

LEXINGTON SCHOOL COMMITTEE MEETING
Tuesday, May 27, 2014
Lexington Town Office Building, Selectmen's Meeting Room
1625 Massachusetts Avenue

7:30 p.m. Call to Order and Welcome:

Public Comment – (Written comments to be presented to the School Committee; oral presentations not to exceed three minutes.)

7:35 p.m. Superintendent's Announcements:

7:40 p.m. School Committee Member Announcements:

7:50 p.m. Agenda:

1. Discussion of 2013-2014 and 2014-2015 School Improvement Plans (90 minutes)
2. Vote to Approve 2015-2016 Recommended School Calendar (15 minutes)
3. FY 2014 Financial Transfers (10 minutes)
4. Vote to Request that the June Special Town Meeting Appropriate \$250,000 for the School Building Facility Study (5 minutes)
5. School Committee Input to Board of Selectmen Goal Setting (10 minutes)
6. Traffic Safety and Mitigation Policy – Second Reading (15 minutes)
7. Vote on the Updated Charge for the Ad Hoc School Master Planning Committee (2 minutes)
8. Vote to Appoint Peter Kelley as the Board of Selectmen Representative on the Ad Hoc School Master Planning Committee (2 minutes)
9. Vote to Appoint Carl Oldenburg and Jon Himmel as the Permanent Building Committee Representatives on the Ad Hoc School Master Planning Committee (2 minutes)

10:20 p.m. Adjourn:

The next meeting of the School Committee is scheduled for Tuesday, June 10, 2014, at 7:30 p.m. in the Town Office Building, Selectmen's Meeting Room, 1625 Massachusetts Avenue.

All agenda items and the order of items are approximate and subject to change.



Lexington Public Schools

146 Maple Street ♦ Lexington, Massachusetts 02420

Paul B. Ash, Ph.D.
Superintendent of Schools

(781) 861-2550, ext. 212
email: pash@sch.ci.lexington.ma.us
fax: (781) 863-5829

To: School Committee
From: Paul B. Ash, Superintendent of Schools
Re: School Improvement Plans
Date: May 23, 2014

I have attached to this memorandum the 2013-2014 school improvement plans for all nine schools. The 2013-2014 documents summarize the goals for each school, the action steps to achieve each goal, and the overall results this past year. I have also attached the 2014-2015 school improvement plans for each school.

As you review the eighteen documents, you will see that some goals are specific to each school. Other goals are common to all schools, such as effectively implementing the new State teacher evaluation system and discussing the draft Mission, Vision, and Beliefs document with faculty and parents. In March 2013, I discussed with you why we need to adopt a clear mission, vision, and set of beliefs to drive our educational actions, policies, and budget. In a recent IBM study of 1,700 world-wide executives, the researchers found that companies need to empower employees through values. As companies decentralize decision-making to improve innovation, “organizations need a strong sense of purpose and shared beliefs to guide decision making.”

In order to ensure a thorough discussion of the Mission/Vision/Beliefs document with all constituencies, the principals decided to continue this goal in next year’s school improvement plan. I have attached to this memorandum a copy of the Mission/Vision/Beliefs document that was co-authored by all principals and the central administrative team last year.



Lexington Public Schools

146 Maple Street ♦ Lexington, Massachusetts 02420

DRAFT Mission, Vision, and Beliefs

DRAFT Mission Statement

The mission of the Lexington Public Schools is to provide all students with a world-class education that ensures academic excellence in a culture of caring and respectful relationships.

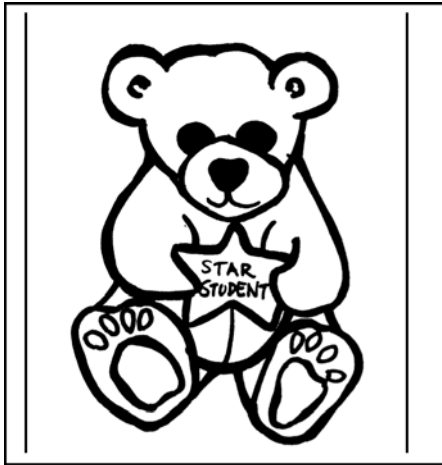
DRAFT Vision Statement

All educators engage in effective instruction that prepares and inspires students to successfully meet the challenges of a diverse and changing world. All children get what they need, when they need it, and all adults are collaborative teachers, learners, and leaders.

DRAFT Beliefs

We believe that...

1. All students can learn at high levels when they are motivated through teaching that is rigorous, relevant and designed to meet their individual learning needs.
2. Honoring diversity in an inclusive culture will achieve equity and excellence for all students.
3. Success in a global society requires all students develop academic, social, and citizenship skills.
4. Intelligence is not fixed and can be continuously developed.
5. Creativity and perseverance are critical to improve learning for all students.
6. Physical and emotional wellness is essential to student and adult success.
7. Collaboration, mutual responsibility, and collective accountability will lead to higher learning.
8. Open communication and collaboration among all constituencies builds trust and enhances student and adult learning.
9. Ongoing professional learning builds individual and organizational capacity and adaptability.



Bowman School Improvement Plan FY14 Year-End Update

Site Council Members

Mary Anton, Principal

Joshua Curhan, Teacher

Sean Curran, Support Teacher

Julie Selhub, Teacher

Melinda Loof, Teacher

Recorder: Beth Glick, Assistant Principal

Melissa Abraham, Parent – FY14-FY15 Term

Kara Brandes, Parent – FY13-FY14 Term

Amy Selinger, Parent – FY 13-FY14 Term

Andrea Strimling Yodsampa, Parent – FY14-FY15 Term

Bowman School Improvement Plan FY14					
Goal	Implementation School-Wide	Timeline	Monitoring	Assessment	Year-End Results
Instruction Academic Goal 1: If teachers expand their use of student data to discuss student progress and select effective instructional strategies, then all student will achieve at a high level.	Adult Learning/Growth 1. Identification and establishment of individualized goals for teachers in the area of strategy use, data use and promoting student achievement with particular attention to the three high leverage strategies of "feedback, differentiation, and promotion of effort and perseverance". (Actions linked to New Teacher Evaluation System AND a continuation of past work)	Sept-Oct & May/June	Individual teacher goal conferences, informal classroom visits, formal observations	<i>Teachers will demonstrate use of goal setting to determine individual growth targets as evidenced by:</i> Teachers will participate in goal setting conferences & Self-assessment – September/June; Evidence of use strategy use related to classroom teacher goals in informal classroom visits in 80% of classrooms and 100% of teacher observations. Self-Assessment and reflection as evidenced through the New Teacher Evaluation System	- Teachers participated in a series of workshops to help establish professional and student learning goals for the year. - Each teacher established a high leverage strategy to explore - PLC groups working together on goal areas - Teacher surveys on usefulness of feedback from evaluators in second round report - Teachers receive training in gathering evidence, using computer-based program -- Faculty Meeting time on Feedback, Differentiation, and Student differences. - Bowman Lecture Series (4 different expert speakers) on meeting the needs of students of cultural and linguistic diversity - a Team of five from Bowman presented at Learning Forward's Annual Conference in Dallas, TX in December on the Adult Learning/Flipped Leadership Model and how we developed this at Bowman - a Team of four from Bowman visited a school in Austin, TX for two days comparing best practices and exploring similarities and differences between practices
	2. Continued Implementation of the Standards-Based Report Card	July – June 2014	Teacher evidence from PLCs, surveys	<i>Implementation of the Standards Based Report Card was refined and assessed in systematic ways as evidenced by:</i> Staff's ability to correlate formative and summative assessments to show evidence of student mastery of the standard with consistency across a grade level.	- Extra time for PLCs to meet around grade level expectations and common grading practices(4 hours so far) - PLC work at grade levels around common assessments
	DATA TEAMS/PLCs 3. Continue expansion of the use of data through data teams. Expansion of Aimsweb data team collaborative meetings (2-3Xs/year)	July 1- June 30, 2014	Participation of all grade level teachers and reading and	<i>Staff will show deepened understanding of the data cycle as evidenced by:</i> PLC surveys, Data Analysis using the September base-line and available summative and formative data	- Implementation of Data Team Cycle to replace the 3x year whole school student data examination - Use of a common forum to share data - Four completed data cycles by April, third in June

<p>to link re-teaching to assessed need across K-5. Half-day data meetings and PLC follow-ups. Use of formative and summative assessment to deepen understanding of student needs.</p> <p>Continued meetings or RTI/Data leadership committee, PD for teams</p> <p>Establishment of protocol for data team cycle that operates in addition to PLC cycle.</p>		<p>math specialists. Participation of special education as available.</p>	<p>(MCAS, DRA, etc), all grade levels will establish areas for improvement and improvement targets in the area of literacy. January/June scores and formative assessment data will show evidence of Aimsweb score improvements in the bottom 25% of students.</p> <p>Grade level identification of students who continue not to meet benchmark. School-wide Identification and implementation of additional interventions.</p> <p><i>Teachers will employ a balanced assessment system including:</i> Individual student assessments; Classroom level assessments; Grade level common assessments; common pre, post and formative assessments; State assessments; Developmental Reading Assessments (DRA), Aimsweb Benchmarking results, writing rubric scores and district math assessments</p>	<ul style="list-style-type: none"> - refinement of reporting systems - identification of all students not meeting benchmark in areas of literacy, math, pro-social - extension of original research-based intervention: Do the Math; LLI; Just Words; Read Live. - addition of C8 Sciences pilot intervention for students around Executive Functioning -
<p>4. Continuation of a collaborative peer observation model</p>	<p>October-June</p>	<p>Teacher participation Informal classroom visits</p>	<p><i>Evidence of successful peer coaching model will include:</i> Establishment of a model open to all staff. Inclusion of new faculty, and emergence of expert teacher-leaders to support new faculty. Faculty-wide sharing of methods and experiences.</p>	<p>Under guidance of Literacy and Math Coaches, extension of:</p> <ul style="list-style-type: none"> * Lesson Study (Math) * JigSaw (Writing) * Peer Observations (New and Experienced Teachers)
<p>5. Focus on curricular area of writing</p>	<p>September-June</p>	<p>Teacher participation Administrator observation</p>	<p><i>Evidence of Successful focus on the curricular area of writing will include:</i> Writing prompts 2-3 times a year Collaborative scoring Identification of key writing lessons/units at each grade level Establishment of writing benchmarks (district and school) Identification of and provision for tools for intervention Data on student intervention results and student MCAS results. Focus district-wide on Grades 5 and K for FY14, collaborative professional learning work across schools.</p>	<p>Under Guidance of Literacy Coaches, teachers have participated in one whole school scoring of a writing prompt, second scoring will happen in late January.</p> <p>Teachers in PLCs Gr. 1, 3, 4, 5 have chosen Writing as an area of focus. Principal, AP and Interventionist attend different PLCs for support and guidance around goal implementation.</p>

<p>6. Establishment of a coordinated RTI/ Child Study intervention structure for K-5, and additional interventions for Grades 3-5</p>	<p>July 1 – June 30, 2014</p>	<p>Leadership team time, RTI interventionist coordination</p>	<p><i>Evidence of successful second year of pilot implementation will include:</i> Establishment of a common set of documents and protocols to use across “child study” and RTI/data teams. Maintain a centralized database for students and a “virtual” data wall for looking at struggling student progress. Pilot “Baseline Edge software’s student management system. Establish an “interventions” list and identified potential staff for implementation. Create a staff training module to help new teaching staff understand types of interventions and how to access services.</p>	<p>Child Study has been successfully linked to the DATA team cycle and therefore taps into the RTI model that records all interventions.</p> <p>Child Study model includes a final review of the data and sign off before students are referred for special education testing.</p>
<p>7. Increase Teacher Leadership opportunities through establishment of wider Leadership teams, committees to coordinate PD, and Team Leader opportunities.</p>	<p>September – June</p>	<p>Principal, union, teacher leadership team, individual teacher feedback</p>	<p><i>Evidence of Effective Teacher Leadership development will include:</i> Establish School vision team that meets voluntarily. Establish committees to work on identifying the PD that teachers want/need and on providing teacher led PD. Establish Data Team leaders, PD for these leaders and on-going monthly meetings. Explore avenues for informal leadership options and knowledge-base with full staff Explore opportunities for teachers to present at conferences and/or to write for publication. Teacher participation in LPS PD opportunities</p>	<p>Bowman group presented at LearningForward Conference in Dallas, TX and had the opportunity to spend two days at a high performing low SES school in Austin, TX. LF has encouraged us to apply again to present next year.</p> <p>Vision/Leadership PD request of focus on Cultural and Linguistic Diversity and the development of Culturally Proficient Pedagogy. Current areas of development,</p> <ul style="list-style-type: none"> - Cohort of 8 staff members attended two weekend workshop on Difficult Conversations around Race - Bowman Lecture Series (4 distinguished professors presenting on aspects of cultural and linguistic diversity and ways to support students from different racial and ethnic groups in the classroom (Oct, Nov, Dec and March dates) <p>Inclusion of support staff in Professional Learning opportunities and Teacher Leadership opportunities (Current inclusion of IAs in Site Council, Vision/Leadership, District-Based Professional Development activities</p>

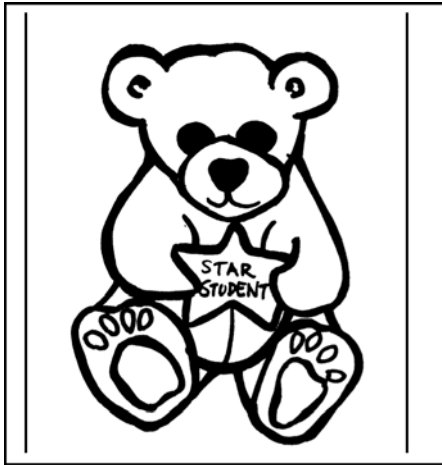
8. Provide on-site mentoring and training for the cohort of new teachers who will be joining Bowman in FY14 (9), and for those who are within their first three years (if they desire).	August-June, 2014	Teacher-Leaders, Principal, AP,	<p><i>Evidence of Effective Mentoring for New Teachers at the Building Level will include:</i></p> <ul style="list-style-type: none"> --Establishment of a monthly support group -- Summer workshop in understanding the building 1) culture; 2) RTI options and methods 3)philosophy of literacy and expected practices 	- Summer full day workshop on Bowman mission, vision, beliefs. Monthly workshop meetings on parent conferences, special education, meeting with specialists, (more to come)
9. Assist and Support Lexington Public Schools in creating a district mission, vision and belief statements that foster academic learning	August – June, 2014	All Staff at	<p><i>Evidence of work on Mission, Vision and Beliefs will include:</i></p> <ul style="list-style-type: none"> ■ use of faculty meeting and Thursday PD time to explore Mission, Vision and Beliefs, opportunity to operationalize (at the classroom level) what actions would be evidence of different belief statements, and opportunity to provide feedback to Central Office. ■ Staff ability to talk about how they understand the mission, vision and belief statements as they relate to an individual's job, position and/or interaction with students 	- Presentation to staff of Bowman Learning Forward presentation - inclusion in handbook of District mission - faculty discussion of mission/vision Upcoming – Site council discussion of Mission/Vision Presentations to District-Wide Better Beginnings classes on Mindsets and Difficult Conversations.

Implementation GRADE-LEVEL	Timeline	Monitoring	Assessment
9. Increase the use of technology at all grades to foster engagement and learning	September-June		<p><i>Teachers will use technology to increase differentiation as evidenced by:</i></p> <p>Use of iPADS at Kindergarten as infused into routine instruction. Expanded use of iPADS for innovative instruction (creation apps, not game apps). Successful implementation of the Gr. 2/5 LEF iPad pilot, with dissemination to faculty. Use of technology to look at student work, to streamline assessment and to record student mathematical thinking.</p>
10. On-Going examination grade level special education model for levels of student support and impact on students. Examination of service delivery and the impact of evaluation schedules on services.	August – June 2013	Special education group, general ed teachers, administration	<p><i>Evidence of special education model success/challenge will include:</i></p> <p>Examine special education success data; General Education survey data; Special Education service cancellation rate</p>
11. Gr. 2-5 implementation of "Contexts for Learning" in Mathematics	August – June 2013	Math Coaches, Classroom Teachers, Special educators	<p><i>Evidence of successful implementation of this goal will include: 100% of grade level teachers implementing new curricula materials, evidence of classroom teacher work with math coaches, evidence through formative assessment of student ability to explain their thinking and of teacher identified target areas for intervention (PLCs); evidence of successful use of the "jigsaw" format for PD in mathematics</i></p>

Goal	Implementation School-Wide	Timeline	Monitoring	Assessment	
Instruction Social-Emotional Goal 2: If we increase student pro-social behavior and resiliency, and reduce sources of unhealthy student stress, then student academic performance and well-being will improve.	1. Continuation of Bowman Positive Behavioral Intervention PLC. a. identify sources of student anti-social behavior b. provide pro-social reteaching to specific groups c. increase pro-social instruction in classrooms and other spaces	August – June 2014	Teacher feedback, student incident report data	<i>Evidence of impact of the Positive Behavioral Interventions will include:</i> Tracking of incidence of student accessing tier 1, tier 2 and tier 3 behavioral interventions; reduction of student intentional injury (playground), and increased time in instruction (student incident report data) Student survey data pre/post grade level interventions at upper level as evidence of student learning	- Data Cycle – interventions for PBIS - Addition of 0.45 Guidance and increase to over 136 students receiving RTI services - METCO Social Worker providing efficacy group training to students in grades 1-5 - METCO Social Worker providing lunch bunch school adjustment work to K students and additional lunch opportunities to grades 1-5 students - Guidance counselors providing in class support for diversity curriculum implementation for new teachers - increased
	2. Assist and Support the Lexington Public Schools in creating a Mission, Vision and Belief statements that will guide students pro-social behaviors.	On-going to 2014	Staff, student and community feedback	<i>Evidence of successful implementation of this will include:</i> Discussion of Mission, Vision and Beliefs (MVBs) with parents in multiple forums (Site Council, PTA, coffee's, Parent Nights). Discussion of MVBs with upper grade students. Identification of "practice standards" that link to or demonstrate various beliefs (explore link to report card practice standards and teacher rubric)	Discussions conducted and on-going with faculty.
	3. Provide training and support for SSPs and IAs (and Teachers) in Social Thinking language and support around appropriate interventions for playground and cafeteria. 4. School-wide exploration of Tier 1 instruction around Executive Functioning and identification of Tier 2 and Tier 3 interventions in this area.	September – June Started May 2013 FY14 and on-going	Assistant Principal Principal, AP, Psychologist, Teacher Leaders, outside Experts	<i>Evidence of impact technology on behavioral data collection Evidence for impact of PD will include:</i> Number of SSPs and IAs participating. Staff feedback on effectiveness Staff ability to handle minor incidents independently. Decrease in number of incident reports from September or past year baseline. <i>Evidence of work in EF will include:</i> <ul style="list-style-type: none"> ■ faculty meeting PD in EF and EF strategies ■ exploration of C8Kids and other intervention programs for EF ■ unconferences" for teachers to share strategy use ■ expert speakers (funding 	Training provided by Beth Glick and Kim Rogerson in house around Social Thinking. 17 IAs, SSPs and Kas from Bowman participated in district offered training in Responsive Classroom. Webinar training in C8 Establishment of a first group for C8 Pilot for C8 Executive Functioning intervention Tracking of school-wide Report Card Social Indicator data and use of this to establish grade level priorities for pro-social teaching

	<p>e. Parent education on pro-social behavior initiatives including behavioral intervention strategies and reporting</p> <ul style="list-style-type: none"> a. site council b. parent coffees c. parent education conference 		<p>Guidance, Admin, Psychologist, Teacher-Leaders</p>	<p>permitting)</p> <ul style="list-style-type: none"> ■ Participation in book groups <p>Evidence of successful work in this area will include:</p> <ul style="list-style-type: none"> ■ site council and parent coffee agendas ■ implementation of a parent education conference with topics (supporting positive friendship development, anti-bullying, cyber-bullying, supporting your reader, exploring new ways to think in math, for example) parent book groups 	<p>Two parent meetings led by Julie Fenn and the School Resource Officers with upper grade students around risky behaviors in middle school, follow up meetings with parents.</p> <ol style="list-style-type: none"> 1. Cyber-Safety and new risks with current cell capacity (April 10) 2. Risky behaviors around Drugs and Alcohol (May 21)
--	---	--	---	--	---

GOAL	Implementation	Time Line	Monitoring	Assessment	
<p>FACILITIES Goal 3 If the instructional leaders communicate clearly with staff, community members and architects, then Bridge and Bowman students will experience the renovation project as a learning opportunity and creative problem-solving will be utilized.</p>	<p>Renovations</p> <p>a. Create and maintain a process for communication to parents, staff, and students, maintain a email conference for staff, provide parents with regular updates by hard copy and web; update students and staff through meetings, convey results of weekly meeting with contractors and architects to community; meet monthly to update School Site Council</p> <p>b. Provide staff with detailed information around moves, time line for construction and ways phasing will impact their spaces; reduce the need where possible for mid-year moves</p> <p>c. Provide opportunities for teachers to develop curriculum related to the renovation that aligns with LPS curriculum and Common Core frameworks.</p> <p>d. Ensure student and community participation through art projects and curricular connections</p>	<p>April 2012- February 2014</p>	<p>School Admin</p>	<p><i>Highly Effective Communication will be evidenced through:</i> School Website/PTA website Bowman Renovations folder Summer Blog Updates Parent Coffees Staff Meetings surrounding moving logistics, Joint Architect/Permanent Building Committee/School Administration and Contractor meetings <i>Experience of the Renovation Project as a learning opportunity will be evidenced by:</i> Creation of curricular links at various grade levels and subject areas</p> <p>Successful move into the new space in FY14</p>	<p>- Successful opening of Bowman school without delays in August of 2013 - On-Going communication with parents about: -- the punch list, -- the move of Extended Day back into the building -- the on-going construction additions</p> <ul style="list-style-type: none"> ■ Establishment of work to be done in Summer 2014, collaboration with facilities and outside contractors to ensure that work is proceeding ■ Procurement of furniture needed by program changes and improvements ■ Staff movement plans in place for Summer 2014



Bowman School Improvement Plan FY15

Site Council Members

Mary Anton, Principal

Joshua Curhan, Teacher

Sean Curran, Teacher

Melinda Loof, Teacher

Julie Selhub, Teacher

Recorder: Beth Glick, Assistant Principal

Melissa Abraham, Parent – FY14-FY15 Term

*Kara Brandes, Parent – FY13-FY14 Term**

*Amy Selinger, Parent – FY 13-FY14 Term**

Andrea Strimling Yodsampa, Parent – FY14-FY15 Term

*** Elections conducted by the PTA in June, 2014**

Bowman School Improvement Plan FY14				
Goal	Implementation School-Wide	Timeline	Monitoring	Assessment
Instruction Academic Goal 1: If teachers expand their use of student data to discuss student progress and select effective instructional strategies, then all student will achieve at a high level.	Adult Learning/Growth 1. Identification and establishment of individualized goals for teachers in the area of strategy use, data use and promoting student achievement with particular attention to the three high leverage strategies of "feedback, differentiation, and promotion of effort and perseverance". (Actions linked to New Teacher Evaluation System AND a continuation of past work)	Sept-Oct & May/June	Individual teacher goal conferences, informal classroom visits, formal observations	<i>Teachers will demonstrate use of goal setting to determine individual growth targets as evidenced by:</i> Teachers will participate in goal setting conferences & Self-assessment – September/June; Evidence of use strategy use related to classroom teacher goals in informal classroom visits in 80% of classrooms and 100% of teacher observations. Self-Assessment and reflection as evidenced through the New Teacher Evaluation System
	DATA TEAMS/PLCs 2. Continue expansion of the use of data through data teams. Expansion of Aimsweb data team collaborative meetings (2-3Xs/year) to link re-teaching to assessed need across K-5. Half-day data meetings and PLC follow-ups. Use of formative and summative assessment to deepen understanding of student needs. Continued meetings or RTI/Data leadership committee, PD for teams Refinement of protocols for data team cycle that operates in addition to PLC cycle. Pilot Use of BaseLine Edge as a student data management program	July 1- June 30, 2015	Participation of all grade level teachers and reading and math specialists. Participation of special education as available.	<i>Staff will show deepened understanding of the data cycle as evidenced by:</i> PLC surveys, Data Analysis using the September base-line and available summative and formative data (MCAS, DRA, etc), all grade levels will establish areas for improvement and improvement targets in the area of literacy. January/June scores and formative assessment data will show evidence of Aimsweb score improvements in the bottom 25% of students. Grade level identification of students who continue not to meet benchmark. School-wide Identification and implementation of additional interventions. <i>Teachers will employ a balanced assessment system including:</i> Individual student assessments; Classroom level assessments; Grade level common assessments; common pre, post and formative assessments; State assessments; Developmental Reading Assessments (DRA), Aimsweb Benchmarking results, writing rubric scores and district math assessments
	3. Continuation of a collaborative peer observation model	October-June	Teacher participation Informal classroom visits	<i>Evidence of successful peer coaching model will include:</i> Establishment of a model open to all staff. Inclusion of new faculty, and emergence of expert teacher-leaders to support new faculty. Faculty-wide sharing of methods and experiences.

4. Focus on curricular area of writing	September-June	Teacher participation Administrator observation	<p><i>Evidence of Successful focus on the curricular area of writing will include:</i></p> <p>Writing prompts 2-3 times a year Collaborative scoring Identification of key writing lessons/units at each grade level Establishment of writing benchmarks (district and school) Identification of and provision for tools for intervention Data on student intervention results and student MCAS results. Focus district-wide on Grades 5 and K for FY14, collaborative professional learning work across schools.</p>
5. Focus on curricular area of Math and Math Workshop model	September-June	Teachers, Administration and Math Coaches	<p><i>Evidence of successful exploration of math workshop practices will include:</i></p> <p>Establishment of math workshop in each classroom, faculty discussion and sharing of successful elements of math workshop, use of clear learning objectives for math stations, differentiation of math lessons based on pre-assessment and student need</p>
6. Establishment of a coordinated RTI/ Child Study intervention structure for K-5, and additional interventions for Grades 3-5	July 1 – June 30, 2015	Leadership team time, RTI interventionist coordination	<p><i>Evidence of successful third year of pilot implementation will include:</i></p> <p>Establishment of a common set of documents and protocols to use across “child study” and RTI/data teams. Maintain a centralize data-base for students and a “virtual” data wall for looking at struggling student progress. Pilot “Baseline Edge software’s student management system. Establish an “interventions” list and identified potential staff for implementation. Create a staff training module to help new teaching staff understand types of interventions and how to access services.</p>
7. Increase Teacher Leadership opportunities through establishment of wider Leadership teams, committees to coordinate PD, and Team Leader opportunities.	September – June	Principal, union, teacher leadership team, individual teacher feedback	<p><i>Evidence of Effective Teacher Leadership development will include:</i></p> <p>Establish and expand School vision team that meets voluntarily. Establish committees to work on identifying the PD that teachers want/need and on providing teacher led PD. Establish Data Team leaders, PD for these leaders and on-going monthly meetings. Explore avenues for informal leadership options and knowledge-base with full staff Explore opportunities for teachers to present at conferences and/or to write for publication. Teacher participation in LPS PD opportunities</p>
8. Provide on-site mentoring and training for the cohort of second year teachers who will be continuing in FY15, and for those who are within their first three years (if they desire).	August- June, 2015	Teacher-Leaders, Principal, AP,	<p><i>Evidence of Effective Mentoring for New Teachers at the Building Level will include:</i></p> <ul style="list-style-type: none"> ■ establishment of coaching based on teacher need ■ encouragement of teacher leadership in second and third year of practice ■ encouragement of development of areas of leadership for emerging leaders

Implementation GRADE-LEVEL	Timeline	Monitoring	Assessment
9. Increase the use of technology at all grades to foster engagement and learning	September- June		<i>Teachers will use technology to increase differentiation as evidenced by:</i> Use of iPADS at Kindergarten as infused into routine instruction. Expanded use of iPADS for innovative instruction (creation apps, not game apps). Successful implementation of the Gr. 2/5 LEF iPad pilot, with dissemination to faculty. Use of technology to look at student work, to streamline assessment and to record student mathematical thinking. Increase collaboration with outside technology groups
10. On-Going examination grade level special education model for levels of student support and impact on students. Examination of service delivery and the impact of evaluation schedules on services.	August – June 2015	Special education group, general ed teachers, administration	<i>Evidence of special education model success/challenge will include:</i> Examine special education success data; General Education survey data; Special Education service cancelation rate. Examine the eligibility criteria for students who have received Bowman's intensive RTI interventions over time.

Goal	Implementation School-Wide	Timeline	Monitoring	Assessment
<p>Instruction Social-Emotional Goal 2: If we increase student pro-social behavior and resiliency, and reduce sources of unhealthy student stress, then student academic performance and well-being will improve.</p>	<p>1. Continuation of Bowman Positive Behavioral Intervention PLC.</p> <p>a. identify sources of student anti-social behavior</p> <p>b. provide pro-social reteaching to specific groups</p> <p>c. increase pro-social instruction in classrooms and other spaces</p>	August – June 2015	Teacher feedback, student incident report data	<p><i>Evidence of impact of the Positive Behavioral Interventions will include:</i></p> <p>Tracking of incidence of student accessing tier 1, tier 2 and tier 3 behavioral interventions; reduction of student intentional injury (playground), and increased time in instruction (student incident report data)</p> <p>Student survey data pre/post grade level interventions at upper level as evidence of student learning</p>
	<p>2. Assist and Support the Lexington Public Schools in creating a Mission, Vision and Belief statements that will guide students pro-social behaviors.</p>	On-going to 2015	Staff, student and community feedback	<p><i>Evidence of successful implementation of this will include:</i></p> <p>Discussion of Mission, Vision and Beliefs (MVBs) with parents in multiple forums (Site Council, PTA, coffee's, Parent Nights). Discussion of MVBs with upper grade students. Identification of "practice standards" that link to or demonstrate various beliefs (explore link to report card practice standards and teacher rubric)</p>
	<p>3. Provide training and support for SSPs and IAs (and Teachers) in Social Thinking language and support around appropriate interventions for playground and cafeteria.</p> <p>4. School-wide exploration of Tier 1 instruction around Executive Functioning and identification of Tier 2 and Tier 3 interventions in this area.</p> <p>e. Parent education on pro-social behavior initiatives including behavioral intervention strategies and reporting</p> <p>a. site council</p> <p>b. parent coffees</p> <p>c. parent education conference</p>	<p>September – June</p> <p>Started May 2013</p> <p>FY14 and on-going</p>	<p>Assistant Principal</p> <p>Principal, AP, Psychologist, Teacher Leaders, outside Experts</p> <p>Guidance, Admin, Psychologist, Teacher-Leaders</p>	<p><i>Evidence of impact technology on behavioral data collection</i></p> <p><i>Evidence for impact of PD will include:</i></p> <p>Number of SSPs and IAs participating.</p> <p>Staff feedback on effectiveness</p> <p>Staff ability to handle minor incidents independently.</p> <p>Decrease in number of incident reports from September or past year baseline.</p> <p><i>Evidence of work in EF will include:</i></p> <ul style="list-style-type: none"> ■ faculty meeting PD in EF and EF strategies ■ exploration of C8Kids and other intervention programs for EF ■ "unconferences" for teachers to share strategy use ■ expert speakers (funding permitting) ■ Participation in book groups <p><i>Evidence of successful work in this area will include:</i></p> <ul style="list-style-type: none"> ■ site council and parent coffee agendas ■ implementation of a parent education conference with topics (supporting positive friendship development, anti-bullying, cyber-bullying, supporting your reader, exploring new ways to think in math, for example)

	5. Parent Survey		Site Council	<p>Evidence of successful work in this area will include:</p> <ul style="list-style-type: none"> ■ Parent Survey to be administered Fall 2014 to identify areas for parent education and areas of parent concern. ■ Use of survey data in planning meetings in FY15 and FY16 SIP
	6. Continue to educate teachers and students in digital literacy including the acceptable use of the Internet at school, acceptable use of cell phones and digital images. Provide opportunities for parents to learn about ways to support their children in the digital age.	March 2014- June 2015	Principal, Teachers, Parents, School Resource and Prevention Staff	<p><i>Evidence of successful work in this area will include:</i></p> <ul style="list-style-type: none"> ■ Parent education workshops and educational forums ■ Development of lessons at each grade level around appropriate internet use ■ Teacher Training around new technologies and safe student technology use ■ Revamped student-user technology agreements

Bridge School Improvement Plan 2013-2014 Final Report

Meg Colella~ Principal Co-Chair
 Russell Bosbach~Teacher
 Deidre Schadler~ Teacher
 Betsy Conway~ Teacher
 Debbie Side~Teacher
 Lynnette Allen~Teacher

Naomi Priver ~Parent Co-Chair
 Nimisha Asthagari~ Parent
 Deb Sabin~ Parent
 Shawn Osborne~ Parent
 Angela Chang~Parent
 Susan Orenstein~Community Member

Goal	Implementation	Timeline	Monitoring	Assessment	Results
<p>INSTRUCTION-Academic Goal 1: If teachers expand their use of student data to discuss student progress and select effective instructional strategies, then all students will achieve at higher levels.</p>	<p><u>PLC/DATA TEAMS</u> -Provide professional learning (PL) for Professional Learning Committees (PLCs) Teams as needed. PL will be embedded through the coaching model) -Utilize data wall for reporting and tracking Developmental Reading Assessment (DRA)/ AIMSweb data in conjunction with PLC meetings -Conduct PLC/Data Meetings to review district/school assessment data to determine teaching strategies -Create common formative assessments to be utilized for differentiated mathematics groupings and classroom instruction</p> <p><u>Literacy</u> -Conduct Literacy Team meetings to discuss, prepare, and extend current practices -Administer/score (in grade level teams) 3 district wide writing assessments -Discuss writing assessment results (in grade level PLCs): discuss trends, determine interventions, create focused lessons specific to results of writing assessment, create grade level/individual action plans as needed -Implement designated writer's workshop and reader's workshop periods into the master schedule -Revise and implement a district wide literacy folder to be utilized K-5</p>	<p>Aug. 2013- May 2014</p> <p>October, January, May</p> <p>Weekly</p> <p>Monthly</p> <p>October, January, May</p> <p>Faculty Meetings, Data Meetings</p> <p>May/June</p>	<p>-Review PLC Planning Forms (Purpose: record goals, specify work accomplished, create assessments, record student data, create differentiated lessons) -Participate in PLC meetings (Principal and AP), On a 6-8 week cycle, meet with PLC teams, review data, help to plan instruction -Review PLC meeting notes, discuss/reflect with staff at faculty and principal meetings, observe implemented strategies during informal classroom visits and formal observations -Use Faculty Meetings to share effective differentiation structures -Classroom visitation/walkthroughs by Principal and Assistant Principal -Utilize a system to document good teaching practices (leave a copy for staff and retain a copy) -Implement school wide writing assessment 3 x year -Review writing assessment rubrics and data tracking spreadsheets -Participate in classroom reader's and writer's workshop lessons -Review student literacy folders during placement</p>	<p><i>Students achieved proficiency goals established by:</i> PLC common pre-, post-, and formative assessment results District assessments results MCAS results</p> <p><i>Highly effective teaching strategies were correlated to learner needs as evidenced by:</i> PLC data cycle process Students achieved higher levels throughout the school year on the DRA and on school wide writing prompts, more students were taught in small group, focused guided reading and writing groups Child Assistance Team (CAT) process maintained or reduced special education referral rate and percentage of students identified with special needs Writing assessments results improved Mathematics differentiation increased both during Mixed Up Math and mathematics class Increased modeling of lessons by staff for colleagues including guided reading lessons and mathematics differentiation Intervention Team increased number of students intervened with and provided data to show</p>	<p><u>PLC/DATA TEAMS</u> -PLC Leadership Team members visited other grade level PLC meetings, discussed what they learned, problem solved together -Met monthly to discuss issues, concerns, provide support -Four cycles of Data Meetings have occurred. Students were discussed utilizing data, action plans were formed, interventions occur on an 8 week cycle. Students who meet benchmark were dismissed from cycle. The data wall is not utilized as data is stored on First Class for all staff to view -Principal and AP rotated and participated in PLC meetings -Grade level teams utilized common formative assessments created both this year and previously</p> <p><u>Literacy</u> -Literacy Team met monthly to discuss topics, concerns, problem solve -Writing prompt administered in September and January. Third assessment scheduled for June. Scoring time was allocated and student trends were discussed in PLC</p>

	<p><u>Mathematics</u> -Utilize differentiated math groupings across grade levels 1 x week (Grades 2, 3, 4, 5)</p> <p><u>Intervention Team</u> -Create 30 minute blocks of time in the master schedule to allow for interventions in grades k-2, and 3-5 as needed -Have staff members (including special educators, AP, IAs, KIAs, literacy and mathematics specialists) provide the interventions (2-3 students per group) -Create and conduct pre-post tests to be administered -Meet bi-weekly with the team to discuss interventions and progress</p> <p><u>Other</u> -Work with staff members to understand the mission, vision, and beliefs statements of the Lexington Public Schools. Encourage staff to determine how best to embrace and incorporate these into our daily work -Implement and use the new Massachusetts Teacher Evaluation System with appropriate staff to provide more useful information to staff to increase teacher effectiveness and student academic and prosocial success -Encourage staff members who participate in the evaluation pilot to co-facilitate this PL opportunities -Encourage grade level colleagues to model and collaborate around guided reading lessons and mathematics -Provide opportunities for cross-school observations of both teaching and data team meetings -Utilize meeting time for planning of effective practices: Principal Thursdays/Faculty Meetings</p>	<p>Weekly</p> <p>May 2013- May 2014</p> <p>May 2013-May 2014</p> <p>Principal Thursday/ Faculty Meetings May 2013-May 2014</p> <p>Principal Thursday and Faculty Meeting</p>	<p>-Observe Mixed Up Math sessions -Review assessments created and determine effectiveness with PLC Team -Share lesson plan ideas and activities used during PLC meetings -Build master schedule to include 1 x 45 min, 1 x week block of time to conduct differentiated math groupings (gr. 2-5) -Implement (gr. 3-5) 15 minute periods into the master schedule to allow for increased use of FasttMath and Fraction Nation, review data with math specialists and grade level teams at PLC meetings</p> <p>-Throughout the school year, discuss with staff how the mission, vision, and belief statements of the LPS is being used on a regular basis to drive instruction</p> <p>-Observe model lessons with staff. Provide time for follow up conversations and debriefing</p> <p>Observe classrooms utilizing technology effectively, encourage</p>	<p>progress</p> <p><i>Teachers employed a balanced assessment system including:</i> Individual student assessments Classroom level assessments Common pre-, post-, and formative assessments Grade level common assessments State/national assessments Developmental Reading Assessment (DRA) scores, running records, Aimsweb results, writing rubric scores, district mathematics assessments, Assessing Math Concepts (AMC) results, FASTTMath data, Fraction Nation data, classroom assessments, classroom work samples</p> <p><i>Teachers utilized technology to increase differentiation as evidenced by:</i> Interactive SMARTBoards were installed in grades 3-5 staff were trained, and colleagues shared lesson plans and strategies for utilizing the SMARTBoard with students for instruction Ipad training occurred and staff created lessons to utilize this technology in grades K-2 “Spotlight” on technology lead to staff sharing technology ideas and modeling for one another</p> <p><i>Implementation of the Standards Based Report Card was systematic and provided appropriate training as evidenced by:</i> Staff’s ability to input grades using technology</p>	<p>meetings</p> <p>-Literacy coach worked with various grade level teachers to implement writer’s and reader’s workshops. Kindergarten was involved in a “lab site” in which district coaches modeled best practices -A common literacy folder is being utilized district wide</p> <p><u>Mathematics</u> -Mixed Up Math was replaced by grade level Response to Intervention (RTI) work. Staff grouped students across the grade level, based on need, for 8 week cycles. The focus was on both mathematics and literacy, depending on student need -Mathematic workshop implemented K-5 -Mathematics PL held in January by mathematics coach and department head</p> <p><u>Intervention Team</u> -RTI blocks occurred between 8:30-9:00am (k-2) and 2:45-3:15 (grades 3-5) 4-5 days per week -RTI was provided by classroom teachers and specialists -KIAs were trained by the literacy and mathematics coaches to provide RTI in grade K -Team met bi-weekly to discuss progress, regroup, problem solve</p> <p><u>Other</u> -Work on mission, vision, and belief statements occurred during Faculty Meetings,</p>
--	---	--	---	--	--

	<p><u>TECHNOLOGY:</u></p> <ul style="list-style-type: none"> -Implement increased technology use across content areas to differentiate instruction and improve student engagement and learning -Provide PL for SMARTBoard training and collaboration -Encourage and allow meeting time for planning of iPad use in grades K-2. -Principal to meet with instructional technology staff assigned to Bridge -Highlight software use, technology tools, integration of technology into lesson plans during “Spotlight” time <p><u>Standards Based Report Card</u></p> <ul style="list-style-type: none"> -Continue to support staff in implementation and understanding of the standards through PL -Invite Mathematics and Literacy department heads (as needed) to provide such training as well as utilizing the coaches within the building 	<p>Principal Thursdays/ Faculty Meetings</p>	<p>staff to share at Faculty Meetings</p> <p>Feedback from teachers and instructional technology staff regarding teacher involvement in using technology, encourage technology as part of goals and formal observations</p>	<p>Staff’s understanding of Common Core State Standards and ability to correlate assessments to show evidence of mastery of the standards</p> <p><i>Implementation of New Teacher Evaluation System was systematic and provided appropriate training as evidence by:</i></p> <p>Staff’s ability to create goals and provide documentation through evidence</p> <p>Staff were trained in the use of technology to record evidence</p>	<p>shared with Site Bases Council (SBC) and staff in September. Selected beliefs used to connect district initiatives</p> <ul style="list-style-type: none"> -Fully implemented the Evaluation System with staff, provided district-wide PL during PLC meetings, collaborative effort with staff and administration -Shared walkthroughs and collaboration with department heads, special educators, principal colleagues, assistant principal, and superintendent occurred frequently -Collaborated around Executive Functioning skills with Bridge and Hastings staff, held PL opportunities with both faculties, and held a parent evening in March for both parent populations <p><u>Technology</u></p> <ul style="list-style-type: none"> -Bridge Tech Extravaganza took place in December, staff signed up for PL presented by colleagues -SMARTBoard training took place -Training for K teachers in use of ipads occurred -Training for staff in use of Google docs to be used during the 2014-2015 school year for Data Teams, to help streamline information, and use for grouping students <p><u>Standards Based Report Card</u></p> <ul style="list-style-type: none"> -Literacy teachers provided a parent coffee to discuss the report card and how students are assessed -Staff were supported as needed
--	--	--	---	--	--

	<p>community and school</p> <ul style="list-style-type: none"> -Meet weekly with Renovation Committee -Provide staff with detailed information regarding moves, timeline for construction -Ensure student and community participation through art projects and curriculum based connections when applicable -Maintain safety measures utilizing the REMS guidelines, hold practice drills for various emergencies 			<p>facilities members</p> <p>Joint Architect/Permanent Building Committee/School Administration and Contractor Meetings</p>	<p>events are now held at Bridge in the evening, families have been welcomed in to see the renovations</p> <p>-Continued efforts to beautify the Bridge School is in place. A PTA fundraiser is helping to provide update in the front of the school</p>
--	---	--	--	---	--

Updated 5/19/14

Bridge School Improvement Plan 2014-2015 Draft

Meg Colella~ Principal Co-Chair
 Russell Bosbach~Teacher
 Deidre Schadler~ Teacher
 Betsy Conway~ Teacher
 Debbie Side~Teacher
 Lynnette Allen~Teacher

Naomi Priver ~Parent Co-Chair
 Nimisha Asthagari~ Parent
 Deb Sabin~ Parent
 Shawn Osborne~ Parent
 Angela Chang~Parent
 Susan Orenstein~Community Member

Goal	Implementation	Timeline	Monitoring	Assessment
<p>INSTRUCTION-Academic Goal 1: If teachers expand their use of student data to discuss student progress and select effective instructional strategies, then all students will achieve at higher levels.</p>	<p><u>PLC/DATA TEAMS</u> -Provide Professional Learning (PL) for Professional Learning Community (PLC) Teams as needed (This PL can be embedded through the coaching model) -Utilize Google docs for reporting and tracking Developmental Reading Assessment (DRA)/ AIMSweb, mathematics, and other assessment data in conjunction with PLC meetings -Conduct PLC/Data Meetings to review district/school assessment data to determine teaching strategies</p> <p><u>Literacy</u> -Conduct Literacy Team meetings to discuss, prepare, and extend current practices -Administer/score (in grade level teams) 3 district wide writing assessments -Discuss writing assessment results (in grade level PLCs): discuss trends, determine interventions, create focused lessons specific to results of writing assessment, create grade level/individual action plans as needed -Provide PL for staff in reader’s and writer’s workshops and encourage staff to adopt these models in their classroom</p> <p><u>Mathematics:</u> -Encourage mathematics workshop model and provide PL for staff through coaching -Implement Road Map including</p>	<p>Aug. 2014- May 2015</p> <p>Monthly</p> <p>October, January, May</p> <p>Aug.-May 2015</p>	<p>-Participate in PLC meetings (Principal and AP), On a 8 week cycle, meet with PLC teams, review data, help to plan instruction -Review PLC meeting notes, discuss/reflect with staff at faculty and principal meetings, observe implemented strategies during informal classroom visits and formal observations -Use Faculty Meetings to share effective differentiation structures -Classroom visitation/walkthroughs by Principal and Assistant Principal -Utilize a system to document good teaching practices (leave a copy for staff and retain a copy) -Implement school wide writing assessment 3 x year -Review writing assessment rubrics and data tracking spreadsheets -Participate in classroom reader’s and writer’s workshop lessons -Review student literacy folders during placement</p> <p>-Review mathematics assessments -Observe and participate in workshop sessions -Discuss progress with mathematics coach and department head -Observe RTI sessions -Review assessments created and</p>	<p><i>Students achieved proficiency goals established by:</i> PLC common pre-, post-, and formative assessment results District assessments results MCAS results</p> <p><i>Highly effective teaching strategies were correlated to learner needs as evidenced by:</i> PLC/ Data Team process Students achieved higher levels throughout the school year on the DRA and on school wide writing prompts, more students were taught in small group, focused guided reading and writing groups, special education students met benchmark or increased their levels by 1.5 school years Data Team/Child Assistance Team (CAT) process Maintained or reduced special education referral rate and percentage of students identified with special needs Writing assessments results improved Mathematics differentiation increased during mathematics workshop Increased modeling of lessons by staff for colleagues including guided reading lessons and mathematics differentiation Intervention Team in conjunction with RTI sessions increased number of students intervened with and provided data to show progress</p>

<p>Context for Learning lessons in grade 3-5 and primary grades when appropriate</p> <p><u>Intervention Team</u></p> <ul style="list-style-type: none"> -Create 30 minute blocks of time in the master schedule to allow for Response to Intervention (RTI) periods in all grades -Have staff members (including teachers, special educators, Assistant Principal (AP), Instructional Assistants (IAs), Kindergarten Instructional Assistants (KIAs), literacy and mathematics specialists) provide the interventions (2-3 students per group) -Meet bi-weekly with the team to discuss interventions and progress <p><u>Other</u></p> <ul style="list-style-type: none"> -Assist and support Lexington Public Schools in creating a district mission, vision, and beliefs statements that foster academic learning -Implement the draft district mission, vision and beliefs statements across all teams and councils. -Update norms to integrate the draft district mission, vision, and beliefs -Align all professional learning to the draft district mission, vision, and beliefs -Implement and use the new Massachusetts Teacher Evaluation System with staff to provide more useful feedback to staff to increase teacher effectiveness and student academic and prosocial success -Utilize the full time Education Team Supervisor (ETS) to provide support around special education scheduling, Data Team Meetings, and in supervision and evaluation of staff -Encourage grade level colleagues to model and collaborate around guided reading lessons and mathematics 	<p>May 2014- May 2015</p> <p>August 2014- June 2015</p> <p>Principal Thursday/ Faculty Meetings May 2014-May 2015</p>	<p>determine effectiveness with PLC teams</p> <ul style="list-style-type: none"> -Share lesson plan ideas and activities used during PLC meetings -Build master schedule to include 4/5 x 30 min, for RTI periods gr. K-5 -Implement (gr. 3-5) 15 minute periods into the master schedule to allow for increased use of FasttMath and Fraction Nation, review data with math specialists and grade level teams at PLC meetings <p>-Use of faculty meeting and Thursday PL time to explore mission, vision, and beliefs</p> <p>-The draft district mission, vision, and beliefs are practiced throughout teacher and team dialogue, instruction, decision-making, professional learning and community partnerships</p> <p>-Observe model lessons with staff - Provide time for follow up conversations and debriefing</p>	<p><i>Teachers employed a balanced assessment system including:</i></p> <ul style="list-style-type: none"> Individual student assessments Classroom level assessments Common pre-, post-, and formative assessments Grade level common assessments State/national assessments Developmental Reading Assessment (DRA) scores, running records, Aimsweb results, writing rubric scores, district mathematics assessments, Assessing Math Concepts (AMC) results, FasttMath data, Fraction Nation data, classroom assessments, classroom work samples <p>The draft mission, vision, and beliefs are visible across the curriculum, instruction and assessments; evidence through student work, classroom walkthroughs, supervision/evaluation; and part of community partnerships</p> <ul style="list-style-type: none"> -Inclusion of mission, vision, and beliefs in staff handbook -Discussion of the draft document with Site Based Council members <p><i>Implementation of Teacher Evaluation System was systematic and provided appropriate training as evidence by:</i></p> <ul style="list-style-type: none"> Staff's ability to create goals and provide documentation through evidence Staff trained in the use of technology to record evidence Staff responded to feedback through evidence of increased best teaching practices Principal, AP, and ETS observed staff on a regular basis and provide timely
---	---	---	---

	<ul style="list-style-type: none"> -Provide opportunities for cross-school observations of both teaching and data team meetings -Utilize meeting time for planning of effective practices: Principal Thursdays/Faculty Meetings -Transition the PALS program to the Therapeutic Learning Program (TLP) program while including a wraparound approach to therapeutic learning <u>TECHNOLOGY:</u> -Implement increased technology use across content areas to differentiate instruction and improve student engagement and learning -Provide embedded PL for training and collaboration -Highlight software use, technology tools, integration of technology into lesson plans during “Spotlight” time -Continue to educate teachers and students in digital literacy including the acceptable use of the Internet at school. -Provide opportunity for parents to learn about ways to support their children in the digital age -Utilize cyber safety curriculum (gr. 3-5) -Implement Internet Safety Curriculum grades 3-5 with librarian 		<ul style="list-style-type: none"> -Observe classrooms utilizing technology effectively, encourage staff to share at Faculty Meetings -Feedback from teachers and Instructional Technology (IT) staff regarding teacher involvement in using technology, encourage technology as part of goals and formal observations 	<p>feedback and conversations to build capacity among staff</p> <p><i>Teachers utilized technology to increase differentiation as evidenced by:</i></p> <p>Interactive SMARTBoard lesson plans were shared among staff</p> <p>Staff created lessons to utilize the ipads in grades K-2</p> <p>“Spotlight” on technology lead to staff sharing technology ideas and modeling for one another</p>
<p>INSTRUCTION-Social/Emotional Goal 2:</p> <p>If we increase student pro-social behavior and resiliency, and reduce sources of unhealthy student stress, then student academic performance and well-being will improve.</p>	<ul style="list-style-type: none"> -Continue to train School Support Personnel (SSPs), Instructional Assistants (IAs), and Kindergarten Instructional Assistants (KIAs) in Positive Behavioral Intervention and Supports -Focus “Morning Meetings” on social/emotional topics, ABCs of Bridge School (Attitude, Behavior, Character) -Encourage staff to participate in Responsive Classroom PD -Continue weekly BAT meetings: determine interventions (review/revise forms to record/share data) 	<p>May 2014-May 2015</p> <p>Monthly</p> <p>Weekly</p>	<ul style="list-style-type: none"> -Review behavior and recess log to determine if office referrals decrease with training for staff and students -Review Behavior Assistance Team (BAT) forms, BAT meetings, and interventions 	<p><i>Behavioral challenges decreased as evidenced by:</i></p> <p>BAT (Behavior Assistance Team) referral rates</p> <p>Multiple meetings of BAT concerning individuals decreased Referral for special education decreased both from the team</p> <p>Office visits decreased</p> <p>SSPs/IAs utilized the office referral forms and were able to deescalate situations</p> <p>Staff utilized Responsive Classroom techniques in their daily classroom routines</p>

	<ul style="list-style-type: none"> -Meet with Guidance Counselor, AP, and ETS to discuss specific students -ETS to meet with SPED staff to discuss cases -Continue to utilize behavior communication log between AP and Principal -Track data concerning office referrals and compare to 2013-2014. Determine interventions needed to decrease such referrals -Implement the inclusion of a social worker to the TLP program and the school community. Utilize her expertise to provide PD for the broader community of staff during Principal Thursdays and Faculty Meetings -Encourage community service among all students through the implementation of a student government 	<p>May 2014- May2015</p>	<ul style="list-style-type: none"> -Review incident log of behaviors and debrief with AP regarding data and possible interventions -Observe and participate in PL with staff provided by the social worker in conjunction with the guidance counselor around pro-social behavior and Positive Behavioral Intervention and Supports (PBIS) -Invite students to share community service work with the entire student body at All School Morning Meeting (ASMM), work alongside with and support teacher/staff facilitators of the student government -Determine realistic goals for the student government to direct and oversee 	<ul style="list-style-type: none"> -Greater awareness of PBIS strategies, less BAT referrals, more positive reinforcement
--	--	------------------------------	--	--

Updated 5/19/14

**Joseph Estabrook Elementary School
School Improvement Goals
Summary
2013-2014**

School Council Members:

Sandra A. Trach, Principal

Karen Griffiths, Parent and Co-Chair

Rebecca Brogadir, Assistant Principal

Jenna Drisko, Kindergarten Teacher

Khalda Hashash, Parent

Katie O'Hare-Gibson, First Grade Teacher

Melissa Williamson, Parent

**JOSEPH ESTABROOK ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2013-2014**

Goal	Implementation	Timeline	Monitoring	Assessment	Summary Update
<p>INSTRUCTION Academic Goal 1:</p> <p>If teachers expand their use of student data to discuss student progress and select effective instructional strategies, then all students will achieve at high levels.</p>	<p>Continue implementation of essential Response to Intervention elements including:</p> <p><i>The workshop model of instruction</i></p> <p><i>The Developmental Reading Assessment, Teachers College Running Records and district-wide writing prompts</i></p> <p><i>Atlas Rubicon Curriculum Mapping for English Language Arts</i></p> <p><i>Lexington Public Schools Mathematics Roadmaps</i></p> <p><i>The Data Team Meetings</i></p>	<p>August 2013 – June 2014</p>	<p>The workshop model of instruction is monitored through common planning, classroom walkthroughs, data teams and formal evaluation.</p> <p>Formative assessment is monitored through professional learning community work, classroom walkthroughs, data teams and formal evaluation.</p> <p>The ELA and Mathematics curriculum is monitored through professional learning community work, classroom walkthroughs, data teams and formal evaluation.</p>	<p>Staff demonstrate adherence to district curriculum, instruction and assessment expectations, as evidenced through daily instruction.</p> <p>Personalized student learning plans improve student achievement, as measured by data team outcomes.</p>	<p>Teachers engaged in professional learning communities and used curricular tools such as Atlas Rubicon Curriculum Mapping and the Lexington Mathematics Roadmaps, as well as the Developmental Reading Assessment, running records and writing prompts to inform instruction and improve student performance.</p> <p>The reading, writing and mathematics workshop model was evident in all classrooms.</p> <p>The data teams ran in eight week cycles to improve learning. The data teams used formative assessment, varied data and collaboration to improve and monitor student performance through personalized learning plans.</p>

**JOSEPH ESTABROOK ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2013-2014**

Goal	Implementation	Timeline	Monitoring	Assessment	Summary Update
<p>INSTRUCTION Academic Goal 1:</p> <p>If teachers expand their use of student data to discuss student progress and select effective instructional strategies, then all students will achieve at high levels.</p>		<p>January 2013 – June 2014</p>			<p>A Dreambox math pilot spanned 01.2013 - 06.2014. Pilot implementation has been effective in closing specific concept and skill gaps in math learning when used as a supplemental tool.</p>
Goal	Implementation	Timeline	Monitoring	Assessment	Summary Update
<p>INSTRUCTION Academic Goal 1:</p> <p>If teachers expand their use of student data to discuss student progress and select effective instructional strategies, then all students will achieve at high levels.</p>	<p>Continue embedded forms of professional development such as:</p> <p><i>The coaching model</i></p> <p><i>Literacy laboratory site model</i></p> <p><i>The un-conference model (teachers sharing with teachers)</i></p> <p><i>Peer observations</i></p>	<p>August 2013 - June 2014</p>	<p>The professional development model is monitored through staff design, facilitation and participation in embedded forms of professional learning.</p>	<p>Embedded forms of professional learning directly connect district and school goals, staff learning goals and student achievement.</p>	<p>All teachers engaged in individual and/or team literacy and/or mathematics coaching to disaggregate standards, design instruction, select strategies, plan implementation, assess learning, analyze data and monitor student progress.</p> <p>Estabrook held literacy and science lesson studies with coaches, department head and district teachers.</p> <p>Teachers designed and attended unconferences</p>

**JOSEPH ESTABROOK ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2013-2014**

Goal	Implementation	Timeline	Monitoring	Assessment	Summary Update
		August 2013 - June 2014			<p>(teacher-designed professional learning shared with other teachers.)</p> <p>Teachers, coaches and principals partnered together to conduct peer observations and walkthroughs.</p> <p>Estabrook hosted the Japanese Delegation to present district and school systems that support learning for all students.</p> <p>Training and coaching helped upstart the digital tools in the new Estabrook School. Technology integration is increasing using the new devices.</p> <p>Teachers attended a wide range of professional conferences and professional learning this year, and shared with each other through faculty meetings and unconferences.</p>

**JOSEPH ESTABROOK ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2013-2014**

Goal	Implementation	Timeline	Monitoring	Assessment	Summary Update
<p>INSTRUCTION Academic Goal 1:</p> <p>If teachers expand their use of student data to discuss student progress and select effective instructional strategies, then all students will achieve at high levels.</p>	<p>Assist and support Lexington Public Schools in creating district mission, vision and belief statements that foster student academic learning.</p> <p><i>Update the mission and vision of Estabrook School, and connect this work to the district's mission, vision and belief statements</i></p>	<p>August 2013 - June 2014</p>	<p>The district and school mission, vision and beliefs are monitored through the learning and engagement of students, staff, parents and the community.</p>	<p>Students, staff, parents and the community demonstrate adherence to the district and school mission, vision and beliefs.</p>	<p>Staff implementation was observable through classroom practice, professional learning communities, data teams, positive behavior support teams, child studies, professional learning, leadership team and site council. The Estabrook staff also studied the work of Sir Ken Robinson (focusing on creativity, intelligence and learning.) Staff read his book <u>The Element</u>, watched his lectures and held discussion to inform practical steps toward the draft district vision, mission and beliefs.</p>
<p>INSTRUCTION Academic Goal 1:</p> <p>If teachers expand their use of student data to discuss student progress and select effective instructional strategies, then all students will achieve at high levels.</p>	<p>Implement the new Massachusetts Teacher Evaluation System to increase teacher effectiveness and student academic success.</p>	<p>August 2013 - June 2014</p>	<p>The new Massachusetts Teacher Evaluation System is monitored through staff engagement with the defined district procedures.</p>	<p>All requirements of the new teacher evaluation process are implemented according to district expectations.</p>	<p>Teachers and administrators have successfully implemented the procedures and timelines of the new Massachusetts Teacher Evaluation System.</p>

**JOSEPH ESTABROOK ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2013-2014**

Goal	Implementation	Timeline	Monitoring	Assessment	Summary Update
<p>INSTRUCTION Social/Emotional Goal 2:</p> <p>If we increase student pro-social behavior and resiliency, and reduce sources of unhealthy student stress, then student academic performance and well-being will improve.</p>	<p>Continue the implementation of a schoolwide Positive Behavior Intervention and Support System</p> <p><i>Integrate Open Circle instruction into Responsive Classroom systems</i></p> <p><i>Connect classroom pro-social systems to the schoolwide pro-social system</i></p> <p><i>Teach and reinforce expected behaviors in non-classroom areas of the school (lunch, recess, halls)</i></p> <p><i>Develop and implement a primary behavior documentation and communication tool for student behavioral incidents</i></p>	<p>August 2013 – June 2014</p>	<p>Positive Behavior Interventions and Supports will be monitored through student demonstration of schoolwide expected behaviors and staff implementation of systematized interventions and supports.</p>	<p>The Schoolwide Positive Behavior Interventions and Supports System will positively increase student learning and decrease incidences of unexpected behaviors.</p>	<p>The Schoolwide Positive Behavior Support Team has successfully continued proactive instruction of positive school behaviors: safe, respectful, responsible and kind. School assemblies included direct teaching, student sharing, student work, a new school song and student recognition have been schoolwide instructional methods.</p> <p>Teachers have integrated Open Circle skills into Responsive Classroom systems. Teachers instruct students proactively and positively, and acknowledge student effort and success with verbal recognition and Estabee tickets.</p> <p>Professional learning and teacher consultation have been provided to all staff on how to teach and reinforce positive behaviors across school settings.</p> <p>Estabrook successfully implemented a primary behavior documentation and communication tool.</p>

**JOSEPH ESTABROOK ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2013-2014**

<p>INSTRUCTION Social/Emotional Goal 2:</p> <p>If we increase student pro-social behavior and resiliency, and reduce sources of unhealthy student stress, then student academic performance and well-being will improve.</p>	<p>Assist and support Lexington Public Schools in creating district mission, vision and belief statements that foster student pro-social learning.</p> <p><i>Update the mission and vision of Estabrook School, and connect this work to the district's mission, vision and belief statements</i></p>	<p>August 2013 – June 2014</p>	<p>The district and school mission, vision and beliefs are monitored through the learning and engagement of students, staff, parents and the community</p>	<p>Students, staff, parents and the community demonstrate adherence to the district and school mission, vision and beliefs.</p>	<p>Estabrook upholds the district's pro-social learning goals through our schoolwide positive behavior support practice, including proactive forms of classroom instruction, integration of Open Circle within Responsive Classroom, schoolwide Estabee acknowledgment system, and professional learning supports for students and staff by a positive behavioral support team. This work directly connects with the district's draft mission, vision and beliefs.</p> <p>Estabrook collaborated to improve the well-being of students and families experiencing homelessness. A .5 homeless social worker was approved and hired by the district mid-year, and housed at Estabrook to serve PreK-12 students experiencing homelessness. Estabrook provided monthly representation on the town working group for families in transition. Summer supports were organized to support students experiencing homelessness, and two teachers developed a LEF Grant to provide technology and case management supports.</p>
---	--	------------------------------------	--	---	---

**JOSEPH ESTABROOK ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2013-2014**

<p>INSTRUCTION Social/Emotional Goal 2:</p> <p>If we increase student pro-social behavior and resiliency, and reduce sources of unhealthy student stress, then student academic performance and well-being will improve.</p>	<p>Implement the new Massachusetts Teacher Evaluation System to increase teacher effectiveness and student pro-social success.</p>	<p>August 2013 - June 2014</p>	<p>The new Massachusetts Teacher Evaluation System is monitored through staff engagement with the defined district procedures.</p>	<p>All requirements of the new teacher evaluation process are implemented according to district expectations.</p>	<p>Teachers and administrators have successfully implemented the procedures and timelines of the new Massachusetts Teacher Evaluation System.</p>
---	---	------------------------------------	--	---	---

**JOSEPH ESTABROOK ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2013-2014**

Goal	Implementation	Timeline	Monitoring	Assessment	Summary Update
<p>NEW SCHOOL TRANSITION Goal 3:</p> <p>If we ensure a well-planned school transition, then the students, staff, parents and community will experience success in the opening of the new school.</p>	<p>Develop operational procedures for the new Estabrook School</p> <p><i>Develop / update procedures and guidelines for students, staff and families to reflect phased construction and new school transition</i></p> <p><i>Develop/learn new internal systems (i.e. office systems, technology systems, safety/security systems) and external systems (i.e. arrival, dismissal, walker, bicyclist, recess, safety) to ensure safety and order</i></p>	<p>August 2013 - June 2014</p>	<p>Operational procedures will be monitored through student, staff, district and parent engagement, as well as through adherence to safety and order. Observation and feedback will be used regularly to monitor and adjust procedures as needed.</p>	<p>Operational procedures directly ensure safety and order in the new school.</p>	<p>New operational procedures were developed based on design of the new school, with feedback from the school leadership team and Lexington Education Association representatives. These procedures were presented to staff through faculty meetings and summarized in a new staff handbook that was issued in February 2014. Staff refined the procedures in winter and spring based on implementation feedback.</p> <p>Operational procedures were previewed with PTA Presidents, Site Council, leadership team and faculty, and improved with feedback. Procedures were overviewed at Principal / Parent Monthly Coffees and through school newsletters. New procedures were also included in an updated Estabrook Family Guide, parent informational letters, school newsletters and posted on the school website.</p>

**JOSEPH ESTABROOK ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2013-2014**

Goal	Implementation	Timeline	Monitoring	Assessment	Summary Update
<p>NEW SCHOOL TRANSITION Goal 3:</p> <p>If we ensure a well-planned school transition, then the students, staff, parents and community will experience success in the opening of the new school.</p>	<p>Assist students, staff and parents in anticipating the new school transition</p> <p><i>Assist faculty with planning, moving, set-up and start-up logistics</i></p> <p><i>Plan for student, staff and parent visits to the new school before it opens</i></p> <p><i>Facilitate meetings for staff and parents to anticipate and plan for the new school transition</i></p> <p><i>Celebrate the existing and new school with the school community</i></p>	<p>August 2013 – June 2014</p>	<p>Transitional procedures will be monitored through student, staff, district and parent discussions, planning meetings and debriefs. Observation and feedback will be used regularly to monitor and adjust procedures as needed.</p>	<p>Students, staff, parents, district and the community are fully engaged in the new school transition and are successfully supported through each phase: anticipating, moving, set-up, learning and practicing procedures in the new school.</p>	<p>Fall and winter faculty meetings were used to preview the moving procedures and new school operations.</p> <p>A November PTA “New School Informational Night” was held for 100 attendees. The principal and full project team presented to parents. Questions and answers were held for 45 minutes.</p> <p>A clear logistical moving plan was developed in conjunction with the Department of Public Facilities and the Estabrook Project Team. Staff executed the move with great work and precision. 85% of the contents of Estabrook School was moved to the new school on 01.28.14 and the remaining 15% of the school’s contents was moved on 02.18.14.</p> <p>The new school received its occupancy permit five days ahead of project schedule.</p> <p>After the 02.18.14 move, the new school instructional, office and technological systems were set-up in five days. The new school opened on the target date of 02.24.14. Parent feedback regarding the transition was very positive.</p>

**JOSEPH ESTABROOK ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2013-2014**

					<p>Staff, district administration and the PTA Presidents visited the new school prior to the move. Over 200 parents attended the 02.13.14 Principal Coffee and toured the new school prior to opening.</p> <p>Teachers designed and previewed the new school expectations with their students using direct instruction and visuals, such as maps, photos and powerpoints.</p> <p>The school leadership team developed four subcommittees: opening day / opening week, systems and routines, goodbye to the existing school, and hello to the new school. These staff-subcommittees developed the ideas and implementation plans to honor the existing school, and honor the new school.</p> <p>A “Sign Out of Estabrook Night” week was held for teachers and students, and a community “Sign Out Night” was held for students, staff and parents to say farewell to the original Estabrook School.</p> <p>The principal conducted interviews with local newspapers regarding the</p>
--	--	--	--	--	---

**JOSEPH ESTABROOK ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2013-2014**

					<p>closure of the Estabrook School.</p> <p>On 02.14.14, Estabrook School celebrated the final (closing) day of the original Estabrook School. The students made a farewell book and passed it around the school (student to student / staff to staff) to “hug” the school goodbye. Lex Media and local papers photographed the day.</p> <p>Several parent communications were sent home regarding the new school transition and procedures in 02.2014.</p> <p>On 02.24.14, Estabrook teachers greeted students up the gym on the first day of the new school. Principal Trach and teachers greeted students with the schoolwide book they had made in the original school. Then parents and district guests held a new school coffee to celebrate the opening day.</p> <p>On 02.26.14, Estabrook staff and students celebrated the new school with an assembly. A student shared his video project where he filmed the original and new schools. Our new school song</p>
--	--	--	--	--	--

**JOSEPH ESTABROOK ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2013-2014**

					<p>("Be An Estabee"), which was the culmination of our LEF School Community Grant was led by Regie Gibson, Artist-in-Residence, Kris Matthews, Music Teacher and the school.</p> <p>A community open house for the new Estabrook School was held on Sunday 03.16.14. Approximately 500 people attended.</p> <p>Estabrook held the morning club, Lextended, before school sports, All-Town Band and concerts in new school immediately upon opening. Also Estabrook / PTA activities were held without interruption, including Family Math Nights, Movie Night, Spaghetti Dinner, Talent Show, Teacher Appreciation Luncheon, Run of the Mill 5K and Family Fun Day, LHS / Estabrook lego-robotics club, PTA Meetings, the Grade 5 BBQ and the Grade 5 Moving Up Ceremony from March to June 2014.</p>
--	--	--	--	--	---

**JOSEPH ESTABROOK ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2013-2014**

Goal	Implementation	Timeline	Monitoring	Assessment	Summary Update
<p>NEW SCHOOL TRANSITION Goal 3:</p> <p>If we ensure a well-planned school transition, then the students, staff, parents and community will experience success in the opening of the new school.</p>	<p>Teach, practice and support all new internal and external systems of the new Estabrook School.</p>	<p>August 2013 - June 2014</p>	<p>New school systems and routines will be monitored through student, staff, district, and parent discussions, planning meetings and debriefs. Observation and feedback will be used regularly to monitor and adjust procedures as needed.</p>	<p>Students, staff, district and parents will be successful with new systems and routines as observed through adherence to new school policies and practices designed for safety, order and learning.</p>	<p>New Estabrook School systems were previewed with the PTA Co-Presidents and the Site Council for feedback purposes prior to implementation among the community. Faculty and staff were trained in new systems and routines through faculty meetings up to 02.14.14.</p> <p>Teachers previewed all new systems and routines with students up until 02.14.14. Teachers helped refine and improve systems after implementation.</p> <p>All safety systems were managed throughout the year by the Estabrook project team, including the Department of Public Facilities Director and the Principal. Construction management of phase 2 (demolition, excavation, playground, the athletic field, landscape, driveway and parking), including final new school interior work is underway through September 2014 (projected completion).</p>

**Joseph Estabrook Elementary School
School Improvement Plan
2014-2015**

School Council Members:

Sandra A. Trach, Principal

Karen Griffiths, Site Council Co-Chair, Parent

Rebecca Brogadir, Assistant Principal

Jenna Drisko, Kindergarten Teacher

Katie O'Hare-Gibson, Grade One Teacher

Khalda Hashash, Parent

Melissa Williamson, Parent

**JOSEPH ESTABROOK ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2014-2015**

Goal	Implementation	Timeline	Monitoring	Assessment
<p>INSTRUCTION Academic Goal 1:</p> <p>If teachers expand their use of student data to discuss student progress and select effective instructional strategies, then all students will achieve at high levels.</p>	<p>Implement the draft district mission, vision and beliefs across all teams and councils:</p> <ul style="list-style-type: none"> • <i>Update norms to integrate the draft district mission, vision and beliefs</i> • <i>Align all professional learning to the draft district mission, vision and beliefs</i> 	<p>August 2014 – June 2015</p> <p>August 2014</p> <p>August 2014 – June 2015</p>	<p>The draft district mission, vision and beliefs are practiced throughout teacher and team dialogue, instruction, decision-making, professional learning and community partnerships.</p>	<p>The draft district mission, vision and beliefs are visible across the curriculum, instruction and assessments; evidenced through student work, classroom walkthroughs, supervision / evaluation; and part of community partnerships.</p>
<p>INSTRUCTION Academic Goal 1:</p> <p>If teachers expand their use of student data to discuss student progress and select effective instructional strategies, then all students will achieve</p>	<p>Expand instructional procedures and processes:</p> <ul style="list-style-type: none"> • <i>Redesign the master schedule to include dedicated time for K-5 morning meetings and closing circles</i> 	<p>August 2014 – June 2015</p> <p>June 2014</p>	<p>Students engage in dedicated social-emotional curriculum and learning time daily.</p>	<p>Teachers effectively employ the LPS social-emotional curriculum daily and meet students’ incidental social-emotional needs, as measured through data team progress and report card measures.</p>

**JOSEPH ESTABROOK ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2014-2015**

Goal	Implementation	Timeline	Monitoring	Assessment
<p>at high levels.</p>	<ul style="list-style-type: none"> • <i>Expand curriculum integration opportunities and project-based learning, including the LEED Science curriculum</i> 	<p>August 2014 – June 2015</p>	<p>Teachers employ LPS project-based learning units, LEED curriculum and teacher-designed project-based instructional opportunities.</p>	<p>Project-based learning including the LEED science curriculum is a means toward rigorous curricular integration, as measured by PLC planning, classroom walkthroughs, data team progress, report card measures and supervision / evaluation.</p>
	<ul style="list-style-type: none"> • <i>Increase digital literacy techniques to improve students' communication, collaboration, creativity and critical thinking</i> 	<p>August 2014 – June 2015</p>	<p>Teachers and students engage in digital learning methods that visibly support students' communication, collaboration, creativity and critical thinking.</p>	<p>Teachers learn, share and employ digital literacy techniques to improve students' communication, collaboration, creativity and critical thinking, as visibly evidenced by PLC planning, professional learning participation, classroom walkthroughs, personalized student learning, and supervision/evaluation,</p>
	<ul style="list-style-type: none"> • <i>Develop ways to adapt to varied, incoming student needs throughout the school year</i> 	<p>August 2014 – June 2015</p>	<p>Teachers and students engage in digital learning methods that visibly support students' communication, collaboration, creativity and critical thinking.</p>	<p>Teachers learn, share and employ digital literacy techniques to improve students' communication, collaboration, creativity and critical thinking, as visibly evidenced by PLC planning, professional learning participation, classroom walkthroughs, personalized student learning, and supervision/evaluation,</p>
	<ul style="list-style-type: none"> • <i>Develop ways sustain substantial student instructional plans throughout the school year</i> 	<p>August 2014 – June 2015</p>	<p>Teachers and students engage in digital learning methods that visibly support students' communication, collaboration, creativity and critical thinking.</p>	<p>Teachers learn, share and employ digital literacy techniques to improve students' communication, collaboration, creativity and critical thinking, as visibly evidenced by PLC planning, professional learning participation, classroom walkthroughs, personalized student learning, and supervision/evaluation,</p>

**JOSEPH ESTABROOK ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2014-2015**

Goal	Implementation	Timeline	Monitoring	Assessment
			<p>Teachers and staff provide flexible and sustainable ways to support incoming students' academic and pro-social needs.</p>	<p>to improve universal design for learning and student achievement.</p> <p>Various structures and approaches have been successfully developed and sustained to adapt to incoming student needs.</p>
<p>INSTRUCTION Academic Goal 1:</p> <p>If teachers expand their use of student data to discuss student progress and select effective instructional strategies, then all students will achieve at high levels.</p>	<p>Implement the second phase of the new supervision and evaluation system for professional staff members designed to continuously improve professional practice and focus on measurable outcomes for student achievement</p>	<p>August 2014 – June 2015</p>	<p>The second phase of the supervision / evaluation system for professional staff members is actively implemented according to district procedures.</p>	<p>The second phase of the supervision / evaluation for professional staff has been implemented according to district procedures.</p>

**JOSEPH ESTABROOK ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2014-2015**

Goal	Implementation	Timeline	Monitoring	Assessment
<p>INSTRUCTION Academic Goal 1:</p> <p>If teachers expand their use of student data to discuss student progress and select effective instructional strategies, then all students will achieve at high levels.</p>	<p>Continue or expand implementation of professional learning opportunities including:</p> <ul style="list-style-type: none"> • <i>Conference attendance (continue)</i> • <i>Data teams (continue to refine data reporting processes)</i> • <i>District professional learning catalog (continue to foster participation; spotlight and share practices from district workshops and courses)</i> • <i>Elementary & Middle School Pilot Partnership (pilot of elementary and middle school teachers sharing content knowledge and differentiation strategies)</i> 	<p>August 2014 – June 2015</p>	<p>The professional learning models are monitored through visible evidence of teacher leadership that includes the design and facilitation of various models, as well as participation within various models.</p> <p>The professional learning models visibly and measurably improve learning for students and staff.</p>	<p>Professional learning models are personalized to teacher and team learning needs.</p> <p>Teachers design and lead professional learning opportunities for staff.</p> <p>Teachers participate in a wide range of professional learning opportunities.</p> <p>Methods and strategies learned from professional learning opportunities are observable in student instruction and learning.</p> <p>At least 90% of students in each classroom are meeting benchmark within the core curriculum.</p>

**JOSEPH ESTABROOK ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2014-2015**

Goal	Implementation	Timeline	Monitoring	Assessment
<p>INSTRUCTION Academic Goal 1: (continued)</p> <p>If teachers expand their use of student data to discuss student progress and select effective instructional strategies, then all students will achieve at high levels.</p>	<ul style="list-style-type: none"> • <i>Lab site model (expand to host district teams for co-training, observing learning & sharing instructional practice)</i> • <i>Literacy, Mathematics Coaching (continue) and Technology Coaching (expand to support teams with project based-learning)</i> • <i>Jigsaw lessons (expand - team plan / team teach a lesson together; each teacher teaches a different part of the lesson; debrief team learning; literacy or math coach provides support)</i> • <i>Peer observations (continue mentor / mentee arranged; expand voluntary peer-arranged observations)</i> 			<p>Teachers employ a repertoire of methods and strategies from professional learning opportunities that support student achievement.</p>

**JOSEPH ESTABROOK ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2014-2015**

Goal	Implementation	Timeline	Monitoring	Assessment
<p>INSTRUCTION Academic Goal 1: (continued)</p> <p>If teachers expand their use of student data to discuss student progress and select effective instructional strategies, then all students will achieve at high levels.</p>	<ul style="list-style-type: none"> • <i>Professional reading (expand - articles, books and online resources to update and improve practice)</i> • <i>School site visits (expand partnerships with elementary schools to conduct shared teacher / classroom visits and shared leadership walkthroughs)</i> • <i>Summer grant development (continue to foster teams of teachers and coaches co-designing instruction)</i> • <i>Team vertical learning walks (expand K-5 vertical walkthroughs with a coach)</i> • <i>Technology trainings (expand open support time from the</i> 			

**JOSEPH ESTABROOK ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2014-2015**

Goal	Implementation	Timeline	Monitoring	Assessment
	<p><i>technology coaches; expand team trainings to learn and share practice)</i></p> <ul style="list-style-type: none"> • <i>Unconferences (expand opportunities for teachers to share with teachers on teacher identified topics of practice)</i> 			

**JOSEPH ESTABROOK ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2014-2015**

Goal	Implementation	Timeline	Monitoring	Assessment
<p>INSTRUCTION Social/Emotional Goal 2:</p> <p>If we increase student pro-social behavior and resiliency, and reduce sources of unhealthy student stress, then student academic performance and well-being will improve</p>	<p>Continue to develop school programs that support students' emotional needs, in collaboration with families and mental health organizations</p> <ul style="list-style-type: none"> • <i>Develop "students and staff of the week" program to spotlight all students within the school year</i> • <i>Grade levels host Schoolwide Meetings</i> • <i>Continue to develop, implement and reinforce the Schoolwide Positive Behavior Support Matrix</i> • <i>Explore Rachel's Challenge for the elementary level</i> 	<p>August 2014 – June 2015</p> <p>Begin August 2014</p> <p>Begin August 2014</p> <p>August 2014 – June 2015</p> <p>August and September 2014</p>	<p>A "students and staff of the week" program is running successfully each week.</p> <p>Each grade level is hosting a schoolwide meeting to model, share and celebrate student learning.</p> <p>The schoolwide positive behavior support matrix is evolves to include additional school settings and desired behaviors. The matrix actively teaches through incidental, classroom and schoolwide instructional opportunities.</p> <p>The Positive Behavior Support Team presents Rachel's challenge at the elementary level to</p>	<p>A "students and staff of the week" program has been established and is effective in positively recognizing each student in the school for his/her strengths, interests and hopes/dreams.</p> <p>Grade levels will have successfully conducted one schoolwide meeting that models and celebrates student learning for all students.</p> <p>The Schoolwide Positive Behavior Support Matrix will have all school settings represented. Accompanying pro-social resources will have been developed and distributed to teachers for instructional purposes.</p>

**JOSEPH ESTABROOK ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2014-2015**

Goal	Implementation	Timeline	Monitoring	Assessment
<p>INSTRUCTION Social/Emotional Goal 2: (continued)</p> <p>If we increase student pro-social behavior and resiliency, and reduce sources of unhealthy student stress, then student academic performance and well-being will improve</p>	<ul style="list-style-type: none"> <i>Study Autism and develop supports for students with Autism Spectrum Disorder</i> 	<p>August and September 2014</p>	<p>the school Leadership Team. The Leadership Team evaluates Rachel's Challenge relative to the school goals and elementary student needs.</p> <p>The staff engage in a professional study of Autism Spectrum Disorder, and a cohort of staff will develop student supports to ensure school success.</p>	<p>The Positive Behavior Support Team and school Leadership Team will have evaluated Rachel's Challenge for the elementary level, and determined next programming steps, if appropriate.</p> <p>The staff will have actively studied Autism Spectrum Disorder and developed supports to ensure school success.</p>
<p>INSTRUCTION Social/Emotional Goal 2:</p> <p>If we increase student pro-social behavior and resiliency, and reduce sources of unhealthy student stress, then student academic</p>	<p>Support the expansion of the elementary and middle school Therapeutic Learning Programs, and establish consistency among the programs across the district</p>	<p>August 2014 – June 2015</p>	<p>The Therapeutic Learning Program staff members will engage within the new program description, as demonstrated through their role and program responsibilities.</p>	<p>The Therapeutic Learning Program staff members demonstrate role clarity, effectiveness and collaboration within the new program description.</p>

**JOSEPH ESTABROOK ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2014-2015**

Goal	Implementation	Timeline	Monitoring	Assessment
<p>performance and well-being will improve</p>	<ul style="list-style-type: none"> • <i>Define newly established roles within the Therapeutic Learning Program</i> • <i>Provide awareness and implementation of the new Therapeutic Learning Program criteria and components to staff, district and parents</i> • <i>Implement the wraparound team structure for staff and parents involved in the Therapeutic Learning Program</i> 	<p>June 2014, August 2014</p> <p>August 2014 – December 2014</p> <p>September 2014 – June 2015</p>	<p>A wraparound team is successfully in place and meeting monthly.</p>	<p>The Therapeutic Learning Program successfully communicates the new criteria and components of the program to stakeholders, partners with the Bridge School Therapeutic Learning Program to mirror components and implementation, and supports the district in providing professional learning to colleagues.</p>

**JOSEPH ESTABROOK ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2014-2015**

Goal	Implementation	Timeline	Monitoring	Assessment
<p>INSTRUCTION Social/Emotional Goal 2:</p> <p>If we increase student pro-social behavior and resiliency, and reduce sources of unhealthy student stress, then student academic performance and well-being will improve</p>	<p>Increase cultural competence among students, staff and families</p> <ul style="list-style-type: none"> • <i>Establish partner families for new, incoming families to support transition into Lexington and Estabrook School</i> • <i>Expand student, staff and family cultural sharing opportunities through varied hands-on learning experiences such as cultural artifact tables, cultural exchange discussions, family writing, interactive world maps and other visuals to increase cultural awareness throughout the school year</i> 	<p>August 2014 - June 2015</p>	<p>Systems and routines are established to partner incoming families with families established at Estabrook School.</p> <p>Cultural sharing opportunities are scheduled and held each month through the Diversity Curriculum, the PTA / Arts and Children Together, Anti-bias Committee, and student / faculty and staff / parent involvement.</p>	<p>All new, incoming families are partnered with families who are established at Estabrook School; and this partnership proves effective in supporting each new family's school and geographical transition.</p> <p>Student, staff and family diversity is successfully celebrated through monthly learning experiences that support tolerance, education, inclusion and connection within the community.</p>

**JOSEPH ESTABROOK ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2014-2015**

Goal	Implementation	Timeline	Monitoring	Assessment
<p>SAFETY GOAL 3:</p> <p>If we increase safety procedures in our school, then social-emotional, psychological and physical well-being for students, staff and parents will be safeguarded, allowing students to learn successfully.</p>	<p>Teach digital citizenship skills and internet safety expectations to students, staff and parents</p> <ul style="list-style-type: none"> • <i>Implement student Acceptable Use Policies and student safety pledges</i> • <i>Teach K-5 digital citizenship curriculum</i> • <i>Provide professional learning</i> • <i>Sponsor parent education discussions</i> 	<p>August 2014 – June 2015</p>	<p>Student Acceptable Use Policies and safety pledges are taught, signed and implemented.</p> <p>Students engage in digital citizenship and internet safety instruction.</p> <p>Professional learning in the area of digital citizenship is ongoing.</p> <p>Parent education topics are held through the principal and the PTA during the school year.</p>	<p>Essential digital citizenship elements are in place, including the student Acceptable Use Policies, student safety pledges, professional learning opportunities and parent education.</p>
<p>SAFETY GOAL 3:</p> <p>If we increase safety procedures in our school, then social-emotional,</p>	<p>Implement the REMS training and “ALICE” protocol (Readiness and Emergency Management Systems for Schools – “Alert, Lockdown, Inform,</p>	<p>August 2014 – June 2015</p>	<p>The school-based crisis team is trained in the “ALICE” protocol in June 2014.</p>	<p>The school-based crisis team will have been trained in the “ALICE” protocol and developed a systematic plan for timeline, communication,</p>

**JOSEPH ESTABROOK ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2014-2015**

Goal	Implementation	Timeline	Monitoring	Assessment
<p>psychological and physical well-being for students, staff and parents will be safeguarded, allowing students to learn successfully.</p>	<p>Counter, Evacuate”</p> <ul style="list-style-type: none"> • <i>School-based crisis team attends the “REMS Training” to learn and practice the “ALICE” protocol.</i> • <i>The crisis team develops action steps in accordance with the district to roll-out the “ALICE” protocol in the school</i> • <i>The staff is educated and prepared in the “ALICE” protocol</i> • <i>A student education and training system and timeline are developed</i> • <i>Parent education is prepared before student training</i> • <i>Parent meeting is</i> 	<p>June 2014</p> <p>June 2014, August / September 2014</p> <p>September – December 2014</p> <p>November – December 2014</p> <p>December 2014</p> <p>January 2015 (projected date)</p>	<p>The school-based crisis team recommends roll-out steps for students, staff and parents in the “ALICE protocol” in June, August and September 2014.</p> <p>The school-based crisis team leads the “ALICE protocol” student, staff and parent education in fall 2014 and winter 2015.</p> <p>The school participates in the “ALICE protocol” in April and May 2015.</p> <p>A systematic team debrief is held and future plans are made by June 2015.</p>	<p>education, training, and roll-out to students, staff and parents.</p>

**JOSEPH ESTABROOK ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2014-2015**

Goal	Implementation	Timeline	Monitoring	Assessment
<p>SAFETY GOAL 3: (continued)</p> <p>If we increase safety procedures in our school, then social-emotional, psychological and physical well-being for students, staff and parents will be safeguarded, allowing students to learn successfully.</p>	<p><i>held to discuss the "ALICE" protocol</i></p> <ul style="list-style-type: none"> • <i>Student education in "ALICE protocol"</i> • <i>Student and staff practice "ALICE protocol" with support from district and public safety officials</i> • <i>Crisis team, staff and public safety de-brief on "ALICE protocol." Future recommendations are made.</i> 	<p>February – March 2015</p> <p>April – May 2015</p> <p>June 2015</p>		

**JOSEPH ESTABROOK ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2014-2015**

Goal	Implementation	Timeline	Monitoring	Assessment
<p>SAFETY GOAL 3:</p> <p>If we increase safety procedures in our school, then social-emotional, psychological and physical well-being for students, staff and parents will be safeguarded, allowing students to learn successfully.</p>	<p>Phase 2 school construction will safely develop and finalize by September 2014.</p> <p><i>The Estabrook project team adheres to the expected goals, timeline and safety through project management meetings.</i></p> <p><i>The Estabrook School organizes a naming committee for the gymnasium in fall of 2014.</i></p> <p><i>The Town of Lexington organizes a ribbon cutting ceremony for the new Estabrook School.</i></p>	<p>June 2014 – September 2014</p>	<p>The school construction project progresses safely from June – September 2014.</p> <p>Project management meetings monitor goals, timeline and safety expectations.</p> <p>Site Council monitors the development of a Naming Committee for the school gymnasium.</p> <p>The Department of Public Facilities Director and Principal collaborate with stakeholders to ensure a ribbon cutting ceremony is arranged.</p>	<p>The new Estabrook School is safely finalized and meets expected completion by September 2014.</p> <p>A naming committee is successfully conducted in Fall 2014 and if determined, a final recommendation is made to the Lexington School Committee for final approval.</p> <p>The Town of Lexington held a successful ribbon cutting ceremony for the new Joseph Estabrook School in late Fall 2014.</p>

**JOSEPH ESTABROOK ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2014-2015**

Goal	Implementation	Timeline	Monitoring	Assessment
<p>SAFETY GOAL 3:</p> <p>If we implement the district traffic mitigation plan, then Estabrook students, staff and parents will experience and increase efforts toward Safe Routes to School.</p>	<p>Parent, staff and student education opportunities will be offered.</p>	<p>June 2014 – June 2015</p>	<p>Safe routes to school education opportunities and material, including principal coffees, newsletter updates, bus registration information, arrival/dismissal / and neighborhood parking maps, and school procedures are sent home to parents.</p>	<p>Safe routes education opportunities have been held successfully.</p>
	<p><i>Parents of incoming Kindergarteners will be informed of the Grove Street traffic laws and sent safe routes to school information in May and June 2014.</i></p> <p><i>Maps of the new Estabrook arrival and dismissal systems will be sent home to parents before school begins in August 2014.</i></p> <p><i>Maps of appropriate neighborhood parking will be sent home to parents before August 2014.</i></p> <p><i>Estabrook will promote the benefits of bus ridership.</i></p>	<p>June 2014 – June 2015</p>	<p>Safe Routes to School Days are scheduled and held monthly. The community is exercising observable efforts toward Safe Routes to School.</p>	<p>Safe routes education literature and information have been sent home to families in an ongoing way.</p> <p>Baseline and ongoing data is collected to measure progress toward each of the safe route opportunities to school (walking, bicycling, carpooling, bus ridership.)</p>

**JOSEPH ESTABROOK ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2014-2015**

Goal	Implementation	Timeline	Monitoring	Assessment
<p>SAFETY GOAL 3: (continued)</p> <p>If we implement the district traffic mitigation plan, then Estabrook students, staff and parents will experience and increase efforts toward Safe Routes to School.</p>	<p><i>Estabrook will collaborate with the district and town on increasing bicycle racks for the school.</i></p> <p><i>Estabrook will continue to celebrate monthly Safe Routes to School with PTA support.</i></p> <p><i>Teachers and students will teach and learn about Safe Routes to School in context of the LEED Science and Physical Education and Health curriculum.</i></p>			

Fiske Elementary School
School Improvement Plan
2013-2014

End of Year Results Spring 2014

Site Council Members:

Lingfei Hou, Parent
Lisa Murray, Parent
Daniel Voss, Parent

Maria Azeredo, Literacy Specialist
Jean Button, Kindergarten Teacher
Ann Crogan, Grade 1 Teacher

Amanda Mason, Parent/Co Chair
Thomas Martellone, Principal/Co Chair

End of Year Results Fiske Elementary School Improvement Plan 2013-2014

Goal	Implementation	Timeline	Monitoring	Assessment	Results
<p>INSTRUCTION Academic Goal 1:</p> <p>If teachers expand their use of student data to discuss student progress and select effective instructional strategies, then all students will achieve at high levels.</p>	<p>Continue to Implement and refine Response to Intervention (RTI) at Fiske for academically and behaviorally at risk students.</p>	<p>August 2013-June 2014</p>	<p>Provide professional development for all staff regarding the Fiske Response to Intervention (RTI) .</p>	<p>(A)Produce an Response to Intervention (RTI) guide for Fiske. Monitor and track data for all students that demonstrate below grade level proficiency.</p>	<p><i>(A) The draft document is in alignment with the current working draft district document. The guide is 90% completed and will be printed in late Spring/early Summer and distributed to staff. Google drive was used to track Student Intervention Plans.</i></p>
	<p>Continue grade level intervention blocks (K-5) and continue to refine the six week data team meetings to progress monitor students and determine strategies for students needing additional intervention.</p>	<p>August 2013-June 2014</p>	<p>Schedule development will incorporate intervention blocks at each grade level. Data team meetings will take place for each grade level every six weeks and will have a cross constituency of staff attending to represent all types of learners.</p>	<p>(B)Record data and formulate plans for students needing intervention. Plans will be shared with appropriate school personnel to support student learning needs.</p>	<p><i>(B) Five rounds of data team meetings were held and plans developed for those students needing intervention. Scheduling supported (4) thirty-minute intervention blocks per week. Over 100 students were served school wide.</i></p>
	<p>Assist and support Lexington Public Schools in creating district mission, vision and belief statements that foster student academic learning.</p>	<p>August 2013-Ongoing</p>	<p>Staff meeting and Thursday early release time will be provided as needed to support the work of the district.</p>	<p>(C)Staff input and commentary will be recorded and shared with central office .</p>	<p><i>(C) Input was provided by members of Fiske Site Council and staff will provide input in the fall of 2014.</i></p>
	<p>Implement the new Massachusetts Teacher Evaluation System with selected professional staff to increase teacher effectiveness and student academic success</p>	<p>August 2013-Ongoing</p>	<p>Provide staff meeting and early release time as needed to provide professional learning and implementation support of the new teacher evaluation system.</p>	<p>(D)Meet all evaluation deadlines related to the new teacher evaluation process. Support and document the work by staff related to academics as part of the evaluation system.</p>	<p><i>(D)Positive feedback reported to school admin by union reps regarding the implementation and timeliness of evaluation processes.</i></p>

End of Year Results Fiske Elementary School Improvement Plan 2013-2014

Goal	Implementation	Timeline	Monitoring	Assessment	Results
<p>INSTRUCTION Social/Emotional Goal 2:</p> <p>If we increase student pro-social behavior and resiliency, and reduce sources of unhealthy student stress, then student academic performance and well-being will improve.</p>	<p>Continue the development and implementation of a school wide PBIS (Positive Behavior Intervention Support) system to address the behavioral needs of students.</p> <p>Provide training for school aides around student behavioral expectations as part of the school's PBIS (Positive Behavior Intervention Support) system.</p>	<p>August 2013-June 2014</p> <p>August 2013-June 2014</p>	<p>Integrate PBIS (Positive Behavior Intervention Support) components across the school setting and provide opportunities for students to engage in PBIS (Positive Behavior Intervention Support) opportunities (All School Meeting, student recognition, etc.)</p> <p>Meet with school support personnel (aides) three times per year to review student behavioral expectations.</p>	<p>(A) Document implementation steps during the school year and collect student behavior data.</p> <p>(B) Monitor student behavior in the cafeteria and at recess with behavioral tracking tools to determine areas of need or intervention.</p>	<p><i>(A) Fiske has implemented a full scale PBIS (Positive Behavior Intervention Support) system. A handbook was distributed and used with staff. In addition to the school based subcommittee, staff agreements around behavior and voice volume charts were developed for school common areas. We have used All School Meetings to recognize students for positive behaviors and we've also created other opportunities for student recognition (Owl's Nest, School Wide Dance Party and principal lunches)</i></p> <p><i>(B) Aides received training that was the result of Assistant Principal collaboration at the start of the year. School wide and mid year. Only two sessions were provided as a group. Responsive</i></p>

	<p>Promote staff participation in Responsive Classroom training to support student behavioral needs across the school setting.</p>	<p>July 2013- Ongoing</p>	<p>Keep a spreadsheet of all staff that have attended Responsive Classroom. Encourage others to attend if they have not.</p>	<p>(C) Ninety percent (90%) of all classroom teachers and specialist teachers will be trained in Responsive Classroom.</p>	<p><i>Classroom and PBIS (Positive Behavior Intervention Support) models were followed in training provided.</i></p> <p><i>(C) At the start of the year 64% of K-5 teachers were trained in Responsive Classroom. Currently, 81% are trained after additional staff were trained this year.</i></p>
	<p>Assist and support Lexington Public Schools in creating district mission, vision and belief statements that will guide student pro-social behaviors.</p>	<p>August 2013- Ongoing</p>	<p>Staff meeting and Thursday early release time will be provided as needed to support the work of the district.</p>	<p>(D) Staff input and commentary will be recorded and shared with central office.</p>	<p><i>(D) Input was provided by members of Fiske Site Council and staff will provide input in the fall of 2014.</i></p>
	<p>Implement the new Massachusetts Teacher Evaluation System with selected professional staff to increase teacher effectiveness and student pro-social success.</p>	<p>September 2013-June 2014</p>	<p>Provide staff meeting and early release time as needed to provide professional learning and implementation support of the new teacher evaluation system.</p>	<p>(E) Meet all evaluation deadlines related to the new teacher evaluation process. Support and document the work by staff related to pro-social and behavioral as part of the evaluation system.</p>	<p><i>(E) Positive feedback reported to school administrators by LEA reps regarding the implementation and timeliness of evaluation processes. Check in meetings took place monthly all year long.</i></p>

End of Year Results Fiske Elementary School Improvement Plan 2013-2014

Goal	Implementation	Timeline	Monitoring	Assessment	Results
<p>COLLABORATION Parent Engagement and Education</p> <p>If we increase communications with parents and provide information about school programming, parents will be better informed and able to support students which will help them be more successful.</p>	<p>Hold monthly “Principal Chat” with parents and school community members to provide opportunities for dialogue and to exchange information about academic and pro-social learning as well as other topics of interest.</p> <p>Review the Fiske School website to improve its use for parents and the school community.</p>	<p>Sept. 2013-June 2014</p> <p>Ongoing</p>	<p>Monitor implementation based on feedback by Fiske site council and PTO (Parent Teacher Organization)</p> <p>Solicit feedback from school site council and the Fiske PTO(Parent Teacher Organization).</p>	<p>Attendance will kept from each session and feedback will be solicited to monitor effectiveness.</p> <p>Monitor usage on the website’s graphs showing the number of site visits.</p>	<p><i>(A) “Principal Chats” were held for parents every month of the school year. Parental responses have been favorable. For most meetings I have had guests sign in and then have followed up with emails to thank them for attending. Topics have been: Special Education, MCAS (Massachusetts Comprehensive Assessment System), PBIS (Positive Behavior Intervention Support) and Fiske Space/Enrollment</i></p> <p><i>(B) Updates have been made regularly to the site to make sure information and links are accurate. Feedback from the school site council suggested an APP to mobilize the site. A welcome video and podcasts are being created to make the web site less “flat”.</i></p>

Fiske Elementary School School Improvement Plan 2014-2015

Site Council Members:

Lingfei Hou, Parent
Lisa Murray, Parent
Daniel Voss, Parent

Maria Azeredo, Literacy Specialist
Jean Button, Kindergarten Teacher
Ann Crogan, Grade 1 Teacher

Amanda Mason, Parent/Co Chair
Thomas Martellone, Principal/Co Chair

School Improvement Plan 2014-2015

Fiske Elementary School Goals 2014-2015

Goal	Implementation	Timeline	Monitoring	Assessment
<p>INSTRUCTION Academic Goal 1: If teachers expand their use of student data to discuss student progress and select effective instructional strategies, then all students will achieve at high levels.</p>	<p>Continue to Implement and refine Response to Intervention (RTI) at Fiske for academically and behaviorally at risk students.</p>	<p>August 2014-June 2015</p>	<p>Provide professional learning sessions for all staff regarding the Fiske Response to Intervention (RTI) model to include progress monitoring, Data Teams, and</p>	<p>Produce an Response to Intervention (RTI) guide for Fiske. Monitor and track data for all students that demonstrate below grade level proficiency.</p>
	<p>Continue grade level intervention blocks (K-5) and continue to refine the six week data team meetings to progress monitor students and determine strategies for students needing additional intervention.</p>	<p>August 2013-June 2014</p>	<p>Classroom observations will take place during intervention blocks and targeted feedback will be provided to teachers around the content and rigor of intervention groups.</p>	<p>Record data and formulate plans for students needing intervention. Plans will be shared with appropriate school personnel to support student learning needs.</p>
	<p>Increase teacher use of technology to individually and collaboratively manage student data to inform instruction, intervention, teacher evaluation and collaboration across teams and the school.</p>	<p>August 2014 – June 2015</p>	<p>Staff will be provided opportunities to participate in professional learning that will support grade level and cross school collaboration which will increase accessibility to data use to drive instruction and provide intervention for students.</p>	<p>Document opportunities of professional learning where staff have been shown new ways to manage data and increase collaboration through the use of technology.</p>
	<p>Assist and support Lexington Public Schools in creating district mission, vision and belief statements that foster student academic learning.</p>	<p>August 2013-Ongoing</p>	<p>Staff meeting and Thursday early release time will be provided as needed to support the work of the district.</p>	<p>Staff input and commentary will be recorded and shared with central office .</p>
	<p>K-5 teachers will participate in professional learning around the implementation of Writers Workshop through Teachers College.</p>	<p>August 2014 - June 2015</p>	<p>Administrators will participate in professional learning opportunities provided to teachers through Teachers College for Writers Workshop.</p>	<p>100% of staff will participate in professional learning for Writers Workshop and will implement the workshop model based on classroom observations.</p>

Fiske Elementary School Goals 2014-2015

Goal	Implementation	Timeline	Monitoring	Assessment
<p>INSTRUCTION Social/Emotional Goal 2:</p> <p>If we increase student pro-social behavior and resiliency, and reduce sources of unhealthy student stress, then student academic performance and well-being will improve.</p>	Continue the development and implementation of a school wide PBIS (Positive Behavior Intervention Support) system to address the behavioral needs of students.	August 2014-June 2015	Integrate PBIS (Positive Behavior Intervention Support) components across the school setting and provide opportunities for students to engage in PBIS (Positive Behavior Intervention Support) (All School Meeting, student recognition, etc.)	Document implementation steps during the school year and collect student behavior data.
	Continue to promote staff participation in Responsive Classroom training to support student behavioral needs across the school setting.	July 2014-Ongoing	Keep a spreadsheet of all staff that have attended Responsive Classroom. Encourage others to attend if they have not.	Ninety five percent (95%) of all classroom teachers and specialist teachers will be trained in Responsive Classroom.
	Develop a schedule to include school wide morning meeting time for students as part of the Responsive Classroom routines.	Fall 2014	Visit classrooms during morning meeting time as part of classroom visitations/ observations	100% of classes will have a morning/afternoon meeting time at least 4 days per week.
	Implement a school wide set of classroom pro-social instructional modules to be taught to each grade level by the school counselor in coordination with classroom teachers.	August 2014-June 2015	Through professional learning and in coordination with building administrators, the school counselor will deliver (3) four week instructional modules to each grade level as a Tier I pro-social support.	Completed schedule and classroom observations will reflect implementation of grade level pro-social instructional lessons delivered to students at all grade levels K-5.
	Educate teachers and students in digital literacy including the acceptable use of the Internet at school.	August 2014 – June 2015 (ongoing)	School administrators will work with the school counselor to find and develop lessons related to internet safety and digital citizenship for all grade levels at Fiske (K-5).	Observations will take place during lessons on digital citizenship and feedback will be provided by students based on lessons taught.
	Reconvene/form a Fiske Student Council for student input and connectedness to school.	August 2014- June 2015	Two teachers will oversee a student council comprised of upper grade elementary students.	Agendas will be kept for all meetings and student “products” from the council will be documented.

Fiske Elementary School Goals 2014-2015

Goal	Implementation	Timeline	Monitoring	Assessment
<p>COLLABORATION Parent Engagement and Education</p> <p>If we increase communications with parents and provide information about school programming, parents will be better informed and able to support students which will help them be more successful.</p>	<p>Continue to hold monthly “Principal Chat” with parents and school community members to provide opportunities for dialogue and to exchange information about academic and pro-social learning as well as other topics of interest such as enrollment, PARCC (Partnership for Assessment of Readiness for College and Careers), and relevant topics</p> <p>Assist and support Lexington Public Schools in creating district mission, vision and belief statements that will guide student academics and pro-social behaviors.</p> <p>Provide opportunity for parents to learn about ways to support their children in the digital age in regards to digital citizenship and technology.</p>	<p>September 2014 - June 2015</p> <p>August 2014 – June 2015</p> <p>August 2014 – June 2015</p>	<p>Monitor implementation based on feedback by Fiske site council and PTO (Parent Teacher Organization).</p> <p>Provide opportunities for school site council to give feedback on the draft district mission, vision and belief statements.</p> <p>Hold three events throughout the year for parents regarding digital citizenship. Keep attendance of participants and provide materials online for those not able to attend.</p>	<p>Attendance will kept from each session and feedback will be solicited to monitor effectiveness.</p> <p>Comments and feedback generated will be shared with the central office.</p> <p>100% of parents will receive materials related to digital citizenship and technology either through attendance at presentations or electronically.</p>

School Improvement Plan 2014-2015

Fiske Elementary School Goals 2014-2015

Goal	Implementation	Timeline	Monitoring	Assessment
<p>FACILITY Enrollment and School Capacity</p> <p>Address the space needs at Fiske School and monitor enrollment through collaboration with the Enrollment Working Group, Facilities and Central Office to ensure high quality teaching and learning for all students.</p>	<p>Monitor enrollment to determine staffing needs for the 2014-2015 school year. Hire additional staff as approved by the LSC (Lexington School Committee) if needed.</p> <p>Communicate with parents and families of Grade Five students on a regular basis to maintain positive working relationships.</p> <p>Collaborate with grade five teachers and additional staff (.55FTEs) to plan co-teaching in Fifth Grade if warranted by enrollment.</p> <p>Monitor enrollment throughout the 2014-2015 school year to assess the need for possible additional classroom space in 2015-2016.</p>	<p>June 2014-ongoing</p> <p>June 2014-June 2015</p> <p>July 2014-Ongoing as needed</p> <p>Fall 2014 – Spring 2015</p>	<p>Provide updates to central office regarding enrollment in the rising fourth grade to determine staffing.</p> <p>Communicate with parents via email, through principal chats and in writing to update them on enrollment related issues as appropriate.</p> <p>Participate in planning for co-teaching in fifth grade as appropriate to support teachers and students.</p> <p>Provide updated enrollment information to central office throughout the year. Monitor students moving in and out during the school year as data to help determine enrollment needs.</p>	<p>Additional .55FTEs (Full Time Equivalent) will be hired for each classroom in grade five that has 28 students or more.</p> <p>100% of grade five parents will receive communications related to grade five enrollment as appropriate throughout the school year.</p> <p>Clearly documented plans will be in place regarding possible co-teaching models at Fiske.</p> <p>October 1 enrollment data and spring enrollment data will be provided as documentation of space and staffing needs for the 2014-2015 and 2015-2016 school year.</p>

Harrington SIP Summary 2013-2014

5-20-14

Harrington School Site Council



Elaine Mead ~ Principal Co-Chair
Amy Chamberlain ~ School Counselor
Kathy Martin ~ Teacher
Geri O'Neill ~ Teacher
Nancy Taylor ~ Literacy Specialist

Michelle Motta Dardeno ~ Parent Co-Chair
Rucha Lundhe ~ Parent (PTA Liaison)
Travis McGready ~ Parent
Micah Viana ~ Parent
Judy Crocker ~ Community Member

Harrington HAWKS:

Honesty, Accountability, Work, Kindness, and Self-control.

Harrington SIP Summary 2013-2014

5-20-14

Goal	Implementation	Timeline	Monitoring	Assessment	End of Year Summary
<p>INSTRUCTION -Academic Goal 1: If teachers expand their use of student data to discuss student progress and select effective instructional strategies, then all students will achieve at high levels.</p>	<p><u>Mission, Vision, Beliefs:</u> Assist and support Lexington Public Schools in creating district mission, vision, and belief statements that will foster academic learning for students.</p> <hr/> <p><u>Educator Evaluation System:</u> Implement the first year of the DESE Educator Evaluation System. Develop a shared understanding of the rubric and the goal setting process. Professional Development will be provided across all schools. School-based collaboration will be scheduled to support the new evaluation system with a focus on each of the four standards: Standard I - Curriculum, Planning, Assessment; Standard II - Teaching All Students; Standard III – Family and Community Engagement; Standard IV – Professional Culture</p>	<p><u>Professional Development:</u> June, July, August, and November 2013 – All Teachers and Administrators will participate in Supervision and Evaluation Training.</p> <hr/> <p>50% of staff will be supervised using the new model.</p> <hr/> <p><u>Extended Data Meetings:</u> Grade Level Meeting Calendar will be developed for analysis of MCAS, benchmark data, and grade level assessments. Each grade level will continue to</p>	<p>Administrators and Teachers will collaborate and monitor implementation of new teacher evaluation system.</p> <hr/> <p>Assessment data, extended data meeting action plans, and PLC feedback sheets will be maintained in data binders by the principal.</p> <hr/> <p>Principal and Assistant Principal will continue to work with teachers to facilitate extended data meetings throughout the year.</p> <hr/> <p>Informal classroom visits & formal observations by principal, assistant principal and</p>	<p>Collaborative implementation of DESE Educator Evaluation for teachers and administrators. All staff will complete training and 50% of staff will be supervised using the new model. Professional and student goals, evidence from classroom practice.</p> <hr/> <p>MCAS (grades 3-5)</p> <hr/> <p>Mathematics Assessments Kathy Richardson – Assessing Mathematics Concepts (AMC) (Fall, Winter, Spring) K-2</p>	<p><u>Educator Evaluation System:</u> All Faculty participate in Professional Development (PD) Faculty Meetings & Principal Thursdays devoted to understanding the Evaluation System and the Rubric.</p> <ul style="list-style-type: none"> • September 9th – overview and timeline • September 26th – Standard IIA - Instruction, Engagement • October 3rd – Standard IIA – Instruction, Feedback • October 7th – Standard IIA – Instruction, Focus on Learning • January 16th – Engagement in Mathematics through real life problem solving • May 8th – Professional Learning and Sharing – Evidence and the Teacher Rubric

Harrington SIP Summary 2013-2014

5-20-14

	<p>_____</p> <p><u>Standard I - Curriculum, Planning, Assessment: Data Team Process (RTI):</u> Refine our extended data team process to improve student achievement as a part of a systematic Response to Intervention (RTI) model. Refine scheduling to promote additional intervention blocks. Contribute to the district-wide vision for a multi-tiered instructional model to ensure that all students meet academic benchmarks at each grade level.</p> <p>_____</p> <p><u>Standard I - Curriculum, Planning, Assessment: Literacy:</u> Implement the English Language Arts Curriculum using the district curriculum map for Reading and Writing as outlined in Atlas Rubicon. Refine the</p>	<p>meet throughout the year to review performance data for all students and strategic monitoring data for students receiving targeted interventions.</p> <p>_____</p> <p><u>Writing Workshop Course:</u> Grade One and Grade Four Harrington teachers will participate in intensive course presented by Teachers' College/Columbia University in July.</p> <p>School-based Professional Development follow-up to plan writing instruction and assessment. Literacy and Grades 1, 3,</p>	<p>department heads.</p> <p>Monthly Literacy Team meetings with Literacy Specialists, Principal, & Department Head.</p> <p>Meetings with teachers and instructional technology specialists.</p>	<p>DRA (Developmental Reading Assessment) (grades K-5) (Fall, Winter, Spring)</p> <p>Aimsweb Curriculum Based Measure-Reading (R-CMB) (grades 1-5). (Fall, Winter, Spring)</p> <p>Data from grade level and school based team developed assessments.</p>	<p>District PD:</p> <ul style="list-style-type: none"> • Summer Training – Cohort 1 initial training. • Nov. 21st – Cohort 1 – Software Training • Nov. 21st - Cohort 2 – Initial Training <p><u>Standard I - Curriculum, Planning, Assessment: Data Team Process (RTI):</u> Refined data management and record keeping for each data meeting. Identify students who are struggling in math, literacy, and behavior. Plan interventions for individual students, small groups and for the grade level team. Three cycles completed: October, Dec/Jan, March.</p> <p>Mathematics training for Instructional Assistants who provide interventions and classroom support.</p> <p><u>Standard I - Curriculum, Planning, Assessment: Literacy:</u> All grade levels are collaborating with</p>
--	--	--	---	--	--

Harrington SIP Summary 2013-2014

5-20-14

	<p>implementation of Readers and Writers Workshop in all K-5 classrooms</p> <hr/> <p><u>Standard II Teaching All Students:</u> Participate in peer observations and share effective models for teaching. Collaborate to implement priority teaching strategies in all classrooms: Differentiation, Feedback, and Perseverance/Sustained Effort.</p>	<p>and 4 will meet in July.</p> <p>District-wide Writing Assessment and Collaborative Scoring: October 17 and February 13</p> <p>Instructional Assistant training will be scheduled throughout the year as needed based on the Instructional Assistant assignments.</p>			<p>literacy specialists to refine the implementation of readers' and writers' workshop.</p> <p>Grade One teachers are doing peer observations as part of their collaborative planning and professional learning in refining writers' workshop.</p> <p>Writing prompt administered in September and grade level scoring in October. Mid-year prompt administered in January and scored in February.</p> <p>All students are assessed to their independent reading level using Developmental Reading Assessment (DRA) or Teachers' College Running Record Assessment.</p> <p><u>Standard II Teaching All Students:</u> New teachers and mentors/coaches conducted peer observations.</p> <p>Specialists participated in peer observations with Dr.</p>
--	--	---	--	--	---

Harrington SIP Summary 2013-2014

5-20-14

	<p><u>Technology Integration:</u> Teachers will collaborate to implement SMART technology and iPads to differentiate instruction, to provide feedback, and to promote student engagement.</p>				<p>Schultz on January 13th. Classroom teachers on Behavior Support Team did classroom visits with Dr. Schultz (see Pro-Social Goal).</p> <p>Faculty Meetings focused on Teaching All Students</p> <ul style="list-style-type: none">• September 26th – Standard IIA - Instruction, Engagement• October 3rd – Standard IIA – Instruction, Feedback• October 7th – Standard IIA – Instruction, Focus on Learning• January 16th – Engagement in Mathematics through real life problem solving• April 17th – Workshop Model in Mathematics <p><u>Technology Integration:</u> iPads have been provided for all Kindergarten and First Grade classrooms with applications to support literacy and</p>
--	--	--	--	--	---

Harrington SIP Summary 2013-2014

5-20-14

					<p>mathematics learning. Students and teachers have been working with technology intergration specialist and librarian to learn to use the tools to promote learning.</p> <p>SMART Boards have been delivered to grade four teachers. Initial professional learning opportunities have been provided. Teachers have collaborated with grade level colleagues, technology integration specialist, and librarian to implement.</p>
--	--	--	--	--	--

Harrington SIP Summary 2013-2014

5-20-14

Goal	Implementation	Timeline	Monitoring	Assessment	End of Year Summary
<p>INSTRUCTION-Social/Emotional</p> <p>Goal 2: If we increase student pro-social behavior and resiliency, and reduce sources of unhealthy student stress, then student academic performance and well-being will improve.</p> <p><u>Harrington HAWKS:</u> <i>To promote a culture of safety, friendliness, and focused learning, school wide behavior expectations are consistently communicated and taught. The expectations are</i></p>	<p><u>Mission, Vision, Beliefs:</u> Assist and support Lexington Public Schools in creating district mission, vision, and belief statements that will guide student pro-social behaviors and the LPS Curriculum. .</p> <p><u>Behavior Support Team – PBIS:</u> Harrington faculty will continue to refine and expand our Positive Behavior Intervention and Support System. The Behavior Support Team will determine and develop priorities for an action plan for the 13-14 school year that will include:</p> <ul style="list-style-type: none"> • Analysis of office referral data from 12/13 as a needs assessment. • Refine Behavior Support Team process – 	<p>Summer 2013 – Behavior Support Team will collaborate to refine Tier One and Tier Two teaching and monitoring progress in pro-social development.</p> <hr/> <p>On-going faculty meetings and PLC meetings to monitor positive behavior in all settings.</p> <hr/> <p>Monthly meetings with School Support Personnel for training in intervention techniques and communication regarding</p>	<p>School Based Teams that include teachers, specialists (PE, Music, Library, and Art), administrators, guidance, and nurse will review data related to attendance and behavior, and work with teachers and parents to plan interventions as needed.</p>	<p>Office referral data on student behavior.</p> <p>Attendance data</p> <p>Classroom behavior ratings from classroom teachers and specialist teachers.</p> <p>Pro-social and Approach to Learning Data from Standards-based Report Card.</p> <p>Data from Behavior Support Team.</p> <p>Bullying Prevention and</p>	<p><u>Behavior Support Team (BST) – Positive Behavior Intervention and Support (PBIS):</u> School-wide implementation of Responsive Classroom strategies for school wide expectations, “traveling rules”, and a way to take a break, “rest & return”. Shared values are discussed and noted on signs that travel with classes when going to specialists.</p> <p>BST presents ideas and seeks feedback at Faculty Meetings regarding building community and implementing consistent expectations – September 9th and Dec. 2nd.</p> <p>District Behavior Specialist, Carmen Susman, presented a workshop on prevention and de-escalation strategies to the faculty and support staff as part of on-going professional development – Dec. 19th.</p> <p>LEF School Community Grant funded to send four staff members to workshop on responding to challenging student behavior. Dr. Jerome Schultz hired for 3 days for</p>

Harrington SIP Summary 2013-2014

5-20-14

<p><i>linked to the acronym HAWKS: Honesty, Accountability, Work, Kindness, and Self-control.</i></p>	<p>timing and structure of meetings.</p> <ul style="list-style-type: none"> • Review and refine current practices at Tier One. • Review and refine current practices at Tier Two to determine recommended materials and effective interventions. • Plan for successful beginnings for students who were served by the BST 12/13. <hr/> <p><u>Guidance Curriculum Review:</u> Assist and support the K-12 Guidance Curriculum Review to create a systematic approach to teaching core pro-social and approach to learning skills. This 3-year process will determine current practices and</p>	<p>behavior problems at recess and lunch.</p> <p>Instructional Assistant training will be scheduled throughout the year as needed based on the Instructional Assistant assignments.</p>		<p>Intervention Reports</p>	<p>consultation and staff development regarding our response and intervention strategies with student behaviors that interfere with learning. Jan. 13th, Feb. 3rd, and March 10th.</p> <p>Crisis Prevention and Intervention Training was provided for Instructional Assistants. Special Educators and Specialist who serve on response team have completed refresher courses.</p> <p>Principal and Nurse attended workshop on the adults' role in de-escalation of crisis situations – Dec. 13th.</p> <p>Assistant principal meets with students at lunch – HAWKS roundtable to gain the student perspective. Ideas from these conversations are shared with BST and classroom teachers.</p> <p>School Counselor eats lunch with students to discuss pro-social topics.</p> <p>Five special educators attended Social Thinking Workshop.</p>
---	---	---	--	-----------------------------	---

Harrington SIP Summary 2013-2014

5-20-14

	<p>develop core recommendations.</p> <hr/> <p><u>Bullying Prevention and Intervention:</u> Review expectations and procedures for the Bullying Prevention and Intervention plan with all faculty and staff. This will include core lessons with students for “Universal Stop” signal and reporting procedures. Develop at timeline for events to raise awareness in the school community.</p> <hr/> <p><u>Support Staff:</u> On-going school-based professional development will be provided for support staff and instructional assistants in de-escalation strategies, providing effective feedback, and positive interventions for students who have behavior challenges.</p>				<p><u>Guidance Curriculum Review:</u> Principal and Counselor are serving on curriculum review committee.</p> <p><u>Bullying Prevention and Intervention:</u> All staff are trained through Mandatory Training – September 12th.</p> <p>Policy and reporting form are in staff handbook and posted on school web site.</p> <p>School counselor posts universal Stop Sign lesson on “Harrington Talk”.</p> <p>HAWKS rountable to gain student perspective regarding bullying behavior.</p> <p><u>Support Staff:</u> Assistant Principal meets with Support staff monthly. Routines for recess, lunch, and transitions are taught and practiced with students, teachers and support staff.</p> <p>Support staff and instructional assistants attended workshop on Responsive Classroom strategies - Nov. 21st.</p> <p><u>Behavioral Data:</u> Refinement</p>
--	--	--	--	--	---

Harrington SIP Summary 2013-2014

5-20-14

					of data collection system for office referral and documenting interventions.
--	--	--	--	--	--

Harrington SIP Summary 2013-2014

5-20-14

Goal	Implementation	Timeline	Monitoring	Assessment	End of Year Summary
<p>Parent Education & Collaborative Engagement Goal 3: If we increase parent education & collaboration among faculty and parents, then student academic performance and well-being will improve.</p>	<p><u>Mission, Vision, Beliefs:</u> Engage the parent community in dialogue regarding the creation of district mission, vision, and belief statements that reflects the community's priorities for academic and pro-social learning.</p> <p><u>Parent Education and Dialogue:</u> Continue LET'S CHAT series to provide opportunities for dialogue and an exchange of information regarding academic learning, pro-social learning, and other topics of interest.</p> <p><u>Communication:</u> Refine and improve use of websites and list serve for school to home communication.</p>	<p>Spring & Summer 2013: Create a calendar for parent education and discussion for 13-14.</p> <p>Provide at least four opportunities for parents to engage in face-to-face conversation with school administration and faculty regarding school improvement goals. Develop schedule to allow for a balance of morning and evening opportunities throughout the year.</p> <p>The LET'S CHAT series will include a variety of topics such as: School Safety, Home/School Communication,</p>	<p>Harrington Site Council will monitor and provide feedback on parent communication.</p> <p>The Site Council will collaborate with PTA leadership.</p>	<p>Parent participation in academic and pro-social parent education opportunities.</p> <p>Parent Survey Data</p>	<p><u>Parent Education and Dialogue:</u></p> <p>October 17th - PTA Meeting – Evening dialogue with principal and assistant principal</p> <p>“Let’s Chat “ morning sessions this year:</p> <ul style="list-style-type: none"> • November 1st – Bully Prevention and Intervention • December 6th – Standards-based Report Card • January 24th – MCAS • March 14th – Bully Prevention and Intervention Revisited • May 2nd – Placement Process <p>Email communication established through X2 to provide information and updates regarding weather related news, bus delays, and extended care cancellation.</p>

Harrington SIP Summary 2013-2014

5-20-14

	<p>Develop positive and productive opportunities for parents to provide feedback and to engage in collaborative problem solving with school administration and faculty.</p>	<p>New Educator Evaluation System, Writing, and Mathematics Practices.</p>			<p>Suggestion box ideas are discussed and follow-up action is assigned at School Council meetings.</p> <p>Feedback questionnaires are provided after each Let's Chat session. Results are discussed at School Council meetings.</p>
--	---	--	--	--	---

Harrington School Improvement Goals 2014-2015

5-20-14

Harrington School Site Council



Elaine Mead ~ Principal Co-Chair

*Amy Chamberlain ~ School Counselor

Kathy Martin ~ Teacher

*Geri O'Neill ~ Teacher

Nancy Taylor ~ Literacy Specialist

*Michelle Motta Dardeno ~ Parent Co-Chair

Rucha Lundhe ~ Parent (PTA Liaison)

*Travis McGready ~ Parent

Micah Viana ~ Parent

Judy Crocker ~ Community Member

Harrington HAWKS:

Honesty, Accountability, Work, Kindness, and Self-control.

**Council Member term ends June 2014*

Harrington School Improvement Goals 2014-2015

5-20-14

Goal	Implementation	Timeline	Monitoring	Assessment
<p>Goal 1: Academic</p> <p>If teachers expand their use of student data to discuss student progress and select effective instructional strategies, then all students will achieve at high levels.</p>	<p>Mission, Vision, Beliefs: Gather feedback on the draft version of district mission, vision, and belief statements in order to gain community support and adoption during 2014-2015.</p> <hr/> <p>Educator Evaluation System: Fully implement the DESE Educator Evaluation System. Develop a shared understanding of the rubric and the goal setting process to improve student learning and professional practice with all educators. School-based collaboration will be scheduled with a focus on each of the four standards: Standard I - Curriculum, Planning, Assessment; Standard II - Teaching All Students; Standard III – Family and Community Engagement; Standard IV – Professional Culture</p> <hr/> <p>Response to Intervention (RTI): Refine our school-based Response to Intervention (RTI) model. Contribute to the district-wide vision for a multi-tiered instructional model to ensure that all students meet academic benchmarks at each grade level. Refine our use of data to monitor progress and impact of interventions on student learning. Expand intervention strategies for upper grade students who are below benchmarks. Work with district leadership to utilize District Determined Measures (DDM) in core subjects.</p> <hr/>	<p>Professional Learning: Provide training for new educators. Provide technical training and assistance for “Cohort 2” educators.</p> <hr/> <p>100% of staff will be supervised using the new model.</p> <hr/> <p>Reading Workshop Course: Six classroom teachers and two literacy specialists will participate in intensive course provided by Teachers College in July.</p> <hr/> <p>Writing Workshop Professional Learning: Five days of school-based coaching days to be provided by Teachers College. Demonstration teaching, observation, feedback</p> <hr/>	<p>Administrators and teachers will continue to collaborate and monitor the full implementation of DESE evaluation system.</p> <hr/> <p>Assessment data and extended data meeting action plans will be monitored by the principal and assistant principal.</p> <hr/> <p>Informal classroom visits & formal observations by principal, assistant principal and department heads.</p> <hr/> <p>Monthly LiteracyTeam meeting with literacy</p> <hr/>	<p>Collaborative implementation of DESE Educator Evaluation for teachers and administrators. All new staff will complete training and 100% of staff will be supervised using the new model. Professional and student goals, evidence from classroom practice.</p> <hr/> <p>MCAS (grades 3-5)</p> <hr/> <p>ELL ACCESS Scores (K-5)</p> <hr/> <p>Mathematics Assessments Kathy Richardson – Assessing Mathematics Concepts (AMC) (Fall, Winter, Spring) K-2</p> <hr/>

Harrington School Improvement Goals 2014-2015

5-20-14

	<p>New Students: Develop standardized checklist and learning assessment protocol to gather data on new students who arrive throughout the year.</p> <p>Use English Language Learner Assessment Data to meet individual student goals for language development. Gain understanding of the WIDA Performance definitions and ACCESS for ELL assessment reports.</p> <p>Implement New Kindergarten Assessments as defined by the DESE. Teachers will participate in professional learning. Partial implementation in 14-15.</p> <p>New Teachers: Develop school-based supports for new teachers. Work with mentors to develop structures for professional learning and peer observations during first three years. Expand the number of trained mentors.</p> <p>Instructional Technology: Teachers will collaborate to further implement SMART technology and iPads to promote student achievement.</p>	<hr/> <p>Sheltered English Instruction: Teachers will continue to complete state requirements to gain DESE endorsement needed to teach English language learners.</p> <hr/> <p>Extended Data Meetings: Each grade level will meet throughout the year to review performance data for all students and strategic monitoring data for students receiving targeted interventions.</p>	<p>specialists, principal, & department head.</p> <hr/> <p>Meetings with mathematics specialist and department head.</p> <hr/> <p>Meetings with teachers and instructional technology specialists.</p>	<p>DRA (Developmental Reading Assessment) (grades K-5) (Fall, Winter, Spring)</p> <p>Aimsweb Curriculum Based Measure-Reading (R-CMB) (grades 1-5). (Fall, Winter, Spring)</p> <p>Workshop model of instruction in Reading, Writing, and Mathematics will be expanded across K-5 classrooms.</p>
--	--	--	--	--

Harrington School Improvement Goals 2014-2015

5-20-14

Goal	Implementation	Timeline	Monitoring	Assessment
<p>Goal 2: Social/Emotional</p> <p>If we increase student pro-social behavior and resiliency, and reduce sources of unhealthy student stress, then student academic performance and well-being will improve.</p> <p>Harrington HAWKS: To promote a culture of safety, friendliness, and focused learning, school wide behavior expectations are consistently communicated and taught. The expectations are linked to the acronym HAWKS: Honesty, Accountability, Work, Kindness, and Self-control.</p>	<p>Behavior Support Team – PBIS: Harrington faculty will continue to refine and expand our Positive Behavior Intervention and Support System. The Behavior Support Team will determine and develop priorities for an action plan for the 14-15 school year that will include:</p> <ul style="list-style-type: none"> • Analysis of office referral data from 13/14 as a needs assessment. • Use data from spring 2014 report card to set priorities for instruction. • Refine data collection system for office referrals. • Plan for successful beginnings for students who were served by the BST 13/14. • Promote cross grade level mentoring and leadership. • Develop a plan for students to promote HAWKS student behaviors when working with substitute teachers. • Develop a guide for substitute teachers that supports HAWKS and positive behavior interventions. <hr/> <p>Guidance Curriculum Review: Assist and support Year 2 of the K-12 Guidance Curriculum Review.</p>	<p>Summer 2014 – Behavior Support Team will collaborate to refine Tier One and Tier Two teaching and monitoring progress in pro-social development.</p> <hr/> <p>On-going faculty meetings and PLC meetings to monitor positive behavior in all settings.</p> <hr/> <p>Monthly meetings with School Support Personnel for training in intervention techniques and communication regarding behavior problems at recess and lunch.</p> <p>Instructional Assistant training will be scheduled throughout the year as needed based on the Instructional Assistant assignments.</p>	<p>School Based Teams that include teachers, specialists (PE, Music, Library, and Art), administrators, guidance, and nurse will review data related to attendance and behavior, and work with teachers and parents to plan interventions as needed.</p>	<p>Office referral data on student behavior.</p> <p>Attendance data</p> <p>Classroom behavior ratings from classroom teachers and specialist teachers.</p> <p>Pro-social and Approach to Learning Data from Standards-based Report Card.</p> <p>Data from Behavior Support Team.</p> <p>Bullying Prevention and Intervention Reports</p>

Harrington School Improvement Goals 2014-2015

5-20-14

	<p><u>New Students:</u> Develop strategies to welcome and promote a smooth transition to Harrington. Collaborate with HAWKS student council to develop student-to-student initiatives like “Buddy Bench” and Spirit Days.</p> <hr/> <p>Bullying Prevention and Intervention: Review expectations and procedures for the Bullying Prevention and Intervention plan with all faculty and staff. This will include core lessons with students for “Universal Stop” signal and reporting procedures.</p> <p>Develop lessons to prevent cyber bullying and to promote appropriate use of technology.</p> <hr/> <p>Support Staff: On-going school-based professional learning will be provided for support staff and instructional assistants in de-escalation strategies, providing effective feedback, and positive interventions for students who have behavior challenges.</p>			
--	---	--	--	--

Harrington School Improvement Goals 2014-2015

5-20-14

Goal	Implementation	Timeline	Monitoring	Assessment
<p>Goal 3: Parent Education & Collaborative Engagement</p> <p>If we increase parent education & collaboration among faculty and parents, then student academic performance and well-being will improve.</p>	<p>Parent Survey: Repeat parent survey to determine current levels of satisfaction or need for parent education and parent engagement opportunities.</p> <p>Parent Education and Dialogue: Continue LET'S CHAT series to provide opportunities for dialogue and an exchange of information regarding topics of interest. Determine ways to communicate the main points of the discussion to the larger school community.</p> <p>Contact School Council/PTA leadership within the district to learn about parent education and engagement strategies used in other schools. Collaborate on topics of mutual interest through Site Council Roundtable.</p> <p>New Families: Develop a protocol to be used to welcome new families into the Harrington Community throughout the school year. Work with PTA to develop a "Welcome Packet."</p> <p>Communication: Refine and improve use of websites for school to home communication.</p> <p>Develop and refine parent communication related to benchmark assessments and Response to Intervention protocols.</p>	<p>Spring & Summer 2014: Create a calendar for parent education and discussion for 14-15. Provide opportunities for parents to engage in face to face conversation with school administration and faculty regarding school improvement goals. Develop schedule to allow for a balance of morning and evening opportunities throughout the year.</p> <p>The LET'S CHAT series will include a variety of topics such as: School Safety, Safe Use of Technology, Social-Emotional Development and Expectations, Setting Limits, Middle School Transition, Understanding Differences.</p>	<p>Harrington Site Council will monitor and provide feedback on parent education and communication</p>	<p>Parent participation in academic and pro-social parent education opportunities.</p> <p>Parent Survey Data</p>

Harrington School Improvement Goals 2014-2015

5-20-14

Goal	Implementation	Timeline	Monitoring	Assessment
<p>Goal 4: Safety</p> <p>If we increase safety procedures in our school, then social-emotional, psychological, and physical well-being for students, staff, and parents will be safeguarded, allowing students to learn successfully.</p>	<p>Safe Use of Technology: Continue to educate teachers & students in digital literacy including the LPS Acceptable Use Policy.</p> <ul style="list-style-type: none"> • Develop age appropriate contracts for students regarding acceptable use of technology. • Work with district technology team to determine learning outcomes and core lessons regarding digital literacy. • Provide opportunity for parents to learn about ways to support their children in the digital age. <p>Emergency Response: Work with district leaders, police and fire to implement further steps to increase safety if there is a potentially dangerous intruder or major hazardous event. Conduct Lock Down Drills. Develop systematic approach to communicate attendance to specialists throughout the day. Develop a communication protocol with new walkie-talkies.</p> <p>Traffic Safety: Work with district leaders to implement the School Traffic and Mitigation Policy.</p> <p>New Student and New Employee Protocol: Develop safety and communication checklist for new students and new staff.</p>	<p>June 2014: District REMS Team Training</p> <p>Summer 2014: Develop timeline for staff training and REMS team meetings throughout the year</p>	<p>Principal, Assistant Principal and REMS team members.</p> <p>School Council</p>	<p>Teacher and student trainings are conducted and student contracts are implemented.</p> <p>Emergency drills will be practiced including evacuation and lockdown.</p> <p>Checklist for new students and new staff are developed.</p> <p>Traffic Safety Plan is implemented.</p>

School Improvement Plan 2013-2014
Maria Hastings School

Louise Lipsitz~ Principal Co-Chair
Anne Knight~ Assistant Principal
Patricia McLaughlin~ Teacher
Sheila Kaspik~ Teacher
Deborah Krasnow~ Teacher

Miranda Clarke ~Parent Co-Chair
Lisa Clough ~ Parent
Dan Strollo~ Parent
Kris Spriano~ Parent
Jane Kalinsky~ Community Member

“Everybody Belongs, Everybody Learns”

School Improvement Plan 2013-2014
Maria Hastings School

Goal	Implementation	Timeline	Monitoring	Assessment	Results
<p>INSTRUCTION-Academic Goal 1: If teachers expand their use of student data to discuss student progress and select effective instructional strategies, then all students will achieve at higher levels.</p>	<p><u>Professional Learning Communities (PLC)</u> -Provide feedback and professional development for PLC Teams depending upon need. -Utilize district/school assessment data to determine instructional goals and student grouping -Utilize common formative assessments for differentiated math groupings and classroom instruction</p> <p><u>Literacy</u> -Conduct Literacy Team meetings to discuss, prepare, and extend current practices -Implement Writer's and Reader's Workshop Models in classrooms -Administer/score (in</p>	<p>Sept. 2013- May 2014</p> <p>Weekly (PLC meetings)</p> <p>Monthly</p> <p>Sept./October, January, (optional May)</p> <p>Faculty Meetings, RtI Meetings</p> <p>Year-long</p>	<p>Review PLC Planning Forms (Purpose: record goals, specify work accomplished, create assessments, record student data, create differentiated lessons) Participate in PLC meetings (Principal and AP) Review PLC meeting notes, staff discussion/reflection for strategies visible during informal classroom visits and formal observations Use Faculty Meetings to share effective differentiation structures across grade levels Classroom visitation by Principal and Assistant Principal Utilize a system to document good teaching practices</p>	<p><i>Students achieved proficiency goals established by:</i> PLC common pre, post, and formative assessments, LPS Assessments, MCAS results</p> <p><i>Highly effective teaching strategies were correlated to learner needs as evidenced by:</i> PLC data cycle process, RtI team meeting data, Child Study Team process Maintained or reduced special education referral rate and percentage of students identified with special needs Writing assessments results improved as evidenced on district rubrics</p>	<p>5/2014: Principal and Assistant Principal (AP) attend PLC meetings, DATA Team meetings held in Oct., Dec., Feb., April, June using ELA and math assessment data for focus, developed short term interventions</p> <p>Literacy department meetings @ Hastings held monthly, assessment data, classroom practice and RtI utilized for groupings Faculty Meeting in Nov. Gallery Walk to view workshop model across grades</p>

School Improvement Plan 2013-2014
Maria Hastings School

	<p>grade level teams) at least 2 school wide writing prompts -Discuss writing assessment results (in grade level PLCs): note trends, determine interventions, create focused lessons specific to assessment results, create grade level/individual action plans as needed</p> <p><u>Mathematics</u> -Implement Road Map including Context for Learning lessons in grade 3-5 and primary grades if appropriate</p> <p><u>Intervention Teams</u> -Refine Intervention time in the K-5 master schedule -Have staff members (including special educators, Assistant Principal (AP), Instructional and ILP</p>	<p>focus</p> <p>May 2013</p> <p>Year-long focus</p> <p>October 2013-May 2014</p> <p>May 2013-May 2014</p>	<p>Implement school wide writing assessment 2 x year (Spring optional) Review writing assessment rubrics and resulting teaching points</p> <p>Observe Math block with focus on differentiation Review assessments created and determine effectiveness with PLC Team</p> <p>Observe Intervention in classrooms, bring effective instructional strategies to RtI team meetings</p> <p>-Observe model lessons with staff. Provide time</p>	<p>Mathematics differentiation increased in mathematics block Increased modeling of lessons by staff for colleagues including Reader's and Writer's Workshop and mathematics differentiation</p> <p><i>Teachers employed a balanced assessment system including:</i> Individual student assessments Classroom level assessments Common pre, post, and formative assessments Grade level common assessments State/national assessments Developmental Reading Assessment</p>	<p>Writing Prompt administered in Sept., scored in Oct.: additional on-demand writing completed at end of units and reviewed in PLC's, mid-year prompt scored in Feb./April Spring prompt May: focus on elaboration and craft</p> <p>Math Workshop implemented across grade levels, math coach in grade level meetings to plan. Faculty meeting in Dec. focused on across-grade level conversations about using math workshop model Pre and post unit assessments used</p>
--	---	---	---	--	--

School Improvement Plan 2013-2014
Maria Hastings School

<p>Assistants, Kindergarten Assistants, literacy and mathematics specialists) provide the interventions (2-3 students per group). -Create and conduct pre-post tests to assess progress -Meet with the RtI teams to discuss interventions and progress. <u>Technology</u> -Implement increased technology use across content areas to differentiate instruction and improve student engagement and learning. -Provide embedded Professional Learning for Smartboard use -Support meeting time for planning of ipad use in grades K-2. -Meet with instructional technology staff assigned to Hastings -Develop opportunities</p>	<p>May 2013- May 2014</p>	<p>for follow up conversations and debriefing.</p>	<p>(DRA), running records, Aimsweb results, writing rubric scores, district mathematics assessments Assessing Math Concepts (AMC), FASTTMath, Fraction Nation, classroom assessments, classroom work samples</p>	<p>Math Department Head joined walk-throughs Oct. Nov.</p>
	<p>Year-long</p>	<p>Observe classrooms utilizing technology, encourage staff to share at Faculty Meetings</p>	<p><i>Teachers utilized technology to increase differentiation as evidenced by:</i></p>	<p>Technology: new teacher laptops in Dec. ipads in K classrooms in fall, Slow</p>
	<p>May-2013- May 2014</p>	<p>Feedback from teachers and IT staff regarding teacher involvement in using technology, encourage technology as part of goals and new Supervision and Evaluation process</p>	<p>In May 2013, 3 interactive Smartboards were installed in grade 4, 5 (allowing five teachers to utilize the same technology), staff were trained, and colleagues shared lesson plans</p>	<p>implementation of new SMARTboard technology due to installation glitch, now completed and in use in grade 4 and 5 and music Tech integration specialist met with</p>
	<p>June 2013- on-going</p>	<p>Report Card distributed to families twice during the year</p>		
	<p>June 2013-</p>			

School Improvement Plan 2013-2014
Maria Hastings School

	<p>to showcase technology use across grade levels</p> <p><u>Standards Based Report Card (SBRC)</u></p> <p>-Continue to support staff in implementation and understanding of the standards</p> <p>-Invite Content department heads (ELA, Math, Science, Social Studies) to provide training</p> <p>-Utilize literacy and math coaches within the building to enhance teacher/team learning</p> <p><u>Other</u></p> <p>-Assist and support Lexington Public Schools in creating district mission, vision and belief statements that will foster student academic learning.</p>	<p>June 2014</p>	<p>Informal feedback clarifying questions and/or indicating understanding of standards based document</p> <p>All Stakeholders engaged in discussions and providing feedback</p> <p>50% of teachers actively participating in professional learning and reflection through new Supervision and Evaluation model</p>	<p>and strategies for utilizing Smartboards with students for daily instruction</p> <p>Technology specialists share ideas and model instruction for staff.</p> <p><i>Implementation of the Standards Based Report Card was systematic and provided appropriate training as evidenced by:</i></p> <p>Staff's understanding of Common Core Standards and ability to correlate assessments to show evidence of mastery of the standards.</p> <p>Staff's ability to input grades using technology</p> <p><i>Implementation of</i></p>	<p>teachers twice for PD</p> <p>Teachers share at PLC meetings, DATA team meetings, faculty meetings</p> <p>SBRC sent home 1/31/14, window opened in ample time for grade entry, LPS district technology staff highly supportive in updating SBRC documents for use</p> <p>Vision/Mission and Beliefs documents shared with Staff and Site Council September 2013</p> <p>Selected beliefs</p>
--	--	------------------	--	---	---

School Improvement Plan 2013-2014
 Maria Hastings School

	<p>-Implement the new Massachusetts Teacher Evaluation System with selected professional staff to increase teacher effectiveness and student academic success.</p> <p>-Support teachers from evaluation pilot in co-facilitating building-based PD.</p> <p>-Provide opportunities for cross-school observations.</p>			<p><i>New Teacher Evaluation System was systematic and provided appropriate training as evidence by:</i></p> <p>Staff's ability to create and implement goals, document with evidence, complete rubric effectively</p> <p>Staff use of technology to record evidence, and complete documentation</p>	<p>used to connect district initiatives</p> <p>Supervision and Evaluation System in place for 50% of staff</p> <p>Faculty Meetings, Principal Thursdays, Professional Learning days used for completion of documents, discussion or process with Cohort 1, training of Cohort 2</p> <p>Hastings teachers have observed at Estabrook, Fiske and Bowman teachers have observed at Hastings</p>
--	--	--	--	--	--

School Improvement Plan 2013-2014
Maria Hastings School

Social/Emotional	Implementation	Timeline	Monitoring	Assessment	Results
<p>Goal 2: If we increase student pro-social behavior and resiliency, and reduce sources of unhealthy student stress, then student academic performance and well-being will improve.</p>	<p><u>Expectations for Student Behavior</u> -Continue to train School Support Personnel (SSP), Instructional Assistants, ILP Assistants, and Kindergarten Assistants in Positive Behavior Instructional Supports -Develop behavior communication log between AP and Principal -Create electronic method of sharing information between School Support Personnel, administrators and teachers, and track data</p> <p><u>Responsive Classroom Program</u> -Focus Responsive Classroom Morning Meetings on social/emotional topics</p>	<p>May 2013-May 2014</p> <p>Weekly</p> <p>Year-long</p> <p>Scheduled library classes 2013-2014</p> <p>Year-long</p>	<p>Weekly meetings with AP, Guidance Counselor to review documentation and track progress for students</p> <p>Monthly review incident log of behaviors and debrief with AP and Guidance Counselor regarding data and possible interventions.</p>	<p><i>Behavioral challenges decreased as evidenced by:</i> CST (Child Study Team) referral rates decrease Data presented at RtI Team meetings to assess student growth in pro-social areas indicates growth Office visits decreased SSPs/IAs utilize the communication tool with teachers</p> <p>Staff utilized Responsive Classroom techniques in their daily classroom routines</p>	<p>5/2014: Conducted two faculty meeting discussions of Hastings Hero PBIS AP meets with School Support Personnel regularly to discuss behavior guidelines and specific issues CommUnity group planned Multi-cultural Pot Luck 5-1-14 LEF School Community Grant funding used for “We Are Hastings” project to highlight Hastings families with photographs and text to be framed and displayed in the school.</p>

School Improvement Plan 2013-2014
Maria Hastings School

	<p>-Encourage staff to participate in Responsive Classroom Professional Learning</p> <p><u>Technology</u> -Utilize cyber safety curriculum-gr. 3- 5</p> <p><u>Community Service</u> -Continue to develop community service learning opportunities for students through Hastings CommUnity Committee</p> <p><u>Other</u> -Assist and support Lexington Public Schools in creating district Mission, Vision and Belief statements that will guide student pro-social behaviors. -Implement the new Massachusetts Teacher Evaluation System with selected professional</p>	<p>May 2013- May 2014</p> <p>January 2013- onward</p> <p>Year-long</p> <p>Bi-monthly</p>	<p>Discuss with Guidance Counselor, Library Media specialist</p> <p>Projects developed and completed</p> <p>Discussions and feedback from all stakeholders to refine Mission, Vision, Beliefs documents</p> <p>On-going process fully implemented</p> <p>Mentor/Mentee connections tracked, decrease in office</p>	<p>Assess student understanding with pre, post assessments at start and close of unit</p> <p>Final Mission, Vision and Beliefs documents published</p> <p>Teacher and Administrator reports of process</p>	<p>15/21 classroom teachers trained in RC, specialist teachers trained, 7/9 School Support Personnel (SSP's) received training on 11/21/13 SSP's met with AP and reviewed Responsive Classroom techniques for recess/lunch use.</p> <p>Guidance Counselor and Library Media Specialist co-taught classes in digital literacy for grade 2-5</p>
--	---	--	--	--	--

School Improvement Plan 2013-2014
Maria Hastings School

	<p>staff to increase teacher effectiveness and student pro-social success.</p> <ul style="list-style-type: none">-Continue Mentor Program for students-Meet with Guidance Counselor, AP, and Evaluation Team Supervisor (ETS) to discuss specific students		<p>referrals, increase in academic and pro-social learning</p> <p>Tracking of student data in pro-social, attendance, nurse visits</p>		<p>Over 40 Hastings students have staff mentors, including the nurse, Student Support Personnel, Assistant Principal and Principal.</p> <p>Weekly meetings held, communication expanded, on-going discussion and follow-up to meet student needs.</p>
--	---	--	--	--	---

School Improvement Plan 2013-2014
Maria Hastings School

Facilities-	Implementation	Timeline	Monitoring	Assessment	Results
<p>Goal 3: If we document facility needs at the Hastings School, then the community will have information about our school and its need for future construction projects</p>	<p>-Work with Director of Facilities to write Statement of Intent for Massachusetts Building Authority -Reconfigure kitchen to effectively utilize existing space for food preparation and serving -Maintain safety measures utilizing the REMS guidelines, hold practice drills for various emergencies</p>	<p>June 2013- June 2014</p>	<p>Updates with Director of Facilities to ensure timelines are met for MSBA</p>	<p><i>Effective goal implementation evidenced by:</i> SOI prepared and presented to MSBA Planning in progress as appropriate for Town Meeting to fund feasibility study of Hastings School facility</p>	<p>5/2014: SOI submitted, January 2014 School Comm. Vote 12/19/13 Board of Selectmen vote 1/2014 PTA meeting 3/17/14 with School Committee and Superintendent Ash to discuss facility and enrollment Preparation for next steps with Site Council, PTA, and Facilities Department Head.</p>

School Improvement Plan 2014-2015
Maria Hastings School

Louise Lipsitz~ Principal Co-Chair	~Parent
Anne Knight~ Assistant Principal	~ Parent
Patricia McLaughlin~ Teacher	Kris Spriano~ Parent
Sheila Kaspik~ Teacher	Dan Strollo~ Parent
Deborah Krasnow~ Teacher	Jane Kalinski~ Community Member

“Everybody Belongs, Everybody Learns”

School Improvement Plan 2014-2015
Maria Hastings School

Goal	Implementation	Timeline	Monitoring	Assessment	Results
<p>INSTRUCTION- Academic Goal 1: If teachers expand their use of student data to discuss student progress and select effective instructional strategies, then all students will achieve at higher levels.</p>	<p><u>Professional Learning Communities (PLC)TEAMS</u> -Create Leadership Team with PLC leaders to refine team process -Provide feedback and professional development for PLC Teams depending upon need. -Utilize district/school and common formative assessment data to determine instructional goals and student grouping</p> <p><u>Literacy</u> -Attend weekly Literacy Team meetings to discuss, prepare, and extend current practices -Refine Writer’s and Reader’s Workshop Models in classrooms -Administer/score and analyze 3 school wide</p>	<p>Sept. 2014- May 2015</p> <p>Weekly (PLC meetings)</p> <p>Monthly</p> <p>Year-long focus</p> <p>Oct., Jan., May</p>	<p>Participate in PLC meetings (Principal and AP) Review PLC meeting notes, staff discussion/reflection for strategies visible during informal classroom visits and formal observations Use Faculty Meetings to share effective differentiation structures across grade levels Classroom visitation by Principal and Assistant Principal Utilize PLC Leadership Team to document good teaching and team practices Implement writing assessment 3 x year with Data analysis and teaching points refined</p>	<p><i>Students achieved proficiency goals established by:</i> PLC common pre, post, and formative assessments, LPS Assessments, MCAS results</p> <p><i>Highly effective teaching strategies were correlated to learner needs as evidenced by:</i> PLC data cycle process, RtI team meeting data, Child Study Team process Maintained or reduced special education referral rate and percentage of students identified with special needs Writing assessments results improved as evidenced on district rubrics Mathematics</p>	

School Improvement Plan 2014-2015
Maria Hastings School

	<p>writing prompts to create focused lessons specific to assessment results, create grade level/individual action plans as needed</p> <p>-2014-2015 on-site staff development in writing instruction by The Reading and Writing Project at Teacher's College</p> <p><u>Mathematics</u></p> <p>-Refine math workshop already in place across grades</p> <p>-Implement Road Map including Context for Learning lessons in grade 3-5 and primary grades when appropriate</p> <p><u>Intervention Teams</u></p> <p>- Conduct DATA Team meetings to implement Response to Intervention</p> <p>-Utilze district data collection in DATA Team decision-making</p> <p>-Have staff members</p>	<p>On site for one week during 2014-2015</p> <p>Year-long</p> <p>Six to eight week cycles</p>	<p>Observe Math block with focus on differentiation</p> <p>Review assessments created and determine effectiveness with PLC Team</p> <p>Observe Intervention in classrooms, bring effective instructional strategies to RtI team meetings</p> <p>-Observe model lessons with staff. Provide time for follow up conversations and debriefing.</p> <p>Observe classrooms utilizing technology, encourage staff to share</p>	<p>differentiation increased in math workshop block</p> <p>Increased modeling of lessons by staff for colleagues including Reader's and Writer's Workshop and mathematics differentiation</p> <p><i>Teachers employed a balanced assessment system including:</i></p> <p>Individual student assessments</p> <p>Classroom level assessments</p> <p>Common pre, post, and formative assessments</p> <p>Grade level common assessments</p> <p>State/national assessments</p> <p>Developmental Reading Assessment (DRA), TC running records, Aimsweb results, writing rubric scores, district mathematics</p>	
--	--	---	--	---	--

School Improvement Plan 2014-2015
Maria Hastings School

	<p>(including special educators, Assistant Principal (AP), Instructional and ILP Assistants, Kindergarten Assistants, literacy and mathematics specialists) provide the interventions (2-3 students per group). -Create and conduct pre-post tests to assess progress</p> <p><u>Technology</u> -Implement increased technology use across content areas to differentiate instruction and improve student engagement and learning. -Provide embedded Professional Learning for Smartboard use -Support meeting time for planning of ipad use in grades K-2. -Meet regularly with instructional technology staff and AP</p>	<p>June 2014-on-going</p> <p>Year-long</p> <p>Bi-monthly</p>	<p>at Faculty Meetings</p> <p>Feedback from teachers and IT staff regarding teacher involvement in using technology, encourage technology as part of goals and new Supervision and Evaluation process</p>	<p>assessments Assessing Math Concepts (AMC), FASTTMath, Fraction Nation, classroom assessments, classroom work samples</p> <p><i>Teachers utilized technology to increase differentiation as evidenced by:</i> -In May 2014, 3 interactive Smartboards were installed in grade 4, 5 music. Staff were trained, and colleagues shared lesson plans and strategies for utilizing Smartboards with students for daily instruction -Technology specialists share ideas and model instruction for staff. -Student contracts signed, parent meeting held, teachers trained in updated digital literacy topics that are then</p>	
--	---	--	---	--	--

School Improvement Plan 2014-2015
Maria Hastings School

	<p>-Continue to educate teachers and students in digital literacy including the acceptable use of the Internet at school.</p> <p>-Provide opportunity for parents to learn about ways to support their children in the digital age.</p> <p><u>Standards Based Report Card</u></p> <p>-Continue to support staff in implementation and understanding of the standards</p> <p>-Utilize literacy and math coaches within the building to enhance teacher/team learning specifically with teachers in new grade levels</p> <p><u>Other</u></p> <p>-Promote Lexington Public Schools district mission, vision and belief statements that foster student academic</p>	<p>Fall 2014 and Year-long</p> <p>Fall-Winter 2014-15</p> <p>Fall 2014</p> <p>Year-long</p> <p>Fall 2014</p>	<p>Report Card distributed to families twice during the year</p> <p>Informal feedback clarifying questions and/or indicating understanding of standards based document</p> <p>All Stakeholders engaged in discussions and providing feedback</p>	<p>discussed with students in classroom setting</p> <p><i>Implementation of the Standards Based Report Card was systematic and provided appropriate training as evidenced by:</i></p> <p>Staff's understanding of Common Core Standards and ability to correlate assessments to show evidence of mastery of the standards.</p> <p>Staff's ability to input grades using technology</p> <p>-Finalized Mission/Vision/Beliefs document with feedback from all schools and approval by School Committee</p>	
--	---	--	--	--	--

School Improvement Plan 2014-2015
Maria Hastings School

Social/Emotional	Implementation	Timeline	Monitoring	Assessment	Results
<p>Goal 2: If we increase student pro-social behavior and resiliency, and reduce sources of unhealthy student stress, then student academic performance and well-being will improve.</p>	<p><u>Expectations for Student Behavior</u> -Continue to train School Support Personnel, Instructional Assistants, ILP Assistants, and Kindergarten Assistants in Positive Behavior Instructional Supports -Utilize electronic method of sharing information between School Support Personnel (SSP), administrators and teachers, and track data -Insure that social issues that arise at recess and lunch are properly communicated to classroom teachers, parents, and administrators. -Review with children, families and staff ways to recognize teasing/bullying behavior and report it.</p>	<p>Weekly Monthly Year-long</p>	<p>Weekly meetings with AP, Guidance Counselor, ETS to review documentation and track progress for students, build school wide community for social/ emotional learning Monthly review incident log of behaviors and debrief with AP and Guidance Counselor regarding data and possible interventions. Projects developed and completed</p>	<p><i>Behavioral challenges decreased as evidenced by:</i> CST (Child Study Team) referral rates decrease Data presented at RtI Team meetings to assess student growth in pro-social areas indicates growth Office visits decreased SSPs/IAs utilize the communication tool with teachers</p>	

School Improvement Plan 2014-2015
Maria Hastings School

	<p><u>Responsive Classroom Program</u> -Focus Responsive Classroom Morning Meetings on social/emotional topics -Continue to encourage staff to participate in Responsive Classroom PD</p> <p><u>Technology</u> -Implement student technology use contract -Utilize cyber safety curriculum-gr.2- 5 in library class</p> <p><u>Community Service</u> -Continue to develop community service learning opportunities for students through Hastings CommUnity Committee</p> <p><u>Other</u> -Implement Lexington Public Schools district</p>	<p>Year-long</p> <p>May 2014- May 2015</p> <p>Fall 2014</p> <p>Winter 2015</p> <p>Year long</p> <p>Year-long</p>	<p>Mentor/Mentee connections tracked, decrease in office referrals, increase in academic and pro-social learning</p> <p>Tracking of student data in pro-social, attendance, nurse visits</p> <p>Discuss with Guidance Counselor, Library Media specialist</p> <p>Faculty Meetings, School Site Council, PTA, Newsletters Discussions and</p>	<p>Staff utilizes Responsive Classroom techniques in their daily classroom routines</p> <p>Mission, Vision and Beliefs documents published</p>	
--	--	--	--	--	--

School Improvement Plan 2014-2015
Maria Hastings School

Facilities-	Implementation	Timeline	Monitoring	Assessment	Results
<p>Goal 3: If we document facility needs at the Hastings School, then the community will have information about our school and its need for future construction projects</p>	<p>-Work with Director of Facilities to communicate with Building Authority regarding Statement of Interest (SOI) -Maintain safety measures utilizing the REMS guidelines, hold practice drills for various emergencies</p>	<p>June 2014- June 2015</p>	<p>Updates with Director of Facilities to ensure timelines are met for MSBA</p>	<p><i>Effective goal implementation evidenced by:</i> SOI presented to MSBA, school visit possible, response from MSBA regarding project will impact next steps. Planning in progress as appropriate for Town Meeting to fund feasibility study of Hastings School facility</p>	

Jonas Clarke Middle School School Improvement Plan 2013-2014 Final Report

Site Council Members 2013 – 2014:

Anna W. Monaco, Principal
Jennifer Turner, Assistant Principal
Jonathan Wettstone, Assistant Principal
Krystal Leclerc, Teacher
Andrea Foley, Teacher
Kelly Manor, Teacher
Jonathan Schechner, Teacher
Liz O'Neil, Parent
Sandra Mayo, Parent
Polly Kienle, Parent
Lilly Siu, Parent

Clarke School Improvement Plan 2013-2014					
Goal	Implementation	Timeline	Monitoring	Assessment	Final Results
<p>Goal 1:</p> <p>If teachers expand their use of student data to discuss student progress and select effective instructional strategies, then all students will achieve at a high level.</p>	<p>1. Clarke faculty will implement the new supervision and evaluation process.</p> <p>Teachers comprising Cohort 1 will participate in training on the new system and "Piloteers" will serve as coaches for participating teachers.</p> <ul style="list-style-type: none"> Professional learning communities will collaborate to develop common goals. A systematic process for observations and walkthroughs will be developed by school leadership and implemented. Teachers and school leadership will work towards a common understanding of effective teaching strategies and best practices as determined by the teacher rubrics. Department heads will work with the Principal and Assistant Principals to identify and calibrate the elements of effective feedback. Faculty, Department and Professional Learning meeting time will be used to support faculty with implementation as needed. 	<p>Sept 2013- June 2014</p>	<p>Training sessions will be offered through the curriculum office</p> <p>Faculty meeting / PD time will be utilized to check in with faculty</p> <p>"Piloteers" will meet periodically with faculty</p> <p>Department heads, Principal and Assistant Principals will meet bi-weekly to establish an observation schedule and monitor progress</p>	<p>Cohort 1 teachers will have participated in PL</p> <p>Content teams / departments will have written common goals</p> <p>School leadership and Dept Heads will have an established observation plan</p> <p>School leadership and Dept heads will have a common understanding of effective feedback</p>	<p>All teachers in Cohort 1 were trained over the summer or at new teacher orientation on the new evaluation system</p> <p>Cohort 1& 2 teachers trained on November 21 PL day. Cohort 1 staff were divided into tiered groups, working with the online evaluation management system and uploading evidence to document progress towards goals. Cohort 2 completed training on the new evaluation system at the same time.</p> <p>Sept / October Faculty meeting time has been used to answer questions, break down the steps and help with the development of goal setting.</p> <p>January 9 PL day, staff reviewed examples of evidence and shared progress towards their goals with their department colleagues</p> <p>January 13 faculty meeting - staff reviewed a TED talk on the growth mindset and reflected and discussed with one another on how the growth mindset has impacted their progress towards their student learning and professional practice goals</p> <p>Weekly department based meetings have been used to deliver, clarify and collaborate on completing components of the online management system as well as share notes on collaborative observations and feedback.</p> <p>Weekly leadership team meetings (administration and department heads) have focused on breaking apart the new evaluation system into smaller components, then collaboratively planning the delivery steps for the building staff.</p>

<p>2. Faculty will continue to implement and utilize new technology with the support of administration and the Instructional Technology Specialist (ITS).</p> <ul style="list-style-type: none"> • Technology tools will be implemented for the purposes of gathering data, creating and administering formative assessments, increasing student engagement, and assisting with differentiation. • School leadership and the ITS will model the use of new technology tools. • At the 8th grade level, a team will pilot a blended learning model and will include connections to foreign language courses. • Staff will share their experiences with technology integration with one another at faculty meetings. 	<p>Sept 2013- June, 2014</p>	<p>The principal will meet bi-weekly with the ITS</p> <p>Faculty Meeting Time will be devoted to model and share new technology for staff</p> <p>Monthly meetings with ITS and 8th grade team</p>	<p>As a result of sharing techniques, the number of faculty trying new technology will increase</p> <p>8th grade students on one team will have log ins and utilize the blended learning environment weekly both at home and in school</p>	<p>At the December 13 faculty meeting staff were given a choice of teacher led technology workshops to attend including: Blended Learning (Coursesites), Active Grade (standards based grading software), eBooks, Aspen/Fist Class How to's and Clickers.</p> <p>LEF grant for a cart of 30 iPad Mini's is up and running. The 8th grade team and two 8th grade Spanish classes are experimenting with flipped learning, Coursesites , Obo and Canvas learning management platforms.</p> <p>Administration continues to model technology uses included Present.me, google docs, sign up genius, Camtasia, poll everywhere and socrative.com for use with the faculty.</p> <p>Weekly meetings with the principal and ITS to update on current efforts within the building, goals across the district, and ways to communicate tools and opportunities to the staff.</p> <p>Faculty reported a noticeable increase in technology integration due to ITS efforts. Specific efforts include, but are not limited to: PresentMe, eBooks, Clickers, Online Forums, Google Docs and integrating a blended learning environment using TeacherWeb.</p>
<p>3. In order to improve our implementation of a Response to Intervention (RTI) model, the intervention and enrichment block will be restructured.</p> <ul style="list-style-type: none"> • The plan will be presented to faculty during a spring faculty meeting and feedback will be solicited. • Taking feedback into account, the new structure will be implemented in the fall of 2013 where specialists will develop enrichment lessons and rotate to each team 	<p>Spring 2013- June, 2014</p>	<p>Classroom visits by school Admin Presentation at Faculty meeting about proposed changes</p> <p>Survey faculty</p> <p>Faculty meeting feedback</p>	<p>Specialist teachers will have developed 1 -3 Enrichment lessons and circulated through all grades / teams</p> <p>A greater number of students will experience intervention from content area teachers</p> <p>Improved achievement for struggling students as evidenced by grades, progress reports and child study referrals.</p>	<p>We are currently in our 14th rotation of intervention and enrichment and informal staff feedback has been positive.</p> <p>Spring faculty meeting focused on asking staff for feedback from I/E block this year and making recommendations for improvement.</p> <p>Enrichment lessons have included: Salsa Dancing, Kid President Pep Talks, Set Design & Improv, Minute to Win It, and Brain Gym</p>

	<p>homeroom through the school year.</p> <ul style="list-style-type: none"> On-Team teachers will work with their content teams to determine interventions each week. School leadership will work with staff to evaluate the restructured block and assess its effectiveness as an RTI model. Changes to the structure will be made as needed. Faculty meeting time will be given to planning, sharing and implementing enrichment lessons 		<p>School leadership will observe I/E lessons weekly</p>		<p>Intervention teachers meet in the same classroom and students circulate to each teacher with whom they need to work</p> <p>World language department uses the IMC for intervention - teacher rotate between working in the IMC providing intervention lessons and circulating through the teams providing enrichment as well. Teachers report communication within the department and within the school as being the largest hurdle to meeting with the identified students. Teachers recommended adding a second I/E block during the week, giving each group of teachers better access to identified students (same small group of students identified by multiple staff or departments).</p> <p>A Spring 2013 faculty meeting and a fall 2013 faculty meeting were each dedicated to planning I/E block for teachers.</p>
	<p>4. Content teams will continue to meet to create and implement common assessments, review assessment data and discuss student progress, and select instructional strategies.</p> <ul style="list-style-type: none"> Teams will work on elements of curriculum design while aligning standards to the Common Core Standards. Common formative and summative assessments will be developed and implemented. Teams will continue to work collaboratively to examine data from student work and use data to inform instruction. 	<p>Sept 2013- June, 2014</p>	<p>Principal, Assistant Principals and Dept Heads will attend content team and department meetings on an ongoing basis</p> <p>Principal and Assistant Principals will check in regularly with Dept Heads</p>		<p>Science - working on stage 1 of backward design</p> <ul style="list-style-type: none"> Identifying the content and skills that students should know and be able to do Work has spilled over into some of the PLC meetings during the week Teachers are looking at how current assessments are addressing the content and skills that they are working to identify Also looking at current assessments and aligning the questions with the district wide content and skills By the end of the year, the science department hopes to have some type of district common assessment at each grade level aligned with our learning targets and skills <p>Math: In the math department - content teams at each grade level implement common summative assessments for every unit, with some teams implementing</p>

					<p>common formative assessments as well</p> <ul style="list-style-type: none">• Each grade level team reviews assessment data and plans instruction accordingly• Grade 6 math teachers work collaboratively with the middle school math specialist, who models instruction, plans differentiated lessons, and coordinates intervention with students• This team participates in formal data team meetings each quarter to examine student progress (particularly among our most struggling learners), share strategies, and plan student intervention• Grade 7 teachers use assessment data to regroup their students to provide targeted instruction and review of content• Grade 8 teachers continue to integrate graphing calculator technology to enhance instruction and connect curriculum units to future high school content• All teams continue to refine instruction rooted in the new standards for mathematical practice.• Clarke and Diamond teachers worked collaboratively to pilot two math textbooks and in May 2014 examined Math Innovations and Connected Math programs more closely. <p><u>English:</u> The 6-8 ELA department has continued its work toward a comprehensive argumentative writing continuum and grade-level benchmarks. We have critiqued the draft of the continuum from last school year, and we are beginning to identify good ideas from other districts/programs in order to revise our draft. We are on track to finish a final draft to present to the school at large.</p>
--	--	--	--	--	---

					<p><u>Social Studies:</u></p> <ul style="list-style-type: none">• The Social Studies Department has focused their PLC work on curriculum design and the components of UBD (Understanding by Design).• Early in the year they examined the first phase (selecting power standards, developing essential questions, enduring understandings, big ideas.• They then moved to identifying specific content and skills. Currently, they are working on the second phase of UBD, assessments.• This spring, PLCs read and discussed an article entitled, "Turning the Lights On: What Pre-assessments Can Do" (<i>Educational Leadership</i> Dec 2013/Janurary 2014). After the PLC discussion they worked to create new pre-assessments in order to better inform practice.• PLC's have begun to explore how to create summative assessments that demonstrate true understanding.• <p><u>World Language:</u></p> <ul style="list-style-type: none">• World Language content teams at Clarke made use of established common assessments in order to pinpoint areas for student growth to be targeted in the classroom and during intervention blocks.• In some cases pre-assessments were used to select small groups of students for intervention.• During our content meetings student progress on departmental writing and speaking rubrics as well as curriculum standards were discussed. These discussions occurred within language teams as well as cross language meetings. <p><u>Special Education:</u></p> <ul style="list-style-type: none">• The resource room PLC has been investigating some informal testing measures for reading comprehension. They have been researching SRI and other types of assessment so that they
--	--	--	--	--	---

					can share a common language and information about student progress in this area.
<p>5. Assist and support LPS in creating district mission, vision and belief statements that foster student academic learning.</p> <ul style="list-style-type: none"> School leadership will work with staff to understand the LPS mission, vision and belief statements and determine how to incorporate these into daily work. School leadership will work with faculty to identify strengths and areas of need regarding the mission, vision and belief statements. 	Spring 2013 – June 2014	<p>School leadership will solicit feedback from faculty on M/V/B statements</p> <p>Faculty meeting time dedicated to work with the M/V/B statements</p>	Staff will provide feedback on the Mission / Vision / Belief statements	Middle School leadership team has worked extensively with the M/V/B statements this spring using them to create a middle school statement of purpose that can be used district wide at the middle school level with the community at large. Spring 2014 – we are finalizing this statement and will begin using it with staff in the fall 2014.	
<p>6. School leadership will continue the initiative to advance professional relationships in order to improve student achievement.</p> <ul style="list-style-type: none"> Clarke staff and leadership team will continue to develop and refine faculty norms for a positive working environment. Clarke Staff and leadership will target areas of need and areas of best practice for the school year. School leadership will continue collaboration and conversations with staff around trust and creating a positive school culture. School leadership will continue to work on improving communication and transparency with regard to the decision making process. 	Sept 2013 - June 2014	<p>Faculty meeting time will be used to solicit feedback</p> <p>Principal will meet monthly with the LEA building reps</p> <p>Norms will be reviewed throughout the school Year.</p>	<p>Clarke faculty will produce a revised copy of the professional norms based on feedback and continuous assessment of needs</p> <p>Staff Survey will indicate areas of strength and areas of continued focus for Clarke</p>	<p>Administration attends team meetings and content meetings when possible</p> <p>During parent conference days and faculty meetings, snacks are provided to show appreciation for staff</p> <p>Through the supervision and evaluation process, conversations have been open and transparent in order to build trust and collaboration.</p> <p>Results from the Professional Climate survey show that: 78% of Clarke staff agree or strongly agree that there is an atmosphere of trust and mutual respect between staff and Clarke Administration. 90% of staff agree or strongly agree that they feel an atmosphere of teamwork and cooperation at Clarke.</p> <p>Principal and LEA building rep met monthly making several of the meetings public (coffee talks) and an opportunity for staff to ask questions or respond to a particular topic.</p>	

Goal	Implementation	Timeline	Monitoring	Assessment	Final Results
<p>Goal 2: If we increase student pro-social behavior and resiliency, and reduce sources of unhealthy student stress, then student academic performance and well-being will improve.</p>	<p>1. Clarke will continue to use Rachel's Challenge as it's pro-social positive behavior support system for students.</p> <ul style="list-style-type: none"> • Rachel's Challenge will present their full assembly to grades 6, 7 and 8. • Teachers, counselors and admin will use Rachel's Challenges as a common language when working with students. • Chain Links Club will continue to promote the Rachel's Challenges as an after school club for any interested student. • Linked In will continue to provide the opportunity for students to meet in diverse groups and promote a positive, inclusive culture. 	<p>Fall 2013</p> <p>Sept 2013- June, 2014</p>	<p>Guidance Department will communicate with leadership, staff and parents</p>	<p>Students in grades 6, 7, and 8 will participate in the Rachel's Challenge assemblies</p> <p>Students, teachers and school leadership will have a common language to use around pro social behavior</p> <p>Teams of diverse students will be created for Linked In program</p>	<p>Clarke will continue to use Rachel's Challenge as it's pro-social positive behavior support system for students.</p> <p>LEF School Community grant was used to bring Rachel's Challenge assemblies to all three grades this year</p> <p>The Chain Links club continues to meet and spearhead various community service opportunities</p> <p>Linked Up continues to team up students to foster diverse social experiences for students</p> <p>Guidance staff is continuing to collaborate with teachers to integrate language and activities related to Rachel's Challenge as a part of our school culture</p>
	<p>2. Collaboration between the guidance department and faculty will continue and strengthen.</p> <ul style="list-style-type: none"> • Counselors will continue to attend and contribute in weekly team meetings to assist teachers in monitoring homework, stress, and student academic, behavioral and social progress. • A pro-social curriculum will be developed and implemented by the guidance department as part of our intervention/enrichment block. 		<p>On going communication between leadership, guidance and teachers</p> <p>On going communication with PTO</p>		<p>Guidance counselors regularly attend team meetings</p> <p>Multiple health and wellness initiatives have been implemented including teams for fitness challenges and morning work out groups</p> <p>Guidance staff has been chaperoning field trips</p> <p>District Wide Prevention initiatives with Julie Fenn have continued - the faculty help at all of these in collaboration with guidance counselors</p> <p>K-12 Program Review Committee is comprised of counselors and other non-counseling staff</p> <p>Guidance staff are regularly consulting and collaborating with teachers to help develop plans for success/behavior plans/etc</p>

					<p>Counselors help assist teachers with the Child Study process</p> <p>Counselors facilitate communication between teachers & parents when appropriate</p> <p>Counselors provide consultation to teachers looking for social-emotional or community building ideas for I/E block</p>
<p>3. School Leadership and Guidance will increase parent education around pro-social behaviors and social progress.</p> <ul style="list-style-type: none"> • Work with health department to develop a middle school Youth Risk Behavior survey and communicate the objectives to parents. • Increase the number of parent coffees with the social workers and include more relevant topics. • Improve the guidance website to include local resources, trainings, and presentations as well as the guidance curriculum during used during the I/E block. 	Sept 2013-June, 2014	<p>On going communication between leadership, guidance and teachers</p> <p>On going communication with PTO</p>	<p>Counselors will attend weekly team meetings to discuss student concerns</p> <p>Questions about student success will be brought to the Child Study Team. YRBS will be developed and administered to students in grades 6, 7, and 8</p>	<p>MARC / Dr. Elizabeth Englander from the Massachusetts Aggression Reduction Center trained faculty on the anti bullying law in Sept 2013</p> <p>In November 2013 Dr. Englander spoke to parents about bullying and cyber-bullying at the middle school level. Plans have already been made for her return to speak with staff, students and parents in November 2014.</p> <p>Both Middle School Principals participated on the YRBS committee and met with researchers from Northeastern to develop the MS YRBS. Most recently principals met with health and wellness department to discuss roll out of the survey in spring of 2014 with communication to parents in fall 2014.</p>	
<p>4. Work to increase and improve communication to parents from the guidance, teaching and school leadership.</p> <ul style="list-style-type: none"> • The School Improvement Plan will be shared with faculty and the Clarke Community. • Principal will improve communication by sending community updates twice a month. • School leadership will work with teachers to investigate ways for teams to communicate more 	Sept 2013-June, 2014	<p>Survey to parents about communication</p> <p>School leadership will oversee communication</p>	<p>Increased parent awareness of Clarke goals and headlines, as evidenced by parent surveys</p> <p>Website will be updated twice a month with headlines and news about Clarke</p>	<p>The School Site Council hosted a parent coffee to share updates from the council</p> <p>Mrs. Monaco established a Twitter account to post updates on school happenings</p> <p>Blogs from Clarke overnight and International trips (Costa Rica, China and Washington DC) were updated daily with descriptions and pictures for parents to follow along.</p> <p>Website has been updated 2x a month with updates and newsletters in the 2013-2014 school year.</p>	

<p>regularly with parents and students.</p> <ul style="list-style-type: none"> School leadership and teachers will continue to explore ways to improve the process for parent conferences. 				<p>The school data base system is used on a regular basis to communicate with and update parents on important school based and district information.</p> <p>School council hosted a coffee in April 2014 about traffic safety as well as a discussion about future plans and the traffic study that is currently going on at Clarke.</p>
<p>5. Our Child Study team will refine the social work referral process for students experiencing social or emotional stress or facing social or emotional obstacles.</p>	<p>Sept 2013- June, 2014</p>	<p>Data will be collected regarding the number of students brought to child study facing social/emotional stress</p>	<p>Fewer students will be referred to the learning center – more students will be referred to the social worker for assessment</p>	<p>Communication and collaboration regarding students facing emotional stress has increased in the following ways:</p> <ul style="list-style-type: none"> Guidance staff are regularly consulting and collaborating with teachers to help develop plans for success/behavior plans/etc Counselors are helping assist teachers with the Child Study process Counselors are facilitating communication between teachers & parents when appropriate and providing consultation to teachers looking for social-emotional or community building ideas for I/E block Social workers and guidance counselors are meeting after Child Study to follow up on cases and collaborate regarding next steps The Child Study team continues to refer some cases to our social worker for review using the protocol developed and implemented last year 30 cases were reviewed during the 2013-2014 school year, which is a decrease from previous years. (45) Spring 2014 – Child Study team reported to faculty about changes to the process. A survey was done with staff and feedback was incorporated in the changes. The new process will be piloted in 2014 with more staff feedback in December 2014.

	<p>6. Assist and support LPS in creating district mission, vision and belief statements that will guide student pro-social behaviors.</p> <ul style="list-style-type: none"> • School leadership will work with staff to understand the LPS mission, vision and belief statements and determine how to incorporate these into daily work. • School leadership will work with faculty to identify strengths and areas of need regarding the mission, vision and belief statements. 	<p>Sept 2013- June, 2014</p>	<p>School leadership will solicit feedback from faculty on M/V/B statements</p> <p>Faculty meeting time dedicated to work with the M/V/B statements</p>	<p>Staff will provide feedback on the Mission / Vision / Belief statements</p>	<p>Spring 2013 Faculty meeting – admin collected data on Mission, Vision and Beliefs and what else was missing. Also asked teachers where we should focus our attention most here at Clarke.</p>
--	--	------------------------------	---	--	--

Jonas Clarke Middle School School Improvement Plan 2014-2015

Site Council Members 2014:

Anna W. Monaco, Principal
Jennifer Turner, Assistant Principal
Jonathan Wettstone, Assistant Principal
Krystal Leclerc, Teacher
Andrea Foley, Teacher
Kelly Manor, Teacher
Jonathan Schechner, Teacher
Liz O'Neil, Parent
Sandra Mayo, Parent
Polly Kienle, Parent
Lilly Siu, Parent

Clarke School Improvement Plan 2014-2015				
Goal	Implementation	Timeline	Monitoring	Assessment
Goal 1: If teachers expand their use of student data to discuss student progress and select effective instructional strategies, then all students will achieve at higher levels.	Clarke faculty will continue implementation of the DESE supervision and evaluation process. <ul style="list-style-type: none"> Professional learning communities will collaborate to develop common goals. A systematic process for observations and walkthroughs will be developed by school leadership and implemented. Teachers and school leadership will continue to work towards a common understanding of effective teaching strategies and best practices as determined by the teacher rubrics. Administrators will continue to identify and calibrate the elements of effective feedback. Faculty, Department and Professional Development meeting time will be used to support faculty with implementation as needed. 	Sept 2014 – June 2015	Faculty meeting / PL time will be utilized to check in with faculty Department heads, Principal and Assistant Principals will meet bi-weekly to establish an observation schedule and monitor progress Admin and dept heads will attend content, team and dept meetings on an on- going basis.	All staff will have participated in Professional Learning (PL) around supervision and evaluation Content teams / departments will have written common goals School leadership and Dept Heads will have an established observation plan to follow School leadership and Dept heads will have a common understanding of effective feedback
	Faculty will continue to implement and utilize new technology with the support of administration and the Instructional Technology Specialists (ITS). <ul style="list-style-type: none"> Technology tools will continue to be researched and implemented for the purposes of gathering data, creating and administering formative assessments, increasing student engagement, and assisting with differentiation. A new ITS (.5) will be added at the middle 	Sept 2014 – June 2015	The principal will meet bi-weekly with both ITS's Faculty Meeting time will be devoted to model and share new technology for staff PL will be offered	As a result of sharing, the number of faculty trying new technology will increase All 8 th grade students will have regular access to iPads in the classroom.

<p>school level.</p> <ul style="list-style-type: none"> • School leadership and the ITS will model the use of new technology tools. • At the 8th grade level, all teams / Foreign Language teachers will have a dedicated iPad cart for use in the classrooms. • Staff will share their experiences with technology integration with one another at faculty meetings. • A new Learning Management System will be implemented for teachers to pilot online. 		<p>for teachers working on blended learning and implementing iPads in the classroom.</p>	
<p>In order to improve our implementation of a Response to Intervention (RTI) model, the Child Study process will be evaluated and restructured to better meet the needs of students and teachers.</p> <ul style="list-style-type: none"> • Child Study team will present proposed change to faculty in Spring 2014. • In December 2014 the new process will be evaluated and changes will be made as needed. • The Child Study Team will be made up of diverse staff members. • The Child Study Team will work with the new Director of Planning and Assessment to identify and utilize a more diverse set of achievement data points to assist with the design of effective interventions. • With the assistance of the guidance counselor, teachers will be able to better identify student needs in the classroom. • Students needing interventions around 	<p>Spring 2014- June 2015</p>	<p>Present to faculty at a spring 2014 faculty meeting</p> <p>December 2014 staff survey on the new process.</p> <p>On going feedback from team leaders and counselors</p>	<p>Look at numbers of referrals from the old way to the new way.</p> <p>Entry and exit criteria for intervention classes will be developed and implemented by members of the Child Study Team.</p> <p>More timely admission to intervention classes</p>

<p>executive functioning or work completion will not be brought through the child study process.</p> <ul style="list-style-type: none"> Entrance and exit criteria for intervention classes will be developed and piloted. A working group will be established to research scheduling options for middle school. 			
<p>Clarke content teams (PLC's) will continue to meet to create and implement common assessments, review assessment data and discuss student progress, and select instructional strategies.</p> <ul style="list-style-type: none"> Teams will work on elements of curriculum design while aligning standards to the Common Core Standards. Teams will continue to work on identifying the most essential standards and learning targets for each unit of study. Common formative and summative assessments will be developed and implemented. Cross-district collaboration with curriculum design and assessment developments. Teams will continue to work collaboratively to examine data from student work and use data to inform instruction. Implementation of 6th Grade Math Data Team Process will continue and will be expanded to the 7th grade as well. Teams will work with the new Director of Planning and Assessment to expand their data collection and usage. 	<p>Spring 2014 – June 2015</p>	<p>School leadership will attend content team and department meetings on an ongoing basis</p> <p>Principal and Assistant Principals will check in regularly with Dept Heads</p>	<p>Content teams will have multiple common formative and summative assessments used throughout the school year</p> <p>Content teams will have identified learning targets for particular units of study</p> <p>Content teams will change instruction based on student Data.</p> <p>6th and 7th grade math data teams will meet 4x a year.</p>

	<p>The LPS Mission, Vision and Beliefs statement will be a guide to our daily practice and our longer term goal-setting</p> <ul style="list-style-type: none">• Middle school leaders will work with the MVB documents to develop a middle school document (statement of purpose?) specific to middle school teachers and learners.• School leadership will align Professional Learning (PL) to the district mission, vision and belief statements.	<p>Spring 2014 – June 2015</p>	<p>School leadership will solicit feedback from faculty and community on mission, vision, belief statements and the middle school document.</p> <p>Faculty meeting and PL time at Clarke will be utilized to explore the mission, vision and beliefs and how they are visible in the classroom setting at middle school.</p> <p>School leadership will observe the LPS mission, vision and belief statements throughout teacher and department dialogue, instruction, decision-making and professional learning partnerships.</p>	<p>Staff will provide feedback on the Mission / Vision / Belief statements and middle school document.</p> <p>The mission, vision and beliefs are visible across the curriculum, instruction and assessments and are evidenced as seen in classroom walkthroughs and supervision and evaluation.</p>
--	---	--------------------------------	---	--

	<p>School leadership will continue to advance professional relationships with staff in order to improve student achievement.</p> <ul style="list-style-type: none"> • Clarke staff and leadership team will continue to develop and refine faculty norms for a positive working environment. • Clarke Staff and leadership will target areas of need and areas of best practice for the school year. • School leadership will continue collaboration and conversations with staff around trust and creating a positive school culture. • School leadership will continue to work on improving communication and transparency with regard to the decision making process. 	<p>Sept 2014 – June 2015</p>	<p>Faculty meeting time will be used to solicit feedback on a variety of topics</p> <p>Principal will meet monthly with the LEA building representatives to discuss ongoing or new issues.</p> <p>Norms will be revisited, reviewed and updated.</p>	<p>Clarke faculty will produce a revised copy of the professional norms based on feedback and continuous assessment of needs</p> <p>Staff feedback will indicate areas of strength and areas of continued focus for Clarke.</p>
--	---	------------------------------	--	---

CLARKE MIDDLE SCHOOL 2014-2015 SCHOOL IMPROVEMENT PLAN				
Goal	Implementation	Timeline	Monitoring	Assessment
<p>Goal 2:</p> <p>If we increase student pro-social behavior and resiliency, and reduce sources of unhealthy student stress, then student academic performance and well-being will improve</p>	<p>Clarke will continue to use Rachel's Challenge as it's pro-social positive behavior support system for students.</p> <ul style="list-style-type: none"> Teachers, counselors and admin will use Rachel's Challenges as a common language when working with students. Clubs will continue to promote the Rachel's Challenges for interested students. Linked Up will continue to provide the opportunity for students to meet in diverse groups and promote a positive, inclusive culture. 	Sept 2014- June, 2015	Guidance Department will communicate with leadership, staff and parents.	<p>Students in grades 6, 7, and 8 will participate in Rachel's Challenge and other assemblies in the fall 2015.</p> <p>Students, teachers and school leadership will have a common language to use around pro social behavior</p> <p>Teams of diverse students will be created and maintained for Linked In program.</p>
	<p>Collaboration between the guidance department and faculty will continue and strengthen.</p> <ul style="list-style-type: none"> Counselors will continue to attend and contribute in weekly team meetings to assist teachers in monitoring homework, stress, and student academic, behavioral and social progress. A pro-social curriculum will continue to be implemented by the guidance department as part of our intervention/enrichment block. With increased Social Work support at the middle school level, Social workers will 	Sept 2014- June, 2015	<p>On going communication between leadership, guidance and teachers</p> <p>Faculty meeting time dedicated to teacher Professional Learning.</p>	<p>Students and counselors will have increased time to meet in person</p> <p>In depth questions about student social emotional and academic success will be brought to the Child Study Team</p>

	<p>develop and implement a plan for work with teachers around social / emotional student issues and behaviors providing consultation and professional development for staff as needed.</p>			
	<p>School Leadership and Guidance will increase parent education around pro-social behaviors and social progress.</p> <ul style="list-style-type: none"> • Work with health department to develop a middle school Youth Risk Behavior survey and communicate the objectives to parents during the 14-15 school year. • Increase the number of parent coffees with the social workers and include relevant topics. • Improve the guidance website to include local resources, trainings, and presentations as well as the guidance curriculum used during the I/E block. • Work with Dr. Englander / MARC (Mass Aggression Reduction Center) to train parents, students and staff on bullying and prevention / response. 	<p>Sept 2014- June, 2015</p>	<p>On going communication with PTO</p>	<p>Counselors and school leadership will attend weekly team meetings to discuss student concerns and determine the best path to meet student needs.</p> <p>YRBS will be developed and administered to students in grades 7 and 8</p> <p>Discussion panel for parents regarding the YRBS will take place in the fall 2014.</p> <p>Staff, student and parent talks will be held with MARC staff in 2014-2015.</p>
	<p>Work to increase and improve communication to parents from the guidance, teaching and school leadership.</p> <ul style="list-style-type: none"> • The School Improvement Plan will be shared with faculty and the Clarke Community. 	<p>Sept 2014- June 2015</p>	<p>School leadership will oversee communication</p>	<p>Increased parent awareness of Clarke goals and headlines, as evidenced by surveys</p>

	<ul style="list-style-type: none"> Principal will improve communication by updating the community more regularly trying new strategies. School leadership will work with teachers to investigate ways for teams to communicate more regularly with parents and students. School leadership and teachers will continue to explore ways to improve the process for parent conferences and sign ups. 			<p>Website will be updated with headlines and news about Clarke with headlines and news about Clarke</p>
	<p>Clarke admin and staff will further refine the social work referral process for students experiencing social or emotional stress or facing social or emotional obstacles.</p> <ul style="list-style-type: none"> Social workers, counselors and admin will work to develop a plan for referring, monitoring and working with students at risk. Social workers will meet weekly with admin to discuss students at risk. A social worker will be included as part of our new Child Study Team. School leadership will work with social workers and the new Director of Planning and Assessment to target and disaggregate data that may assist in the early identification of students at risk. 	<p>Sept 2014- June 2015</p>	<p>Data will be collected regarding the number of students brought to child study facing social/ emotional stress</p>	<p>Fewer students will be referred to the learning center and other academic interventions and more students will be referred to the social worker for assessment.</p> <p>More data points will be identified that will help in the early identification of students at risk.</p>



William Diamond Middle School
School Year 2013 – 2014

School Improvement Plan

End-of-Year Report: May 2014

School Council Members:

**Zeynep Bursal, Jennifer Burgin, Anne Carothers, Ed Dube, Patty Frelick,
Robin Gannon, Jane Kalinski, Ann Redmon, Johanna Rodrigues, Cindy Starks,
Pamela Tames, Tina Weber**

Goal	Implementation	Year-End Results
<p>Goal 1: If teachers expand their use of student data to discuss student progress and select effective instructional strategies, then all students will achieve at higher levels.</p>	<p>Diamond faculty will continue to use department and content meetings (“PLCs”) to work on elements of standards-based curriculum design:</p> <ul style="list-style-type: none"> • aligning curriculum to the Common Core Standards • determining “power standards” (most essential standards) • designing units and lessons • creating/finding/revising pre- and post-assessments • creating embedded formative assessments • integrating technology to support learning <p>Diamond faculty will increase the use of student work/data in department, content and team meetings, in order to:</p> <ul style="list-style-type: none"> • learn more about students’ current thinking/understanding (“zone of proximal development”) • learn more about which strategies/practices have been most successful • effectively redesign lessons/units/interventions <p>Diamond staff will continue to develop their expertise in the use of technology to support learning:</p> <ul style="list-style-type: none"> • faculty will take a self-assessment survey about skills in current technology • self-assessment survey results will be used to plan differentiated technology training • all Diamond faculty will receive support, tailored to their self-identified learning needs • results of the School Council survey on website use will be shared with faculty <p>Diamond will assist and support LPS in creating district mission, vision and belief statements that foster student academic learning:</p> <ul style="list-style-type: none"> • draft mission, vision and belief statements will be shared with faculty and broader Diamond community • school community will discuss draft, in multiple forums, using the document as a catalyst for unpacking individual and shared understandings and beliefs 	<p>By department, teachers have indeed been working on standards-based curriculum design. English and Social Studies are in the final stages of their Curriculum Reviews, and those at the Reviews are sharing the design work with colleagues back in their content teams and departments. Departments have largely articulated their key learning standards, and are working on designing quality assessments to match these. Backwards Design has been more formally introduced in some departments, and teachers are working with Atlas Rubicon to capture their collaborative thinking and work.</p> <p>We are continuing our <i>Teaching All Kinds of Minds</i> pilot. Teams of teachers have met several times with our consultant to look at student work, and through the work to identify student strengths and weaknesses, based on the neurodevelopmental framework of the program. Teachers are then using the program materials to find effective supports, in addition to partnering with the student to learn about his/her developmental profile. While we are still just beginning this work, the results have been promising.</p> <p>We have continued to support faculty in their development of skills in the use of technology. We used the results of an individualized faculty survey to tailor professional development. Diamond’s Instructional Technology Specialist, in collaboration with district tech specialists have led workshops, drop-in sessions and individual coaching meetings, pitched at the level of need and expertise identified through the survey. Training has covered such topics as use of X2, Aspen, Coursesites, or teacher websites.</p> <p>While the faculty have received copies of the district draft, there has not yet been time to discuss this as a faculty. The School Council has read and discussed it, and notes were taken in terms of questions and suggestions.</p>

Goal 1:

If teachers expand their use of student data to discuss student progress and select effective instructional strategies, then all students will achieve at higher levels.

Diamond will begin implementation of the new teacher evaluation system:

- teachers will be introduced to the system and the Teachers' Rubric during faculty meetings
- "on-cycle" teachers will take district training
- content meeting groups ("PLCs") will set student learning goals together, based on student data
- on-cycle teachers will also set practice goals, using the Teacher Rubric and previous feedback; these can be individual or shared by content meeting members
- leadership will focus on developing the quality and consistency of its feedback to staff
- faculty, department and professional learning day meeting time will be used to support faculty with implementation, as needed

Diamond will continue to develop and refine its student support systems:

- Team Leaders will continue to meet (in collaboration with a consultant), to reflect on the best use of team meeting time, generate new ideas, and share results of approaches tried
- professional development (*All Kinds of Minds*) will be offered to teams, as a support for the above work
- RTI (Response to Intervention) Committee will continue to meet with a consultant, to clarify the process/procedures for entry into general education supports and the role of the Child Study Team(s)
- current supports will continue (Guided Study, Learning Center, Reading, Mega Math, METCO Extended Day, Math Homework Support)
- data will be collected in reading and math to determine progress for struggling students
- Diamond Leadership Team will explore mechanisms for collecting, managing, and sharing student data
- a new block in the schedule will allow for innovation in our enrichment and intervention offerings; this block will be structured into 5 modules, 6-7 weeks in length. The content of these modules will be designed and revised over the course of the year.

Our work this year has largely focused on the successful roll-out of the new evaluation system. We have spent the majority of our professional learning time on helping faculty to understand the new system, from the big picture to the details, and on implementing it effectively. Cohort 1 has been supported through a full year with the system, and Cohort 2 has received training and support to begin implementation next year. Building leaders have indeed been a regular presence in classrooms and meetings, doing observations, supporting progress toward goals, and helping with this initial cycle of implementation. The cross-town Middle School Leadership Team (administration and department heads) have met weekly, to plan for implementation, develop common understandings, and grow our common practice.

This spring, we have been working on revising our Child Study process. We have rolled out a set of guiding questions, and are crafting a draft plan for implementation in the fall. We have provided all faculty with a district google account, to facilitate note-taking and communication. The school interventionists (Learning Center, Guided Study, Reading, Social Work) have been meeting, to define their programs and to suggest strategies for getting the right children at the right time into the right program.

As mentioned above, teams of teachers and administrators have met several times with our consultant. We have learned about the neurodevelopmental constructs that the *Teaching All Kinds of Minds* program uses to help students and teachers better understand an individual's learning profile. We have used student work, teacher observation, and student feedback to learn more about individuals and their learning needs. We have used the *Teaching All Kinds of Minds* resources to match particular weaknesses with strategies designed specifically for supporting that weakness. We have been reminded about the importance of also honoring strengths, and continuing to strengthen those strengths.

We continue to run all of the supports listed. We have experimented with an afterschool session designed to use our new knowledge, language and protocols to help teachers discover potentially supportive strategies to meet specific student needs.

We have administered GRADE (reading testing) to students identified as possibly needing support in reading. The information gleaned from the results has been used to inform instruction, and where necessary, to add additional supports. In Math, teachers administer common assessments; the results inform both instruction and future placement.

We have successfully launched our new block (ICE block). The focus has remained more on enrichment (E) and community-building (C) this year. We are thinking about the possibilities for intervention (I) next year.

Goal	Implementation	Year-End Results
<p>Goal 2: If we increase student pro-social behavior and resiliency, and reduce sources of unhealthy student stress, then student academic performance and well-being will improve.</p>	<p>Diamond will continue to develop its community-building and pro-social skills development programming:</p> <ul style="list-style-type: none"> • we will look at developing common Diamond language to capture our community expectations and spirit. • guidance will organize a fall assembly for each grade, featuring a speaker from MA Aggression Reduction Coalition (MARC). The assembly will help students learn about appropriate use of the internet and social media, in addition to bolstering responsible social interaction. • guidance, faculty and administration will work on developing a calendar of events/activities to help build community and develop pro-social skills. This calendar will incorporate our work with MARC as well as with district-wide prevention programs. • guidance will work with MARC to design both follow up activities to use with students, and follow up student leadership training work. • a new block in the schedule will allow faculty and students to engage in more community-building activities and enrichment opportunities, designed to focus on the needs of the “whole child”. • the grade level Student Councils will continue to develop as a structure for getting meaningful student input on school decisions and events/initiatives. It will continue to grow as the “official” student voice for suggestions and concerns. <p>Diamond will assist and support LPS in creating district mission, vision and belief statements that will guide the development of pro-social behaviors and beliefs:</p> <ul style="list-style-type: none"> • draft mission, vision and belief statements will be shared with faculty and broader community • school community will discuss draft, in multiple forums, using the document as a catalyst for unpacking individual and shared understandings and beliefs 	<p>As a faculty, we have spent time this fall working on creating school-wide professional norms; a document was created and shared with faculty. We will work this summer to create a student-friendly version to share in the fall.</p> <p>We have partnered successfully with MARC this year to offer a number of events. All middle school teachers and administrators attended a presentation by Dr. Englander, the Center’s director. Later we offered a similar event to parents from both middle schools. Grade level assemblies were also lead by a speaker from MARC; she addressed face-to-face and cyberworld communication, relationships, and decision-making. Students in grade 6 also attended a day-long peer leadership training; we launched a follow-up group which meets during our ICE (Intervention/Community-building/Enrichment) block.</p> <p>Our ICE (Intervention/Community-building/Enrichment) block has launched, allowing us to branch beyond our usual curricular offerings. We now have several student-run offerings, from computer programming to woodshop to Medical Detectives; parents and community members have also volunteered to offer some exciting sessions. We are currently creating a survey to get feedback from faculty, students and families.</p> <p>Each grade has a student council. They meet regularly, and work on ways to improve Diamond or the broader community. They organize dances, conduct community service drives, and offer suggestions for ways to improve life at Diamond.</p> <p>While the faculty have received copies of the district draft, there has not yet been time to discuss this as a faculty. The School Council has read and discussed it, and notes were taken in terms of questions and suggestions.</p>

Goal 2:

If we increase student pro-social behavior and resiliency, and reduce sources of unhealthy student stress, then student academic performance and well-being will improve.

Diamond will continue to refine its student pro-social skills and behavioral support systems:

- "Smooth Sailing Team" (admin /guidance/ psych /social workers/nurse) will meet twice weekly to identify worrying situations and design interventions for students in need
- Smooth Sailing Team will continue to partner with district consultants to improve its knowledge/skill base, and to find effective intervention strategies
- the new block will provide the opportunity for flexible and meaningful support for students in need
- Diamond will administer the Youth Behavior Risk survey to all students, to learn more about student concerns and behavior

Our Smooth Sailing Team meets twice weekly. We continue to use the time to support students in serious need, and to refine our support practices. We have been piloting a "case manager" model, to see if we can make more effective use of our teacher team meeting times, while increasing our ability to meet student and teacher needs. As needed, we continue to partner with district personnel to improve our understandings and functioning.

ICE has not yet officially added an intervention component. However, we are discovering that allowing students to freely choose to follow an interest or passion during the school week may end up being an intervention in and of itself.

We will be finalizing the Middle School version of the Youth Behavior Risk survey in the coming months; we plan to give the survey to all 7th and 8th grade students next school year.

Goal	Implementation	Year-End Results
<p>Goal 3: If we communicate effectively, the Diamond community will be better able to support students toward their academic and pro-social goals.</p>	<p>School leadership will continue to work on improving communication with and among faculty:</p> <ul style="list-style-type: none"> • technology will be used to support communication, and to free up meeting time for collaborative work • in keeping with this, the School Improvement Plan will be shared with faculty through a video presentation, saving faculty meeting time for feedback and questions • teachers' input for faculty announcement agendas will be solicited by administration • school leadership will continue to work on the clarity and transparency of decision-making • principal will continue writing her weekly Faculty Update • leadership groups will investigate ways to inform current teachers of student/family information in a timely and efficient manner • RTI Committee and leadership groups will investigate ways of informing "off-team" teachers and future teachers of important student information in a timely and efficient manner • school leadership will make being a regular presence in classrooms and at meetings a priority, in order to support the work and provide more regular feedback <p>Diamond faculty, staff and administration will continue developing their ability to have important professional conversations honestly, respectfully and productively:</p> <ul style="list-style-type: none"> • skills and understandings from the "Difficult Conversations" work will continue to be reviewed • these skills and understandings will be put into action around meaningful topics & decisions (new block; mission, vision, and beliefs; student support; community building...) • results of the district-wide climate & culture survey will be shared • conversation about district and building "nondiscussables" will continue 	<p>We have continued to use technology for information-sharing, as much as possible. Our goal has been to free up time for more collaborative work: looking at student work, planning curriculum, working on solutions for community issues and on-going projects.</p> <p>We continue to solicit faculty input for announcements, and the principal has continued putting out a weekly Faculty Update. This contains a list of upcoming events, and key things that she would like to communicate to faculty.</p> <p>As part of our on-going work on communication, we are piloting the use of the district google accounts; we are exploring ways to take effective meeting notes, track student progress, and share key information with all faculty stakeholders.</p> <p>The new evaluation system has meant that school leadership is visiting classrooms regularly, and that written feedback is provided more often.</p> <p>As a faculty, we spent much of our meeting time this fall and winter exploring ways to improve our professional culture. Faculty identified areas of concern, areas of strength, and suggestions for forward movement. An Advisory Group worked with this information to create a set of professional norms, which were adopted mid-winter. We hope these norms will continue to guide future work and professional relationships among all members of the Diamond community.</p> <p>In addition, the principal attended a series of "coffees" on various topics, to offer faculty a chance to share any thoughts, suggestions or concerns more directly, and to provide an opportunity for open dialogue.</p>



William Diamond Middle School
School Year 2014 – 2015

School Improvement Plan

School Council Members:

**Zeynep Bursal, Jennifer Burgin, Anne Carothers, Ed Dube, Patty Frelick,
Robin Gannon, Jane Kalinski, Ann Redmon, Johanna Rodrigues, Cindy Starks**

Goal	Implementation	Timeline	Monitoring	Assessment
<p>Goal 1: If teachers expand their use of student data to discuss student progress and select effective instructional strategies, then all students will achieve at higher levels.</p>	<p>Diamond faculty will continue to use department and content meetings (“PLCs”) to work on elements of standards-based curriculum design:</p> <ul style="list-style-type: none"> • aligning curriculum to the Common Core Standards • determining “power standards” (most essential standards) • designing units and lessons • creating/finding/revising pre- and post-assessments • creating embedded formative assessments 	<p>May 2014 – June 2015</p>	<p>Admin and department heads attend content team and department meetings on an on-going basis</p>	<p>Check-ins with teacher teams and department heads</p> <p>Types of curriculum work finished and/or in use</p>
	<p>Diamond faculty will increase the use of student work/data in faculty, department, content and team meetings, in order to:</p> <ul style="list-style-type: none"> • learn more about students’ current thinking/understanding • learn more about individual students’ learning profiles/needs • identify potentially effective strategies/practices (for use with individuals, small groups, whole groups) • evaluate the effectiveness of strategies/lessons/assessments used 	<p>May 2014 – June 2015</p>	<p>Admin will check in regularly with department heads</p>	<p>Check-ins with teacher teams and department heads</p>
	<p>Using what is learned from looking at student work/data, Diamond faculty will:</p> <ul style="list-style-type: none"> • implement identified strategies • continue to revise/redesign lessons, units, assessments 	<p>May 2014 – June 2015</p>	<p>Feedback will continue to be given through evaluation system</p>	<p>Notes on looking at student work sessions, as appropriate</p> <p>Frequent observations</p>

Goal	Implementation	Timeline	Monitoring	Assessment
<p>Goal 1: If teachers expand their use of student data to discuss student progress and select effective instructional strategies, then all students will achieve at higher levels. (Continued)</p>	<p>Diamond will continue use of the DESE evaluation system:</p> <ul style="list-style-type: none"> • faculty and leadership will use the appropriate rubrics to support professional growth • departments and content meeting groups (“PLCs”) will set student learning goals together, based on student data • faculty will set practice goals, using the appropriate rubric and previous feedback; these can be individual or shared by content meeting members • leadership will focus on developing the quality and consistency of its feedback to staff 	<p>May 2014 – June 2015</p>	<p>Admin and department heads will meet weekly to monitor progress and plan next steps</p> <p>Principal will check in regularly with department heads and assistant principals</p>	<p>More frequent feedback will be given</p> <p>Protocols/ timelines for evaluation system will be followed, as appropriate</p> <p>Faculty will have received training/ support</p>
	<p>Diamond staff will continue to develop their expertise in the use of technology to support learning:</p> <ul style="list-style-type: none"> • all Diamond faculty will receive support, tailored to their self-identified learning needs • baseline website features will be identified, shared and implemented by all faculty • Grade 8 teachers will pilot the use of team-based IPAD carts 	<p>May 2014 – June 2015</p>	<p>Admin and Technology support personnel will meet regularly</p> <p>Admin will meet regularly with Team Leaders and Department Heads</p>	<p>Faculty will have received training/ support</p> <p>Survey will show additional skills</p> <p>Websites will be more consistent</p>
	<p>Lexington (district and middle school) mission, vision and beliefs statements will be revisited with staff</p>	<p>Fall 2014</p>	<p>Admin will oversee</p>	<p>Mission, Vision & Beliefs documents will have been shared</p>
	<p>Diamond Community Norms will be revisited, as a guide to our work</p>	<p>May 2014 – June 2015</p>	<p>Admin will oversee</p>	<p>Norms will be used regularly to guide our work</p>

Goal	Implementation	Timeline	Monitoring	Assessment
<p>Goal 2: If we increase student pro-social behavior and resiliency, and reduce sources of unhealthy student stress, then student academic performance and well-being will improve.</p>	<p>Diamond will continue to develop its community-building and pro-social skills development programming:</p> <ul style="list-style-type: none"> • guidance will organize a fall assembly for each grade, featuring a speaker from MA Aggression Reduction Coalition (MARC). The assembly will help students learn about appropriate use of the internet and social media, in addition to bolstering responsible social interaction. • guidance, faculty and administration will work on developing a calendar of events/activities to help build community and develop pro-social skills. This calendar will incorporate our work with MARC (MA Aggression Reduction Coalition) as well as with district-wide prevention programs. • guidance will work with MARC (MA Aggression Reduction Coalition) to design follow-up activities to use with students, and follow-up student leadership training work. • ICE block (a 1X weekly 45 minute block) will allow faculty and students to engage in more community-building activities and enrichment opportunities, designed to focus on the needs of the “whole child”. • the grade level Student Councils will continue to serve as a structure for getting student input on school decisions and events/initiatives. 	<p>May 2014 – October 2014</p> <p>May 2014 – October 2014</p> <p>Fall 2014</p> <p>Sept 2014 – June 2015</p> <p>May 2014 – June 2015</p>	<p>Admin will oversee development and implementation of programs/ activities</p> <p>Principal will check in with councils and their advisors</p>	<p>Calendar will be presented to staff in the fall</p> <p>Activities/ assemblies will have taken place</p> <p>Student Councils will have done meaningful work, and report feeling productive</p>
	<p>Diamond community norms will be shared with students and families, as well as revisited periodically with staff.</p>	<p>August – Sept 2014</p>	<p>Admin will oversee</p>	<p>Mission, Vision & Beliefs documents will have been shared</p>
	<p>Lexington district and middle school mission, vision and beliefs statements will be revisited with families and staff alike.</p>	<p>Sept 2014 – June 2015</p>	<p>Admin will oversee</p>	<p>Mission, Vision & Beliefs documents will have been shared</p>

Goal	Implementation	Timeline	Monitoring	Assessment
<p>Goal 2: If we increase student pro-social behavior and resiliency, and reduce sources of unhealthy student stress, then student academic performance and well-being will improve.</p> <p>(Continued)</p>	<p>Diamond will continue to refine its student pro-social skills and behavioral support systems:</p> <ul style="list-style-type: none"> • "Smooth Sailing Team" (admin /guidance/ psych /social workers/nurse) will meet twice weekly to identify worrying situations and design interventions for students in need. • Smooth Sailing Team will continue to partner with district consultants to improve its knowledge/skill base, and to find effective intervention strategies. • Diamond will administer the Youth Behavior Risk survey to all students in grades 7 and 8, to learn more about student concerns and behavior. 	<p>May 2014 – June 2015</p> <p>May 2014 – June 2014</p> <p>Oct 2104 – June 2015</p>	<p>Admin will attend Smooth Sailing Team meetings</p> <p>Admin will work with committee to oversee development and orchestration of survey</p>	<p>Students will be appropriately supported</p> <p>Survey will have been given to students in grades 7 & 8</p>
<p>Goal 3: If we communicate effectively, the Diamond community will be better able to support students toward their academic and pro-social goals.</p>	<p>School leadership will continue to work on improving communication with and among faculty:</p> <ul style="list-style-type: none"> • technology will be used to support communication, and to free up meeting time for collaborative work • School Improvement Plan will be shared in the Spring of 2014, as a guide for our work the following year • teachers' input for faculty announcement agendas will be solicited by administration • school leadership will continue to work on the clarity and transparency of decision-making • principal will continue writing her weekly Faculty Update • Teams will explore ways to take notes and share findings with off-team staff • school leadership will make being a regular presence in classrooms and at meetings a priority, in order to support the work and provide more regular feedback 	<p>May 2014– June 2015</p> <p>May 2014</p> <p>May 2014– June 2015</p> <p>May 2014– June 2015</p> <p>May 2014– June 2015</p> <p>May 2014– June 2015</p> <p>May 2014– June 2015</p>	<p>Admin oversees</p> <p>Admin will consult regularly with Leadership groups</p> <p>Admin oversees</p>	<p>SIP will have been shared</p> <p>Faculty will be contributing to announce-ments</p> <p>Faculty will report increase in leadership visibility</p>

Goal	Implementation	Timeline	Monitoring	Assessment
<p>Goal 3: If we communicate effectively, the Diamond community will be better able to support students toward their academic and pro-social goals.</p>	<p>Diamond faculty, staff and administration will continue developing their ability to have important professional conversations honestly, respectfully and productively:</p> <ul style="list-style-type: none"> • Diamond Community norms will guide our work together • skills and understandings from the "Difficult Conversations" work will continue to be reviewed, as helpful • district-wide results of the 2014 climate & culture survey will be shared • comparative Diamond results (2013 to 2014) of the climate & culture survey will be shared, when that data is compiled 	<p>May 2014– June 2015</p> <p>May2014 June or Fall 2014</p>	<p>Admin consults regularly with Diamond LEA representative</p> <p>Admin consults regularly with Diamond leadership groups</p>	<p>Norms and Difficult Conversations work will have been revisited</p>
	<p>Diamond will continue to work on its communication with families and the community:</p> <ul style="list-style-type: none"> • parents will be encouraged to join the PTA listserv • copies of the daily morning announcements will be sent out via listserv • principal will post at least once a week to her blog • guidance counselors, team leaders, and classroom teachers will continue to be available via email and/or phone • PTA's grade level representatives will continue to explore ways to engage families with one another and the school • Principal will meet regularly with PTA • School Council will explore ways to improve communication, including use of technology 	<p>May 2014– June 2015</p>	<p>Principal oversees</p> <p>Principal and PTA leadership will meet regularly</p> <p>Principal oversees</p>	<p>Parents will have joined listserv</p> <p>Announcements will go out Blog will have weekly postings</p> <p>PTA meetings will occur monthly School Council will implement ideas/ survey community, as needed</p>

Goal 3:
If we communicate effectively, the Diamond community will be better able to support students toward their academic and pro-social goals.

Diamond will continue to work on its communication with families and the community:

- parents will be encouraged to join the listserv, in order to get up-to-date information
- copies of the daily morning announcements will be sent out via listserv
- principal will post twice monthly to her blog
- guidance counselors, team leaders, and classroom teachers will continue to be available via email and/or phone
- PTA leadership and principal will meet in the summer, to lay out a calendar of meaningful events for the following year, and to develop partnerships with other community initiatives and groups
- PTA will pilot a system of grade level representatives, to explore ways to engage families with one another and the school
- School Council will explore ways to improve communication, including use of new technologies

Parents have been encouraged to join the listserv. The PTA uses this vehicle to push out daily announcements. We also use the website to post these, as well as other important Diamond information. Teachers use the teacher pages to post homework, conduct on-line discussion groups, and communicate with students. The principal continues to post to her blog.

The PTA has hosted a number of events this year, such as a book club evening with Donna Pincus, an expert on treating anxiety. The system of grade level representatives piloted this year has been successful, allowing families to connect in order to support Diamond but also to create a social network.

Lexington High School
School Improvement Plan
2013-2014

Laura Lasa, Principal
Adam Goldberg, Associate Principal

School Council Members:

Bob Ruxin, Co-Chair

Nanying Bian, Parent

Paul Breitenfeld, Student

Kim Efron, Parent

Eileen Jay, Community Member

Suzanne Lau, Parent

Elizabeth Moughty Curtin, Faculty Member

Katherine Murphy, Faculty Member

Ann Redmon, Parent

Walter Richardson, Faculty Member

Nancy Shepard, Community Member

Jill Smilow, Community Member

Kristin Tissera, Student

David Wininger, Faculty Member

Jessica Zhu, Student

Goal	Implementation	Timeline	Monitoring	Assessment	Results
<p style="text-align: center;"><i>Academic</i></p> <p>Goal 1:</p> <p>If teachers expand their use of student data to discuss student progress and select effective instructional strategies, then all students will achieve at higher levels.</p>	<p>PLC course teams will set and assess one or more SMART goals for student learning, curriculum design, common formative and summative assessment</p> <p>Provide professional learning for PLC teams as needed</p> <p>Begin to embed the analysis of student work into the PLC team process</p>	<p><i>Sept 2013 to May 2014</i></p>	<p>-Review PLC agendas, meeting summaries, and goals on a 6 week cycle</p> <p>- Review and implement strategies with PLC team facilitators and Department Leaders to foster efficient and effective meetings</p> <p>- Use a minimum of 15 minutes of department meeting time to share effective practices, discuss strategies, etc.</p>	<p style="text-align: center;"><u>PLC Teams:</u> <i>Faculty demonstrates further mastery of the curriculum design process and alignment of Common Core as demonstrated by:</i></p> <ul style="list-style-type: none"> • Results of the faculty survey • Evaluation of PLC teams' progress toward identified goals • Samples of student work saved • Opportunities for interdisciplinary sharing of exemplar goals, strategies, common assessments, units, etc. • Professional learning met the needs of PLC teams 	<p>a) Faculty Survey administered in May; results analyzed in summer</p> <p>b) PLC team members set collaborative student-learning goals as part of the evaluation process (Cohort 1), resulting in an increased review of student work in some PLC teams</p> <p>c) Interdisciplinary sharing of team goals at the Nov 21 and Jan 9 professional development days</p> <p>d) Professional learning provided by the district and LHS increased the use of varied instructional strategies</p> <p>e) Department meetings consistently embedded the presentation of instructional strategies</p> <p>f) Learning Center referral form amended to reflect identified Tier 1 strategies</p>

Goal	Implementation	Timeline	Monitoring	Assessment	Results
<p><i>Technology</i></p> <p>Goal 1:</p> <p>If teachers expand their use of student data to discuss student progress and select effective instructional strategies, then all students will achieve at higher levels.</p>	<ul style="list-style-type: none"> - Implement increased technology use across content areas to differentiate instruction and improve student learning - Introduce formal <i>Digital Responsibility</i> language for the use of electronic devices to allow for the appropriate/increased use of technology by students in the classroom 	<p><i>Sept 2013 to May 2014</i></p>	<ul style="list-style-type: none"> - Feedback from teachers, instructional technology specialists, IT staff on teacher involvement, use, adherence to protocols that promote social responsibility in a digital age - Principal and Associate Principal meet with instructional technology and IT a minimum of 1x per month 	<p><i>Technology: Teachers employed technology to increase differentiation and access to resources as demonstrated by:</i></p> <ul style="list-style-type: none"> • Results of the faculty survey • Observations of classroom instruction • Participation in professional learning for technology • Quantitative data from faculty, students, and parents <p><i>Students demonstrated appropriate use of technology as evidenced by:</i></p> <ul style="list-style-type: none"> • Limited violations for inappropriate use of technology 	<ul style="list-style-type: none"> • Oct distribution of approximately 50 iPads to grade nine teachers • 2 Freshman Team teachers (Eng & Soc Stud) using iPad carts since October; conducting workshops for colleagues • Conceptual Biology and 2 Grade 10 English and Social Studies teachers continued use of iPads in the classroom (year 2 of grade ten pilot) • iPad training workshops provided Dec through March for all teachers of freshman classes • Digital learning workshops held on Jan 13 and Feb 3 • Interdisciplinary discussions (24 groups) on Digital Citizenship for the use of cell-phones on Nov 18 & Dec 2 • Video and workshops on Digital Citizenship provided for faculty, students, and parents • Digital Citizenship workshops held in April and May (LEF grant) • 5 Twitter workshops held for faculty and parents

Goal	Implementation	Timeline	Monitoring	Assessment	Results
<p><i>Evaluation Process</i></p> <p>Goal 1:</p> <p>If teachers expand their use of student data to discuss student progress and select effective instructional strategies, then all students will achieve at higher levels.</p>	<p>- Implement the new Massachusetts Evaluation and Supervision System with selected professional staff (Cohort I) to increase teacher effectiveness and student academic success</p> <p>- Teachers and administrators will receive training and support for the use of the district management software</p> <p>- Leadership will focus on developing high quality and consistent feedback</p>	<p><i>Sept 2013 to May 2014</i></p>	<p>- Teachers in Cohort I of the Massachusetts Evaluation and Supervision System will be encouraged to set shared goals within a content PLC Team</p> <p>- Throughout the school year, provide adequate support for the new Massachusetts Evaluation and Supervision System; engage in meaningful dialogue around the quality of feedback</p>	<p><u>Evaluation and Supervision:</u></p> <p><i>Implementation of the new evaluation system was systematic and provided appropriate training as demonstrated by:</i></p> <ul style="list-style-type: none"> • Faculty's ability to create quality goals and to provide adequate documentation to support progress • Qualitative and quantitative data on the effectiveness and timeliness of feedback (evaluation) • Feedback from teachers and administrators reflects adequate training for technology, implementation, and quality feedback 	<ul style="list-style-type: none"> • Overview of the process given to faculty Sept 9 • All Cohort 1 faculty developed approved goals • Leadership Team members discuss the rubrics, observed practices, and shared feedback for 30 minutes in bi-weekly meetings • Joint Council members completed multiple shared observations with colleagues and shared written feedback from mini-observations • Baseline Edge training received in November to support teachers and administrators • Leadership Team implemented a common format and process for written feedback to teachers • Student Support Team meetings actively tracked student interventions in a 4 week cycle (Deans' Student Learning Goal)

Goal	Implementation	Timeline	Monitoring	Assessment	Results
<p><i>Social/Emotional</i></p> <p>Goal 2: If we increase student pro-social behavior and resiliency, and reduce sources of unhealthy student stress, then student academic performance and well-being will improve.</p>	<ul style="list-style-type: none"> - Continue to embed activities around social and civic expectations into student assemblies and homerooms - Encourage a 4 week cycle for evaluating student interventions at Student Support Team (SST) meetings ▪ Promote positive school culture and respect for diversity - Promote wellness activities for students and faculty - Use faculty committees/meeting time to identify sources of <i>unhealthy</i> stress and to develop strategies to minimize the sources - Assist and support LPS in creating district mission, vision, and belief statements that guide student pro-social behaviors ▪ Implement the new Massachusetts Evaluation and Supervision System with selected professional staff (Cohort I) to promote effective strategies for balanced academic and social/emotional well-being 	<p><i>Sept 2013 to June 2014</i></p>	<ul style="list-style-type: none"> -Observe and provide - feedback on extended homeroom activities -Observe a minimum of 4 SST meetings; monthly progress reports at Admin Team meetings -Embed Dean reports on student incidents in weekly Admin meetings -Monthly meetings with K-12 METCO Director, K-12 Guidance Director, and Athletic Director -Bi-weekly meeting between Principal and Special Education Supervisor -Examine the relationship between Peer Mentors and Nexus Program (new students) -Review the faculty survey and YRBS data -Develop and implement a student survey 	<p><i>Positive behaviors and resiliency increased as demonstrated by:</i></p> <ul style="list-style-type: none"> -Data on social and civic violations -Data tracked for student interventions within SST structure -Results of the YRBS -Analysis of LHS student survey results (June) <p><i>Unhealthy stress reduced as demonstrated by:</i></p> <ul style="list-style-type: none"> -Data on student hospitalizations/interventions -Qualitative data from Admin Team and Principal meetings with other leaders -Information from students new to LHS (transition) -Results of the YRBS -Results of faculty survey 	<ul style="list-style-type: none"> • Student assemblies addressed shared responsibility for a clean campus, citizenship, and leadership • <u>Student Survey Results</u> (675 participants): 76% report LHS is welcoming to new students; 65% report students treat other students with respect; 70.2% report students of all cultural backgrounds feel comfortable • <u>YRBS Results</u>: Cigarette use down; Marijuana use lower than National average; serious drug use declining; 11% decrease in reported alcohol use; 24% report teachers recognize stress students are under • 31 students provided support by the post-hospitalization and/or concussion support program (Alpha) • Coping with stress/stress reduction activities continued; Peer Mentor activities for relationship building, critical friends, etc. provided October-May; 60 Peer Mentors in grade 9 HRs • School Council agendas included discussions on current cluster requirements/credit recovery • Wellness Champions produce monthly announcements • Monthly meetings with LEA reps and Principal included check-ins on the new evaluation process roll-out • Faculty survey administered in May; results analyzed in the summer • Transition students' feedback in June • Successful Mock Accident held in May to promote safe driving

Goal	Implementation	Timeline	Monitoring	Assessment	Results
<p><i>School Culture</i></p> <p>Goal 3:</p> <p>If the school leaders communicate a clear vision for the climate and culture of the school, then all stakeholders will contribute to and be invested in a shared vision for adult and student growth</p>	<p>- Implement bi-weekly Principal and Associate Principal notes to address transparent decision-making and to provide clear communication for school-wide procedures</p> <p>- Streamline communication via Critical News, department conferences, and home/school communication as needed</p> <p>- Assist and support LPS in creating district mission, vision, and belief statements that foster student academic learning and professional growth</p>	<p>Sept 2013 to June 2014</p>	<p>- Leadership Team feedback on weekly notes</p> <p>- Department Leaders' goals are related to effective communication and the promotion of district and school beliefs</p> <p>- Work with department leaders to provide effective professional learning opportunities related to the evaluation system</p> <p>Throughout the school year, discuss with faculty and staff how the mission, vision, and beliefs of the LPS are: (1) being used on a regular basis to drive instruction, and (2) represent the core values and beliefs of LHS</p>	<p><i>Effective communication as demonstrated by:</i></p> <ul style="list-style-type: none"> • Results of the faculty survey • Qualitative feedback on the effectiveness of weekly communication • School website • Critical News updates • LHS to home newsletter and monthly Principal's Notes • Timely use of Global Connect <p><i>A positive school culture is fostered through:</i></p> <ul style="list-style-type: none"> • School-wide participation in decision-making • Timeliness of adhering to procedures for all stakeholders • Embedded practices that represent LPS mission, vision and beliefs • Sustained volunteer faculty committees and discussions 	<p>-Bi-weekly Principal and Associate Principal notes implemented</p> <p>-Aspen email communication to parents and students implemented</p> <p>-Associate Principal presented a 3-yr vision for technology</p> <p>-The shared Professional Practice Goal related to Digital Citizenship was met</p> <p>-EDCO workshop on Co-Teaching attended by 22 faculty members and selected administrators</p> <p>-Students presented at March faculty meeting (student lens for concussion)</p> <p>-6 interdisciplinary discussions held on culture, norms, and policies</p> <p>-Principal available for feedback from all faculty members (6x)</p> <p>-2 Voluntary faculty meetings held to inform educators about modulars</p> <p>-<u>Student Survey Results:</u> 39.35% report regular use of Aspen to check attendance and grades; 65.32% understand how use First Class email; 59.73% do not regularly use FC email; 42.9% access teacher websites daily/38.37% weekly; most frequent use of teacher websites is info about homework (82.27%)</p> <p>- 32 suspensions related to Social Civic violations</p> <p>-District Climate Survey results reflect continued improvement toward a positive culture</p> <p>- Outdoor and indoor signage installed to promote communication</p>

Goal	Implementation	Timeline	Monitoring	Assessment	Results
<p><i>School Culture</i></p> <p>Goal 3:</p> <p>If the school leaders communicate a clear vision for the climate and culture of the school, then all stakeholders will contribute to and be invested in a shared vision for adult and student growth</p>	<p><u>Faculty Leadership/Growth</u></p> <ul style="list-style-type: none"> - Conduct a second year of Digital Learning Month to foster understanding of technology resources and to promote teacher leadership - Establish a minimum of 5 meetings for teachers in PLC leadership roles to foster efficiency and effectiveness 	<p>Sept 2013 to June 2014</p>	<p>Dialogue with teachers in leadership roles fostered progress in the curriculum design process, in the use of technology to differentiate instruction, and allowed for adequate resources to be provided</p>	<p><i>Faculty leadership is fostered through collaborative professional learning:</i></p> <ul style="list-style-type: none"> • School-wide participation in professional learning opportunities related to technology and PLC team development • Results of the faculty survey 	<ul style="list-style-type: none"> -LHS Faculty Survey results analyzed in the summer -Over 100 faculty members participated in the spring workshops on Digital Citizenship; additional workshops offered in fall of 2014 -Throughout the year, faculty participated in high school based and district PD related to technology - School community members participated in the first series of workshops related to the Digital Citizenship curriculum - May 12 presentation on technology addressed school and district goals -Did not establish meetings for teachers in PLC teams (focused on the evaluation process during professional learning time) - On-going Understanding by Design work in PLC teams; summer workshops to continue progress on standards based curricula

Lexington High School
School Improvement Plan
2014-2015

Laura Lasa, Principal
Adam Goldberg, Associate Principal

School Council Members:

Bob Ruxin, Co-Chair

Nanying Bian, Parent

Paul Breitenfeld, Student

Kim Effron, Parent

Eileen Jay, Community Member

Suzanne Lau, Parent

Elizabeth Moughty Curtin, Faculty Member

Katherine Murphy, Faculty Member

Ann Redmon, Parent

Walter Richardson, Faculty Member

Nancy Shepard, Community Member

Jill Smilow, Community Member

Kristin Tissera, Student

David Wininger, Faculty Member

Jessica Zhu, Student

Lexington High School
School Improvement Plan
2014-2015

Goal	Implementation	Timeline	Monitoring	Assessment	Results
<p style="text-align: center;"><i>Academic</i></p> <p>Goal 1:</p> <p>If educators increase their use of varied instructional strategies and interventions, then all students will achieve at higher levels.</p>	<p>Refine and expand curriculum and instruction:</p> <p><i>Bring the curriculum design work to scale by June 2015</i></p> <p><i>Evaluate the school-wide use of homework as an instructional strategy</i></p> <p><i>Develop ways to strengthen the co-teaching and collaborative teaching models</i></p> <p><i>Implement the second phase of the new evaluation system designed to continuously improve professional practice</i></p> <p><i>All educators develop and evaluate measurable student-learning goals as part of the evaluation process</i></p>	<p><i>August 2014 to June 2015</i></p>	<p>Provide department support for the development of curriculum</p> <p>Collect feedback from 4 or more interdisciplinary faculty discussions on homework practices, uses, etc.</p> <p>Review the effectiveness of the co-teaching and collaborative teaching models</p> <p>The second phase of the evaluation system is actively implemented according to district procedures</p> <p>Review the professional learning teams' progress related to shared goals and curriculum design on a monthly basis</p> <p>The identified District Accommodation Plan accommodations are used effectively to support educator goals and student outcomes</p>	<p>Assess the number of courses in Atlas Rubicon</p> <p>Analyze the faculty and Department Leader feedback on homework as an instructional strategy</p> <p>Structured interdisciplinary faculty discussions on homework practices, uses, etc. identify successful strategies and suggestions for possible change</p> <p>Teachers continue to employ collaborative strategies in the co-teaching and collaborative models</p> <p>The second phase of the evaluation system has been actively implemented according to district procedures</p> <p>Assess educator progress toward their student learning goals as part of the evaluation process</p> <p>Analyze the teams' monthly progress toward the use of student data</p>	

Lexington High School
School Improvement Plan
2014-2015

Goal	Implementation	Timeline	Monitoring	Assessment	Results
<p style="text-align: center;"><i>Academic</i></p> <p>Goal 1:</p> <p>If educators increase their use of varied instructional strategies and interventions, then all students will achieve at higher levels.</p>	<p>Examine the District Accommodation Plan to promote collaboration:</p> <ul style="list-style-type: none"> • <i>General education and special education teachers collaborate on intervention strategies (Tier 1 & 2)</i> • <i>Foster district professional learning opportunities and share practices</i> 	<p><i>August 2014 to June 2015</i></p>	<p>The collaboration on intervention strategies is monitored through visible evidence of applied District Accommodation Plan strategies that foster student success</p> <p>Track the Learning Center and Alpha Program referrals and interventions</p> <p>Coach professional learning teams and individuals on the development of intervention strategies in 3 high leverage areas: feedback, effort & perseverance, and differentiation</p> <p>Professional learning practices are shared in department and faculty meetings</p>	<p>Deans make effective progress in tracking District Accommodation Plan interventions in a 4 week cycle</p> <p>Strategies acquired from professional collaboration are observable in instruction</p> <p>Analyze identified strategies for attendance issues to be sure they are linked to the District Accommodation Plan</p> <p>Methods and strategies shared and implemented in the co-teaching and collaborative teaching models improve student learning</p> <p>Teachers lead professional learning opportunities related to high-leverage intervention strategies within Tier 1</p>	

Lexington High School
School Improvement Plan
2014-2015

Goal	Implementation	Timeline	Monitoring	Assessment	Results
<p style="text-align: center;"><i>Academic</i></p> <p><u>Goal 1:</u></p> <p>If educators increase their use of varied instructional strategies and interventions, then all students will achieve at higher levels.</p>	<p>Expand the use of technology resources and tools:</p> <p><i>Implement increased iPad use in grade nine and ten English, Social Studies, and Math</i></p> <p><i>Provide relevant and consistent professional learning related to the use of iPads, Blended Learning, Web 2.0 tools, and grade book use</i></p> <p><i>Embed and implement structures for attendance and discipline interventions to comply with Chapter 222 (mgl 37H ¾)</i></p>	<p><i>August 2014 to June 2015</i></p>	<p>Observe and provide feedback on the use of iPads, Blended Learning, and Web 2.0 tools</p> <p>There is an increased use of Blended Learning and Web 2.0 tools in all grade levels</p> <p>The Chapter 222 structures are actively implemented according to district procedures</p> <p>Monitor the Chapter 222 interventions</p>	<p>Analyze the faculty and student survey results related to the appropriate departmental use of iPads, Blended Learning, and Web 2.0 tools</p> <p>The increased use of technology resources and tools enhanced student learning and productivity</p> <p>Evaluate the implemented structures for compliance with Chapter 222</p> <p>The implemented interventions for Chapter 222 support improved attendance and academic achievement</p>	

Lexington High School
School Improvement Plan
2014-2015

Goal	Implementation	Timeline	Monitoring	Assessment	Results
<p style="text-align: center;"><i>Wellness</i></p> <p><u>Goal 2:</u> If we actively foster perseverance, resiliency, and coping strategies, then student wellness (physical and emotional) will improve.</p>	<p>Continue to develop programs that support wellness:</p> <p><i>Through the review process in Guidance, examine the current curriculum and programming for building resiliency, perseverance, and coping strategies</i></p> <p><i>Determine appropriate grade level goals for self-determination and self-advocacy in various school settings</i></p> <p><i>Utilize Extended Homerooms to foster stress relief, time management, and coping strategies</i></p> <p><i>Identify students requiring support</i></p> <p><i>Provide specific strategies for students and parents in Newsletters and other communications</i></p>	<p><i>August 2014 to June 2015</i></p>	<p>Observe and provide feedback on Extended Homeroom, Guidance Seminar activities, and grade level goals</p> <p>Principal observation of a minimum of 8 Student Support Team meetings; deans' peer observations of Student Support Team meetings</p> <p>Monthly discussions on resiliency and coping strategies at the weekly Administrative Team meetings that include the Assistant Director of Guidance</p> <p>Observe, listen, and record community feedback related to stress relief, resiliency, perseverance and coping strategies (School Council, PTSA, Parent Group, etc.)</p> <p>Develop appropriate student survey questions related to physical and emotional health</p>	<p>Discuss the results of the Guidance curriculum and programming review</p> <p>Analyze the faculty and student feedback on Extended Homeroom activities and Guidance seminars</p> <p>Analyze the qualitative and quantitative data from the four Student Support Teams</p> <p>Analyze progress toward the grade level goals for self-determination and self-advocacy</p> <p>Analyze the data on health-related absences and intervention strategies</p> <p>Evaluate qualitative data from the community feedback</p> <p>Analyze the student survey results</p> <p>Discuss relevant data from the 2013 Youth Risk Behavior Survey</p>	

Lexington High School
School Improvement Plan
2014-2015

Goal	Implementation	Timeline	Monitoring	Assessment	Results
<p style="text-align: center;"><i>School Culture</i></p> <p><u>Goal 3:</u></p> <p>If all educators implement and enforce common expectations for digital and academic citizenship, then students will be better equipped to contribute to the school community in a positive manner.</p>	<p>Support citizenship education in alignment with the district vision:</p> <p><i>As a school community, establish clear digital citizenship expectations with the student body</i></p> <p><i>As a school community, establish clear guidelines for academic citizenship; continue the development of a new policy that focuses on expected behaviors</i></p> <p><i>Develop a working committee to explore how to embed existing leadership/citizenship opportunities into the course catalog and student schedules</i></p> <p><i>Assist and support Lexington Public Schools in creating mission, vision, and belief statements that foster academic learning and guide school culture</i></p>	<p><i>August 2014 to June 2015</i></p>	<p>Track patterns of behavior related to digital and academic citizenship</p> <p>Hold monthly discussions at the faculty and leadership level related to academic and digital citizenship</p> <p>Observe, listen, and record community feedback related to digital and academic citizenship (School Council, PTSA, Parent Group, etc.)</p> <p>Observe and provide feedback on the progress of Athletic, Academic, and Social leadership groups</p> <p>The draft mission, vision, and beliefs are practiced in educator dialogue, instruction, decision-making, professional learning, and community partnerships</p>	<p>Evaluate data related to digital and academic citizenship</p> <p>A final draft of a policy on academic citizenship was developed for implementation in 2015-2016</p> <p>Implement the appropriate recommendations from the working committee on organized leadership and citizenship groups within the school</p> <p>Analysis of the student and faculty survey results</p> <p>Discuss relevant data from the 2013 Youth Risk Behavior Survey</p> <p>The draft mission, vision, and beliefs are visible in the school community</p>	

Lexington High School
 School Improvement Plan
 2014-2015

Goal	Implementation	Timeline	Monitoring	Assessment	Results
<p style="text-align: center;"><i>School Culture</i></p> <p><u>Goal 3:</u></p> <p>If all educators implement and enforce common expectations for digital and academic citizenship, then students will be better equipped to contribute to the school community in a positive manner.</p>	<p>Support effective communication in a digital age:</p> <p><i>Open the Aspen gradebook portal to students and parents in semester two to strengthen communication with teachers through the use of digital resources</i></p> <p><i>Develop acceptable use protocols to foster appropriate use of the Aspen gradebook</i></p>	<p><i>August 2014 to June 2015</i></p>	<p>Hold quarterly discussions on the positive outcomes of the Aspen gradebook availability to students (related to digital responsibility, self-advocacy, and communication)</p> <p>The availability of the Aspen gradebook promotes positive and proactive student-teacher communication</p>	<p>The Aspen gradebook is effectively used by students to increase communication with teachers</p> <p>Teachers, students, and parents report positive and proactive outcomes for communication with teachers</p>	

LEXINGTON PUBLIC SCHOOLS

2015 – 2016

SCHOOL CALENDAR

DRAFT **BEFORE** Labor Day start

NOTE: All Thursdays are half-day dismissal at the Elementary Schools

B = Back to school night

C = Middle School (MS) and/or LHS Conferences; See specific month for ½ day or no school

E = Elem. Conferences, Students – ½ day

H = Holiday, Schools and Offices closed

* = Recognized Holiday, Schools and Offices Open

P = Professional Learning

AUGUST				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
T31				

31 – Teachers Only

SEPTEMBER				
M	T	W	T	F
	1	2	3	4
H7	8	9	10	11
H14	15	16	P17	18
21	22	H23	B24	25
28	29	B30		

1 – All K-5, All 6th grade, & All new students begin – ½ day

1 – Only Grade 9 students – full day

2 – All Kindergarten students – ½ day

2 – All Students Grades 1 – 12 – full day

3 – All Students Grades K – 5 – ½ day

3 – All Students Grades 6 – 12 – full day

4 – Schools Closed, Offices Open

7 – Holiday (Labor Day)

14 – Holiday (Rosh Hashanah)

17 – Prof. Learning.; Students – ½ day

23 – Holiday (Yom Kippur)

24 – Back-to-School Night – Elementary Schools

30 – Back-to-School Night – LHS

OCTOBER				
M	T	W	T	F
			B1	2
5	6	7	8	P9
H12	13	14	15	16
19	20	21	22	23
26	27	E28	E29	30

1 – Back-to-School Night – Middle Schools

9 – All Day Professional Learning Students – NO school

12 – Holiday (Columbus Day)

28, 29 – Elem. Conf.; Students – ½ day

NOVEMBER				
M	T	W	T	F
2	3	E4	E5	6
9	10	H11	12	13
16	17	18	19	C20
23	24	25	H26	H27
C30				

4, 5 – Elem. Conf.; Students – ½ day

11 – Holiday (Veteran’s Day)

11 – Diwali

20 – MS Conf.; Students – NO school MS students only

25 – Students & Staff – ½ day

26, 27 – Holidays (Thanksgiving)

30 – LHS Conf.; Students – NO school LHS students ONLY

DECEMBER				
M	T	W	T	F
	1	2	3	C4
7	8	9	10	C11
14	15	16	17	18
21	22	23	24	H25
28	29	30	31	

4 – MS Conf.; – ½ day MS students ONLY

11 – MS Conf.; – ½ day MS students ONLY

24 – Schools Closed, Offices Open

25 – Holiday (Christmas)

28 to 31 – Schools Closed, Offices Open

JANUARY				
M	T	W	T	F
				H1
4	5	6	7	8
11	12	13	P14	15
H18	19	20	21	22
25	26	27	28	29

1 – Holiday (New Year’s Day)

14 – Prof. Learning; Students – ½ day

18 – Holiday (Martin Luther King, Jr.)

FEBRUARY				
M	T	W	T	F
1	2	3	4	5
8*	9	10	11	12
H15	16	17	18	19
22	23	24	25	26
29				

8 – Lunar New Year

10 – LHS Curriculum Night (snow date – Feb. 11th)

15 – Holiday (Presidents’ Day)

16 to 19 – Schools Closed, Offices Open

21 – International Mother Language Day

MARCH				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	P24	H25
28	29	E30	E31	

17 – Kindergarten Orientation

24 – Prof. Learning; Students – ½ day

25 – Holiday (Good Friday)

30, 31 – Elem. Conf.; Students – ½ day

APRIL				
M	T	W	T	F
				1
4	5	E6	E7	8
11	12	13	14	15
H18	19	20	21	22
25	26	27	28	29

6, 7 – Elem. Conf.; Students – ½ day

18 – Holiday (Patriots’ Day)

19 to 22 – School Closed, Offices Open

MAY				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	P19	20
23	24	25	26	27
H30	31			

3 – Clarke and Diamond Students ½ day for 5th grade orientation

19 – Prof. Learning; Students – ½ day

30 – Holiday (Memorial Day)

JUNE				
M	T	W	T	F
		1	2	3
5	6	7	8	9
13	14	15	16	17
20	F21	22	23	24
27	28	29	30	

5 – LHS Graduation

21 – Final day for students and teachers if no weather related cancellations; Students – ½ day

22 to 28 – Planned Make-up Days (if needed)

Secondary Term Closes

October 30
January 15
March 24

Elementary Term Closes

January 15

Full-Day Schedule

Grades K-5; 8:45 a.m. – 3:15 p.m.
Grades 6-8; 8:00 a.m. – 2:50 p.m.
Grades 9-12; 7:45 a.m. – 2:25 p.m.

Half-Day Dismissal

Elementary 12:15 p.m.
Middle School 11:45 a.m.
High School 11:15 a.m.

LEXINGTON PUBLIC SCHOOLS

2015 – 2016

SCHOOL CALENDAR

DRAFT after Labor Day Start

NOTE: All Thursdays are half-day dismissal at the Elementary Schools

B = Back to school night

C = Middle School (MS) and/or LHS Conferences; See specific month for ½ day or no school

E = Elem. Conferences, Students – ½ day

H = Holiday, Schools and Offices closed

* = Recognized Holiday, Schools and Offices Open

P = Professional Learning

AUGUST				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

SEPTEMBER				
M	T	W	T	F
	1	2	T3	4
H7	8	9	10	11
H14	15	16	P17	18
21	22	H23	B24	25
28	29	B30		

OCTOBER				
M	T	W	T	F
			B1	2
5	6	7	8	P9
H12	13	14	15	16
19	20	21	22	23
26	27	E28	E29	30

- 3 – Teachers Only
- 4 – Schools Closed, Offices Open
- 7 – Holiday (Labor Day)
- 8 – All K-5, All 6th grade, & All new students begin – ½ day
- 8 – Only Grade 9 students – full day
- 9 – All Kindergarten students – ½ day
- 9 – All Students Grades 1 – 12 – full day
- 10 – All Students Grades K – 5 – ½ day
- 14 – Holiday (Rosh Hashanah)
- 17 – Prof. Learning; Students – ½ day
- 23 – Holiday (Yom Kippur)
- 24 – Back-to-School Night – Elementary Schools
- 30 – Back-to-School Night – LHS

- 1 – Back-to-School Night – Middle Schools
- 9 – All Day Professional Learning Students – NO school
- 12 – Holiday (Columbus Day)
- 28, 29 – Elem. Conf.; Students – ½ day

NOVEMBER				
M	T	W	T	F
2	3	E4	E5	6
9	10	H11	P12	13
16	17	18	19	C20
23	24	25	H26	H27
C30				

DECEMBER				
M	T	W	T	F
	1	2	3	C4
7	8	9	10	C11
14	15	16	17	18
21	22	23	24	H25
28	29	30	31	

JANUARY				
M	T	W	T	F
				H1
4	5	6	7	8
11	12	13	P14	15
H18	19	20	21	22
25	26	27	28	29

FEBRUARY				
M	T	W	T	F
1	2	3	4	5
8*	9	10	11	12
H15	16	17	18	19
22	23	24	25	26
29				

- 4, 5 – Elem. Conf.; Students – ½ day
- 11 – Holiday (Veterans’ Day)
- 11 – Diwali
- 20 – MS Conf.; Students – NO school MS students only
- 25 – Students & Staff – ½ day
- 26, 27 – Holidays (Thanksgiving)
- 30 – LHS Conf.; Students – NO school LHS students ONLY

- 4 – MS Conf.; – ½ day MS students ONLY
- 11 – MS Conf.; – ½ day MS students ONLY
- 24 – Schools Closed, Offices Open
- 25 – Holiday (Christmas Day)
- 28 to 31 – Schools Closed, Offices Open

- 1 – Holiday (New Year’s Day)
- 14 – Prof. Learning; Students – ½ day
- 18 – Holiday (Martin Luther King, Jr.)

- 8 – Lunar New Year
- 10 – LHS Curriculum Night (snow date – Feb. 11th)
- 15 – Holiday (Presidents’ Day)
- 16 to 19 – Schools Closed, Offices Open
- 21 – International Mother Language Day

MARCH				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	P24	H25
28	29	E30	E31	

APRIL				
M	T	W	T	F
				1
4	5	E6	E7	8
11	12	13	14	15
H18	19	20	21	22
25	26	27	28	29

MAY				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	P19	20
23	24	25	26	27
H30	31			

JUNE				
M	T	W	T	F
		1	2	3
5	6	7	8	9
13	14	15	16	17
20	21	22	23	F24
27	28	29	30	

- 17 – Kindergarten Orientation
- 24 – Prof. Learning; Students – ½ day
- 25 – Holiday (Good Friday)
- 30, 31 – Elem. Conf.; Students – ½ day

- 6, 7 – Elem. Conf.; Students – ½ day
- 18 – Holiday (Patriots’ Day)
- 19 to 22 – School Closed, Offices Open

- 3 – Clarke and Diamond Students ½ day for 5th grade orientation
- 19 – Prof. Learning; Students – ½ day
- 30 – Holiday (Memorial Day)

- 5 – LHS Graduation
- 24 – Final day for students and teachers if no weather related cancellations; Students – ½ day
- 27 to 30 – Planned Make-up Days (if needed)

Secondary Term Closes

October 30
January 15
March 24

Elementary Term Closes

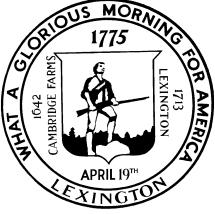
January 15

Full-Day Schedule

Grades K-5; 8:45 a.m. – 3:15 p.m.
Grades 6-8; 8:00 a.m. – 2:50 p.m.
Grades 9-12; 7:45 a.m. – 2:25 p.m.

Half-Day Dismissal

Elementary 12:15 p.m.
Middle School 11:45 a.m.
High School 11:15 a.m.



Lexington Public Schools

146 Maple Street ❖ Lexington, Massachusetts 02420

Mary Ellen N. Dunn.
Assistant Superintendent for Finance and Business Operations
Chief Procurement Officer ~ School Department

Tel: (781) 861-2563
Fax: (781) 863-5829
mdunn@sch.ci.lexington.ma.us

To: Paul B. Ash, Superintendent
From: Mary Ellen Dunn, Assistant Superintendent for Finance and Business
Date: May 23, 2014
Re: FY 2014 End of Year Transfer Request

As the fiscal year closes, each year we request permission to transfer funds to balance out accounts and to otherwise cover interdepartmental spending. Please request the School Committee authorize transfers to balance and close the FY 2014 budget.

Sample motion: The Assistant Superintendent of Finance and Business Operations is authorized to transfer funds among accounts and special revenue funds to balance the FY 2014 operating budget with a summary of transfers provided in the final 4th quarter report.

Specific items that are currently in the queue beyond prior authorizations, but under the School Committee \$50,000 transfer policy are the following:

1. Office move and reallocation of space at Central Administration for K-12 Guidance Director and administrative assistant to be completed by June 30, 2014.
2. Diamond Department Head Office reconfiguration – pending timing and final dollar estimate. Could be FY2015 summer project.

Previously authorized and in process of being ordered and installed:

1. LHS Bike Racks - \$10,000
2. Bridge Elementary School Swings - \$16,000
3. Available Funds Requests - \$300,000



TOWN OF LEXINGTON
Department of Public Facilities

Patrick W. Goddard
Director of Public Facilities

Tel: (781) 274-8958
Email:pgoddard@lexingtonma.gov

May 18, 2014

To: Dr. Paul Ash,
Superintendent of Schools

Re: 2014 Lexington Public Schools (LPS) Facility Master Plan

A Request for Qualifications has been advertized in the May 7, 2014 edition of the Central Register for firms to submit their qualifications to perform educational capacity analysis and space utilization of all LPS facilities, develop strategies and plans to overcome capacity shortfalls, and to provide cost estimates in support of the recommended plans. The firm will also meet with the Ad hoc School Facilities Master Planning Committee and present at other public meetings as required. After consulting with Jon Himmel, Chair of the Permanent Building Committee, reviewing past Master Planning efforts, and conferring with consultants, an appropriation of \$250,000 is required to complete all three phases of this work.

Phase 1:

- 1) Review space plans of ten LPS facilities (1,077,059 square feet) and make field observations to confirm accuracy of plans and identified use and approximate size of spaces (existing building drawings are available from the Department of Public Facilities.)
- 2) Review school policy on class size and educational programs.
- 3) Facilitate a process to discuss goals that may impact the space needs.
- 4) Meet with each school Principal and administrator(s) at each school to discuss the school's scheduling process.
- 5) For six elementary schools, two middle schools, and one senior high school develop a capacity analysis for the schools in their current configuration using current curriculum and delivery process. Review the current usage of each space and make recommendations on efficiency of use.
- 6) For the LPS Administration Building (a 1956 elementary school) develop a capacity analysis for use as an elementary school building within the existing building footprint.
- 7) Review capacities with school administrators, the Ad hoc preK – 12 Master Planning Committee, and public facilities staff and develop minimal construction opportunities that address short-term (up to three years) enrollment swings at each school and/or redistricting.
- 8) Prepare a Phase 1 Final Report that provides analysis of each schools capacity based on current educational standards, updated diagrams that show how the capacity is provided in the school and the methodology for scheduling that drives the capacity. Provide recommendations on options at each school to accommodate the projected enrollments from the Enrollment Working Group through FY 2016. Also in the Final Report provide an assessment on potential

capacity for elementary education at the LPS Administration Building if the administration functions are moved to another location.

9) Phase 1 Final report due September 1, 2014.

10). Provide overview guidance on MSBA funding eligibility and strategies for the various scenarios.

Phase 2: (Specific details to be determined at completion of Phase 1)

Provide specific options to accommodate 10 year population projections and flexible strategies for longer term enrollment growth or fluctuations. Recommendations should meet the demands of 21st Century education. Develop phasing options that:

- alleviate space shortfall that will require funds to be appropriated at a potential November 2014 Special Town Meeting
- alleviate space shortfall that would require appropriation at 2015 Annual Town Meeting to study/design/construction documents for additional capacity at one or more locations

Phase 3: (Specific details to be determined after completion of Phase 1)

Provide specific options to accommodate 10 year population projections and flexible strategies for longer term enrollment growth or fluctuations. Recommendations should meet the demands of 21st Century education. Develop phasing options that:

- develop options for elementary, middle school, and high school education that may involve projects at multiple schools over the next ten years
- an option that might result in a school project that would qualify for the MSBA Capital Grant Program.

Phase 1 is advertized as a negotiated fee, not to exceed \$75,000. Phase 2, if required, is anticipated to require a fee of approximately \$25,000 and Phase 3 should require a fee of approximately \$100,000. The remaining \$50,000 will allow for contingencies.

Let me know if you have any questions.

Pat Goddard



Lexington Public Schools

146 Maple Street ❖ Lexington, Massachusetts 02420

Mary Ellen N. Dunn.
Assistant Superintendent for Finance and Business Operations
Chief Procurement Officer ~ School Department

Tel: (781) 861-2563
Fax: (781) 863-5829
mdunn@sch.ci.lexington.ma.us

To: Paul B. Ash, Superintendent
From: Mary Ellen Dunn, Assistant Superintendent for Finance and Business
Date: May 23, 2014
Re: Second Reading: Traffic Safety and Mitigation Policy

Attached is the School Committee Traffic Safety and Mitigation Policy document for second reading.

The new items as requested are as follows:

Page 3, Line 10: Text Added

This will be apply to all modes of transportation (e.g., vehicle or bicycle)

Revisions as requested are as follows:

Page 3, Line 46: Pending Text Removal. A status update will be available on May 27.

- U-turns on school property or ~~adjacent public ways~~. (Under review with Police Dept.)

1 **LEXINGTON SCHOOL COMMITTEE POLICY**

2
3 **TRAFFIC SAFETY & MITIGATION**

First Reading: April 29, 2014

Second Reading: May 27, 2014

**Date Approved by
School Committee:** _____

Signature of Chair: _____

12
13 **I. PURPOSE/POLICY:**

14 The School Committee and administration strive to ensure overall safety of students, employees,
15 and community members while on school property. The School Committee encourages walking,
16 bicycling, school bus, car pool, and other means of mass transit to access school property. In
17 addition, the School Committee is aware of and understands that traffic conditions on school
18 property and subsequently residential streets abutting school property affect the neighborhoods'
19 livability.

20
21 The goal of the School Committee Traffic Safety and Mitigation Policy is to improve safety by
22 affecting driver behavior and the quality of life for residents, pedestrians, bicyclists, and motorists.
23 In addition, it is to ensure that school traffic plans do not hinder quick response time for
24 emergency service vehicles including fire trucks, police cars, ambulances, and large vehicles such
25 as school buses and trucks used for providing essential municipal, school, and resident services.

26
27 The School Committee is responsible for traffic safety and mitigation on school property.
28 Principals are responsible for following School Committee policy and for the safe and proper
29 transfer of students to/from home. The principal's jurisdiction is the management and operations of
30 school grounds and school owned/contracted vehicles. Visitors, parents, guardians, and designated
31 care-givers are responsible for following all posted policies, regulations and guidelines for traffic
32 safety and mitigation on and around school property.

33
34 Traffic safety and mitigation improvement can be achieved through education, enforcement, and
35 engineered traffic calming programs. Traffic calming is defined as a combination of mainly
36 physical measures that reduce the negative effects of motor vehicle use, alter driver behavior, and
37 improve conditions for non-motorized street users.

38
39 **II. SCOPE OF RESPONSIBILITY:**

40 The superintendent will monitor the implementation of the policy and provide support to principals
41 and the transportation coordinator who are responsible for implementing the policy and
42 establishing student to parent transfer procedures for the school buildings. Traffic plans, signage,
43 direction are part of this policy and must follow MUTCD standards. The School Superintendent or
44 designee is appointed to the Traffic Safety Advisory Committee

45
46 Any changes to posted traffic plans for each school building must be reviewed by the Traffic
47 Safety Advisory Committee before being approved by the School Committee and implemented by
48 the building principal.

1
2 **III. ADMINISTRATION**
3

4 The following shall be enforceable at all times, but with diligence during school hours,
5 commencing 7:00 a.m.-6:00 p.m. on days Lexington Public Schools is in session, including
6 summer school programs:
7

- 8 1. Traffic and parking regulations promulgated by the Commonwealth of Massachusetts and
9 the Town of Lexington must be followed and are enforceable by the Lexington Police
10 Department on school property. ***This will be apply to all modes of transportation (e.g.,
11 vehicle or bicycle).***
- 12 2. All school traffic plans shall use the Lexington Public Schools Standard Signage and
13 Pavement Markings Guide and shall be Manual on Uniform Traffic Control Devices
14 (MUTCD) compliant.¹
15
- 16 3. Violations of traffic regulations or safety and mitigation policies may be subject to fines
17 and other penalties permitted by law.
18
- 19 4. School traffic plans, policies, and guidance will be posted on the district web site for each
20 school location and reviewed annually by the principal and the school department's
21 liaison to the Traffic Safety Advisory Committee.
22
- 23 5. School hours will be posted on district calendars and web sites.
24
- 25 6. Instructions given by school designated traffic personnel must be followed. School
26 traffic personnel are identified as any individual wearing a garment that meets the
27 requirements of ANSI 107 (OSHA) and using hand-signaling devices, such as
28 STOP/SLOW paddles, to control traffic through specified temporary traffic control
29 zones.
30

31
32 The following actions are prohibited:

- 33 • PARKING, STANDING, OR WAITING to drop off or pick up students in designated
34 bus lanes.
35
- 36 • Domesticated animals on school property under town by-law § 187-96 during arrival and
37 dismissal and no unrestrained animal at any time on school property. All owners are
38 responsible for cleaning up after their animals if they are brought on school property.
39
- 40 • Jaywalking. Use all painted crosswalks for crossing driveways and in parking lots.
41 Avoid illegal or reckless pedestrian crossing of a roadway or driveway.
42
- 43 • Exiting a vehicle in a non-curbside lane (driver's side).
44
- 45 • U-turns on school property or adjacent public ways. (Under review with Police Dept.)
46
47

¹ <http://mutcd.fhwa.dot.gov/>

- 1 • Double-parking.
- 2
- 3 • Blocking an intersection in a neighborhood or on school property.
- 4
- 5 • Dropping off or picking up passengers in a driveway or traffic lane.
- 6
- 7 • Horn honking, except as a warning of imminent danger.
- 8

9 In an effort to support safe arrival and dismissal of all students and employees, the principal
10 may:

- 11
- 12 • Require submission of license plate numbers upon request for all vehicles driven by
13 visitors, parents, employees, students, and family-designated drivers;
- 14
- 15 • Use license plate information to grant permission and privileges, provide notice or
16 educational material, or assess authorized fines, penalties, to owners and operators;
- 17
- 18 • Assign parking spaces for employees; (Visitor and handicap parking will be designated
19 on the posted plan for the school.)
- 20
- 21 • Remove illegally parked vehicles or other obstructions from traffic flow areas and
22 invoice the owner of the vehicle or obstruction for the removal cost;
- 23
- 24 • Restrict cars from standing, parking, or idling in the pick-up zone prior to the designated
25 time;
- 26
- 27 • Require use of placard or other signs to identify vehicles picking up students in
28 designated vehicle lanes;
- 29
- 30 • Establish written transfer procedures for a child from the school house to the parent or
31 other authorized designee;
- 32
- 33 • Not allow students to be loaded into vehicles in undesignated areas;
- 34
- 35 • Discourage the use of cell phones in the drop-off or pick-up lane/zone; (All drivers,
36 regardless of age or license status, are banned from texting while behind the wheel.²)
- 37
- 38 • Removing privileges of parents to pick up their student should the owner/operator
39 behavior be deemed unsafe to other motorists, employees, or students.
- 40

41 **Legal Reference:**

- 42
- 43 1. Manual on Uniform Traffic Control Devices (MUTCD) – FHWA;
- 44 a. State Supplement: Massachusetts Amendments to the 2009 MUTCD (January 2012) (PDF,
45 1.9MB);
- 46 b. State Traffic Control Detailed Drawings, Policies, Design Manuals: Massachusetts DOT
47 Highway Division Manuals

² <http://www.dmv.org/ma-massachusetts/safety-laws.php#Cell-Phones-and-Texting>

- 1
 - 2
 - 3
 - 4
 - 5
 - 6
2. No Idling:
 - a. 540 CMR: REGISTRY OF MOTOR VEHICLES (Chapter 386 of the Acts of 2008)
 - b. Town By-Laws: § Chapter 46. Engine Operation Of Stopped Vehicles
 3. Animals on School Grounds: Town By-Laws: §187-96 Prohibited activities, Clause L.
 4. Restraint of dogs required; licenses: Town By-Laws: §9-2.
 5. Parking: Town By-Laws: § 135-5.0, General Regulations, 5.1, Off-Street Parking And Loading.

Ad Hoc School Master Planning Committee

Members:	7 members
Appointed By:	School Committee
Length of Term:	Until March 1, 2015 – Preliminary recommendations to School Committee by September 15, 2014; Final Report by February 15, 2015
Meeting Times:	Monthly, or as determined by the Ad hoc School Master Planning Committee (Ad Hoc Committee)

Description: Recommend educational capacities for all school buildings based on current programs and educational standards for high-quality 21st century schools, and recommend the quantity of additional space that may be needed based on enrollment projections and modern educational standards. The Superintendent’s Enrollment Working Group is separately developing a model for enrollment projections that will be used by the Ad Hoc Committee for planning purposes. The Ad Hoc Committee will select an architectural firm that specializes in education planning. The Committee will then meet regularly with the selected firm to review the firm’s findings on school capacities and jointly develop plans to respond to changing enrollments.

The work of the Ad Hoc Committee will include, but not be limited to:

1. Assign members to participate in the Designer Selection process per Request for Qualifications 14-48;
2. Meet regularly to assess capacity findings, enrollment projections, and identify short-term and long-term options to align school capacities with enrollments;
3. Propose recommendations for addressing capacity, including costs and timing;
4. Integrate the capacity recommendations into the existing Lexington Public Schools Ten-Year Facility Master Plan
5. Make a Final Report to the School Committee.

Criteria for Membership: The Planning Committee members shall consist of staff and citizens, with sufficient background to understand facility assessments and the impact of facilities on the education process.

Composition: Board of Selectmen (1), Permanent Building Committee (2), School Committee (2) recommendations, and the Superintendent of Schools (1) and the Director of Public Facilities (1). The Public Facilities Project Manager will provide staff support. The Capital Expenditures Committee and Appropriation Committee are invited to appoint liaisons as non-voting members.

Ref.: The Selectmen voted on May 19, 2014, to designate members of this committee as Special Municipal Employees.

Charge adopted by the School Committee on May ____, 2014.