



## **Part I – Eligibility Certification**

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The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2018 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2012 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2013, 2014, 2015, 2016, or 2017.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
9. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
10. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
11. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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Data should be provided for the most recent school year (2017-2018) unless otherwise stated.

### DISTRICT

1. Number of schools in the district (per district designation):
- 0 Elementary schools (includes K-8)
  - 0 Middle/Junior high schools
  - 0 High schools
  - 1 K-12 schools
- 1 TOTAL

### SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
  - Suburban
  - Rural or small city/town
3. Number of students as of October 1, 2017 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
<b>PreK</b>	0	0	0
<b>K</b>	0	0	0
<b>1</b>	0	0	0
<b>2</b>	0	0	0
<b>3</b>	0	0	0
<b>4</b>	0	0	0
<b>5</b>	0	0	0
<b>6</b>	0	0	0
<b>7</b>	0	0	0
<b>8</b>	0	0	0
<b>9</b>	84	61	145
<b>10</b>	89	45	134
<b>11</b>	79	47	126
<b>12 or higher</b>	88	45	133
<b>Total Students</b>	340	198	538

4. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
  - 4 % Asian
  - 4 % Black or African American
  - 9 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 79 % White
  - 3 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2016 – 2017 school year: 7%

If the mobility rate is above 15%, please explain.

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2016 until the end of the 2016-2017 school year	10
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2016-2017 school year	28
(3) Total of all transferred students [sum of rows (1) and (2)]	38
(4) Total number of students in the school as of October 1, 2016	538
(5) Total transferred students in row (3) divided by total students in row (4)	0.07
(6) Amount in row (5) multiplied by 100	7

6. English Language Learners (ELL) in the school: 1%  
8 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):

7. Students eligible for free/reduced-priced meals: 28%  
Total number students who qualify: 150

8. Students receiving special education services: 51 %  
273 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- |                                  |  |
|----------------------------------|--|
| <u>22</u> Autism                 | <u>0</u> Multiple Disabilities                 |
| <u>0</u> Deafness                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deaf-Blindness          | <u>75</u> Other Health Impaired                |
| <u>0</u> Developmentally Delayed | <u>60</u> Specific Learning Disability         |
| <u>47</u> Emotional Disturbance  | <u>20</u> Speech or Language Impairment        |
| <u>0</u> Hearing Impairment      | <u>0</u> Traumatic Brain Injury                |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 4
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	<b>Number of Staff</b>
Administrators	4
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	80
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	1
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	11
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	7

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 7:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

<b>Required Information</b>	2016-2017	2015-2016	2014-2015	2013-2014	2012-2013
Daily student attendance	93%	94%	92%	93%	93%
High school graduation rate	88%	87%	87%	81%	90%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2017.

<b>Post-Secondary Status</b>	
Graduating class size	166
Enrolled in a 4-year college or university	41%
Enrolled in a community college	24%
Enrolled in career/technical training program	2%
Found employment	29%
Joined the military or other public service	3%
Other	1%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes  No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school’s mission or vision statement.

Collaborating with parents, communities, and business leaders to serve a diverse student body with multiple learning styles. Through a challenging, integrated curriculum students develop the academic, vocational, and technical skills necessary to be productive members of a global community. We value life-long learning that fosters personal and professional development in a safe and respectful environment that prepares all students for success.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

Minuteman selects students based on 5 equally weighted criteria: A 2-year review of grades, attendance, and discipline, a letter of recommendation from the sending school, and an interview with the Director of Admissions. The criteria are assigned a numerical score from 1-20 points and then a total score is calculated from the sum of those scores. Students who score above 60 points are accepted. As a result, 95% of all students who apply are accepted.

## **PART III – SUMMARY**

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Minuteman Regional Technical High School (Minuteman) is a four-year public vocational technical high school located in historic Lexington, Massachusetts, the location of the first battles of the American Revolution. Established in the 1970s, Minuteman is one of more than two dozen vocational-technical high schools in Massachusetts whose programs operate under the auspices of the Massachusetts Department of Elementary and Secondary Education and Massachusetts (DESE) General Laws Chapter 74. Over the years, the school has distinguished itself by building a reputation for excellence. Minuteman currently serves 538 students from 10 district towns that includes Acton, Arlington, Belmont, Bolton, Concord, Dover, Lancaster, Lexington, Needham, and Stow. The district serves a population of 194,715 persons and encompasses an area of 167 square miles. While students from member towns enjoy first priority for admission to Minuteman, the District also has a decades-long tradition of accepting students from non-member cities and towns. Minuteman also serves an additional 52 non-district cities and towns stretching across Massachusetts including: Worcester, Middlesex, Suffolk, and Norfolk Counties. Minuteman's student population consists of 48 percent students with disabilities and 26 percent economically disadvantaged students.

Minuteman is an accredited member of the New England Association of Schools and Colleges (NEASC). Minuteman students consistently excel in both academic and vocational venues. Since 2013, Minuteman has doubled the number of AP exams given to students from 13 to 26. This year, Minuteman was identified by DESE as a Massachusetts Commendation School for two reasons: high progress and for narrowing proficiency gaps based on the 2017 accountability data published last fall.

Minuteman is a revolution in learning. In late 2016, voters in the Minuteman School District overwhelmingly approved funding for a brand-new school to replace the one built more than 40 years ago. With financial assistance from the Massachusetts School Building Authority (MSBA), the new \$144.9 million school is being built on district property adjacent to the existing school. Groundbreaking occurred this spring and the new school is expected to be ready for occupancy in late 2019. The new building was designed to support Minuteman's initiative of providing an academy model of instruction, which will be complimented by the physical juxtaposition of academic and vocational areas of the school. Students at Minuteman will be part of either a Life Sciences and Services Academy or an Engineering, Construction & Trades Academy. Minuteman faculty and staff will continue to promote work already started in the academic and vocational areas so that students can view and engage material from multiple perspectives. Minuteman has invested in an online curriculum mapping service to help develop a curriculum process that supports meaningful analysis, that provides continuous improvement, and one that supports the strategic plan of integrating academics and vocational skills. The entire school is committed to helping students develop the key skills of problem solving, collaborative working, researching, applying knowledge, making real –world connections, and being both workforce and college ready. Almost 80 percent of the last graduating class obtained industry recognized certifications, while 65 percent continued their education through technical schools or colleges.

Last year Minuteman students achieved four National Gold Medals in the SkillsUSA competition, the most gold medals in the state and the most gold medals nationally for a school of its size. This year alone, Minuteman students won 19 medals in the regional SkillsUSA contest and 17 of those students qualified to compete for the state competition. Students enrolled in the Project Lead the Way Engineering program are empowered to step into the role of an engineer, to adapt a problem-solving mindset, allowing them to apply their knowledge to overcome real-world challenges. Students in Project Lead the Way earn college credit, as do students enrolled in Minuteman's dual enrollment programs in physics, psychology and English Composition with Middlesex Community College. This year, Lt. Governor Karen Polito, chair of the Massachusetts STEM Advisory Council, was present at the ribbon cutting ceremony launching a new Advanced Manufacturing program and labs made possible through \$995,000 in grants awarded to Minuteman. Minuteman is one of 10 vocational schools in the country to provide advanced manufacturing training to students and adults by partnering with UMass Lowell School of Engineering.

The Minuteman community believes Minuteman deserves National Blue Ribbon Recognition because of our recognition by DESE as a Massachusetts Commendation School, its unique status of providing training to

students and the Minuteman community in high-wage and high-demand jobs in advanced manufacturing, past and continuous success of students in national competitions, and Minuteman's long term strategic commitment to provide an education that compliments both academic and vocational skills.

## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum:**

Minuteman is a grade 9-12, urban, vocational technical high school. Minuteman aligns its curriculum to the Massachusetts State Curriculum Frameworks and the Vocational Technical Education Frameworks. Students alternate vocational and academic classes on a weekly basis. Technology literacy in core classes is achieved using individual graphic calculators, classroom SmartBoards, and individually assigned laptops. In addition, all classroom teachers make use of Turning Technologies, an interactive student response system, to inspire and engage students while simultaneously collecting responses. DESMOS, Kahoot, JunoEd, Noredink and Khan Academy provide students additional learning platforms to reinforce the traditional curriculum, engaging them across multiple learning styles, reinforce connections to their chosen vocation, promote subject fluency, and serve as additional assessments for data analysis.

#### **1. English Language Arts/Reading**

The Minuteman English Language Arts four-year course of study includes, but is not limited to, AP English Literature & Composition, Honors English Composition (Dual Enrollment), College Prep I, and College Prep II level courses. Grade 12 students can choose Dramatic Literature, World Literature (Dual Enrollment), Adolescent Literature, Urban Readings, and Literature, Media & Society as elective choices. All English courses feature the Collins Writing Program with Focus Correction Areas (FCA). FCAs are being applied across all academic and vocational disciplines as many teachers have actively incorporated the concepts into their teaching practices. The DESE has stated that students need to be proficient in "reading complex informational text" because of the way college texts and industry manuals are written. Understanding the essential of skillful writing is essential in both the career or college track student.

Reading classes at Minuteman are designed to ensure students are properly prepared to enter the workforce in an increasingly competitive job market. Students who are struggling readers benefit from intensive instruction to improve reading ability as measured by Lexile growth.

#### **2. Mathematics**

The Minuteman mathematics program is a four-year course of study that includes AP Calculus A-B, Honors Calculus, Honors Pre-calculus, Algebra, Geometry, Trigonometry, Consumer Math, and Business Math with Dual Enrollment classes. The courses accommodate students with varied backgrounds in mathematics and meet the reality that all students who enter Minuteman do not enter high school prepared for the rigors of the curriculum. The curricula for each course is taught to reinforce and recall prior knowledge, develop higher-level critical level thinking and problem-solving skills, and apply classroom knowledge to new problems both in the classroom and in their chosen vocational program. The mathematics department has worked with all the vocational programs to write integration projects for each of the two academic academies. The Minuteman mathematics curriculum was specifically written to allow all students to complete and achieve Algebra II credit upon graduation.

#### **3. Science**

The core curriculum in science includes the three major scientific disciplines; Biology, Chemistry, and Physics which are offered at the honors/Dual Enrollment level. All science classes are lab and inquiry-based courses. Chemistry and Physics have implemented Claim and Evidence Report writing requiring students to answer specific technical questions using Collins Report Writing FCAs. Claim and Evidence writing thereby provides a foundation upon which students may improve their technical reporting skills in an easy to follow format. Analyses of student work shows positive steady progression in technical writing ability.

#### **4. Social Studies/History/Civic Learning and Engagement**

The Minuteman Social Studies four-year course of study includes World History, United States History, United States History II, Modern World History, Psychology, History and the Cinema, and Civics. World History, United States History I & II, Civics and Psychology are offered at college preparatory as well as the honors level. Psychology is also available through advanced placement or dual enrollment options. Student learning is assessed against the Massachusetts Curriculum Framework standards through common

assessments. The curriculum is focused to support and develop reading and written expression through integration and primary source analysis. A focus on civic learning and engagement is an increasing point of emphasis at Minuteman. Primary analysis of the United States Constitution and its application is a major focus. Students have an opportunity to build on that foundation by taking Civics in grade 12, with a focus on the application of the US Constitution in the legal system through case law.

## **2. Other Curriculum Areas:**

Minuteman offers 16 Career Vocational Technical Education (CVTE) programs. Minuteman has created a course for all freshmen called Minuteman 101 where students are taught character development, financial literacy, study and organizational skills, critical thinking, and career and future planning. The Minuteman philosophy is to point students in the right direction, where they can find their purpose and reach their potential. This helps accelerate student learning by supporting students to allow their confidence in their abilities to grow. The synergy of academic knowledge and technical skills is the single most important asset in the 21-century American workforce. Minuteman strives to provide each student a revolutionary competitive advantage by producing graduates who are college and career ready.

Minuteman has created an academy model of instruction with two academies: Life Science and Services Academy (Biotechnology, Environmental Science & Technology, Horticulture, Culinary/Hospitality, Health Occupations, Early Education & Care, Cosmetology, and Health & Safety programs) and the Engineering, Construction & Trades Academy (Metal Fabrication, Advanced Manufacturing, Engineering & Robotics, Design & Visual Communication, Program & Web Design, Carpentry, Electrical, Plumbing/HVAC&R and Automotive programs). Academic strands are embedded within the technical curriculum frameworks to address the skills required for 21st Century education, workforce and economic innovation.

Minuteman is the only vocational technical high school in the Commonwealth of Massachusetts to offer three World Languages: Spanish, French, and Latin.

Arts can contribute to success in high school because they provide positive, enjoyable, creative pathways for students to express their feelings and ideas. Art at Minuteman consists of courses that are designed to develop students' creative abilities and visual communication skills. The curriculum is aligned to the Massachusetts Visual Arts Frameworks. Minuteman offers 12 elective courses in art including AP Studio Art. An honors level studio course in portfolio preparation is offered to students wishing to complete and balanced portfolio essential for AP Art and for application to all accredited art schools, colleges, and universities. The music program offers courses in: music theory, composition, history, choral performance, and instrumental performance. All music courses are elective courses and require various level of student commitment and involvement. A co-taught course in Music & Art is designed to develop skills in analyzing, listening, performing and creating music as well as visual art. Students gain an understanding of, and respect for, the importance of music and art in their lives while further developing creative and critical thinking skills, all while experiencing a multimodal approach to these two subjects.

Physical Education is a required part of the Minuteman program of studies for all grade levels. The program focuses on the core concepts of the Massachusetts Comprehensive Health Curriculum Framework: Health Literacy, Health Self-Management, and Health Protection.

Library/Media Center strives to collaborate with all teachers to expand the walls of the classroom using 21st century learning skills along with library resources such as books, reference e-books, and online databases. Students also have access to citation tools to correctly cite their sources. The library houses an extensive professional collection in a variety of disciplines to assist teachers in planning lessons, collaborative projects, and incorporating curricular technologies. The library also hosts a school-wide book club that meets once a month. Students and faculty alike as part of its commitment to promoting student reading.

Co-operative Education is a program for juniors and seniors who receive instruction by alternating in school study with a career opportunity in their occupational field. Minuteman has articulation agreements with area post-secondary community colleges and with trade schools, both of which can lead to an Associate degree, two-year certificate, or apprenticeship opportunity for students. The agreed course of study meets the

required class at the high school level and post secondary level that satisfy the selected career or technical program.

### **3. Instructional Methods, Interventions, and Assessments:**

Minuteman has, and is continually updating, written curriculum documents that align to the Massachusetts Curriculum Frameworks for all courses. These documents are then uploaded into Rubicon Atlas, an online curriculum software service to further refine, eliminate repetition, fill gaps, and show areas where the curriculum overlaps between all academics and vocational programs.

Minuteman has outlined three distinct academic pathways to guide students and to meet their individual needs. Starting in grade nine, students can choose courses in the Honors 4-Year College Pathway, a College Prep 4-Year/2-Year College Pathway, and a 2-Year College Post-Secondary Tech or Career Pathway with an opportunity to move . The goal at Minuteman is simple: meet students where they are, place them appropriately, continually challenge them with a rigorous curriculum regardless of the pathway chosen, provide them with the support structures to let them be successful, build on student success both academically and in their chosen vocation, and inculcate a culture of pride through personal achievement.

All students are exposed to differentiated instruction by design. Vocational instruction touches on all seven of the learning styles. For example: in automotive, students see how diagrams in shop manuals relate to the actual placement of parts on the automobile (visual); they learn how an engine that running with the correct fuel mixture sounds (aural); they write and talk about their plans for repairs (linguistic), they use their hands and sense of touch while they work (kinesthetic), they use problem solving checklists to diagnose problems (mathematical); they work with others and with customers (interpersonal); and they work alone on their repairs and self-study (intrapersonal).

Minuteman makes use of common assessments in most academic areas with a goal of having all departments share assessments. Common assessment data is to summatively inform teachers of student progress, to identify those areas that require more attention, to identify areas of strength, and to promote the exchange of best practices to the benefit of all students. The Scholastic Reading Inventory (SRI) test is administered to all students upon acceptance to Minuteman and is given annually to all students to benchmark progress by charting Lexile growth. Instruction is personalized by matching students to resources using this scientific and universal scale. Renaissance Star Math is similarly used as an initial summative assessment of prior math knowledge which is then used as a placement test for incoming freshman students. This allows Minuteman to make data-informed decision by providing a valid and reliable assessment aligned toward the Massachusetts State Curriculum Frameworks and Minuteman benchmarks.

Special education services are delivered in a full-inclusion academic model. Special education staff members co-teach in core academic classes. Special education teachers work with general education teachers to ensure that all modifications and accommodations are in place for each student. Small group academic support classes are taught by a special education teacher in smaller classrooms throughout the school and have a ratio that does not exceed 8:1. Special education teachers work on individual student goals, and support students in their general education and vocational classwork during academic support. Student Learning Center classes are taught by either two special education teachers or one teacher and one paraprofessional, with an average class size of 12 students. Students work towards being independent learners and achieving competency attainment in academic and CVTE subject areas with fading support from special education teachers. This includes all members of the overall group, as well as members of any subgroup.

The special education department offers an array of related services. A support for students transitioning back from hospitalization, or extended leave due to school phobia, is provided. A speech and language pathologist provides direct services to over 20% of students with communication disabilities and small group therapy to students who have social pragmatic weaknesses related to their identified disability. Two school psychologists conduct psychological and academic assessments of students. They also consult teachers, parents, and staff on student behavior, mental health, and individual learning styles. The school

adjustment counselors provide school-based counseling and consultation to 33% of our special education population.

## PART V – SCHOOL SUPPORTS

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### 1. School Climate/Culture:

Minuteman creates a nurturing, supportive, respectful school climate. Students spend much time in their career pathways, and often say, "the kids in my shop are like my family." Students bond through project-based learning and shared aspirations. Vocational teachers become mentors to their students as a result of spending 30-hours a week with them. Students choose to come to Minuteman for different reasons. Our Freshman Exploratory program teaches students to appreciate different talents and professions while meeting fellow students from nine other district towns. Students are taught to believe in themselves and their abilities. They are given opportunities, both academically and in their vocational classes, to demonstrate successes without fear of failure. The sense of cohesiveness is supported by the integration of academics and vocational classes. Students are taught that there are many parts to a whole, that all subjects and people contribute positively to their individual success and the success of others, and that they are part of that whole. Minuteman offers no cut/no fee sports for students to build and foster team work and teach how every individual contributes to the success of the team. Minuteman student ambassadors volunteer to help the assistant principal of admissions with the recruiting of new students by assisting with tours, by assisting with the shadowing of programs, by assisting parents during open house, and by speaking at middle schools.

Social and emotional growth is further supported and encouraged by various clubs: the gaming club, music club, drama club, math club, and book club are just a few examples.

Minuteman's outside supports from businesses and individuals help bolster the sense of pride and the sense that all students can achieve success because it's modeled for them. Students can work as co-op students and see how the skills they have learned at Minuteman are direct and transferable skills they use out in the workforce.

Minuteman teachers have an equal voice on school policy and decisions. The principal listens to all staff members and values their input and ideas. Teachers and staff are quick to help each other, daily, share best practices, and feel comfortable taking intellectual risks. Staff knows that their peers and principal will support their efforts to improve.

The Minuteman Parent Association serves as an additional supportive resource for faculty and students. Faculty feel valued by the community and students see how much their parents value the quality of the education they receive.

### 2. Engaging Families and Community:

Minuteman begins engaging and motivating students before they ever enter the building. Beginning in August, Minuteman contacts parents of 8th grade students via a mailing with information to begin a conversation about whether a vocational education is the best fit. In November, 8th graders come to Minuteman on a field trip to see students and teachers showcase the vocational programs offered at Minuteman. This is followed by a student/parent open house where parents come to campus, to meet faculty, student ambassadors, and administrators to get a real appreciation for Minuteman. After acceptance letters are sent, new students and their parents are invited back to Minuteman by teachers for a Dinner with a Teacher night in April.

Minuteman has seen a resurgence in the Minuteman Parent Association over the last few years. As parents recognize the value of the education their students receive, they have formed an organization that raises money for the school, helps promote the school.

The Minuteman Futures Foundation supports the growth and development of Minuteman in fulfillment of its mission as a provider of workforce education. The Foundation promotes and facilitates cooperation among business and industry organizations, colleges in Massachusetts, and charitable foundations involved

in the cause of career and vocational technical education. The Foundation also conducts research and designs programs to provide educational sponsorship, vocational training, employment related assistance, professional development and other similar benefits for students enrolled in and professionals employed by Minuteman.

Community experts and volunteers that serve on advisory boards actively participate in direct instruction of our students by providing demonstrations, by offering internship opportunities for students, judging special events like the culinary department's "Student Top Chef" competition, and by advising administrators on capital purchases to ensure the school is purchasing industry standard equipment that students will see and be expected to use out in the workforce.

Minuteman also hosts community education programs for students in grades K-12 both after school, during school vacations, and during summer vacation which include: academics, academic enrichment, career exploration, computers and technology, creative arts, and sports.

Minuteman utilizes Follett Aspen has its Student Information Management system which allows parents to review their child's progress. This includes: viewing cumulative grades, individual assignment grades, as well as teacher blogs and upcoming assignments. Parents maintain contact with teachers and staff through e-mail communication. The Principal holds "Coffee with the Principal" sessions for parents and provides a Principal's Newsletter with information regarding upcoming and past events of notice. The Guidance Department publishes a newsletter that provides information and topics of concern for students and parents including information on PSAT, SAT, and AP testing as well as college admissions and Federal Student Financial Aid.

### **3. Professional Development:**

The focus of professional development is geared towards the development and organization of Minuteman into an academy model of education. Towards that end, an Academy Development Team was created. The Academy Development Team consists of groups of 16 teachers and staff members that lead Minuteman's restructuring and transformation to a school that uses intentional integration, focuses on relationship building, and deliberately tracks student progress towards school-wide goals.

The team attended the National Career Academy Coalition in Louisville, KY and visited existing academy models throughout the Nashville Public School System. During that time, the team attended breakout sessions, listened to guest speakers, met with fellow teachers and academy administrators, watched common planning time team meetings, and listened to student success stories.

The team has created action plans and goals to help guide Minuteman in the process. Team members have already begun the process with the staff by asking them to align themselves into academies. The two academies created are the Life Sciences and Services Academy and the Engineering, Construction & Trades Academy. The team also created a separate scheduling team broken into three other subcommittees to outline the summer work that needs to be accomplished. Summer work teams focus on sharing and better documentation of curriculum through curriculum mapping, working on creating and refining course specifically for freshmen, Minuteman 101, and revamping the requirements and expectations for the Senior Capstone Project and senior portfolios.

Although the Academy Development Team is leading these initiatives, the team recently received the results of the Superintendent's Goals Survey and the results showed favorable support from the staff for the academy model. The priority is to create common planning time to allow teachers with shared students to come together, analyze data, discuss student progress, and evaluate curriculum. Teachers will also continue to align curriculum with state frameworks, industry standards, create common assessments, and use data to make changes in how the curriculum is delivered to maximize student performance. A commitment was made to build professional development into the weekly schedule and Minuteman was successful in creating a schedule to meet this commitment.

#### **4. School Leadership:**

The district is led by a superintendent who holds weekly meetings with an 11-member Executive Team consisting of top-level school managers and supervisors. The Executive Team regularly reviews budgets, programs, personnel, and other initiatives to ensure that the needs of the district are met. The Executive Team annually reviews and revises school goals based upon student and school performance data from academic and vocational programs.

The principal serves as the day-to-day instructional leader of the school. He is primarily responsible for ensuring students' academic success. He has two assistant principals: one in charge of curriculum, instruction, and admissions; the other in charge of student affairs, including discipline. The principal chairs weekly meetings of a management team consisting of the two assistant principals, a director of special education/guidance, a director of educational technology, a director of career and technical education, a director of special projects, and a director of continuing education. This management team is keenly focused on student performance. Among other things, it discusses remediation programs, statewide test results, individual student achievement and awards, student credentialing, and teacher licensing and staffing levels.

The school also has four lead teachers for academics (ELA, Humanities, Math, Science/Physical Education), four cluster leads for vocational programs (Engineering, Construction & Trades, Life Sciences, and Services), a lead for Special Education and a lead for Guidance. The lead teachers and cluster leads all have a reduced teaching load so they can fulfill their non-teaching responsibilities. This shared leadership team meets monthly to share ideas, keep each other informed, and report on progress within the departments.

The district is in the process of building a new school with a new Academy model of instruction. The principal assembled a group of 16 faculty members to serve as members of an Academy Development Team. This group – consisting exclusively of teacher leaders and aspiring teacher leaders – was given several big assignments: exploring the academy model of instruction, visiting vocational schools that use the academy model, receiving specialized training, organizing training for their peers, and suggesting summer curriculum work and professional development activities.

The principal also assembled a team of Student Ambassadors to give tours of the school and Student Mentors to help assist new students adjust to the experience of being in a high school. The Academy Development Team, Student Ambassadors, and Student Mentors are examples of how “leadership” at Minuteman extends beyond a traditional organizational chart.

## **Part VI – STRATEGIES FOR ACADEMIC SUCCESS**

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Minuteman's support of its students is the single most important practice that contributes to student emotional, social, academic, and vocational success. All of Minuteman's strategies are focused on ensuring students are provided a well-designed curriculum taught by professionals who care about their success and growth as responsible members of society. Minuteman is more than just a collection of adults and students in a vocational school building. It is a community of people who are engaged in the lives of their students. Each day, students meet in a small advisory community before starting their school day. During the day, every class makes an effort to truly and personally know that student, further enhancing the culture of connectedness. Student achievement of every kind is celebrated, from quarterly honor roll and attendance awards given by the superintendent. There is trust between students and adults and that trust contributes to the safety of the school. Students at Minuteman feel safe and believe that their teachers and school leaders want them to be safe. It is under this umbrella of trust, safety, and community that Minuteman students flourish and are free to reach their full potential.

Minuteman supports its students by ensuring that they have access to the proper support classes and professionals to help them achieve their full potential. Special Education teachers, paraprofessionals, psychologists, adjustment counselors, and a speech and a language pathologist work together with academic teachers, vocational teachers, guidance counselors, and administrators not just to provide a safety net to catch students at risk from failing, but rather to form a scaffold of support services built on a foundation of personal knowledge of each student to lift individual student achievement to its apex. Minuteman spends its money on student services for students.

Finally, the district and community commitment to build a new school contributes to the students' self-worth. Students participated in teams in the design and planning and look forward to taking part in topping out ceremony this Spring. Students understand and appreciate the cost, effort, and commitment made to their success and it resonates with them.

Minuteman utilizes tracking sheets in sports and coaches have access to student grades and assignments to help with sports eligibility. Students are encouraged to come to regularly scheduled extra help with their teachers on Tuesdays and Thursdays from 2:30-3:30 PM. The school supports and encourages students to stay for extra help by providing bus transportation home.