

INNOVATION SCHOOL PLAN

TABLE OF CONTENTS

INNOVATION SCHOOL FORM	1
INNOVATION SCHOOL PROSPECTUS CERTIFICATE FORM	2
I. EXECUTIVE SUMMARY	3
II. STRATEGIC CHANGE CHART	4
III. PUBLIC STATEMENT	5
IV. MISSION, VISION, STATEMENT OF NEED, AND PROPOSED PARTNERSHIPS	
A. Mission	5
B. Vision	5
C. Statement of Need	6
D. Proposed Partnerships	7
V. HOW WILL AUTONOMY AND FLEXIBILITY BE USED TO IMPROVE SCHOOL PERFORMANCE AND STUDENT ACHIEVEMENT?	
A. Curriculum, Instruction, & Assessment	7
B. Schedule and Calendar	8
C. Staffing	8
D. Professional Development	9
E. District Policies	9
F. Budget	9
VI. CAPACITY OF THE APPLICANT GROUP	9
VII. TIMETABLE FOR DEVELOPMENT AND ESTABLISHMENT	10
VIII. MEASURABLE ANNUAL GOALS	11
IX. ATTACHMENTS	16

INNOVATION SCHOOL INFORMATION FORM

Proposed Innovation School Name:	Pentucket Arts Academy at Pentucket Regional High School
New school/Conversion/Academy within a school:	Academy within a school
Proposed School Address (if known):	24 Main Street, West Newbury, MA 01985
Lead applicant Name:	Jeffrey Mulqueen
Lead applicant Phone Number(s) :	978 363-2280
Lead applicant Fax Number(s) :	978 363-1165
Lead applicant Email Address:	jmulqueen@prsd.org

If conversion:

Existing School Name:	Pentucket Regional Middle School & High School
Existing School Address:	Same as above

Proposed Innovation School opening school year: 2013-14 2014-2015
 Proposed duration of innovation plan (up to five years): 3 years 4 years 5

School Year	Grade Levels	Total Student Enrollment	Total number of Staff (including paraprofessionals and all support staff)
First Year	9-12	100	3
Second Year	8-12	125	4
Third Year	7-12	150	4
Fourth Year	7-12	150	4
Fifth Year	7-12	150	4
...			
At Full Enrollment	7-12	150	4

INNOVATION SCHOOL PLAN CERTIFICATION STATEMENT

Proposed Innovation School Name:	Pentucket Arts Academy at Pentucket Regional High School
Proposed City/Town Location:	West Newbury, Massachusetts

Name of innovation plan committee members (no more than 11 individuals) selected in accordance with state law.

Affiliation	Name	Vote (yes or no)
Lead applicants: Superintendent	Jeffery Mulqueen	
Principal	Jonathan Seymour	
Member: Teacher	Marcia Nadeau	
Member: Teacher	Sean Bixby	
School committee member or designee:	Jill Eichhorst	
Parent who has one or more children enrolled in the school:	Susan Stasiuk	
Member: Community Partner	Jennifer Leonard-Solis	
Teacher employed by district (selected from among volunteers)	Sheryl Lees	
Teacher employed by district (selected among volunteers)	Matthew Smith	
Teacher employed by district (selected from among volunteers)	Aris Moore	
Teacher employed by district (selected from among volunteers)	Irene Thomas	

I hereby certify that the information submitted in this innovation plan is true to the best of my knowledge and belief and has been approved by a majority vote of the innovation plan committee.

Signature of Lead Applicant _____ Date _____

INNOVATION SCHOOL PLAN

I. EXECUTIVE SUMMARY

The Pentucket Regional School District serves students in grades K-12 in the communities of Groveland, Merrimac, and West Newbury. The school district's mission is on becoming a World Class educational organization. Pentucket is reaching for a World Class future. Our World Class future is dependent upon the implementation of new ideas, creating new opportunities for staff and students, and personalizing the Pentucket experience.

Five Innovation Schools are among the district's strategic initiatives that will help us achieve our World Class future. As Pentucket moves along a pathway toward a World Class future, the work shifts in ways that require high levels of collaboration, inventive thinking, and innovation. The Pentucket Arts Academy is a planned Innovative School, which will serve the needs of students interested in the fields related to visual arts.

Our intent is to increase student achievement and develop a strong pathway to college and career choices in the visual arts. Through a dynamic program of studies approximately 150 students will receive highly personalized, rigorous, and relevant instruction in a focus on visual arts. The Pentucket Arts Academy will offer fine art, digital and visual effects, early-high school, early-college, and early-career experiences. Students will participate in real-world experiences to enrich and deepen their understanding of the arts. Students will connect to the community through the arts and solve real-world problems. Students will be given autonomy over their work, supports to develop technique, and standards to work with purpose. By creating personally meaningful experiences, students will thrive and develop confidence in their ability to pursue a career pathway of their choice. Flexibility in schedule and calendar will allow Pentucket educators to collaborate to develop a program of studies that reflects student choice, lessons that teach core content through the arts, and outside experiences that enrich student learning. These experiences ensure each student has an opportunity to make his or her individual contribution to the world.

Pentucket's strategy to implement Innovation Schools as a way of reaching its World Class future began in 2012. The district engaged in a branding initiative with students, parents, educators, and the regional member communities. Students identified visual arts as a priority for in-depth learning that connected to high interest as well as the potential for continued education and career choices after high school graduation. Two semester pilot courses in Character Sculpture were introduced for the 2013-2014 academic year as a result of this work. Student interest continues to fuel the district's interest in developing the Pentucket Arts Academy as a way of meeting the needs and interests of students and fulfilling the district's promise of becoming the educational opportunity of choice for students.

II. STRATEGIC CHANGE CHART

Current School or District Practice	Proposed Change(s)	Expected Impact on Student Learning and Achievement
1. Seven period day limits/ denies students access to an arts education.	1. Expanded school day will allow students opportunity to earn credit outside of the traditional school day.	1. Pentucket Arts Academy students will earn a Certificate of Achievement in Visual Arts.
2. Schedule limits/eliminates common prep time for teachers to collaborate.	2. Collaborative time will allow art teachers to assess and refine high powered units of instruction.	2. Learning through multiple means of instruction improve student achievement. Reduction in, or elimination of, persistent performance gap as evident in MCAS results.
3. Schedule and Program of Studies limits course offerings.	3. Students will have the opportunity to elect visual arts as an area of concentration for in-depth study in fine arts and digital and visual effects fields.	3. Expanded program of studies will provide accelerated learning opportunities for middle and high school students to explore fine arts and digital and visual effects college and career pathways.
4. Limited or no partnerships to support early-high school, early-college, and career pathways.	4. Develop, strengthen and expand partnerships on the local, national, and global level.	4. Increased student engagement through partnerships and provide access to early-high school, early-college, and early-career opportunities.
5. Lack of core content integration.	5. Integration of core content in the curriculum.	5. Integrated core curriculum gives every student access to personalized, rigorous, and relevant learning in the academics and arts.
6 Current educational model does not emphasize personal meaning.	6.The foundation of the Academy rests on a structure of passionate and talented educators who give students voice and choice.	6. Increased personal meaning and ownership over learning improves student achievement and attendance.
7. Decision making structure limits influence of educators to impact learning.	7. Implement a structure for shared decision-making.	7. Autonomy over the program of studies, budget allocation, professional development, and schedule/calendar will allow educators to address student needs.

III. PUBLIC STATEMENT

The Pentucket Arts Academy is an Innovation School, scheduled to open in September 2014. The Academy will be housed on the Pentucket Regional Middle/High School campus. The Pentucket Arts Academy originates from work completed during the 2012-13 school year. visual arts was identified, by students, as an area of great interest. Pentucket Arts Academy is designed for students interested in pursuing early-high school, early-college, and career pathways in the fine arts and digital and visual effects. A rigorous, sequential program of studies incorporating contemporary teaching models and real-world experiences will improve student achievement, such as attendance and discipline. In the Pentucket Arts Academy every student has access to highly personalized, rigorous, and relevant learning. Projected enrollment during the 2014-15 academic year is 150 students.

IV. MISSION, VISION, STATEMENT OF NEED, AND PROPOSED PARTNERSHIPS

A. Mission Statement

The Pentucket Arts Academy staff believes when challenging content standards, adaptive leadership skills (21st Century skills), and high levels of personal meaning are integrated into learning experiences; the capacity of the learner to solve real-world problems is increased. When students are engaged in a high quality arts curriculum, learning is accelerated. When the arts allow each learner's voice to be reflected in his/her learning experiences, students take ownership for outcomes. A rigorous, program of studies incorporating real-world experiences and creating community connections will increase student engagement. In the Pentucket Arts Academy, every student has access to personalized, rigorous, and relevant learning.

B. Vision Statement

Pentucket will become the educational opportunity of choice for students/families, the employment opportunity of choice for talented educators, and the investment opportunity of choice for the community. Arts Academy students seek an education that nurtures their mind and their spirit simultaneously. Students see themselves as active participants locally and globally and expect school to deliver World Class opportunities so that each student can reach a future of his or her choosing. Pentucket seeks to rival the best secondary art educational agencies in the world by giving students voice and choice.

Pentucket Arts Academy students engage in a dynamic program of studies that fosters the application of knowledge, integrates adaptive leadership skills, and strengthens personal meaning for each student. Blended learning opportunities will provide students with access to early-high school, early-college, and career pathways leading to earned credit and Certificate of Achievement in Visual Arts. The arts will be the vehicle to engage all learners to reach their true potential. Students will use art to connect to their communities and develop confidence to be active agents on the local, national, and global

level. Pentucket students have the potential to solve real-world problems and achieve significant accomplishments.

Pentucket Art Educators are personally and professionally invested in the success of every student. They are creative professionals whose accomplishments and passion for learning inspire students to reach for futures that will shape the world. Pentucket Arts Academy is a contemporary, high-powered learning organization that invigorates educators with leadership opportunities, collaboration, and continuous learning. When everyone expects to do more, give more, and become more, great things happen.

The Pentucket community leverages its resources to ensure each student has an opportunity to make his or her individual contribution to the world.

C. Statement of Need

The Pentucket Arts Academy Innovation Plan is aligned with the Pentucket School District World Class future. Students in grades 7 -12 and educators require increased autonomy and flexibility. This autonomy and flexibility will support the success of a dynamic program of studies that reflects the voice of students and ensures each student a future of choices.

Educator evaluation, a new state curriculum (Common Core), Innovation Schools, District-determined Measures, and new state assessments (PARCC) serve as examples of large-scale changes influencing the work of all Pentucket schools, including Pentucket Regional High School. These shifts are embraced and incorporated into the school's improvement strategies so that Pentucket Regional High School becomes a contemporary, high-powered learning organization that invigorates educators with leadership opportunities, collaboration, and continuous learning.

Autonomy and flexibility will enable educators to address student needs and improve student achievement, attendance, and dropout rate. Student learning at PRHS can be described generally as "high performance" when viewed through the lens of state assessment (MCAS) results. Student achievement levels trend near or above 90% proficiency across English Language Arts and Mathematics for students by grade 10 and above 80% proficiency in Science by grade 9. This level of performance on MCAS surpasses state achievement measures. Student Growth Percentiles (SGP) indicate traditionally strong teaching and learning at PRHS in English Language Arts, science, and mathematics. Student Growth Percentiles average around 50%. Despite the high levels of success in grades 9 and 10, varying degrees of success can be seen over a period of years (MCAS 2009-2013). Creating a World Class future for Pentucket Regional High School will require innovative practices linking educator practice to student outcomes and resources strategically aligned to strengthen the instructional core.

Professional Development designed to support the instructional core is essential to realizing our World Class vision. Through shared decision-making, educators will contribute to designing professional development which supports student growth.

D. Primary Proposed Partnerships

The Pentucket Arts Academy will partner with local and national organizations. Partnerships will provide rich, real-world, experiences in the arts for Academy students. Partnership opportunities include, but are not limited to, exhibition, internship, dual-enrollment, and community service, summer and vacation classes to support career/college pathways in the arts. Below is a list of the current partners:

Addison Gallery of American Art
Decordova Museum and Sculpture Park
GAR Memorial Library, West Newbury
Gnomon School of Visual Effects, Hollywood, CA
Langley-Adams Library, Groveland
Maine College of Art
Massachusetts College of Art
Merrimac Public Library
Montserrat College of Art
New Hampshire Institute of Art
Newburyport Art Association
Northern Essex Community College
Pentucket Arts Foundation

V. HOW WILL AUTONOMY AND FLEXIBILITY BE USED TO IMPROVE SCHOOL PERFORMANCE AND STUDENT ACHIEVEMENT?

A. CURRICULUM, INSTRUCTION, AND ASSESSMENT

1. Curriculum

A dynamic program of studies provides choices for students to explore early-high school, early-college, and career pathways in the fine arts and digital and visual effects fields. Curriculum development will include benchmarking with leading educational and industry standards. Students will have the opportunity to accelerate their learning through participation in a variety of Academy-approved learning experiences such as: in-school, virtual, blended learning, community experiences, dual enrollment, internships, summer/vacation experiences, and evening and after-school coursework. Students who earn 25 credits in approved visual arts coursework will graduate with a Pentucket Arts Academy Certificate of Achievement in Visual Arts. Partnerships within the industry and field of visual art will keep the curriculum current and relevant to student learning. Integration of industry-leading technology will support the passion for learning among staff and students. High-powered units of instruction integrate core content curriculum and focus on standards, adaptive leadership skills, and personal meaning. Real-world opportunities in the arts will deepen student appreciation of the arts and provide opportunities to make personal connections beyond the classroom. A complete list of course offerings to guide student while exploring fields of fine arts or digital and visual effects are included in this document under “IX. Attachments.”

2. Instruction

Pentucket educators will accelerate student learning through a range of innovative instructional models. Virtual learning, dual enrollment, community experiences, independent study, internships, summer/vacation and evening coursework are among possible opportunities for students to accelerate their learning. High-powered units of instruction designed by passionate, talented professionals, will give students choice and voice, rigor, and real-world experiences. These opportunities will promote high levels of student engagement and foster a culture of community connection. These units of instruction will integrate challenging standards, adaptive leadership skills, personal meaning, and community, national, and global connections.

3. Assessment

The applicant group does not seek autonomy for assessment.

B. SCHOOL SCHEDULE AND CALENDAR

The applicant group seeks autonomy for the schedule and calendar. Flexibility in these areas will allow students to engage in high-powered units of instruction to include outside, real-world experiences in the areas of the visual arts, such as internships, job shadowing, and field work. Student learning is nurtured and valued by providing individualized instruction that integrates challenging standards, adaptive leadership skills, and high levels of personal meaning. With an expanded day and school calendar, increased opportunities for learning and teacher collaboration will be realized. Additional credit-bearing, learning opportunities include, but are not limited to, virtual courses, blended learning, dual enrollment, and summer/vacation and after-school course work. Professional development opportunities throughout the year will support the Pentucket Arts Academy staff to provide a high-powered and progressive arts education to Pentucket students.

C. STAFFING

The current staff is committed to providing students with the best arts education that includes research based strategies, appropriate materials, and the continual use of data to inform instruction. The applicant team seeks autonomy for staffing to ensure high quality teaching and learning. Industry professionals and other instructors with specialized experience and knowledge will be integral as instructors. Our staff is committed to being flexible in curriculum design and scheduling, with the focus on student achievement. Common planning time will allow teachers to analyze student data, revise instruction, engage in professional dialogue, and remain current in the industry. The arts will be the vehicle we use to prepare and empower our students to make individual contributions to the world. You will find resumes for the visual arts staff in this Innovation Plan under "IX. Attachments."

D. PROFESSIONAL DEVELOPMENT

Professional development will invigorate and provide leadership opportunities for educators, who will inspire students to reach for futures that will shape the world. Staff will collect and analyze feedback from all stakeholders to determine the most effective professional development needed to support student inquiry and achievement. The applicant team seeks autonomy for professional development planning and delivery due to the highly specialized content needs of the instructors, which can be significantly different than the needs of comprehensive high school staff. Professional development needs to support the Arts Academy mission and vision and to integrate National Art Core Standards being published in June 2014. Additional professional development should include art industry technology and web-based programs for educators.

E. DISTRICT POLICIES AND PROCEDURES

The Pentucket Arts Academy does not seek autonomy for district policies and procedures.

F. BUDGET

The applicant group recognizes that the Innovation Schools must be budget neutral and that the school leaders must work within the confines of the monetary constraints. However, the applicant group seeks autonomy to use a portion of the annual per-pupil budget allocation to provide the necessary materials and support for our student population. Budget spending will support the vision and mission of the Pentucket Arts Academy. Through shared decision making, school administration and teachers will identify and prioritize needs in the areas of consumable supplies, texts, equipment, contracted services, and professional development.

VI. CAPACITY OF APPLICANT GROUP

The Pentucket Regional School District, led by Superintendent Dr. Jeffrey Mulqueen, developed the Innovation Schools initiative. Input was collectively compiled from students, staff, and community members during the 2012 – 13 school year as part of the district's branding initiative to improve the delivery of high quality academics, arts, and athletics. This year-long data collection effort with stakeholders resulted in the identification of the Pentucket Arts Academy as a viable next step in meeting expectations of students, staff, and the broader Pentucket community.

The applicant group was organized in response to Dr. Mulqueen's Innovation School initiative. Dr. Mulqueen has two years of experience in successfully creating and guiding eight Innovation Schools in the Worcester Public School System. Worcester Technical High School, one of his last efforts supporting the Innovation School initiative in Worcester, continues to be a beacon for other high schools. This applicant group was established to provide the autonomies needed for students' achievement in the visual arts.

The applicant group consists of the Superintendent, the high school Department Chair for the Arts, Pentucket Middle and High School art educators and core content educators, a guidance counselor, a School Committee member, members of the Pentucket Arts Foundation, a local non-profit organization, and parent and community members. This team of eleven is dedicated to making the changes outlined in this Innovation Plan. This is an exciting opportunity to establish a program that supports the district's vision to reach its world class potential.

Technical assistance will be sought from the Department of Elementary and Secondary Education and the Executive Office of Education (EOE), as well as the Center for Collaborative Education (CCE), an EOE partner. Additionally, members of the applicant group will visit other established Innovation Schools to learn from best practices.

For the past several years, Pentucket has been exploring creative learning opportunities for our students. We have been charged to define richer, deeper learning experiences in areas of high student interest, specifically in visual arts.

VII. TIMETABLE FOR DEVELOPMENT AND ESTABLISHMENT

This past year, 2013-2014, Pentucket Regional High School piloted a new course, Character Sculpture, for high school students. These semester-based courses followed a year-long assessment of student interest conducted during the 2012 – 2013 school year. The Pentucket Arts Academy Innovation Plan is a response to student demand. A range of credit-bearing learning opportunities will include virtual courses, blended learning, off-campus opportunities established through partnerships, and during vacations, summer, and after school. The emphasis is on providing early-high school, early-college, and career pathways in the fields of fine arts, and digital and visual effects.

The establishment of the Pentucket Arts Academy will begin in September 2014. A diverse planning team has convened to establish the Innovation Plan. The high level of engagement with all stakeholders that resulted in a prospectus, approved in November 2013, is the foundation used to develop the Pentucket Arts Academy Innovation Plan. High frequency, two-way communication with the faculty of Pentucket Middle / High School will support the successful integration of the Academy into the established culture. On campus, virtual, and remote courses in visual arts will be offered to high school students in September 2014. Opportunities for early-college and career pathways will be made available to every Pentucket student.

Students will have access to professionals in the arts industry, such as animation, gaming, illustration, museum studies, and fine arts. Admission counselors from Massachusetts College of Art and Design, Maine College of Art, Montserrat, and New Hampshire Institute of Art will provide support to Pentucket art students in the fall as they begin preparing a college portfolio. Support will continue through the spring, as students begin to make decisions about their college education. Real-world learning experiences in the

fine arts and digital and visual effects industries will be available through our partners: Gnomon School in California, Pentucket Arts Foundation, the Newburyport Art Association and local art colleges.

In 2015-2016 school year, the academy will expand to include students at Pentucket Regional Middle School which shares the same campus as the high school. Opportunity to receive early-high school credit will be available at the middle school level.

VIII. MEASURABLE ANNUAL GOALS

Process Goals – Professional Practice Improvements

Process goals are the outcomes associated with changes to the academic program and services afforded to students by Pentucket educators. Three indicators help to monitor and measure results. Leading indicators are predictive, much as the yellow light of a traffic light predicts a red light. Lagging indicators demonstrate that something has occurred, much as a yellow light of a traffic light demonstrates that a green light has occurred. Coincident indicators relay information that happens at the same time, such as a crossing signal occurring together with a green traffic light.

Innovation Schools provide autonomies that strengthen professional practice. Improved student outcomes rely upon improved professional practice. Consequently, monitoring and measuring improvements to professional practice, as well as student outcome improvements, will help to evaluate the successful implementation of an Innovation School.

Autonomy: Curriculum & Instruction

Leading Indicators

1. The number of **specialized courses** scheduled for development during the upcoming year.
2. The number of **industry certifications** scheduled for development during the upcoming year.
3. The number of **core (integrated) courses** scheduled for development during the upcoming year.
4. The number of **blended learning courses** scheduled for development during the upcoming year.
5. The number of **early-high school courses** scheduled for development during the upcoming year.
6. The number of **early-college courses** scheduled for development during the upcoming year.
7. The number of **early-career experiences** scheduled for development during the upcoming year.
8. The number of **learning opportunities (outside of the traditional school day)** scheduled for development during the upcoming year.

9. The number of **high-powered units of instruction** scheduled for development during the upcoming year.

Lagging Indicators

1. The number of **specialized courses** developed during the year.
2. The number of **industry certifications** developed during the year.
3. The number of **core (integrated) courses** developed during the year.
4. The number of **blended learning courses** developed during the year.
5. The number of **early-high school courses** developed during the year.
6. The number of **early-college courses** developed during the year.
7. The number of **early-career experiences** developed during the year.
8. The number of **learning opportunities (outside of the traditional school day/year)** developed during the year.
9. The number of **high-powered units of instruction** developed during the year.

Coincident Indicators

1. The number of **specialized courses** listed in the Pentucket Program of Studies (7-12).
2. The number of **industry certification** listed in the Pentucket Program of Studies (7-12).
3. The number of **core (integrated) courses** listed in the Pentucket Program of Studies (7-12).
4. The number of **blended learning courses** listed in the Pentucket Program of Studies (7-12).
5. The number of **early-high school courses** listed in the Pentucket Program of Studies (7-12).
6. The number of **early-college courses** listed in the Pentucket Program of Studies (7-12).
7. The number of **early-career experiences** listed in the Pentucket Program of Studies (7-12).
8. The number of **learning opportunities (outside of the traditional school day/year)** listed in the Pentucket Program of Studies (7-12).
9. The number of **high-powered units of instruction currently implemented by educators.**

Autonomy: School Schedule & Calendar

Leading Indicators

1. The number of partnerships under development to support increased numbers of **early-college** opportunities.
2. The number of partnerships under development to support **early-career experiences.**
3. The number of partnerships under development to support learning opportunities **outside of the traditional school day/year.**

4. Amount of **collaboration time** afforded to members of the faculty supported by the schedule planned for the upcoming year.

Lagging Indicators

1. The number of partnerships under development to support increased numbers of **early-college** opportunities.
2. The number of partnerships developed during the year to support **early-career experiences**.
3. The number of partnerships developed during the year to support learning opportunities **outside the traditional school day/year**.
4. Amount of **collaboration time** provided to members of the faculty as supported by the schedule in the current year.

Coincident Indicators

1. The number of **early-college courses** listed in the Pentucket Program of Studies (7-12).
2. The number of **early-career experiences** listed in the Pentucket Program of Studies (7-12).
3. The number of **learning opportunities (outside of the traditional school day/year)** listed in the Pentucket Program of Studies (7-12).
4. Amount of **collaboration time** for members of the faculty in the schedule.

Autonomy: Staffing

Leading Indicators

1. Planned participation in hiring process for faculty members in the upcoming year.
2. Number of industry professionals under consideration as supports for instructional program.

Lagging Indicators

1. Number of times members of the faculty participated in the hiring process during the past year.
2. Number of industry professionals who served as supports for the instructional program during the year.

Coincident Indicators

1. Number of hires made with participation of members of the faculty during the year.
2. Number of industry professionals implementing supports for instructional program.

Autonomy: Professional Development

Leading Indicators

1. Planned professional development for the upcoming year.
 - a. Specialized courses
 - b. Industry certifications
 - c. Integrated core courses
 - d. Blended learning
 - e. Early-high school
 - f. Early-college
 - g. Early-career experiences
 - h. High-powered units of instruction

Lagging Indicators

1. Professional development that occurred in the last year.
 - a. Specialized courses
 - b. Industry certifications
 - c. Integrated core courses
 - d. Blended learning
 - e. Early-high school
 - f. Early-college
 - g. Early-career experiences
 - h. High-powered units of instruction

Coincident Indicators

1. Professional development implemented in classrooms.
 - a. Specialized courses
 - b. Industry certifications
 - c. Integrated core courses
 - d. Blended learning
 - e. Early-high school
 - f. Early-college
 - g. Early-career experiences
 - h. High-powered units of instruction

2. Faculty feedback (satisfaction survey) for professional development
 - a. Specialized courses
 - b. Industry certifications
 - c. Integrated core courses
 - d. Blended learning
 - e. Early-high school
 - f. Early-college
 - g. Early-career experiences
 - h. High-powered units of instruction

Autonomy: Budget

Leading Indicators

1. Collaborative decision-making planned for distribution of a portion of the school's per-pupil budget allocation.
2. Planned priorities for funding by a portion of the school's per-pupil budget allocation.

Lagging Indicators

1. Collaborative decision-making that occurred in the past year for distribution of a portion of the school's per-pupil budget allocation.
2. Priorities funded during the past year by a portion of the school's per-pupil budget allocation.

Coincident Indicators

1. Collaboration for budget decisions currently underway.
2. Priorities being funded in the current year.

Outcome Goals – Student Achievement Improvements

Leading Indicators

1. Number of students who register for an academy course.
 - a. Specialized courses
 - b. Integrated core courses
 - c. Early-high school
 - d. Early-college
 - e. Early-career experiences
 - f. Outside of traditional day/year
2. Number of students who demonstrate high levels of participation
 - a. Number of discipline referrals of students in academy compared to general population
 - b. Attendance record of students in academy compared to general population

Lagging Indicators

1. Number of students who earned credit in the past year in the academy
2. Grade distribution of students in the academy compared to the general population
3. MCAS / PARRC and District-determined Measures results of students in the academy compared to the general population
4. Achievement gap (high needs students in the academy compared to high needs students in the general population)
 - a. Specialized courses
 - b. Integrated core courses

- c. Early-high school
 - d. Early-college
 - e. Early-career experiences
 - f. Outside of traditional day/year
5. The number of students who are awarded a Certificate of Achievement (25 credits) at graduation.

Coincident Indicators

- 1. Student feedback (satisfaction survey) about courses.
 - a. Specialized courses
 - b. Integrated core courses
 - c. Early-high school
 - d. Early-college
 - e. Early-career experiences
 - f. Outside of traditional day/year

The Academy will be held to the same set of accountability requirements and measurable standards as all schools in the Pentucket School District. Yearly, District-determined Measures will be used to assess all students in the Standards, Adaptive Leadership Skills, Personal Meaning, and Global Connections. Measurable goals include consistent, high levels of attendance, safety and discipline, and achievement in course grades. Academy goals of expansion will be measured yearly to stay on track as outlined in this report. An annual evaluation of the Academy will be conducted by the superintendent of schools and reported to the school committee and commissioner of education.

Each student will develop a goal and action plan with his/her teacher to support student growth for academic standards, adaptive leadership, and personal meaning. All Pentucket Academy students will exhibit a body of work in the annual Arts Festival.

IX. ATTACHMENTS

District Improvement Plan:

Pentucket Regional School District’s District Capacity-Building Plan 2013 – 2014

School Improvement Plan:

Pentucket Regional High School’s School Capacity-Building Plan 2013 - 2014

Academy Improvement Plan:

Pentucket Arts Academy School Capacity-Building Plan 2014-2015

Pentucket Arts Academy Program of Studies

Innovation Planning Committee Resumes

Pentucket Arts Academy Program of Studies

Course	On Campus	Blended Learning	Virtual	Dual Enrollment	Off Campus Experience
Grade 7/8					
Fundamental of Art	X				
Drawing	X				
Video Prod. I	X				
Digital Photo	X*				
Grade 9-12					
Fundamentals of Art	X				
Drawing	X				
Graphic Design I	X	X			
Graphic Design II	X*				
Digital Painting	X*				
Drawing for the Entertainment Industry	X*				
Drawing the Costumed Figure				X	X
Character Design	X				
Digital Sculpture	X	X			
3-D Sculpture	X				
Painting I	X				
Painting II	X				
Photo I	X				
Photo II	X	X			
Video Production I	X	X			
Video Production II	X	X			
Advanced Video Production	X	X			
Pentucket TV	X	X			
History of Photography			X		
Digital Photography	X*				
Art History			X	X	
Creating Art History			X		
Anatomy	X				
Entrepreneurship					
Senior Seminar in Philosophy & Film	X**				
Genocide & Humanitarianism	X**				
War and Peace	X**				
Hero or Villain	X**				

Psychology	X**				
Revolution, Politics, and Protest	X**				
Topics in Literature	X**				
The Graphic Novel	X*				
Interpreting the Arts Through Literature	X*				
Public Speaking	X**				
Gallery Internship					X
Open Studio	X*	X			X
Portfolio Prep		X			X
Portfolio Coaching		X			X
College Art courses not offered on campus				X	
Senior Studio	X				
AP Studio - 2-D	X				
AP Studio - Drawing	X				
AP Studio 2-D – 3-D	X				
AP Art History				X	

*Proposed future courses.

** Courses which allow students to submit a proposal, in which they defend an approved thesis project pertaining to the visual arts.

Jeffrey J. Mulqueen

13 Groveland Commons Way, Groveland, MA

Cell: 860.639.4734

PROFESSIONAL EXPERIENCE AND RECENT ACCOMPLISHMENTS

- 2011 – Present Superintendent of Schools Pentucket Regional School District
Groveland, Merrimac, West Newbury, MA
- 2009 – 2011 Chief Academic Officer Worcester Public Schools, Worcester, MA
- Developed and implemented the district’s redesign plan that is grounded in research-based strategies leading to improved student outcomes.
 - Restructured the instructional division of the organization to improve customer service, foster school improvement, and deliver on the district’s promise of outstanding results for every student.
 - Implemented systems to assess and improve the quality of curriculum and instruction.
 - Developed and deployed high performance partnerships to support district / school improvement and high achievement for every student.
 - Leveraged unique talents and developed diverse partners’ capacity to support the strategic priorities of the district.
 - Worked effectively with the media to communicate good news and build community understanding of district / school priorities and accomplishments.
 - Developed and implemented eight Innovation Schools aligned with educational reform in MA
 - Redesigned educator evaluation system using a collaborative, grass-roots approach that capitalizes on the expertise of educators.
- 2005 – 2009 Assistant Superintendent New Britain School District, New Britain, CT
- Implemented research-based instructional strategies and distributed leadership to raise overall student achievement and eliminate achievement gaps as evidenced by student results generated by Global Collegiate Academy, grades 6 - 8.
 - Applied principals of branding and distributed leadership to support high levels of student achievement and the retention of economic diversity in the community through the implementation of a small learning community, La Pensée Académie, grades 1 – 5.
 - Improved the instructional delivery of the district’s pK-8 Dual Language School.
 - Developed systems to assess and improve the quality of instruction resulting in a cultural shift toward increased organizational learning.
- 2002 – 2005 Assistant Superintendent Windham School District, Windham, CT
- Revised and implemented the district’s teacher evaluation plan.
 - Contributed to Connecticut’s 4 – 9 Blueprint for Reading.
 - Developed productive partnerships with the University of Connecticut and Eastern Connecticut State University to infuse coordinated support for teachers and students.
- 1998 – 2002 Principal, PK – 8 Ashford School, Ashford, CT
- 1996 – 1998 Principal, 5 – 8 Thompson Middle School, Thompson, CT
- 1994 – 1996 Assistant Principal, 5 – 8 Turkey Hill Middle School, Lunenburg, MA
- 1989 – 1994 Assistant Principal, 7 – 12 Quaboag Regional Jr.-Sr. High School, Warren, MA
- 1987 – 1989 Assistant Principal, 9 – 12 Kearsarge Regional High School, North Sutton, NH
- 1980 – 1987 Science Teacher, 9 – 12 Manchester West High School, Manchester, NH
- 1981 – 1983 Adult Education Teacher Manchester Adult Education, Manchester, NH

EDUCATION

2008	Advanced Study	Executive School Leadership University of Connecticut, Storrs, CT
1999	Ed. D.	Educational Leadership NOVA Southeastern University, Fort Lauderdale, FL
1996	M. S.	Total Quality Anna Maria College, Paxton, MA
1988	M. Ed.	School Supervision and Administration Notre Dame College, Manchester, NH
1979	B. A.	Biology Saint Anselm College, Manchester, N

PROFESSIONAL LICENSES

2010 – 2015	MA	#285904	Superintendent / Assistant Superintendent
2009 – 2014	CT	#C032009001886	Intermediate Administration & Supervision
2008 – 2011	CT	#5368	Superintendent of Schools

HIGHLIGHTS OF SPECIAL TRAINING

2012 – Present	Superintendents Summit District Administration Leadership Institute
2011	Wraparound Zone Planning and Implementation Harlem Childrens' Zone, New York, NY
2008	Leading, Reading, and Literacy for the 21 st Century Center for Quality Leadership
2007	Team Facilitation & Conflict Management Personal Strength Corporation
2007	Data Driven Decision Making Connecticut State Department of Education
2007	Supervision & Evaluation of Teachers: Administrator Institute State Education Resource Center (SERC)
2006	Theories of Action for the 21 st Century Consolidated School District of New Britain
2005	Rigor & Relevance Framework International Center for Leadership in Education (New Britain, CT)
1996	International Educational Research Institute Uppsala University, Uppsala, Sweden

JONATHAN P. SEYMOUR

64 RIVER ROAD
MERRIMAC, MA 01860
978.346.8022
jtseymour@comcast.net

EDUCATION

- 2003 UNIVERSITY of NEW HAMPSHIRE, Durham, NH
Master of Arts, Education / History Interdisciplinary Program
- 2000 NORTHEASTERN UNIVERSITY, Boston, MA
Massachusetts Elementary School Principal's Association
Secondary Principal Certification Program
- 1991 MESSIAH COLLEGE, Grantham, PA
Bachelor of Arts, History / Social Studies Certification

MASSACHUSETTS LICENSURE

- 1996 Social Studies 9-12
2000 Principal/Assistant Principal 9-12,
2011 Superintendent/Assistant Superintendent

PROFESSIONAL EXPERIENCE

- 2013- Principal, Pentucket Regional Middle School and High School
2014 Instructional leader for 1300 students in grades 7-12
- 2008 – Principal, Pentucket Regional High School, W. Newbury, MA
Present Program development to meet student needs involving Special Education, regular education supports, expansion of program of studies including Advanced Placement, Virtual High School, Early College, extended school day offerings, teacher collaboration through interdisciplinary teaming
- 2001- Assistant Principal, Pentucket Regional High School, W. Newbury, MA
2008 Experience in all aspects of day to day management of school operations, as well as master schedule design, teacher evaluation process and student affairs
- 1998 - 2001 Social Studies Teacher, Pentucket Regional High School
Initiated curriculum change to World History based on changing state frameworks. Creative lesson and assessment design to address diverse learning needs. Coached Track & Field and Soccer teams.

1995-1997 Social Studies Teacher, Merrimack Valley High School, Penacook, NH
Experience teaching Special Education, World History and Government in both 45 minute and 90 minute 4x4 block format. Coached Track & Field and Cross Country teams.

1992-1995 Assistant Director of Admissions, Eastern University, St. Davids, PA
Designed and implemented nationwide recruiting strategy, reviewed and evaluated applications for admission to college. Coached Baseball and Cross Country teams.

PERSONAL

Married father of 6 children, instrumental and vocal musician, hobbies include coaching youth sports, home repair projects and outdoor activities such as running, cycling and tennis.

SUMMARY OF QUALIFICATIONS

- Seventeen years of progressive, responsible experience in visual arts education.
- Developed and sustained productive relationships with students, parents, and all concerned educational staff, regarding students' learning, social/emotional, character development, and career/college choices.
- Established collaborative working relationships with high school staff, implemented new initiatives, created systems and strategies adopted by department, and sought grant opportunities.
- Nine years experience in mentoring new educators.
- Actively participates as a committed member on several committees within the district. Most recently, Pentucket Arts Academy Innovation Plan, the Supervision and Evaluation committee, NEASC Instruction Committee Chair, Attendance Review Committee Chair.
- Coordinated and facilitated professional development workshops throughout the district.
- Served as an invited guest speaker at educator workshops in schools within the Commonwealth.
- Skilled using and teaching a variety of software; Windows and Macintosh platforms.

PROFESSIONAL EXPERIENCE

Pentucket Regional High School, West Newbury, MA

Fine & Performing Arts Department Chair, 2013-Present

- Support educators in Music, Theatre, Video and Visual Arts to provide a high-quality education to students in grades 7-12.
- Liason between Administration and educators in regard to all aspects concerning the educational process.

Visual Arts Teacher, 1997-2013

- Designed, revised and implemented competency-based curriculum for the Fine Arts Department to align with the State and National Frameworks, creating a stimulating and challenging learning environment that emphasizes performance based and critical thinking skills.
- Coordinator for the annual student Fine & Performing Arts Festival.
- Developed an internship program for students at the Newburyport Art Association
- Assist in the annual alumni art show; Alumnight.
- Co-coordination of numerous outside student exhibitions throughout the year.
- Photography Club Advisor, Hatian/American Relations Project advisor.
- Develop structure of field trip activities rich in student engagement and connection to curriculum.
- Regular participant in Art Educator workshops offered by national and local museums and colleges.

New England Association of Schools and Colleges Committee Chairperson, 2011-Present

- Led a self-study group comprised of educators, students and parent representatives.

Attendance Review Committee Chairperson, 2012-Present

- Committee Chair of ten staff members charged with reviewing student attendance records.
- Schedule and facilitate meetings pertaining to identifying at risk students, developing individual attendance plans with committee members and delivering plans.
- Meet with parent and student to deliver proposed attendance plan and make adjustments if deemed necessary by committee members present.
- Communicate with administration regarding the process of developing, delivery and follow-up of student attendance plans.

Mentor for New Teachers, 2005-Present

- Trained by the Department of Elementary and Secondary Education, through the district.
- Support and guide new teachers as they navigate their first few years in the classroom and building.

Staff Development Leadership Activity

Student Advisory

- Responsible for advising twelve students in a variety of topics pertaining to school climate and vision, 2012-13
- Cohort Leader preparing eleventh-graders for their HOL demonstrations , 2010, 2011, 2012
- Rubric Review Committee revision of the High School HOL Rubric, 2009

Looking at Student Work

- Guest Speaker, Groton-Dunstable High School, Professional Development Facilitator, 2005
- Guest Speaker, Ingalls Elementary School, Lynn, MA, Facilitator, 2005
- Instructor, Pentucket Regional Schools, 10 week in-service training course, 2001-2004

Multiple Assessment and Active Student Learning

- Facilitator, Pentucket Regional High School, Professional Development Workshop, 2003

Pentucket Association of Teachers Building Representative 2007-Present

- Provide guidance and support to administration and staff in interpreting contract language and resolution of conflicts in a respectful, honest and fair manner.
- Bargaining team member for the 2010-2014 P.A.T. Contract

Educational Leadership Practicum, 2011-12

- Provide assistance and support to administration, staff and students in a variety of areas, all aimed to improve student learning.

EDUCATION

Salem State University, Salem, Massachusetts

- **Merrimack Education Center** Leadership Academy
- **Master of Education Degree** in Secondary Education
- **Bachelor of Science Degree** in Art Education

MASSACHUSETTS TEACHER CERTIFICATION #342466

- ***Visual Arts; Academic Professional Status:*** Pre-K -9 and 5-12
- ***Anticipated 2013:*** Assistant Principal/Principal
- ***Anticipated 2013:*** Art Supervisor/Director

Jennifer Leonard Solis is a founding member and current chair of the Pentucket Arts Foundation, a 501(c) (3) non-profit arts organization serving the Pentucket communities since 2003. She studied Communications and English at Boston College and has worked as a freelance writer and reporter for Essex County Newspapers since 1998. In 2004 she was named as the National Arts and Learning Collaborative’s “Outstanding Parent Advocate”. She served on the Arts subcommittee for the Pentucket Strategic Planning taskforce in 2011. In 2014 she earned an “Advocacy Award” from the Massachusetts Music Educators Association. All four of her children graduated from Pentucket High School and participated extensively in the district’s fine and performing arts program.

Susan Stasiuk is a founding member of the Pentucket Arts Foundation, vice- chairman Sue Stasiuk has been involved with the Arts in her communities and personal life. She is a ceramist of 19 years, certified as a landscape designer through the Trustees of the Reservation and facilitated Arts programs for the Sparhawk School and John C. Page Elementary School. She studied Communications at the University of Pittsburgh. Her 3 children and husband share her love for music. All of her children participated in the mallet ensemble program at Penutcket Regional High School and share Sue's love of the piano.