to link the major sections of the text. The text connects the topic and the examples and/or facts.	The text skillfully uses words, phrases, and clauses to link the major sections of the text. The text identifies the relationship between the topic and the examples and/or facts.	The text strategically uses words, phrases, and clauses to link the major sections of the text. The text explains the relationships between the topic and the examples and/or facts.
Language and Style: The text presents a formal style and objective tone and uses language, vocabulary, and other literary techniques to manage the topic.	The Text illustrates a limited awareness of formal tone. The text attempts to use language, vocabulary, and some literary techniques.	The text presents a formal, objective tone. The text uses relevant language, vocabulary, and other literary techniques to manage the complexity of the topic.	The text presents a formal objective tone. The text uses precise language, vocabulary, and other literary techniques to manage the complexity of the topic.	The text presents an engaging, formal, and objective tone. The text uses sophisticated language, vocabulary, and other techniques to manage the complexity of the topic.
Conventions: The text demonstrates standard English conventions of usage and mechanics while attending to the norms of the discipline in which they are writing (MLA, APA, etc.).	The text contains multiple inaccuracies in standard English conventions of usage and mechanics.	The text demonstrates some accuracy in standard English conventions of usage and mechanics.	The text demonstrates standard English conventions of usage and mechanics while attending to the norms of the discipline in which they are writing (MLA, APA, etc.).	The text demonstrates standard English conventions of usage and mechanics while suitably attending to the norms of the discipline in which they are writing (MLA, APA)

HHS Rubric for Academic Learning Expectation: The HHS graduate writes effectively to construct and convey meaning.

Write **NARRATIVES** to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. **(W.CCR.3)**

Levels of Achievement				
Criteria	1 Beginning	2 Developing	3 Proficient	4 Exemplary
<p>Exposition: The text sets up the narrative by introducing a conflict, observation, situation, setting, narrator and/or characters.</p>	The text provides a setting with a vague conflict, situation, or observation with an unclear point-of-view. It introduces a narrator and/or undeveloped characters.	The text orients the reader by setting out a conflict, situation, or observation and its significance. It establishes one point of view and introduces a narrator and/or developed characters.	The text engages and orients the reader by setting out a conflict, situation, or observation and its significance. It establishes one or multiple points-of-view and introduces a narrator and/or well-developed characters.	The text creatively engages the reader by setting out a well-developed conflict, situation, or observation and its significance. It establishes one or multiple points-of-view and/or complex characters.
<p>Narrative techniques and Development: The narrative is developed using dialogue, pacing, description, reflection, and/or plot lines to develop experiences, events, and/or characters.</p>	The text uses some narrative techniques, such as dialogue or description and merely retells events and/or experiences.	The text uses narrative techniques, such as dialogue, description, and reflection to show events and/or experiences.	The text demonstrates deliberate narrative techniques – such as dialogue, pacing, description, reflection, and/or multiple plot lines – to develop experiences, events, and/or characters.	The text demonstrates sophisticated narrative techniques – such as engaging dialogue, artistic pacing, vivid description, complex reflection, and/or multiple plot lines – to develop experiences, events, and/or characters.
<p>Organization and Cohesion: The organization follows a logical sequence of events.</p>	The text creates a sequence or progression of experiences or events.	The text creates a logical progression of experiences or events using some techniques – such as flashback, foreshadowing, suspense, etc. – to sequence events so that they build on one another to create a coherent whole.	The text creates a smooth progression of experiences or events using a variety of techniques – such as flashback, foreshadowing, suspense, etc. – to sequence events so that they build on one another to create a coherent whole.	The text creates a seamless progression of experiences or events using multiple techniques – such as flashback, foreshadowing, suspense, etc. – to sequence events so that they build on one another to create a coherent whole.
<p>Style and Conventions: The text uses sensory language and details to create a vivid picture of the events, setting, and characters.</p>	The text uses words and phrases, telling details to convey experiences, events, settings, and/or characters.	The text uses words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	The text uses precise words and phrases, showing details and controlled sensory language and mood to convey a realistic picture of the experiences, events, setting, and/or characters.	The text uses eloquent words and phrases, showing details and rich sensory language and mood to convey a realistic picture of the experiences, events, setting, and/or characters.
<p>Conclusion: The text uses a conclusion that follows from the course of the narrative. The conclusion provides a reflection on or a resolution to the events.</p>	The text provides a conclusion that follows from what is experienced, observed, or resolved over the course of the narrative.	The text provides a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	The text builds to a conclusion that logically follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	The text moves to a conclusion that artfully follows from and thoughtfully reflects on what is experienced, observed, or resolved over the course of the narrative.

HHS Rubric for Academic Learning Expectation: The HHS graduate speaks effectively.

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks **(SL.CCR.4)**

Levels of Achievement

Criteria	1 Beginning	2 Developing	3 Proficient	4 Exemplary
Ideas and Content	Shares inaccurate or simplistic ideas and content. Lacks understanding of content.	Shares researched ideas and content. Demonstrates cursory understanding of content.	Shares accurate well-researched ideas and content. Demonstrates understanding of content.	Shares fresh, well-researched ideas and content. Demonstrates mastery of content.
Organization	Lacks organizational techniques, omitting either introductory statement, concluding statement, or logical progression of ideas. Speaks without relevance and purpose.	Uses some organizational techniques; omits either introductory statement, or concluding statement, with no logical progression of ideas. Speaks with minimal relevance and purpose.	Organizes adequate introductory and concluding statements, bookending logical progression of ideas. Speaks with relevance and purpose.	Organizes strong introductory and concluding statements, bookending logical progression of ideas. Speaks with pointed relevance and purpose.
Delivery	Uses none or few explicit techniques for oral presentations (e.g., modulation of voice, inflection, tempo, enunciation, pronunciation and eye contact).	Uses some explicit techniques for oral presentations (e.g., modulation of voice, inflection, tempo, enunciation, pronunciation and eye contact).	Uses a variety of explicit techniques for oral presentations (e.g., modulation of voice, inflection, tempo, enunciation, pronunciation and eye contact).	Uses a wide variety of explicit techniques for oral presentations (e.g., modulation of voice, inflection, tempo, enunciation, pronunciation and eye contact).

HHS Rubric for Academic Learning Expectation: The HHS graduate is a responsible and proficient user of current technology and is receptive to emerging technology.

(ISTS.nets-s.9-12)

Levels of Achievement				
Criteria	1 Beginning	2 Developing	3 Proficient	4 Exemplary
Safe and Appropriate Use	Rarely uses technology in a safe and appropriate manner. Requires significant adult guidance.	Occasionally uses technology in a safe and appropriate manner. Requires regular adult guidance.	Frequently uses technology in a safe and appropriate manner. Requires minimal adult guidance.	Consistently uses technology in a safe and appropriate manner. Requires no adult guidance.
Responsibility	Rarely uses technology in a responsible manner that is consistent with the school policies.	Occasionally uses technology in a responsible manner that is consistent with the school policies.	Frequently uses technology in a responsible manner that is consistent with the school policies.	Consistently uses technology in a responsible manner that is consistent with the school policies.
Efficiency	Rarely works independently to select and employ correct technology. Does not increase productivity.	Occasionally works independently to select and employ correct technology. Minimally increases productivity.	Frequently works independently to select and employ correct technology. Moderately increases productivity.	Consistently works independently to select correct technology. Significantly increases productivity.
Receptivity	Rarely seeks to implement new, different, or emerging technology.	Occasionally seeks to implement new, different, or emerging technology.	Frequently seeks to implement new, different, or emerging technology.	Consistently seeks to implement new, different, or emerging technology.
Application	Uses technology to list and identify information.	Uses technology to comprehend and apply information.	Uses technology to analyze information.	Uses technology to synthesize or evaluate information.

HHS Rubric for Academic Learning Expectation: The HHS graduate creatively applies concepts to interpret information, to solve problems, and to justify solutions.

Make sense of problems and persevere in solving them.

(CCSS.MATH.PRACTICE.MP1)

Levels of Achievement				
Criteria	1 Beginning	2 Developing	3 Proficient	4 Exemplary
Problem	Demonstrates a limited ability in identifying a problem statement or related contextual factors.	Begins to demonstrate the ability to construct a problem statement with evidence of most relevant contextual factors, but problem statement is superficial.	Demonstrates the ability to construct a problem statement with evidence of most relevant contextual factors, and problem statement is adequately detailed.	Demonstrates the ability to construct a clear and insightful problem statement with evidence of all relevant contextual factors.
Strategies	Identifies one or more approaches for solving the problem that do not apply within a specific context.	Identifies only a single approach for solving the problem that does apply within a specific context.	Identifies multiple approaches for solving the problem, only some of which apply within a specific context.	Identifies multiple approaches for solving the problem that apply within a specific context.
Solutions	Proposes a solution/hypothesis that is difficult to evaluate because it is vague or only indirectly addresses the problem statement.	Proposes one solution/hypothesis that is "off the shelf" rather than individually designed to address the specific contextual factors of the problem.	Proposes one or more solutions/hypotheses that indicates comprehension of the problem. Solutions/hypotheses are sensitive to contextual factors as well as the one of the following: ethical, logical, or cultural dimensions of the problem.	Proposes one or more solutions/hypotheses that indicates a deep comprehension of the problem. Solutions/hypotheses are sensitive to contextual factors as well as all of the following: ethical, logical, and cultural dimensions of the problem.
Evaluate	Evaluation of solutions is superficial (e.g., contains cursory, surface level explanation) and includes the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution.	Evaluation of solutions is brief (e.g., explanation lacks depth) and includes the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution.	Evaluation of solutions is adequate (e.g., contains thorough explanation) and includes the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution.	Evaluation of solutions is deep and elegant (e.g., contains thorough and insightful explanation) and includes, deeply and thoroughly, all of the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution.
Implement	Implements the solution that does not directly address the problem statement.	Implements the solution that addresses the problem statement but ignores relevant contextual factors.	Implements the solution that addresses multiple contextual factors of the problem in a surface manner.	Implements the solution that addresses thoroughly and deeply multiple contextual factors of the problem.
Outcomes	Reviews results superficially in terms of the problem defined with no consideration of need for further work.	Reviews results relative to the problem defined with some consideration of need for further work.	Reviews results relative to the problem defined with some consideration of need for further work.	Reviews results relative to the problem defined with thorough, specific considerations of need for further work.

HHS Rubric for Social Learning Expectation: The HHS graduate practices personal wellness.

Levels of Achievement				
Physical Education				
Criteria	1 Beginning	2 Developing	3 Proficient	4 Exemplary
Team Sports	Demonstrates limited understanding of team concepts, strategies, rules and participation.	Demonstrates basic understanding of team concepts, strategies, rules and participation.	Demonstrates adequate understanding of team concepts, strategies, rules and participation.	Demonstrates knowledgeable understanding of team concepts, strategies, rules and participation.
Individual Sports	Demonstrates limited understanding of individual sports concepts, strategies and rules.	Demonstrates basic understanding of individual sports concepts, strategies and rules.	Demonstrates adequate understanding of individual sports concepts, strategies and rules.	Demonstrates knowledgeable understanding of individual sports concepts, strategies and rules.
Lifetime Activities	Demonstrates limited understanding of lifetime fitness, movement and setting personal goals.	Demonstrates basic understanding of lifetime fitness, movement and setting personal goals.	Demonstrates adequate understanding of lifetime fitness, movement and setting personal goals.	Demonstrates knowledgeable understanding of lifetime fitness, movement and setting personal goals.

Levels of Achievement				
Wellness				
Criteria	1 Beginning	2 Developing	3 Proficient	4 Exemplary
Mental and Emotional	Demonstrates limited understanding and treatment of stress, anxiety, depression and self-esteem.	Demonstrates basic understanding and treatment of stress, anxiety, depression and self-esteem.	Demonstrates adequate understanding and treatment of stress, anxiety, depression and self-esteem.	Demonstrates knowledgeable understanding and treatment of stress, anxiety, depression and self-esteem.
Social	Demonstrates limited understanding and awareness of types of abuse, healthy relationships, and responsible decision-making and problem solving skills.	Demonstrates basic understanding and awareness of types of abuse, healthy relationships, and responsible decision-making and problem solving skills.	Demonstrates adequate understanding and awareness of types of abuse, healthy relationships, and responsible decision-making and problem solving skills.	Demonstrates knowledgeable understanding and awareness of types of abuse, healthy relationships, and responsible decision-making and problem solving skills.
Safety and Prevention	Demonstrates limited understanding of the causes and effects of bullying, substance abuse, suicide, and risky behavior, as well as disease prevention and life saving skills.	Demonstrates basic understanding of the causes and effects of bullying, substance abuse, suicide, and risky behavior, as well as disease prevention and life saving skills.	Demonstrates adequate understanding of the causes and effects of bullying, substance abuse, suicide, and risky behavior, as well as disease prevention and life saving skills.	Demonstrates knowledgeable understanding of the causes and effects of bullying, substance abuse, suicide, and risky behavior, as well as disease prevention and life saving skills.

HHS Rubric for Social Learning Expectation: The HHS graduate acts responsibly and works ethically.

Levels of Achievement				
Criteria	1 Beginning	2 Developing	3 Proficient	4 Exemplary
Attendance / Promptness	Arrives late to class more than once a week and/or has poor class attendance.	Arrives late to class more than once every two weeks and regularly attends class.	Arrives late to class less than once every two weeks and regularly attends class.	Arrives promptly and regularly attends class.
Participation and Preparation	Contributes rarely or never to class. Is unprepared for class.	Contributes occasionally to class by offering ideas and asking questions. Is occasionally prepared for class.	Contributes to class by offering relevant ideas and asking appropriate questions. Is usually prepared for class.	Contributes by exhibiting a mastery of subject matter by offering analysis, thought provoking ideas, and probing questions. Is always prepared for class.
Listening Skills	Listens rarely and requires continuous prompts to respond. Needs directions repeated. Is off task and disruptive.	Listens selectively and requires prompts to respond. Needs directions repeated occasionally. Is off task at times.	Listens attentively and rarely needs prompts to respond. Follows directions. Remains on task.	Listens actively and respectfully. Responds independently and conscientiously while incorporating the ideas of others. Follows directions independently and completes task.
Conduct and Accountability	Fails to meet classroom and school expectations. Demonstrates no individual accountability regarding course work, classroom interactions, and social behaviors.	Meets classroom and school expectations selectively. Demonstrates minimal individual accountability regarding course work, classroom interactions, and social behaviors.	Meets classroom and school expectations. Demonstrates individual accountability regarding course work, classroom interactions, and social behaviors.	Exceeds classroom and school expectations while exhibiting leadership qualities. Demonstrates a high level of individual accountability and initiative regarding course work, classroom interactions, and social behaviors

HHS Rubric for Civic Learning Expectation: The HHS graduate is an active citizen who demonstrates an understanding of civic responsibility and worldwide current events.

Levels of Achievement				
Criteria	1 Beginning	2 Developing	3 Proficient	4 Exemplary
Current Events	Demonstrates little to no comprehension of current political, social, environmental and economic situations across the globe.	Demonstrates some comprehension of current political, social, environmental and economic situations across the globe.	Demonstrates good comprehension of current political, social, environmental and economic situations across the globe.	Demonstrates an excellent comprehension of current political, social, environmental and economic situations across the globe.
Understanding Perspectives	Analyzes little or no political, social, environmental and economic issues from any perspective.	Analyzes some political, social, environmental and economic issues from their own perspective.	Analyzes political, social, environmental and economic issues from more than one perspective.	Analyzes political, social, environmental and economic issues in a variety of perspectives.
Understanding Impact of Decisions	Demonstrates little to no understanding of the effects of various political, social, environmental and economic decisions and actions.	Demonstrates some understanding of the effects of various political, social, environmental and economic decisions and actions.	Demonstrates a good understanding of the effects of various political, social, environmental and economic decisions and actions.	Demonstrates an excellent understanding of the effects of various political, social, environmental and economic decisions and actions.
Civic Understanding	Participates a little or not at all in current political, social, environmental and economic situations.	Participates to some degree in current political, social, environmental and economic situations.	Participates well in current political, social, environmental and economic situations.	Understands the importance of civic engagement in current political, social, environmental and economic situations.

3. Demonstrate how the schedule allows for common planning time so teachers have opportunities to share instructional practices.

Classification: COMPLETED

Instead of a duty period every day, we use one period every other day for the purpose of teacher collaboration. The expectation is that in addition to early-release time professional development and PLC time which takes place once a month before school, we engage in collaborative work between and among ourselves wherein the collaborative partners or teams meet a minimum of two periods a month to establish objectives, plan collaboration time, and create some form of a project or product relative to the interests and work of those involved.

The collaboration time can take many forms. Things like joint lesson development, thinking about student issues across a series of his or her classes, parent contact issues, material planning, and/or looking at student work can all occur during this time. Teachers, who have designed team goals, either student learning goals or professional practice goals, can work together during these sessions, to strategize, measure, and evaluate their progress in line with the benchmarks they have set. These sessions can help not only with teaching and learning, but with the “meaningful relationships” that are generally established during these kinds of collegial sessions (adapted from Kellough & Kellough, 2008, and Anfara, et al., *Research in the Middle*, NASSP).

We also practice peer-classroom visitations whereby individual teachers or collaborative partners or teams visit each other’s classrooms a minimum of two periods a month to experience student engagement in a classroom setting other than one’s own. The essential intent is to provide educational experiences that encourage us to reflect and improve upon our own philosophical and pedagogical approaches to teaching and learning.

These can work very well in tandem with the collaborative sessions; they can be a chance for teachers working together to see how a certain lesson plan is unfolding, initially or as revised based on a shared study of student work; they can be an opportunity for teachers to see how a peer teacher sets up his or her classroom spatially, in terms of layout, stations, or grouping, to facilitate student work, to see how he or she makes use of the classroom space in relation to students, to see evidence of differentiated learning and/or literacy activities, reading, writing, and speaking, across the disciplines. Teachers can visit other sections of classes they teach, or other teachers’ sections in other disciplines. As mentioned, these are an opportunity to encourage reflection on our own philosophical and pedagogical approaches to teaching and learning.

4. Provide evidence of a formal process that communicates individual student progress in achieving the school’s 21st Century Learning Expectations to students and parents and whole school progress to the school community.

Classification: COMPLETED

Presently, our district-determined measures (i.e. common assessments) are outlined in our general-assessment plan, and each teacher reports progress in Aspen/X2. We have grade-post columns dedicated

to these assessments, which are viewable, by students and parents. We communicate whole school progress to the school community every two weeks in our Report on Student Learning to the School Committee. If our 21st Century Learning Expectations are not highlighted specifically at each meeting, they are certainly embedded in any presentation by the high school.

5. Develop rubrics aligned with the social and civic learning expectations.

Classification: COMPLETED

We have developed and aligned our rubrics to our social and civic learning expectations. The rubrics are presented under recommendation number 2, listed above.

6. Report progress on the development and implementation of a formal, ongoing program or process through which the school ensures each student has an adult member other than his/her school counselor who knows the student well and assists the student in achieving the school's 21st century learning expectations.

Classification: COMPLETED

Students participate in a freshmen seminar curriculum run by the guidance department during their English classes. The object of this seminar is to help students develop skills necessary to achieve future goals. Once a month, counselors provide instruction on a variety of topics that include: Developing Positive Relationships, Mindfulness and the Grace Trail, Coping with Anxiety, Goal Setting, Career Research, Social Media Addiction, and Developing Empathy. Our English teachers conduct follow-up lessons that involve our civic and social expectations, as well as assistance with our academic expectations.

Through a school-wide survey, all other grade levels have identified an adult member other than his/her counselor who knows the student well and assists the student in achieving the school's 21st Century Learning Expectations. Unlike in years past, teachers now publish and post office hours, times during which students can meet with teachers to discuss these expectations.

7. Provide evidence of how professional staff use assessment data to improve instruction.

Classification: COMPLETED

Since our two-year progress report, we have streamlined this process whereby we provide staff at least two formal opportunities to use assessment data to improve instruction. We made a successful, deliberate effort to dedicate department meeting times to this focus. While MCAS and AP data have been

shared and discussed with staff, we have specifically turned our attention to PSAT data and SAT data. We struggle to show improvements in these areas, so it has been quite beneficial to look closely at these results with individual departments. Many departmental assessments and even individual-teacher assessments have been developed in response to these standardized assessments and the noted areas of need discovered through analysis.

Additionally, we have encouraged teachers to use assessment data in the development of their professional practice goals and student-learning goals. The focus here is the use of data from our district-determined measures, our departmental common assessments that are aligned with our Learning Expectations. In this way, teachers create relevant, more formative assessments based on the analyzed performances found on the larger common exams. For example, we assess argumentative writing in nearly all courses; however, if an individual teacher is finding that his/her students are struggling with an aspect of arguments – such as writing concessions, this becomes a focus of a student-learning goal inspired by or created in response to larger assessment data.

Section II: Responses to each evaluation report recommendation (from the decennial report of the visiting team) not previously reported as Completed in the Two-Year Progress Report:

Standard for Accreditation: Core Values, Beliefs, and Learning Expectations

- 1. Create a greater understanding and appreciation of the core values and learning expectations among school staff members, students, and parents.**

Classification: COMPLETED

Teachers continue to perform classroom/peer visitations to classes quite diverse from the ones with which they are familiar. In these visitations, teachers note how students engage our core values, beliefs, and learning expectations. Our civic, social, and academic expectations are at the center of our teacher reflections following these visitations.

As suggested in our Two-Year Progress Report, we include our civic, social, and academic expectations regularly in communications with parents and the community. Additionally, we look at student experiences at the high school through educational lenses such as academic, social, and athletic involvements. Within each of these arenas, the teachers, advisors, and coaches communicate our core values and beliefs in their respective environments. Whether it's in the classroom, in an extra-curricular club or student activity, or in the locker room, school leaders guide students in their interactions with our core values at the center.

- 2. Ensure that the school's core values, beliefs, and 21st century learning expectations are actively reflected in the curriculum, instruction, and assessment within the school.**

Classification: COMPLETED

Much of what we do at Hanover High School involves a direct connection to our core values, beliefs, and 21st century learning expectations. As we have completed the development of our school-wide rubrics and common assessments, every common assessment deliberately connects with our learning expectations. No assessments at the high school were developed without actively reflecting our expectations.

In the evaluation process, teachers develop professional practice goals and student-learning goals connected to our values, beliefs, and expectations. In this way, these values and beliefs and expectations serve as a central point of communication among administration, teachers, and students.

Standard for Accreditation: Curriculum

1. Examine project-based learning assessments and identify opportunities for cross-disciplinary connections.

Classification: COMPLETED

This recommendation is addressed in highlighted recommendation number 3.

2. Develop and implement a consistent school-wide procedure to ensure written curriculum is being taught.

Classification: COMPLETED

As noted in our highlighted recommendations section, our curriculum maps are complete, our general assessment plan is complete, and teachers are completing a review of their individual curricula ensuring that they align with our Learning Expectations. All of these efforts help to ensure that the written curriculum is being taught.

Additionally, we note in detail a new initiative involving our future curriculum and instruction. It is outlined in Section VII.

3. Develop a plan to implement vertical articulation with sending schools.

Classification: COMPLETED

On the district level, we have developed a plan and have put into practice a process of Instructional Rounds in order to better understand the instructional practices as they occur at each school within the

district. An Instructional Round is an organized observational visit through a school's classrooms and other instructional areas to collect objective evidence about how instructional improvement efforts are being implemented school-wide and how the implementation is impacting student learning. We cite Robert Marzano in saying, "Instructional rounds are one of the most valuable tools that a school or district can use to enhance teachers' pedagogical skills and develop a culture of collaboration."

We have 8 days set aside for Instructional Rounds this year, and have completed 5 of them. Each of our four Rounds Teams consists of 12 members, consisting of a balance of teachers and administrators.

A more direct plan to implement vertical articulation with sending schools involves our school-wide rubrics. In communication with the seventh and eighth grade teachers, we shared the school-wide rubrics we are using here at the high school, and they have since incorporated their use at the middle school in terms of our Academic Expectations. It is our understanding moving forward that students be introduced to these assessment tools on a regular basis, establishing clear expectations prior to entering the ninth grade. They have modified some of the language of our rubrics, but are currently receptive to this level of vertical articulation.

4. Examine schedule options to provide more equitable class sizes.

Classification: COMPLETED

Last year, we started the process of building the master schedule much earlier than usual. Having more time to examine the schedule allowed us to balance nearly every class. All of our core courses, for instance, have been capped at 24 students. We have more than 350 core sections, and nearly 75% of these sections remain under-enrolled. On occasions whereby we exceed this maximum – quite often, we exceed by only one or two students. At the time of our Two-Year Progress Report, our average class size was 19+. At present, our average class size is 18.3.

Additionally, we allowed greater access to study halls and maximized our use of Virtual High School, which contributed to more equitable class sizes.

Standard for Accreditation: Instruction

1. Establish instructional practices across the curriculum that are consistent with core values, beliefs, and 21st Century Learning Expectations.

Classification: COMPLETED

This recommendation is addressed in highlighted recommendation number 3 and in Community Resources for Learning number 1.

2. Provide opportunities for professional development in differentiated instruction.

Classification: COMPLETED

This recommendation is addressed in School Resources for Learning number 1.

3. Offer students more opportunities for self-reflection as a regular part of instruction.

Classification: IN PROGRESS

We continue to experiment in this area. Although we worked with literacy folders with students, and encouraged departments to put into practice more opportunities for reflection, we still desire a school-wide practice that is more formalized and consistent. To this end, we are working with the STEM and Humanities Directors, and our Media Specialist to put together a process for student portfolios. As part of this portfolio, students would be asked to reflect, at different points in the year, on their development in terms of our 21st Century Learning Expectations. This recommendation remains in progress.

4. Examine the most efficient structure to promote cross-disciplinary instruction.

Classification: COMPLETED

This recommendation is addressed in highlighted recommendation number 3 and Section VII of this document.

5. Ensure teachers have adequate opportunities to be reflective practitioners who maintain expertise in their content-specific instructional practices.

Classification: IN PROGRESS

This recommendation is addressed in highlighted recommendation number 3 and Section VII of this document.

Additionally, we have adopted a SMART PD system whereby teachers can enroll in any professional development opportunity offered through this system. As well, we strongly encourage teachers to seek out opportunities for professional development beyond these local offerings. These too would be entered in our SMART PD program, which automatically distributes appropriate PDPs for their records.

6. Examine the effect of increased class size on the ability to properly personalize instruction.

Classification: COMPLETED

We have created equitable class sizes.

Standard for Accreditation: Assessment of and for Student Learning

1. Develop a protocol for all professional staff in use of results of assessments particularly through data teams.

Classification: COMPLETED

This recommendation is addressed in highlighted recommendation number 3 and number 7.

2. Thoroughly examine grading practices to ensure alignment with the school's core values and beliefs about learning.

Classification: IN PROGRESS

Grading practices have been the focus of two of our professional learning community discussions this year. Since we moved to a 30 minute later start time, we hold PLCs in the morning once a month from 7:00-7:45. Here is the list of PLC meeting days and times:

Tuesday, September 20, 2016	7:00 – 7:45
Tuesday, October 18, 2016	7:00 – 7:45
Tuesday, November 22, 2016	7:00 – 7:45
Tuesday, December 13, 2016	7:00 – 7:45
Tuesday, January 24, 2017	7:00 – 7:45
Tuesday, February 14, 2017	7:00 – 7:45
Tuesday, March 14, 2017	7:00 – 7:45
Tuesday, April 25, 2017	7:00 – 7:45
Tuesday, May 9, 2017	7:00 – 7:45
Tuesday, June 13, 2017	7:00 – 7:45

Although these discussions have been educational, we have not arrived at any substantial changes to grading practices across the departments. Therefore, this recommendation needs to remain in progress.

3. Develop common assessments, aligned with the learning expectations, to be used by all teachers who teach the same course.

Classification: COMPLETED

This recommendation is addressed in highlighted recommendations number 1 and number 2.

4. Examine the prospect of expanding the Senior Humanities Seminar course to provide similar opportunities for all students to demonstrate achievement of the school's learning expectations.

Classification: IN PROGRESS

This recommendation is addressed in Section VII of this report.

Standard for Accreditation: School Culture and Leadership

Classification: ALL RECOMMENDATIONS COMPLETE

Standard for Accreditation: School Resources for Learning

1. Address the need for an appropriate number of special education teachers.

Classification: IN PROGRESS

Each year, we are able to meet the needs of our students based on present staffing; however, each year the needs of students change, and we may find a shortage in terms of staffing. Until we can ensure that we have an appropriate number of special education teachers regardless of student need, we wish to keep this recommendation in progress.

2. Create common planning time for regular and special education co-teachers.

Classification: IN PROGRESS

We have completed our mandatory SEI course training, our PLC discussions between these two groups, and we have integrated special education teachers among general education teachers within teacher centers.

As pointed out in highlighted recommendation number 3, we have created this opportunity, but we cannot ensure all co-teachers are able to meet at the appropriate times. Until we can ensure this practice, this recommendation must remain in progress.

3. Develop an evaluation system for guidance services.

Classification: COMPLETED

The principal has adopted this recommendation as his professional practice goal since the 2015-2016 school year. The goal has since been met and is outlined below:

Professional Practice Goal 1

Effectively align the new guidance and counseling structure and resources: new director, full-time psychologist, director of clinical services, additional counselor. Work collaboratively to pursue efficiencies and ensure a greater level of accountability as a team under the new leadership.

Action Plan

1. Arrange bi-weekly department meetings.
2. Establish strengths and needs of the department(s).
3. Designate responsibilities.
4. Evaluate efficiencies and accountability.
5. Develop and recommend the most effective counseling staffing strategy that maximizes human resources to meet student needs to the Superintendent (January-February) for future years.

Professional Practice Goal 2

Critically evaluate the resources allocated to special education and the effectiveness of the leadership in ensuring that all resources are being used at maximum capacity to service students and support colleagues.

Action Plan

1. Continue to define implementation protocols supporting this initiative.
2. Develop and facilitate professional development sessions to support staff with implementation of strategies to support transitions, co-teaching, and communication.
3. Develop and recommend the most effective special education staffing strategy that maximizes human resources to meet student needs to the Superintendent (January-February) for future years.

Standard for Accreditation: Community Resources for Learning

- 1. Provide professional development to support the variety of new initiatives including technology, project-based learning, curriculum mapping, co-teaching, differentiated instruction, and interdisciplinary approaches.**

Classification: COMPLETED

As we mentioned in our Two-Year Progress Report, we found it in our best interest of late to focus our efforts on the development of our school-wide rubrics and common assessments. Much time and effort is given to these efforts as these rubrics and assessments are carefully developed to align with the literacy standards outlined by the Common Core. We have completed these assessments.

We provide additional support to faculty in that we continue to have two highly qualified staff members reserving an hour after school once a week for anyone wishing to learn more about our building technology, including Aspen/X2.

Finally, we have put into practice regular, revolving professional development workshops wherein faculty alternate presenting on best practices and/or any topic voted by faculty to be of need. Nearly every early release day is dedicated to this process. Our PD/release days run from 1:00 – 3:00 approximately once a month. Below is the list of this year’s release days:

Early Release Days (PD TIME 1:00 – 3:00):

Tuesday, September 13, 2016	PD
Tuesday, October 4, 2016	PD
Tuesday, November 1, 2016	PD
Thursday , November 17, 2016	Parent/Teacher Conferences
Wednesday , November 23, 2016	Holiday
Tuesday, December 6, 2016	PD
Tuesday, December 20, 2016	PD
Friday , December 23, 2016	Holiday
Tuesday, January 10, 2017	PD
Tuesday, February 7, 2017	PD
Tuesday, March 7, 2017	PD
Thursday , March 16, 2017	Parent/Teacher Conferences
Tuesday, April 4, 2017	PD
Friday , April 7, 2017	Junior Prom
Tuesday, May 2, 2017	HTA DAY
Friday , May 5, 2017	Senior Prom
Tuesday, June 6, 2017	PD

On some afternoons, we would run three workshops, and staff would rotate among these workshops throughout the afternoon. For instance, in September and October we ran workshops on *Google Classroom*, the *Flipped Classroom*, and *Understanding Transgender Students*. Every staff member attended each workshop, with each workshop running approximately 35-40 minutes. In November, we ran only two, one on Turn-It-In and another on SMART PD. These were just short of 1.5 hours each.

This format not only puts faculty at the center of our PD, but also we are able to stay up-to-date on relative initiatives and those topics which faculty deem of interest and importance.

2. Develop outreach strategies for families who are not typically involved in their children’s education.

Classification: COMPLETED

Carrying over from our two-year progress report, our student intervention team (SIT) meets every Wednesday to discuss these very children and these families. Plans and strategies are put in place on the

spot. These plans almost always include communication and involvement with families and students alike.

We requested the assistance of a school resource officer to work with educating students and families, and our request was granted since our last communications. Our resource officer has been invaluable with our outreach strategies. He is a participant in our SIT meetings, and, given the wide-range of resources to which this officer has access, we now have a consistent approach to families in need of greater involvement in their child's education.

Section III: Submit school's current statement of core values, beliefs, and learning expectations.

“The mission of the Hanover Public Schools is to guide each and every student to thrive in a global society.”

Hanover High School Core Values and Beliefs

The Hanover High School community provides a competitive and challenging curriculum specific to individual educational needs, empowering students to succeed in the academic, social, and civic arenas.

We believe that respect, compassion, and empathy promote a positive climate that fosters school spirit and unity.

Within a safe and secure environment, students develop academic and personal independence, self-motivation, artistic appreciation, creativity, social responsibility, and global awareness.

21st Century Learning Expectations

Academic

- The HHS graduate reads actively and critically.
- The HHS graduate writes effectively to construct and convey meaning.
- The HHS graduate speaks effectively.
- The HHS graduate is a responsible and proficient user of current technology and is receptive to emerging technology.
- The HHS graduate creatively applies concepts to interpret information, to solve problems, and to justify solutions.

Social

- The HHS graduate practices personal wellness.
- The HHS graduate acts responsibly and works ethically.

Civic

- The HHS graduate is an active citizen who demonstrates an understanding of civic responsibility and

worldwide current events.

Adopted by HHS Faculty: January 18, 2011

Adopted by Hanover School Committee: February 16, 2011

Section IV: No substantive changes have occurred since the decennial evaluation.

Section V: Provide a list of user fees for all co-curricular activities, including athletics.

			2013-2015	2015-Present
Season	Sport	Gender	User Fee	User Fee
Fall	Soccer	B & G	\$ 270	\$ 200
Fall	Field Hockey	G	\$ 270	\$ 200
Fall	Cross Country	B & G	\$ 270	\$ 200
Fall	Football	B	\$ 350	\$ 260
Fall	Volleyball	G	\$ 270	\$ 200
Fall	Golf	B & G	\$ 270	\$ 200
Fall	Cheerleading	G	\$ 270	\$ 200
Winter	Hockey	B & G	\$ 350	\$ 260
Winter	Basketball	B & G	\$ 350	\$ 260
Winter	Swim/Dive	B & G	\$ 270	\$ 200
Winter	Gymnastics	G	\$ 270	\$ 200
Winter	Wrestling	B	\$ 270	\$ 200
Winter	Ski	B & G	N/A	N/A
Spring	Baseball	B	\$ 270	\$ 200
Spring	Softball	G	\$ 270	\$ 200
Spring	Lacrosse	B & G	\$ 270	\$ 200
Spring	Track & Field	B & G	\$ 270	\$ 200
Spring	Tennis	B & G	\$ 270	\$ 200

**New to 2014 - 2015 was a \$1000 Family Cap for Athletic User Fees.

**New to 2015 - 2016 was a 25% Reduction for Athletic User Fees.

Section VI: Briefly describe any achievements or strengths in the school's programs or services, which have not been previously reported, and which have significance for the school.

- In 2015-2016, we were able to add an additional guidance counselor who is also certified to support our present adjustment counselor.
- Our previous Guidance Director is now our school's full-time school psychologist.
- We promoted one of our current guidance counselors to Guidance Director.
- This year, we instituted a later school start time. Where we used to operate school from 7:25-2:14, we now operate from 7:55-2:40.

Section VII: Describe any school restructuring or other reform initiatives or projects not previously reported.

At the start of the school year, we put together a group of volunteer educators from across the district to examine innovative ways in which the high school could improve upon its already excellent approach to education. The group consisted of the following individuals:

- High School Instrumental Music Teacher
- Middle/High School Choral Teacher
- High School 3D Art Teacher
- High School AP Science/Math Teacher
- High School AP Science Teacher
- High School English Teacher
- High School Social Studies Teacher
- High School Business Teacher
- High School Media Specialist
- High School Associate Principal
- High School Principal
- District STEM Director
- District Humanities Director
- (2) Middle School Assistant Principals
- Middle School Principal
- (2) Elementary School Assistant Principals
- Elementary School Principal
- District Assistant Superintendent
- District Superintendent

We met twice a month for 1.5 hours each meeting. We began with these initial objectives:

1. To explore and implement ideas around curriculum and instruction that could stimulate greater student interest in the course offerings at the high school.
2. To explore and implement ideas around curriculum and instruction that could create a greater relevance to students' individual college and career aspirations.
3. To explore and implement a high school experience that affords each student the opportunity to learn and grow in a school community that encourages and supports their individuality.

By the end of our last meeting in February, we had streamlined our focus and narrowed our objective to the following:

To offer a more diversified educational experience that capitalizes on teacher expertise and provides greater student choice.

Innovation team completed its work in three phases:

1. The experience began with a self-study, a self-examination of the level of diversification offered at HHS already.
2. We researched several schools online, and physically visited two that supported innovative programs.
3. In considering some of the innovative ideas put into practice at HHS and elsewhere, we underwent an envisioning process. Where do we see Hanover going?

Self-Study: We shared numerous articles and books on “future schools,” the 21st century school, innovative schools, and ideas in general on the state of education. As well, we spoke with numerous students, classes – all grade levels. We even watched and shared videos. In all, we found that we are doing much already in terms of diversification and innovation. Here is a sampling of some of the educational experiences we provide and offer:

- Project-Based Learning
- Early High School Credit
- Early College Credit
- Students Earning Credit as Elementary School Aides
- Community Partnerships
- Growing Internship Program
- Independent Studies Designed by Students
- Emphasis on Virtual High School
- Educational Field Trips

These are only some of the opportunities we offer at the high school; in this sense, it was reassuring that we are already offering innovative educational opportunities for students.

Site Visits: In terms of our research, we actually physically visited schools, and the following two schools were influential with our envisioning process.

South Shore School offering an Academy Model Approach:

Academies: The first example supports an academy model. In all, they offer six diverse academies whereby after a student's sophomore year, they would choose to align themselves with one of these academies. If over the course of their junior and senior years, they took a total of 25 credits or 5 classes

associated with a particular academy, they would graduate from this school and the academy. A special cord is issued signifying their chosen concentration.

Skills: What we found particularly impressive was the care the school took to ensure that a core of essential skills operated at the center of each of the courses offered. This is not only a NEASC expectation, but also fully supported by the core values and beliefs of the school. An ideal school develops school-wide academic, civil, and social expectations and is expected to demonstrate where and to what extent the school's curriculum teaches and assesses these expectations. These efforts were authentic.

Capstone and Community Service Requirements: Every student begins thinking about their capstone project as they enter into their chosen academy. They work with an advisor throughout the next year and half, and present their capstones in March; much in the same way, we have our students present their humanities projects in May. They hold a capstone fair, we hold a Gallery Night. However, the capstone is not associated with any particular class, it is an evolving expectation, much like community service.

North Shore School Offering Innovation Schools

Innovation Schools: The second example supports academies – or innovation schools, but students are **not** required to commit to any one school: instead, they **choose** to align themselves with a concentration. For instance, if a student knows they intend to pursue a career in safety and public service, they would seek out and even create educational opportunities in that area of interest. Here's where this high school took the many innovative experiences we already offer, and aligned them and promoted them and encouraged them to align with a chosen innovation school. For instance, they support VHS...internships...independent studies, but align them to concentrations. It's a simple advancement. Furthermore, the school is flexible in that it recognizes the tremendous amount of activities in which students participate that are essentially extensions of the classroom, and offer credit for these activities. We all know the tremendous amount of time students put in for Jazz band, for example, not only in the class – but also away from it. Some students spend more time rehearsing for a play or musical, than they do in the actual drama class. They recognize these interests and efforts and allow them credit, and now those efforts are formally recognized on the transcript. There is only so much space on the common application to list all they do, and this gives them recognition. If a student chose a concentration in the Arts Innovation School – and was in jazz band and drama – (which is most likely the case), those credits can go towards that concentration.

In summary:

1. They formalized, or aligned with Innovation Schools the many innovative experiences we already offer.
2. They provide flexibility with educational experiences.
3. Along with this greater voice, students are given more choice in the core curriculum as well – and here is where teacher expertise and passion enter the picture.

Semester course offerings: While still maintaining core requirements, they developed semester course offerings in much of the junior and senior year curriculum. Example: World History. One social studies teacher had a passion for art, and created a semester course in teaching World History through art. Another teacher had a passion for empires, and created a semester course teaching World History through empires. In both classes, they followed the skills outlined in the Massachusetts Frameworks, but also kept at the core of the courses the skills formally adopted as school-wide academic expectations. In part, Hanover hopes to follow this model.

Summary: The Innovation Team’s objective is as follows:

To offer a more diversified educational experience that capitalizes on teacher expertise and provides greater student choice.

What this looks like (a hybrid):

1. Formalize, or align to Innovation Schools the many innovative experiences we already offer.
2. Provide flexibility with educational experiences.
3. Along with greater student voice, students are given more choice in the core curriculum as well – and here is where teacher expertise and passion enter the picture.
4. Ensure essential skills are at the core of any new innovative courses or experiences.

Looking to the future, we hope to keep the following at the forefront of our work:

- Rigorous graduation requirements
- Robust AP program offerings
- Academic support and least restrictive environments
- Skills at the core of the curriculum
- Senior capstone project experience
- Internship, entrepreneurship, and personal finance
- Community service & community partnerships
- Virtual & blended learning environments
- Relevant university-style program of studies
- Graduation concentrations
- Detailed transcripts
- Early high school and early college offerings

We will be putting together a school-improvement plan that outlines exactly how we intend to engage in this work. Here is a timeline outlining our steps:

February 2017:	Update Key Stakeholders Survey Students Regarding Career/College Interests (will help determine Innovation Schools to pilot)
March 2017:	Identify Initial Concentrations Formalize Existing Educational Opportunities
April-June 2017:	Examine Program of Studies Identify Strengths and Weaknesses in Program
July-August 2017:	Develop School-Improvement Plan Complete Professional Development Calendar
September 2017:	Review School-Improvement Plan with Faculty Introduce PD Calendar to Faculty

October 2017:	Complete Curriculum Review (Current Courses) Re-visit 21 st Century Learning Expectations
Nov. 2017-Jan. 2018:	Create New Semester Courses Update Existing Courses
February 2018:	Finalize Program of Studies
March 2018:	Present Program of Studies to School Committee
April 2018:	Students Register for Courses for 2018-2019 School Year
Sep. 2018-June 2019:	Continuous Evaluation of Program and Identification of Opportunities to Grow

Section VIII: Briefly describe the school’s follow-up program.

Following our decennial visit, we created a steering committee consisting of four administrators and two general education teachers. This committee organized the development of standards committees involving all staff members. Volunteer faculty chaired these standards committees. We used the committees to work in groups and assess our progress towards our fifty-three recommendations. Upon completion, the steering committee wrote our Special Progress Report. In order to complete our two-year progress report, we reconvened all groups and repeated the process. The steering committee took the data from the standards committees, and wrote the Two-Year Progress Report.

We reserved a professional development day for the recommendations review. All other work was completed after school.

In terms of the Five-Year Progress Report, this work was taken up departmentally. The completion of the rubrics, the completion of the General Assessment Plan, and the completion of relevant recommendations were all addressed by departments.

Section IX: Complete statistical data form.

STATISTICAL DATA SHEET

School: Hanover High School

Principal: Matthew J. Paquette

City, State: Hanover, Massachusetts

School Telephone: 781-878-5450

Email address: mpaquette@hanoverschools.org

Dates of Accreditation Visit: 10/21/12 - 10/24/2012

Grades: 9-12 School enrollment: 777 at time of the evaluation (10/2012)
 Grades: 9-12 School enrollment: 783 at Two-Year Progress Report
 Grades: 9-12 School enrollment: 790 at present time

Based upon the state’s definition of a dropout, indicate the dropout rate for the most recently completed school year as well as for the preceding two years:

0.4% 2015
 0.3% 2014
 0.3% 2013

DISPOSITION OF ALL VISITING COMMITTEE RECOMMENDATIONS

	Two-Year Report		Five-Year Report	
	Number	Percentage	Number	Percentage
COMPLETED	25	47%	47	89%
IN PROGRESS	23	43%	6	11%
PLANNED FOR THE FUTURE	5	10%	0	0%
REJECTED	0	0%	0	0%
NO ACTION	0	0%	0	0%
TOTAL	53	100%	53	100%

Electronic Signature of Principal/Headmaster:

Matthew J. Paquette

Electronic Signature of Chair of Follow-Up Committee:

Hugh Galligan, Associate Principal

Date Progress Report Submitted: 03/01/2017