

# Special Progress Report

**Bartlett High School  
52 Lake Parkway  
Webster, MA 01570**

**September 15, 2017**

- 1. Provide an update on the school's application to MSBA and implement a plan specifically rectifying deficiencies in key physical plant systems such as HVAC, windows, and the outdoor track.**

## **Classification: In Progress**

Beginning in the 2013-2014 school year, Webster Public Schools has submitted a Statement Of Interest (SOI) for five (5) consecutive years to obtain funding for a school building renovation project for Bartlett High School. Our application/SOI identified renovations to key physical plant systems as well as the outdoor track and athletic fields. Our most recent submission also included plans for science lab renovations and the creation of vocational tracks that would increase hands on and vocational learning experiences that would enhance students' career and college readiness. In each of the first four (4) years of submission, beginning in 2013, the Webster Public School's proposed renovation projects for Bartlett High School did not qualify for funding. Our most recent proposal, or SOI, was submitted in April of 2017. This proposal also includes the renovation of all the deficient physical plant systems such as doors, windows, HVAC, roof, as well as the outdoor track, fields, and tennis courts. The decision on this latest submission is still pending with an expected decision in December of 2017.

In the event that our SOI again, fails to qualify, there is a Capital Improvement Plan included in the FY2018 budget. This plan includes all of the proposed plans for physical plant upgrades that have been included in our SOI to MSBA. (Capital Improvement Plan attached) According to our Assistant Superintendent for Business, Mr. Ted Avlas, these capital improvement plans for Bartlett High School have existed in annual budgets for at least 5-6 years and have never been funded by the town. However, in the past ten (10) years, the town has funded a number of construction projects which have included a new middle school, a new elementary school, a new police station, and a new town library which is currently under construction. Mr. Avlas has also indicated that there has been a proposal that the town create a Capital Improvement Committee to review and prioritize all capital improvement proposals as funding becomes available. We are hopeful that this year, either through the MSBA or through our local capital improvement plans, that some of the pressing needs for deficient systems at BHS will be addressed.

- 2. Provide an update on the curriculum review process specifically focused on the implementation of common assessment practices with school-wide analytic rubrics in all content areas.**

## **Classification: In Progress**

The curriculum review process has been an ongoing process for all teachers in all departments for the past two (2) years. The 2015-2016 school year was an introduction and training year for teachers' implementation of the Atlas Rubricon Curriculum Mapping System. In that particular school year, teachers were basically learning the program and getting started with the curriculum review process and the initial entry of curriculum units into Atlas. During the 2016-2017 school year significant progress on curriculum review and development in Atlas was made. Teachers were provided with designated departmental time to collaborate and work on curriculum units in Atlas. Monthly department time, monthly half-day PD

sessions, and time on full PD days were provided specifically for teachers to focus on curriculum review and development. Additionally, we have an expectation that curriculum review is an ongoing process that all teachers engage in on their own time in conjunction with their daily and weekly lesson planning.

With respect to the use or incorporation of school-wide rubrics into common assessment practices, Bartlett High School's teachers are at a place where the use of our school-wide rubrics are pretty common place, being used regularly in all classes. Being a small school, with only about half of our courses having multiple sections, we do not necessarily have "common" assessments in all classes. In those classes where we do have multiple sections, there are frequent common assessments, many of which incorporate one or more of our school-wide rubrics. In the other singleton classes, assessments are also frequently administered that include school-wide rubrics. To ensure the use of school-wide rubrics and to assess our students' level of proficiency or achievement on our school-wide rubrics, we have developed expectations for all teachers in all departments regarding the use of school-wide rubrics. Every department has been assigned one school-wide rubric with the expectation that all students in all classes will be formally assessed a minimum of three (3) times per quarter on their department's learning expectations. Additionally, teachers are also expected to use any or all of the school-wide rubrics that can be utilized in a variety of assessments throughout the school year. At the end of each semester, each department submits to the administration their data on student performance on all assessments utilizing the department's assigned school-wide rubric. This data is incorporated into a report that is generated to communicate to the school/community our students' level of achievement on our learning expectations/school-wide rubrics. (Copy attached). Our school goal has been to have at least 75% of our students performing at a proficient or higher level on all school-wide rubrics by the end of each school year. This past school year (2016-2017), we achieved that goal on all school-wide rubrics with the exception of "Communicate Effectively in Written Expression", which slipped from 71% to 68% proficient. This data was reviewed with all staff at the beginning of the year. As a result, there will be an increased focus on writing and more frequent incorporation of the written expression rubric in all classes.

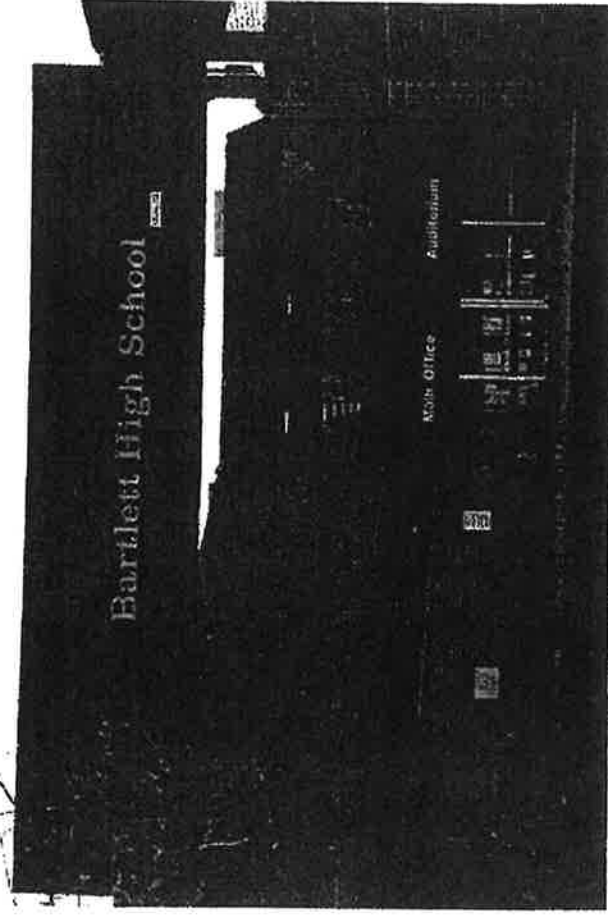
# Webster Public Schools

*Webster, Massachusetts*

## Capital Improvement Plan

### FY 2018 – FY 2022

February 28, 2017



**Webster Public Schools  
Capital Improvement Plan  
FY2018 - FY2022**

**Maintenance Schedule**

Summary of Findings Reference	Scope of Work	Recommended Maintenance Schedule	Warranty Ends	Expected Date of Replacement	2018	2019	2020	2021	2022
	Capital Construction								
Middle	Building Upgrades	mfr's recom.		10-20 years		X			
Middle	Athletic Upgrade	mfr's recom.		10 years	Completed in FY17				
Middle	Security Upgrade	mfr's recom.		10-20 years	Completed in FY17				
Bartlett	Replace Exterior Doors	mfr's recom.		25-40 years		X			
Bartlett	Asphaltic Upgrades	mfr's recom.		20 years	X	X	X	X	X
Bartlett	Mechanical Upgrades	mfr's recom.		25 years			X	X	
Bartlett	Handicap Accessibility	mfr's recom.		25 years		X			
Bartlett	Maintenance	mfr's recom.		10-20 years		X	X	X	X
Bartlett	Life Safety	mfr's recom.		25 years	X	X			
Bartlett	Roof Replacement	annually		21-30years			X	X	X
Bartlett	Window Replacement	annually		25 - 40 years			X	X	X
Bartlett	Site Work	annually		25 years			X		
Bartlett	Paving - Complete Reconstruction	annually		25-30 years					X
Bartlett	Security	mfr's recom.		10-20 years		X			
Bartlett	Clocks/Bell System	mfr's recom.		10 -20 years	X				
Bartlett	Interior / Exterior Plumbing	mfr's recom.		10 -20 years			X	X	
Bartlett	Hazardless Materials Allowance	mfr's recom.				X	X	X	X



# Bartlett High School

186,000SF

	Main & Energy Efficiency	Compliance & Safety	RC Access	Estimating Contingency	Owner's Contingency	Estimated Soft Costs	High priority Total	Medium Priority Total	Low Priority Total
<b>Replace Exterior Doors &amp; sets of doors</b>	\$36,182			\$3,618	\$3,980	\$9,950	\$0	\$63,730	\$0
<b>Artistic Upgrades</b> GYM: Replace bleachers, refinish ceiling. Replace outdoor track. Tennis Court Rehab	\$518,154			\$51,815	\$56,997	\$142,492	\$105,000	\$684,459	\$0
<b>Mechanical Upgrades</b> Upgrade to digital controls. Replace 2 boilers. clean ducts Boiler replacement	\$3,377,431			\$337,743	\$371,517	\$928,794	\$0	\$5,015,485	\$0
<b>Handicap Accessibility</b> ADA check-in counter, signage, glass access Nurses facilities, locker rooms			\$171,878	\$15,590	\$17,149	\$42,872	\$0	\$247,485	\$0
<b>Maintenance</b> Band Room - Paint metal deck Replace corner ceiling tiles Replace worn bathroom partitions	\$349,805			\$34,981	\$38,479	\$96,198	\$0	\$519,461	\$0
<b>Life Safety</b> Corridor Doors - Replace hardware & wired glass Install compliant handrails		\$53,681		\$5,366	\$5,903	\$14,757	\$79,687	\$0	\$0
<b>Roof Replacement</b>	\$2,968,185			\$236,818	\$260,500	\$651,251	\$0	\$3,516,754	\$0
<b>Window Replacement</b>	\$928,100			\$92,810	\$101,871	\$254,678	\$0	\$1,375,259	\$0
<b>Site Work</b> Automatic irrigation system for practice football field	\$46,080			\$4,609	\$5,070	\$12,675	\$0	\$68,443	\$0
<b>Driveways &amp; Parking Lots re-paving</b> Complete reconstruction of entire campus Including driveways, sidewalks, curbs, etc.	\$350,181			\$35,018	\$38,820	\$96,300	\$0	\$520,019	\$0
<b>Paving</b> Pave over driveway, starting lots and walkways	\$0						\$0	\$0	\$0

COMPLETED FY17

	Main & Energy Efficiency	Compliance & Safety	HC Access	Estimating Contingency	Owner's Contingency	Estimated Soft Costs	High priority Total	Medium Priority Total	Low Priority	
Replace Clock/Bell System	\$43,575			\$4,358	\$4,793	\$11,993	\$0	\$64,709	\$0	
New Telephone System	\$41,512			\$4,151	\$4,566	\$11,416	\$61,646	\$0	\$0	
Indoor & Outdoor Plumbing Replacement	\$1,050,000			\$105,000	\$115,500	\$288,750	\$0	\$1,559,250	\$0	
Hazardous Materials Allowance		\$308,171		\$30,817	\$33,899	\$84,747	\$0	\$457,634	\$0	
<b>Totals:</b>							\$14,950,623	\$246,333	\$14,104,290	\$0
	Admin	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
	PAE	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
	WMS	\$41,602	\$ -	\$ -	\$ -	\$ -	\$0	\$41,602	\$0	
	BHS	\$14,309,021	\$ -	\$ -	\$ -	\$ -	\$246,333	\$14,062,688	\$0	
		\$14,350,623	\$ -	\$ -	\$ -	\$ -	\$246,333	\$14,104,290	\$0	

Note:

1. Costs shown here are "Project Costs" and are conceptual in nature. Each Scope of Work needs to be further defined to develop actual costs.
2. Costs are adjusted each year to account for inflation, increase in construction materials and unknown construction market conditions.
3. GC overhead and profit have been included in the base estimate figures.
4. Soft Costs are: Estimated Conceptual Soft Costs (includes: AVE Fees, clerk of the works, environmental consult, testing, permitting, legal fees, printing, insurance)
5. Hazardous Materials Allowance needs to be adjusted once scope of work is determined and specific material is tested.

## Student Performance on BHS Learning Expectations

The Bartlett High School Core Values, Beliefs, and Learning Expectations are the driving force behind educational programs and decisions that impact the BHS school community. All NEASC accredited schools are required to have core beliefs, values, and learning expectations. Learning expectations are also supported by accompanying analytic rubrics for assessing student performance relative to achievement of the school's learning expectations. The BHS core values, beliefs, and learning expectations and the analytic rubrics were developed and approved by the BHS faculty during the 2012-2013 school year. The BHS core values, beliefs, and learning expectations as well as the accompanying analytic rubrics are published in our student handbook, program of studies, on the school website, and are posted in all classrooms in the school. These are six academic rubrics which measure student performance on the academic expectations/competencies. There is also a seventh rubric which measures student performance relative to civic and social expectations/competencies. Civic and social competency (citizenship) is assessed quarterly in all classes and appears each quarter on students' report cards. Academic competencies are assessed across multiple classes, with designated competencies assessed in specific classes that are conducive to that particular set of skills. For example, "Problem Solving" is frequently assessed in classes such as science, math, or health, but not in music, foreign language, or art. Each learning expectation is assessed by an analytic rubric that rates the student's work with a set of criteria that is rated with a 4-Exemplary, 3-Proficient, 2-Needs Improvement, or 1-Unsatisfactory. A student making no attempt or not submitting the assignment is assessed as a "0". These assessments take place in all classes every quarter and ratings appear in student report cards.

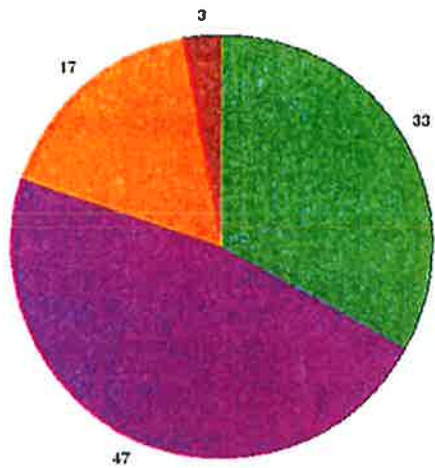
The following graphics include a sample of one of the analytic rubrics and a representation of the performance level of all BHS students that were assessed on the academic learning expectations. The implementation and use of these rubrics took place across all content areas beginning in the 2014-2015 school year. The results of student performance on the academic rubrics and expectations were first reported to parents and the community in the winter edition of the BHS Newsletter in February of 2015. The information contained below in this report includes student performance for the second semester of the 2015-2016 school year.

Comparing our student's achievement data from semester 1 to semester 2 during the 2016-2017 school year on our school's learning expectations yields the following information:

- Significant growth (70% to 84%) on Read and Listen for Information, Understanding, Appreciation, and Interpretation
- Significant growth (68% to 75%) on Problem Solving and Decision Making
- Significant growth (61% to 80%) on Develop Skills for Academic Research
- Areas of focus for the 2017-2018 school year will include the following areas where a slight decrease in academic achievement occurred; especially #1 - Written Expression (71% to 68%)
  1. Communicate Effectively in Written Expression (71% to 68%)\*
  2. Collaborate to Work Toward Group Goals (84% to 81%)
  3. Communicate Effectively Through Oral Presentation (81% to 79%)

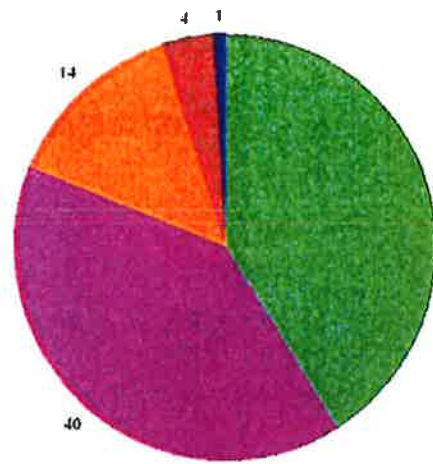


Develop Skills for Academic Research



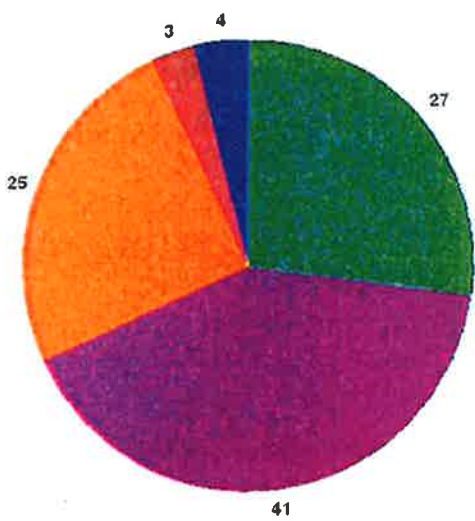
Percentage of Students Who Were Assessed

Collaborate to Work Toward Group Goals



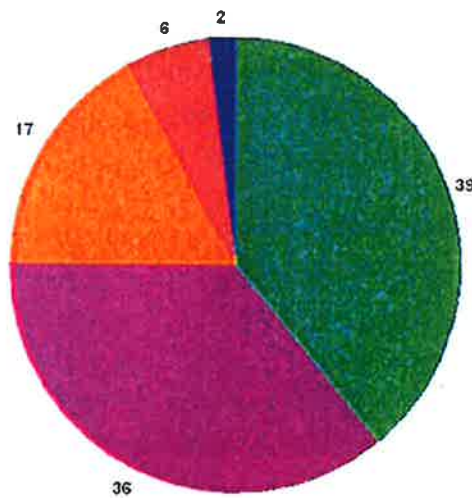
Percentage of Students Who Were Assessed

Communicate Effectively in Written Expression



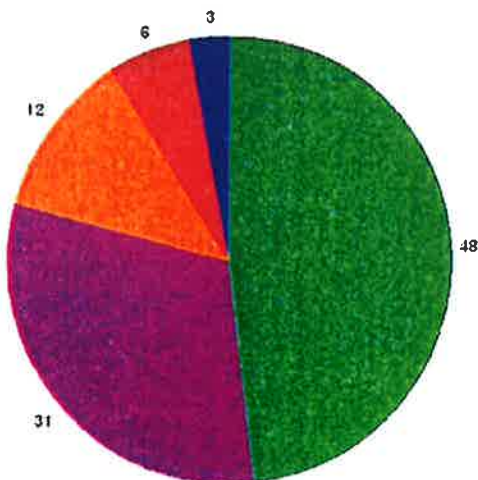
Percentage of Students Who Were Assessed

Problem Solving and Decision Making



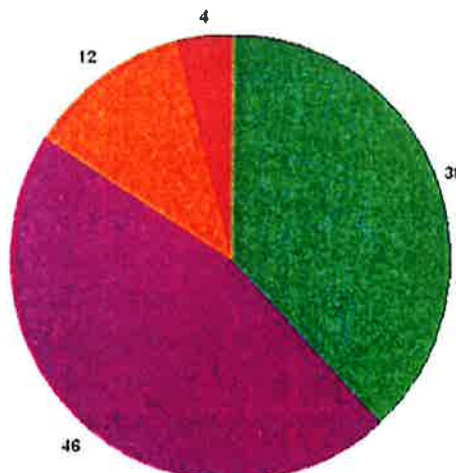
Percentage of Students Who Were Assessed

Communicate Effectively through Oral Presentation



Percentage of Students Who Were Assessed

Read and Listen for Information, Understanding, Appreciation and Interpretation



Percentage of Students Who Were Assessed



# Bartlett High School

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Steven C. Knowlton, M.Ed.  
*Principal*

Rebecca Czernicki, M.Ed., C.A.G.S.  
*Assistant Principal 9-12*

Eric Tracey, M.Ed.  
*Dean of Students*

Anthony Paranto  
*Athletic Director*

September 15, 2017

Special Progress Report Signature Page

Principal: Steven C. Knowlton

Co-Chair: Van Constantine

Sincerely,

Steven C. Knowlton  
Principal