

**STANDARD FOR ACCREDITATION: Mission and Expectations for Student Learning**

1. **Develop, implement, and utilize indicators to assess the school's progress in achieving school-wide civic and social expectations.**

**Classification: Completed**

**Response:** Initially the goal to assess the school's progress in achieving school-wide civic and social expectations for our students was to create a formal means of examining and discussing data to determine whether students have met these expectations. In the course of the planning to implement this process, it was discovered that the plan to record data in this manner was not feasible. Therefore, another course of action had to be determined.

The new course of action focuses on measuring the number of opportunities available for students to contribute to the community and the number of students that participate. The philosophy is that exposure to these activities will help students become constructive members of the larger community, which will increase awareness and develop an understanding of the importance of each individual to the improvement of the quality of life for all in the community. Some of the opportunities include a biannual McMahon Clean-Up Day, Community Garden, the Senator Community Foundation, The Haitian Club hosting a toy drive, Red, White and Blue Night Food-Drive and an advisory period, House. Currently, the school is in the process of collecting data on the number of students involved in community-based activities.

2. **Review and evaluate the social and civic expectations based on assessment data in the next review of the mission**

**Classification: In Progress**

**Response:** Upon collection of data, it is clear that our students are active members of the community at the school and in the greater community. At Brien McMahon, there are currently over 20 clubs for students to participate in. These clubs are centered on diversity, social-issues, hobbies and social events at BMHS. In anticipation of the implementation of *PL-10-111* (An Act Concerning Education Reform in Connecticut), Brien McMahon will continue to aid students in creating a diverse number of community connections. Discussions around promoting more student involvement within the school and in the greater community will be incorporated into the next review of the school mission.

3. **Determine in subsequent scheduled reviews the degree to which the school has identified and implemented rigorous academic expectations.**

**Classification: Completed**

**Response:** As was stated in the detailed responses to the 2008 Two Year Report, an emphasis placed on academic rigor began during the 2008 - 2009 school year. School administrators

routinely walk into classrooms with a rubric to evaluate the level of academic rigor. In our continued effort to follow the Connecticut Accountability for Learning Initiative (CALI) model, the school utilizes data driven instruction and Professional Learning Communities (PLCs) to ensure the opportunity for academic rigor is provided to all students. At the building level, the staff regularly participates in ongoing professional development based on the framework of Marzano's nine instructional strategies and the use of higher-order thinking questions. At the district level, subcommittees have met to update curriculum and to identify its essential components (Power Standards).

The school has modified the master schedule to provide students with additional subject-specific support courses. The math department offers a math center and a math enhancement course. The English department does this as well. The creation of a second freshman team facilitates freshmen transitions into high school and puts an emphasis on the importance of academic success and early college awareness at the onset of high school. Additional instructional time was gained by eliminating daily homeroom from the master schedule.

As a reinforcement of rigorous academic expectations within the classroom, the bi-monthly advisory period (House) fosters an open dialogue between underclassmen and upperclassmen. This setting creates an awareness of the importance of setting academic goals and taking steps toward achieving those goals.

### **STANDARD FOR ACCREDITATION: Curriculum**

- 1. Include in all curriculum documents the identification of the school-wide academic expectations for which each curriculum area has assumed responsibility**

**Classification: Completed**

**Response:** As of the 2010 - 2011 school year, all core subjects have unwrapped district standards, selected priority standards and identified essential questions at the district level. As a result, teachers are now implementing a curriculum that correlates school-wide expectations with the district curriculum. The curriculum is a "living document" that is continually evaluated based on common formative assessments at the building level, district benchmarks and standardized test results. There is regular communication between building staff and district personnel to ensure that school-wide academic expectations are being met.

- 2. Ensure that the curriculum documents include suggested assessment techniques including the use of school-wide rubrics**

**Classification: Completed**

**Response:** See Highlighted Response #6

**3. Insert formal integrated learning experiences into applicable curriculum documents.**

**Classification: Complete**

**Response:** The district curriculum documents include required, as well as suggested, assessments. The curriculum of each subject area is considered a “living document”, which is reviewed and updated by each respective district level curriculum committee on a regular basis. The curriculum committees are comprised of building level representatives. These members utilize the data gained at the building level to make informed decisions. As part of the revision process, the identification of priority standards and embedded tasks has been made. The science curriculum integrates inquiry-based labs and case study analysis to provide real world experiences. Science, Technology, Engineering and Math (STEM) courses have also been added which provide real world experiences with an engineering and biotechnology base. These courses, as well as additional offerings, are currently being discussed in anticipation of changes in graduation requirements per the Secondary School Reform Act. The English and social studies departments have integrated skills associated with research into their respective curriculums to provide students with exposure to useful skills to prepare them for post-secondary schooling and the work place.

**4. Establish a formal means of support for curricular coordination and articulation for areas that do not have instructional specialists.**

**Classification: Completed**

**Response:** Completed in Two-Year Progress Report.

**5. Develop the media center to encourage student and teacher use of available resources and technology.**

**Classification: Completed**

**Response:** Based on the recommendation of the Two-Year Progress Report, the library media center has focused closely on its mission statement to inform the changes that were necessary to increase the usage of the library facility. During the first three months of the 2010-2011 school year, the library media staff conducted teacher workshops and student orientation. The workshops were designed and presented after a survey was given to determine the types of workshops teacher would be interested in attending. Some of the workshops held were in the use of web technology, Photostory3, various SMART Board applications, research methodology, and the use of PowerPoint in the special education classroom. The instruction and collaboration has resulted in over 50% of BMHS teacher utilizing the library resources during the planning and implementation of lessons. There has been an increase in communication between the library media staff and teachers of all subject areas. As a result, the media center has now become more fully integrated into the BMHS community.

**6. Ensure that staffing levels are adequate to fully implement the curriculum.**

**Classification: Completed**

**Response:** Completed in Two-Year Progress Report.

**7. Foster a more cooperative relationship between administrators and teachers at Norwalk's comprehensive high schools to ensure desired curriculum coordination and improvements.**

**Classification: Completed**

**Response:** District Curriculum committees have been created and include representation from all three of Norwalk's high schools prior to and throughout the accreditation cycle. These committees are comprised of teachers from each high school based on the respective subject areas. Due to a heightened emphasis on the CALI model, more appropriate and meaningful data is collected and utilized in the improvement of curriculum. District level curriculum committees routinely request statistical data generated from CFAs and district benchmark assessments. This data helps to greater understand the effects of instruction and identifies needs for professional growth and/or refinement of curriculum documents.

**8. Use assessment data in all department areas to review and refine curriculum.**

**Classification: Completed**

**Response:** All departments have been organized into PLCs, based on grade levels. The PLCs were created, thereby fulfilling recommendations stated in the two-year progress report. The PLCs develop common formative assessments (CFAs). CFAs are constructed routinely and emphasis has been placed on the follow up assessments to inform instruction. Upon analyzing the data, teachers discuss appropriate strategies needed to improve student learning. Teachers also use the data to gauge and to ensure that students understand the materials being taught. The PLC data and associated committee minutes are then submitted to the administration which is then reviewed by the building data team to further support the curriculum and instruction being done at the classroom level. The results are further shared with the members of district level curriculum committees which are made up of members of subject specific PLCs, the building data team, and central office instructional specialists. It is the responsibility of the district level curriculum committees to address the pacing of the curriculum as well as any area in need of refinement. The results of the curriculum committee are then reported back to the building level and are disseminated to the appropriate subject areas. Utilizing this information, teachers in PLCs are able to generate the necessary CFAs to continue to improve instruction and student outcomes.

**9. Ensure that all teachers in all departments are actively engaged in on-going curriculum refinement.**

**Classification: Completed**

**Response:** Completed in Two-Year Progress Report.

**10. Provide time and activities for teachers to review and implement the curriculum**

**Classification: Completed**

**Response:** Completed in Two-Year Progress Report.

**STANDARD FOR ACCREDITATION: Instruction**

- 1. Ensure that instructional strategies in all classes are consistent with the school's mission and expectations for students learning.**

**Classification: Completed**

**Response:** See Highlighted Item #1

- 2. Include in the professional development plan opportunities for teachers and supervisors to develop, discuss, improve and share effective instructional strategies.**

**Classification: Completed**

**Response:** Completed in Two-Year Progress Report.

- 3. Ensure that instructional strategies in all classes are varied, engage students as active learners, personalize learning and involve all students in higher order thinking to promote growth.**

**Classification: Completed**

**Response:** See Highlighted Item #2

- 4. Ensure that all teachers use a variety of instructional strategies that promote rigor and challenge students appropriately.**

**Classification: Completed**

**Response:** See Highlighted Item #3

5. **Provide an ongoing systemic plan for professional development for all teachers to expand the use of technology for the purpose of improving instruction.**

**Classification: Completed**

**Response:** TechSmart teachers, a program of professional development in the Norwalk Public Schools provides professional development for all teachers and administrators in the school system (see highlighted response #5 two-year report). Workshops are offered at various ability levels in the areas of software, hardware, data storage, web applications, SMART Board technology, student response systems “clickers” and SharePoint management system. The district also maintains a web site (npsteachers.org) providing online training videos and resources to professional staff. To facilitate the training schedule, evaluation and participation, the school system utilizes Protraxx, a professional development management portal. This system maintains the status of individual teacher professional development, records CEUs earned, allows for evaluation of the programs, and displays upcoming professional development opportunities. Some of the more notable results of this training schedule are: 100% of attendance is taken through Genesis, 80% of teachers use Genesis for a grade book (the remainder use electronic grade books from other vendors), 100% of teachers have web pages, all core subject areas have multiple SMART Boards in use, and student response systems are beginning to be used throughout the building.

6. **Address the need for expanded use of electronic student work that is secure and accessible to students.**

**Classification: Completed**

**Response:** Completed in Two-Year Progress Report.

7. **Provide timely technical support and maintenance to enhance instruction and further student learning**

**Classification: In Progress**

**Response:** The district IT department leaders and technicians are aware of the importance of maintenance and continued support for the continued use of up-to-date technology in the classroom. However, due to budgetary constraints additional technology staff needed to provide support is limited. To compensate for the lack of district personnel, the district provides funding for three teachers to serve as technology liaisons to assist teachers to troubleshoot minor computer issues. Although the use of the liaisons has helped with some computer issues, it does not serve as a viable replacement for a full-time computer support technician. Another major setback was the elimination of the district IT staff developer position. This person would provide workshops and technical support with a clear vision towards a more comprehensive use of computers as a tool in the classroom. The elimination of this position poses a concern not only for the school, but to the district.

**STANDARD FOR ACCREDITATION: Assessment of Student Learning**

1. **Ensure that all teachers base classroom assessment on both course specific and school wide rubrics.**

**Classification: Completed**

**Response:** Completed in Two-Year Progress Report.

2. **Use data to assess the success of students and the school in achieving civic and social expectations**

**Classification: Completed**

**Response:** It was determined in January 2010 that it was beyond the capacity of the school's student record management system, Genesis, to maintain records pertaining to civic and social expectations. Currently, the school uses data in the form of the number of clubs/activities available to students and the percentage level of participation from the student body. The current system of tracking participation is limiting because it is difficult to analyze the participation of individual students. McMahon is looking to expand the use of district technology (already employed by PLCs) to more efficiently assess student participation in civic and social clubs/activities. In anticipation of the implementation of *PL-10-111* (An Act Concerning Education Reform in Connecticut), discussions around generating data to assess individual students in their fulfillment of the school's civic and social expectations will take place.

3. **Report regularly to the community how the school is meeting the social and civic expectations for student learning.**

**Classification: Completed**

**Response:** Using technology, the lines of communication have developed into a network of multiple venues in which to communicate information to the BMHS community and the greater public. The school's web page provides information about the school's expectations and accomplishments (see highlighted #4). In addition to the web-based information, two new monitors have been installed in public areas of the administration and guidance offices. These monitors display pertinent information about the school to parents and other visitors. Communication of information is also disseminated through a more traditional means. There are numerous parent club meetings held regularly. In addition, other groups have been formed to convey information to reach a more diverse population such as Voices of Immigrants, Haitian Parents, and Courageous Conversations. These groups meet monthly to inform the community of relevant issues affecting the school community. A quarterly newsletter is sent to parents to communicate information. The information can also be accessed on the school's web page.

**4. Ensure that strategies to measure student performance assess student growth over time.**

**Classification: Completed**

**Response:** Throughout the accreditation cycle, BMHS has been working on the development and applications of the Connecticut Accountability for Learning Initiative (CALI). As part of the initiative, the formation of PLCs has occurred at the building level. The use of pre and post assessments and district benchmark assessments are tools to measure student achievement. The PLCs utilize these tools to collect data that measures student achievement, comprehension, and retention of lessons being taught. Utilizing the data, PLCs and departments have identified strengths and needs as they pertain to student success. Identifying student comprehension and mastery of a concept at an early stage in a particular unit has proven to help reinforce instruction and identify specific needs.

At the building level, a program called "Raise the Bar Day" was created and has been implemented in the fall for the past three years. This activity provides additional CAPT and SAT practice for grades 9 through 11. The 12<sup>th</sup> grade students participate in college preparation workshops. Once these assessments are completed data is collected and compiled to identify at-risk 9<sup>th</sup> and 10<sup>th</sup> grade students. This data informs the PLCs so that the appropriate mechanisms and interventions can be conducted to assist struggling students. The other students have been exposed to workshops, additional content applications and support resources through the guidance department. Upon receiving the "real" CAPT scores in August we will input these scores and analyze correlations to identify overall progress and areas/students in need of support.

**5. Provide sufficient professional development to ensure all teachers are familiar with and use a variety of assessment strategies, including examining student work.**

**Classification: Completed**

**Response:** As a result of the adoption of the Connecticut Accountability for Learning Initiative (CALI) model, the school community continues to identify areas of need for student learning. This is done through on-going assessments conducted by PLCs. Based on these results, teachers then create additional assessments to assure that students are meeting the required learning standards. In addition, professional development seminars are designed with the focus on strategies to be used in the classroom. Since 2008, teachers and administrators have attended training sessions directed by Larry Ainsworth, Executive Director of Professional Development at the Leadership and Learning Center, and Tony Flach from The Leadership and Learning Center. (These consultants were provided at no cost to our district from the State Department of Education). In following the teacher/leader model, the workshop attendees have disseminated the information gathered to the district and building level professional staff through workshops and presentations. In addition to providing strategies, follow-up workshops have been conducted to further assess student work. This process aids in the development of SMART goals, as described in the school's growth plan.

6. **Ensure that all departments develop procedures for using the results of classroom assessments to revise and develop curriculum and improve instructional strategies.**

**Classification: Completed**

**Response:** All departments have been organized into PLCs based on subject and/or grade level taught. In keeping with the CALI initiative, the PLCs have formed common formative assessments in which they administer “pre” and “post” tests for major units of study. The results of CFAs are tabulated and discussed during regular PLC meetings that meet minimally bimonthly. The data generates discussions among teachers about assessing student learning. It also promotes the sharing of ideas for individual lessons and strategies to be used to help students grasp the material being taught. Although the subject-specific PLC may be the most important step in this process it is not the only one. PLC minutes and data collected are shared with the building data team from which recommendations and suggestions are made to the district through curriculum sub committees and the district data team. This protocol provides support and resources at each level to aid in classroom instruction. It also promotes effective instructional strategies.

7. **Develop and implement a place to communicate individual student and school progress in achieving academic and school-wide expectations to students, families and the school community.**

**Classification: Completed**

**Response:** See Highlighted Item #4

<b>STANDARD FOR ACCREDITATION: Leadership and Organization</b>
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1. **Monitor student enrollment patterns to ensure appropriate class sizes.**

**Classification: Completed**

**Response:** Completed in Two-Year Progress Report.

2. **Ensure that grouping patterns reflect the diversity of the student body, foster heterogeneity, and are consistent with the school’s mission and expectations for student learning as well as current educational research.**

**Classification: In Progress**

**Response:** See Highlighted Item #9

**3. Ensure that there is appropriate rigor throughout the curriculum at all levels.**

**Classification: Completed**

**Response:** As described in the response to highlighted #3 in the Two-year Progress Report, plans were put in place to evaluate instructional strategies and their correlation to the school's mission. The building data team as well as the school leadership team (principal and four housemasters) developed a standardized protocol for classroom observations. During the 2009-2010 school year, "walk through" observations were conducted by the administration. In the current school year (2010-2011), a process has been developed to include the classroom and/or department chairperson as observers as well. The result of the walk through provides dialogue with the individual teacher as well as data for the building data team to utilize in the identification of rigor in the classroom and the curriculum. Based on this protocol and the openness of the process, the level of rigor has been identified and has been communicated to the teacher. Recommendations have also been made to the district curriculum committees based on these observations to identify needs for refinement as well as time allotment for instruction (i.e. pacing guides).

**4. Review the master schedule and make appropriate adjustments to ensure that it best supports the school's mission and expectations for student learning.**

**Classification: Completed**

**Response:** See Highlighted Item #8

**5. Develop and implement a plan that affords teachers an avenue to have their ideas heard by district personnel**

**Classification: Completed**

**Response:** The creation of the building level data team (BDT) in 2009 facilitates the chain of communication from the grade or subject specific PLCs to district personnel. The BDT reviews the minutes and data generated by PLCs. Upon review of the information, the BDT meets with appropriate district members to discuss additional strategies and support systems that can be used to help with instruction. The information has been a key component in the development of the school growth plan in order to identify the goals of the building. It also identifies the need for services from outside the building at the district level. In preparation of secondary school reform (Public Act 10-111), the district has formed subcommittees to address high school reform. Although it is in its initial stages, BMHS teachers have been placed on these committees to provide "a bridge" from building level to district level personnel.

6. **Develop and implement a formal ongoing program which an adult besides the guidance counselor assists each student in achieving the school's expectations**

**Classification: Completed**

**Response:** Completed in Special Progress Report.

7. **Provide time for all teachers to collaborate about teaching and learning.**

**Classification: Completed**

**Response:** Completed in Two Year Progress Report.

8. **Expand the displays of student work from all academic areas prominently throughout the building to showcase the success of all students.**

**Classification: Completed**

**Response:** Since completion of the school's "like new" renovation, Brien McMahon High School has begun to display student work throughout the building. Bulletin boards are located throughout the school and are assigned to departments to display student work. In keeping with Family Educational Rights and Privacy Act (FERPA), teachers and staff are limited to the work that can be displayed. The main hallway gallery area has evolved into a central location to display students' artwork, science fair projects, and college admissions letters. In addition, "fantastic freshmen" is a list of students displayed to recognize the academic achievements of first-year students. This area also contains a showcase to display three-dimensional artwork. The use of the school's closed circuit television system has also increased the acknowledgement of student accolades. In addition, there are two LCD televisions in the waiting areas located in the main office and guidance suite as a means to communicate students' achievement. The increased recognition of students' accomplishments continues to validate their hard work in the classroom.

<b>STANDARD FOR ACCREDITATION: School Resources for Learning</b>
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1. **Ensure that all support services are regularly evaluated and revised to support student learning**

**Classification: Completed**

**Response:** Completed in Two-Year Progress Report.

2. **Update the school website to expand communication with the students, staff members and community.**

**Classification: Completed**

**Response:** Each academic department at BMHS has been provided with a parent site on the BMHS SharePoint Portal. Within that site, each teacher in the department has been given access to the site and developed their own web page that can be easily updated daily at the teacher's discretion. Teachers can add all relevant academic information including daily assignments, a course syllabus, grading rubrics, web links to text books, power point presentations, audio files and graphic images to their web sites. Professional development was provided to the entire staff during a professional development day to instruct staff members on building their web pages and have them ready to be populated. Ongoing training is offered periodically in workshop format or one-on-one training during teacher preps with a building-based trainer. Students, parents and the community at large can view any published teacher web page at any time. The interactive access to attendance and grades is district-based and in progress at that level.

3. **Integrate information, literacy skills and research skills into the curriculum and instruction to promote rigor and improve independent learning skills.**

**Classification: Completed**

**Response:** At the beginning of the school year, an orientation of the library is presented to all freshman classes. Additional orientations are provided upon request of the teachers at the other grade levels. The orientation provides a gateway to newly established plans and goals for library use and integration. This is communicated through emails, newsletters, communication board, lessons, etc.

The integration of Information Technology Literacy (ITL) skills has been addressed by reaching out to teachers and students. The library planned a professional development day to inform the members of the staff the goals for the upcoming year to promote rigor and independent learning skills.

The library media staff remains current with trends in the profession through professional magazine subscriptions and attending large conferences like CASL, ALA, AASL, and YALSA or small local conferences. Since many conferences occur during school days, attendance is limited due to staffing needs and less release time.

As an initiative to encourage more leisurely reading, students were provided with monthly reading incentives like Banned Book Week, Black History Month, and Women History Month. The library media staff created brochures for each monthly reading opportunity to enable students to choose books and resources based on each focus for the specific month. Pamphlets were also created to reflect new books, like Bluford High School series. The staff presents a book of the month in each newsletter and displays this information on its communication board. Frequent announcements are made to introduce reading incentives like "Get Caught Reading," Black History Month Contest, and BMHS Walkie Reading Award. In addition, the Lunch Bunch

Reading Club, which meets once a month, was established to discuss books like the *Feed* and *Twilight*. A Lunch Bunch reading blog is also used to house responses to questions posted prior to the meeting. The discussion of a school-wide Silent Sustained Reading (SSR) program was considered and will be piloted during CAPT testing this year. The library media staff met with the administrative team to discuss research and schools where this initiative worked well in other high schools. Creating numerous opportunities for students to read leisurely increases and strengthens their reading ability. This is in alignment with the School Growth Plan's concentration on improving literacy skills for all students. Teachers are encouraged to bring their classes to the library media center to check out books.

- 4. Set high expectations for library use by classes within and across departments to ensure that all students benefit.**

**Classification: Completed**

**Response:** The library staff continues to set high expectations for the library media center. There has been a steady increase the number of students, teachers and classes who use the library on a daily basis. Teachers are encouraged to conduct their classes in the media center, in order to take advantage of the proximity to available resources. Frequently, all three areas of the library (lab, library classroom and main library) are being utilized every period. Communication with teachers takes place through newsletters, email, webinars, library promotions, reading incentives, new book showcase, and the library communication board. As a way to continually improve the library media center, teachers and students are encouraged to provide feedback.

In an effort to create an environment that encourages and enforces academic integrity, students are informed of copyright policies. Students are provided with information relating to the appropriate citing of information. This fosters an awareness of the consequences associated with plagiarism and the need to be academically honest. Students are informed of resourceful web sites, which assist them in supporting a variety of written assignments.

The library staff sets the tone of the library as a place used for educational purposes and not a social gathering place. School rules, such as the 10-10 rule, no eating or drinking, no electronic devices, and no hats are strictly adhered to so that students are not distracted while using the library. Students are made aware of the guidelines associated with the Acceptable Use Policy in student orientations at the beginning of the school year. Students are informed of the consequences if they deface the property or abuse technology. The library policies are thoroughly supported by the administration, faculty, and staff.

- 5. Involve the library media specialist in curriculum planning where research skills are embedded into subject areas.**

**Classification: Completed**

**Response:** The library media staff has examined the district's curriculum documents for each subject area to gain insight to ensure effective development to support individual subject areas.

The library media staff currently follows the newly revised AASL standards, which will need to be integrated and customized to meet the needs of the school. The library media staff keeps abreast of changes in standards, through independent professional development. Brien McMahon High School and the library media staff are members of national and state level professional library associations.

- 6. Expand the library media collection to include a full range of media, including a VHS & DVD collection.**

**Classification: Completed**

**Response:** The library media staff updates its collection of materials through its annual budget and aggressively pursuing grant/donation opportunities. The library media staff collaborates with teachers to improve the library's collection, which increases library use. Department chairpersons are consulted with and asked to provide book titles for purchase. Core textbooks are available for student use in the library.

The library media staff increases their knowledge of new books, major trends in the field, research, standards, reading programs, and technology by attending workshops and conferences in order to provide students and teachers with the latest materials. The library builds its collection based on recommendations and reviews from professional journals and resources such as: American Libraries, School Library Journal, Booklist, Library Journal, Knowledge Quest, Young Adult Library Services, and Library Media Connection.

- 7. Consolidate the non-fiction collection in the library to make it easier to locate materials.**

**Classification: Completed**

**Response:** Completed in Two Year Progress Report.

- 8. Create a welcoming environment in the library media center for staff and students.**

**Classification: Completed**

**Response:** The library has created a culture that is inviting and warm and accessible to all students. Based on the increased student, teacher and class usage, it is clear that the library is a welcoming place for students. Physical changes to the library include vibrant posters, comfortable seating areas, and an easel highlighting upcoming events. Flags from various cultures are hung throughout the space, which reflect our student body. Displays reflecting seasons, celebrations and cultures are routinely changed. Books are arranged in a more appealing visual layout to encourage student book selection.

**STANDARD FOR ACCREDITATION: Community Resources for Learning**

1. **Increase outreach to the non-English speaking community, as needed.**

**Classification: Completed**

**Response:** Completed in Two-Year Progress Report.

2. **Provide on-site translation services for the non-English speaking community, as needed.**

**Classification: Completed**

**Response:** Completed in Two-Year Progress Report.

3. **Provide professional development for teachers in the area of technology resources in the school.**

**Classification: Completed**

**Response:** Completed in Two-Year Progress Report.

4. **Include in the technology plan the regular maintenance of equipment, increase security and storage capacity, and expansion of protected access to encourage faculty and student use of technology to improve teaching and learning.**

**Classification: In Progress**

**Response:** BMHS currently has three teachers who share a stipend position provided by the Norwalk Educational Foundation as technology liaisons (TL). The group meets once a month for training and collaboration with the Director of IT and other TLs in the system. Needed repairs are submitted through a ticketing program managed at the building level by the TLs. The TLs function as “first responders” to minor technology issues in the building. In addition, the school is working to develop a standardized plan to monitor student use in all computer labs. This system will allow for staff members to quickly identify the students who may be responsible for damage.

In order to increase security, each student is assigned a separate log-in and password. Teachers are required to change passwords on an ongoing basis to increase security. They are also encouraged to store all information on the server as opposed to the desktop. Teachers can use SharePoint to access and data. This site allows teachers to store and analyze data from their CFAs and base instructional decisions on their analysis of that data. Teachers are able to create a website for students to access to get important information about their courses such as homework assignments, upcoming events, and information needed to complete projects.

5. **Provide adequate staffing, resources, and materials consistent with enrollment and meeting the expectations of the mission.**

**Classification: In Progress**

**Response:** Brien McMahon High School provides adequate staffing and resources to its students, as indicated by student achievement on Connecticut Academic Performance Test. In 2010, 81% of 10<sup>th</sup> graders met proficiency in reading (12% above the DRG H average and 2% below the state average). 86% percent of 10<sup>th</sup> graders met proficiency in writing (15% above the DRG H average and equal to the state average). 75% percent of 10<sup>th</sup> grader met proficiency in math (14% above the DRG H average and 3% below the state average). 79% percent of 10<sup>th</sup> graders met proficiency in science (14% above DRG H average 3% below the state average). However, the number of staff members and materials available within Brien McMahon High School are dependent on the district budget. Teachers are currently performing Tier I and some Tier II SRBI interventions. However, teachers have had difficulty implementing Tier III interventions as a result of limited resources. The school's administration continues to monitor the district's forecasted budget cuts, as it will impact the school's programs and services.