LEXINGTON SCHOOL COMMITTEE MEETING
Tuesday, May 28, 2013
Lexington Town Office Building, Selectmen's Meeting Room
1625 Massachusetts Avenue

6:30 p.m.   <u>**Call to Order**</u>:

6:31 p.m.   <u>**Executive Session**</u>:
Exemption 3 – To Discuss Strategy with Respect to Litigation

7:30 p.m.   <u>**Return to Public Session and Welcome**</u>:
Public Comment – (Written comments to be presented to the School Committee; oral presentations not to exceed three minutes.)

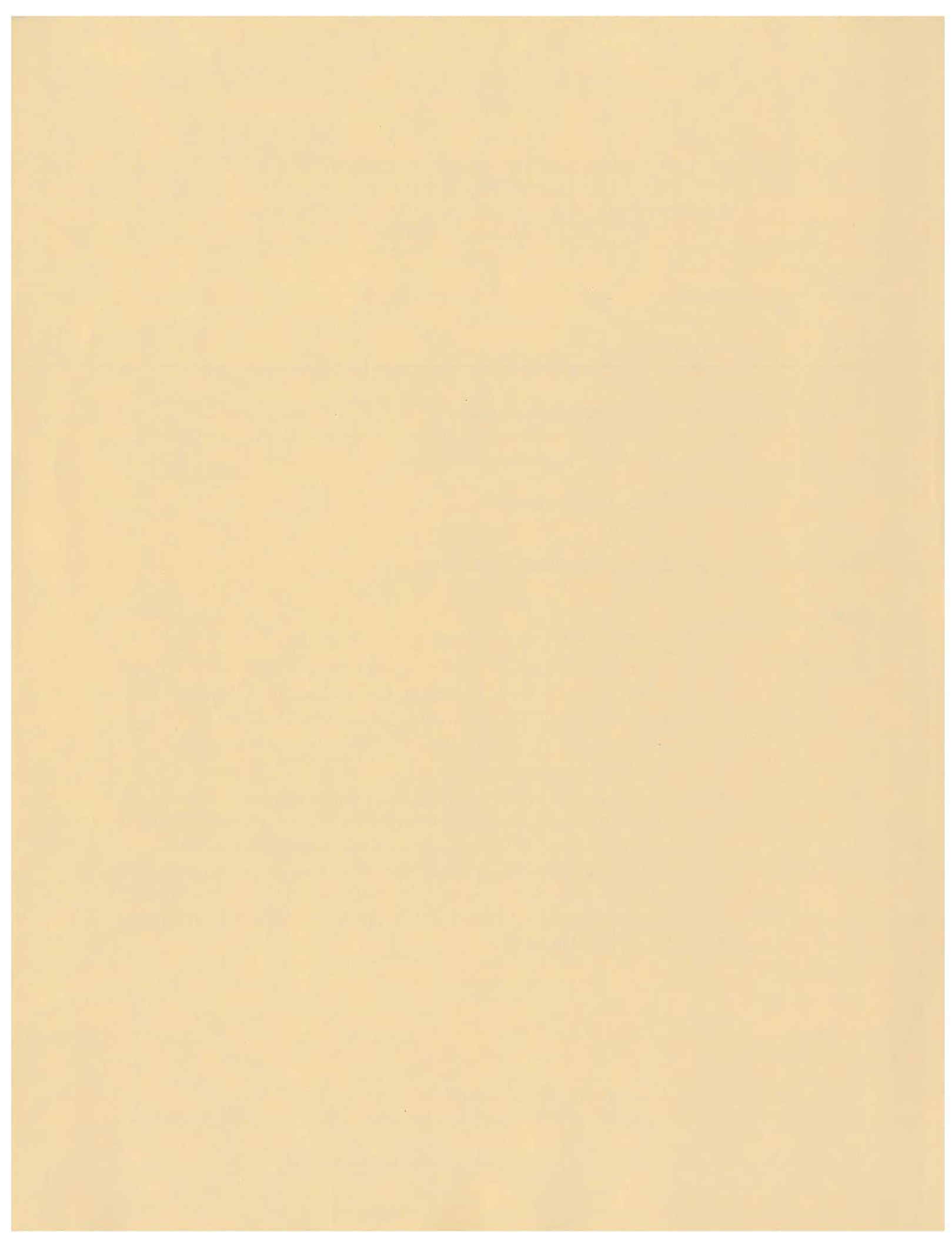7:40 p.m.   <u>**Superintendent's Announcements**</u>:

7:45 p.m.   <u>**Members' Reports / Members' Concerns**</u>:

8:00 p.m.   <u>**Agenda**</u>:
1. Discussion of the RFP Process for Solar Panels (10 minutes)
2. Discussion of 2012-2013 and 2013-2014 School Improvement Plans (90 minutes)
3. Recommended Process to Study Elementary Foreign Language (20 minutes)
4. Vote to Approve 2014-2015 Recommended School Calendar (10 minutes)
5. Lexington High School Class Size Policy – First Reading (10 minutes)
6. Transfer of FY 2013 Funds (10 minutes)
7. Vote to Reappoint Mary Ellen Dunn as Assistant Superintendent for Finance and Business Operations and Chief Procurement Officer for Three Years (5 minutes)
8. Vote to Accept Lexington Education Association Grant Awards (2 minutes)
9. Vote to Approve and Not Release School Committee Executive Session Minutes of April 23, 2013 (2 minutes)
10. Vote to Approve and Not Release School Committee Executive Session Minutes of May 14, 2013 (2 minutes)

The next meeting of the School Committee is scheduled for Tuesday, June 11, 2013, 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.

To: Members of the Lexington School Committee

From: Dr. Paul B. Ash
Carol A. Pilarski

Re: Recommended Process to Study the Re-Instatement of an Elementary World Language Program

Date: May 28, 2013

On April 30, 2013, School Committee representatives, Sandro Alessandrini, Mary Ann Stewart, Superintendent Ash, and I met to discuss the process and steps that would need to be put in place in order to investigate and study the possible re-instatement of an Elementary World Language Program in the Lexington Public Schools. Several agreements were made at this meeting that I would like to share with you tonight. They are as follow:

1. An **Elementary World Language Study Committee** will be created and begin working together in September of the 2013-2014 academic year to research and investigate this topic.

2. The primary **Charge** of this committee will be to study the *Purpose and Feasibility* of an Elementary World Language Program.

3. **Membership** of this committee would include twenty-six representatives as indicated below:

   - Assistant Superintendent of Curriculum, Instruction, and Professional Learning (Chair)
   - One or Two School Committee representatives
   - Middle School World Language Department Head
   - Two Middle School World Language teachers
   - One English Language Learner Program representative
   - High School World Language Department Head
   - One High School World Language teacher
   - Two Elementary Principals and/or Assistant Principals
   - Two Middle School Principals and/or Assistant Principals
   - Four K-5 Department Heads (Mathematics, Literacy, Social Studies, Science), as needed
   - Three K-12 Coordinators (Performing Arts, Visual Arts, Physical Education), as needed
   - Six Citizens to be selected via an outreach and application process through elementary Site Based Councils, PTAs, and other organizations.

4. The range of **Research, Questions and Topics** that will need to be considered and explored during committee and sub-committee task force meetings would include, but not be limited to:

- Collect research-based information on criteria necessary for effective and successful elementary world language programs
- Investigate and visit successful programs currently being implemented in neighboring districts and/or other communities across the United States
- Determine the goal and expected outcomes of the program for Lexington: fluency, exposure?
- Decide which world language would be taught
- Determine whether Lexington's program would be an optional or a required subject
- Decide if the program would be offered during the school day or as an "after school" program
- Determine the grade level at which the language would be introduced
- Determine the necessary time allocation per lesson/per week required in order to ensure an effective and successful program that will meet agreed upon outcomes
- Determine if the program would commence as a "pilot" in only one or two schools or in all six schools in the first year of implementation
- Determine the preparations necessary for the students' transition into the district's middle school world language program

5. The **Impact and Implications** that will also need to be considered include:

- Estimated costs of the various World Language program options, including start-up expenses, as well as long term expenditures in personnel and materials
- Target timelines for implementation
- Impact on other curricular programs (curriculum not taught) or whose time allocations are decreased, if the world language program were to be offered during the current school day, i.e. Mathematics, ELA, Social Studies, Science, Art, Music, P.E., intervention blocks
- Other considerations

As you can see from the array of topics that have been raised above, this is a multi-faceted topic and a multi-year project that will require extensive, thorough, and thoughtful work and deliberations. I look forward to working with you and the World Language Committee in meeting its charge.

LEXINGTON PUBLIC SCHOOLS
2014 – 2015
SCHOOL_CALENDAR
DRAFT #104 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

P = Professional Development

AUGUST

M	T	W	T	F
4	5	6	7	1
11	12	13	14	8
18	19	20	21	15
T25	26	27	28	22
				29

25 – Teachers Only
26 – All K-5, All 6th grade, & All new students begin – ½ day
26 – Only Gr. 9 students – full day
27 – All Kindergarten students – ½ day
27 – All Students Gr. 1 – 12 – full day
29 – Schools Closed, Offices Open

SEPTEMBER

M	T	W	T	F
H1	2	3	4	5
8	9	10	11	12
15	16	17	P11	19
22	23	24	H25	26
29	30			

1 – Holiday
11 – Prof. Dev.; Students – ½ day
18 – Back-to-School Night – Elementary Schools
25 - Holiday

OCTOBER

M	T	W	T	F
		B1	B2	3
6	7	8	9	10
H13	14	15	16	17
20	21	22	23	24
27	28	E29	E30	31

1 – Back-to-School Night – LHS
2 – Back-to-School Night – Middle Schools
13 – Holiday
29, 30 – Elem. Conf.; Students – ½ day

NOVEMBER

M	T	W	T	F
3	P4	E5	E6	7
10	H11	12	13	14
17	18	19	20	21
24	25	26	H27	H28

4 – All Day Professional Development Students – NO school
5, 6 – Elem. Conf.; Students – ½ day
11 – Holiday
26 – Students & Staff – ½ day
27, 28 – Holidays

DECEMBER

M	T	W	T	F
1	2	3	4	C5
8	9	10	11	C12
15	16	17	18	19
22	23	24	H25	26
29	30	31		

1 – LHS Conf.; Students – NO school LHS students ONLY
5 – MS Conf.; – ½ day MS students ONLY
12 – MS Conf.; – ½ day MS students ONLY
25 – Holiday
26 to 31 – Schools Closed, Offices Open

JANUARY

M	T	W	T	F
H1	2			
5	6	7	P8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

1 – Holiday
2 – Schools Closed, Offices Open
8 – Prof. Dev.; Students – ½ day
19 – Holiday

FEBRUARY

M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
H16	17	18	19	20
23	24	25	26	27

11 – LHS Curriculum Night (snow date – Feb. 12th)
16 – Holiday
17 to 20 – Schools Closed, Offices Open

MARCH

M	T	W	T	F
2	3	4	5	6
9	10	11	P12	13
16	17	18	19	20
23	24	25	26	27
30	31			

12 – Prof. Dev.; Students – ½ day
19 – Kindergarten Orientation

APRIL

M	T	W	T	F
		E1	E2	H3
6	7	E8	E9	10
13	14	15	16	17
H20	21	22	23	24
27	28	29	30	

1, 2, 8, 9 – Elem. Conf.; Students – ½ day
3 – Holiday
20 – Holiday
21 to 24 – School Closed, Offices Open

MAY

M	T	W	T	F
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
H25	26	27	28	29

5 – Clarke and Diamond Students ½ day for 5th grade orientation
7 – Prof. Dev.; Students – ½ day
25 – Holiday

JUNE

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	F17	18	19
22	23	24	25	26
29	30			

7 – LHS Graduation
16 – Final day for students and teachers if no weather related cancellations; Students – ½ day
17 to 23 – Planned Make-up Days (if needed)

Secondary Term Closes
October 31
January 16
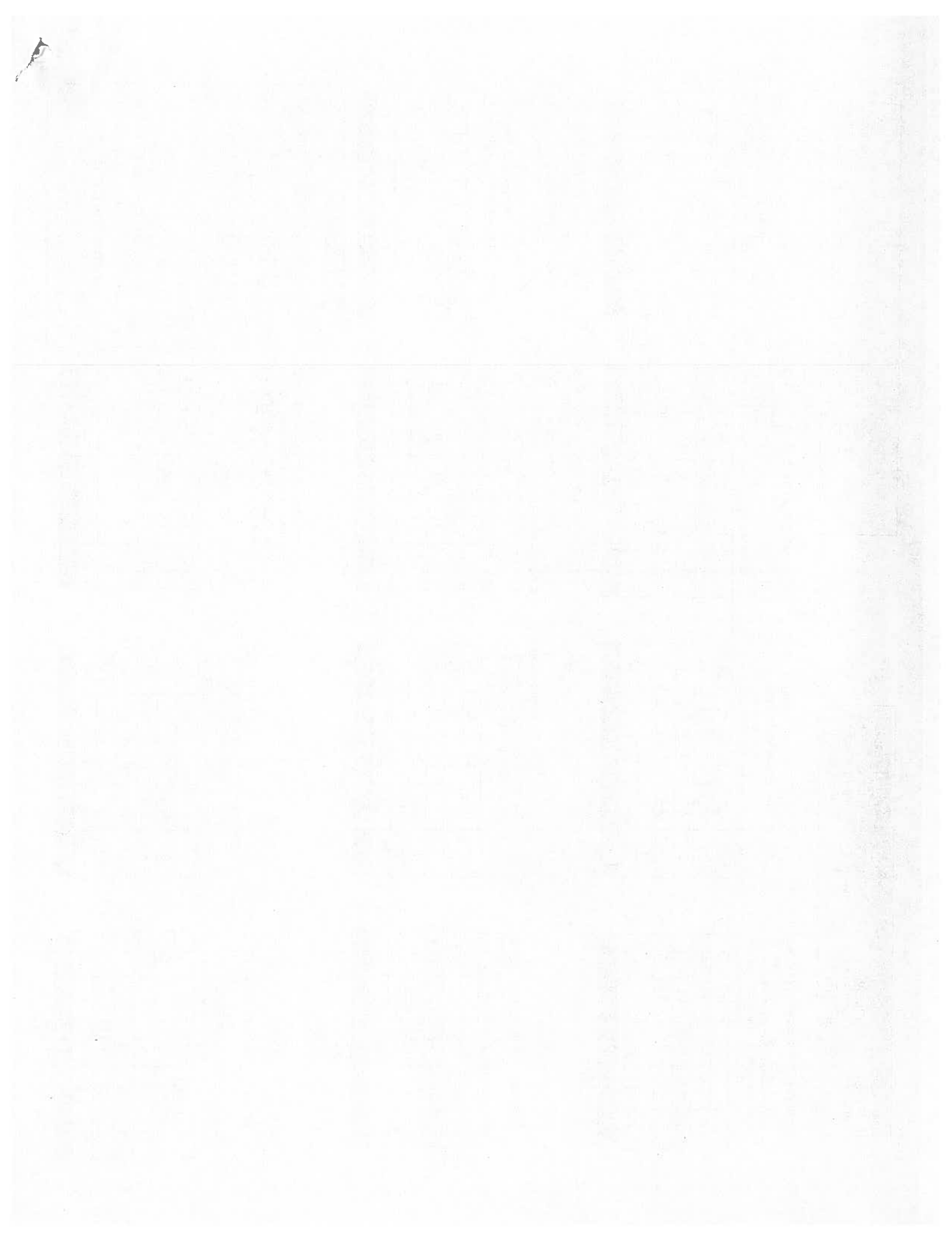March 27

Elementary Term Closes
January 16

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.

5.23.13

LEXINGTON PUBLIC SCHOOLS

2014 – 2015 SCHOOL CALENDAR

DRAFT after Labor Day start

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15	16	17	B18	19
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29	30			

1 – Holiday
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3 – Only Gr. 9 students – full day
4 – All Students Gr. K – 5 – ½ day
4 – All Students Gr. 6 – 12 – full day
5 – All Kindergarten students – ½ day
11 – Prof. Dev.; Students – ½ day
18 – Back-to-School Night – Elementary Schools
25 - Holiday

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3	P4	E5	E6	7
10	H11	12	13	14
17	18	19	20	C21
24	25	26	H27	H28

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25 – Holiday
26 to 31 – Schools Closed, Offices Open

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30	31			

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19 – Kindergarten Orientation

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Secondary Term Closes
October 31
January 16
March 27

Elementary Term Closes
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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.

5.23.13

Bowman School Improvement Plan FY13

Goal	Implementation School-Wide	Timeline	Monitoring	Assessment	Results
Instruction **Academic Goal 1:** If teachers expand their use of student performance 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	Sept- Oct & May/June	Individual teacher goal conferences, informal classroom visits, formal observations	*Teachers will demonstrate use of goal setting to determine individual growth targets as evidenced by:* Teachers will participate in goal setting conferences & Self-assessment – September/June;	Teachers set individual learning goals and student-achievement goals in September according to the DESE rubric; final goal evaluation conferences will occur in June.
				Evidence of use strategy use related to classroom teacher goals evaluated in informal classroom visits in 80% of classrooms and 100% of teacher observations.	Six Pilot DESE teachers self-evaluated on goals and provided evidence of strategy use. Teacher observations provided detailed evidence of teacher strategy use in 1) Responsive Classroom 2) Readers, Writers and Math workshop strategy use. Classroom videos of teachers engaged in Jigsaws and collaborative teaching showed strategy instruction in Grades K, 1, 3 and 5.
	2. Implement Standards-Based Report Card	July – June 2013	Teacher and Parent feedback	*Implementation of the Standards Based Report Card was systematic and provided appropriate training as evidenced by:* Staff's ability to determine and input grades using technology.	Successful first implementation of report cards in January. Teachers reported a high degree of feeling of support to the SBRC committee in their feedback. At all grades, teachers liked the process of working together and felt that the SBRC allowed them to better report to parents how students were progressing AND that they were better able to align their grading with the common core standards.
				Staff's understanding of Common Core Standards and ability to correlate formative and summative assessments to show evidence of mastery of the standard.	There was a high level of involvement by Bowman Staff in the SBRC Committee and its various sub-committees, in training for the technology-based applications for data entry, and in organizing and developing training for Bowman colleagues during Professional Development Days. The SBRC also became the basis of much of the grade-level PLC

DATA TEAMS/PLCs

3. 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,

Preliminary school focus -- WRITING

June 21, 2012- June 2013

Participation of all grade level teachers and reading and math specialists. Participation of special education as available.

Staff will show deepened understanding of the data cycle as evidenced by:

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.

Teachers will employ a balanced assessment system including:
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

PLC Teams used data to establish areas for improvement in literacy. Teachers at all grade levels created formative assessments in conjunction with their literacy work, including reading/writing assessments that targeted higher order thinking and writing skills and reading strategy use. Aimsweb scores for FY13 will be measured on May 28/29 for final comparison data.

Student data at each grade level was examined by the School-wide RTI team and additional interventions were put in place. There was also extensive work done at each grade level in developing common assessments in mathematics. Furthermore, many of the grade-level teams used part of their PLC times to plan and implement the new Contexts for Learning units in Mathematics.

work throughout the year, with an intensive focus on student work and collaborative lesson planning and implementation.

4. Establishment of a collaborative peer observation model

Octobe r-June

Teacher participation Informal classroom visits

Evidence of successful peer coaching model will include:
Establishment of a model open to all staff
Coaching pairs provided with release time.
Survey data on impact and effectiveness
Faculty-wide sharing of methods and experiences.

Teachers adopted a peer observation model of "Lesson Study" or "Jigsaw" rather than one-on-one observation. In this model, all teachers at a grade level gathered in one teacher's classroom and observed (or was a participant observer) in a literacy or math lesson. Math and Literacy coaches often participated.

Goal	Date	Method	Evidence	Results
5. Focus on curricular area of writing	September-June	Teacher participation Administrator observation	*Evidence of Successful focus on the curricular area of writing will include:* 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.	Lessons were videotaped and teachers later watched and discussed practices and next steps in PLCs. Individual teachers would then teach a modified version of the same lesson (following coaching and feedback) to their own classes. All grade levels participated with several engaging in the practice multiple times over the course of the year. Grades K and 3 shared videos at whole faculty meetings. Writing prompts issued and scored two times (January/June). Collaborative scoring using rubrics and Literacy continuum. Jigsaw and collaborative discussion of student writing conferences for instructional improvement. Persuasive writing increase at all grade levels. Teachers at every grade level used the Units of Study for Teaching Writing (Calkins, et al) and the Calkins Curriculum Plans for the Teaching of Writing extensively, both in their collaborative planning for lessons, and in aligning the units with LPS standards. Rich discussions grew from ongoing team analysis of student writing at PLC meetings.
6. Establishment of a coordinated RTI intervention structure for K-5, and additional interventions for Grades 3-5	June 21, 2012- June 2013	Leadership team time, RTI interventionist coordination	*Evidence of successful second year of pilot implementation will include:* Investigate new research-based interventions and technology interventions. Establish a coordinated list of types of interventions Coordinate data on lowest performing students in ELA, Math and Social behavior.	Successfully provided interventions to over 90 students in pro-social and executive functioning, and for students academically (in addition to literacy support) for 160 students. Continued use of: ■ Do the Math ■ Number Core ■ Just Words ■ Read Live

Continue interventions in "Fundations" Grades 1-3. "Do the Math" Gr. 3-5. Analyze MCAS data for weaknesses with special attention to Writing. Implement year 2 of a pilot Gr. 4 and 5 grade level intervention using "Empowering Writers".

Establish a data reporting protocol for classroom teachers and specialists that allows for easy comparison of data across classrooms and grade levels. From a baseline – increase student proficiency to benchmark, or at least one grade level

Examine the needs of students who have received multiple interventions and establish guidelines for internal decision-making for referral to special education

- RAZ Kids
- RAVE-O Plus
- Grade 2
  - Handwriting/Letter Formation
  - MCAS prep groups
  - Math support groups
  - Fluency math support

Experienced a high level of involvement of professional staff (16 or more) in regularly implementing the broad variety of interventions that have been put into place.

Child Study reporting protocol refined. Increase in number of students referred from Gr. 4 & 5 for special education testing, due to previous intensity of intervention and need for continued support. Varied sources for referral (parent request, Child Study request).

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7. Increase Teacher Leadership opportunities through establishment of wider Leadership teams, committees to coordinate PD, and Team Leader opportunities.

Septe mber – June

Principal, union, teacher leadership team, individual teacher feedback

Evidence of Effective Teacher Leadership development will include:

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

Teacher participation in LPS PD opportunities.

Established Vision/Leadership team that meets with an inclusive decision-making protocol.

Increased teacher leadership of standing committees (Crisis/REMs, new initiatives, etc.)

Sent large contingency to the National Learning Forward Conference held in Boston in December, 2012.

Informal leadership roles in seeking out new opportunities:
- LEF grants
- Leadership training
- Pilot programs
- Grant writing
- Curriculum development
- Conference presentations
- National Conference proposals (and acceptances)

Implementation GRADE-LEVEL SPECIFIC	Timeline	Monitoring	Assessment	Results
8. Grade 5 focus on establishment of a comprehensive literacy structure	October-June	Observation of use of differentiated practice through classroom visits Increased use of small group differentiation based on assessed student performance.	Coaching and literacy support for all grade five classrooms. Differentiation of literacy practices	*Evidence of effective implementation of comprehensive literacy structure will include:* All fifth grade teachers worked with a literacy coach and reading teacher support to institute a Readers and Writers Workshop model. Fifth grade PLC focus on Literacy. Use of "Jigsaw" to refine practices.
9. Grade 3-5 refinement use of assessment data (DRA) and to determine challenges and provide intervention strategies to at risk students. Teachers to use data for students at all level	October-June	Teacher report of DRA scores in conjunction with Aimsweb report as evidenced at data team meetings. Teachers use of DRA data for instruction.	*Evidence of Powerful Use of formative assessment in literacy will include:* Increased use of DRAs for establishment of teaching steps Grade-level teacher identification of students of concern based on on-going assessment Teacher participation in data teams	Collaborated to design lessons across the grade level in Historical Fiction writing (and reading), and videotaped group lesson for coaching purposes using a Lesson Study format. Teacher training on use of DRA as an formative assessment tool. Identification of students at risk with Calkins units of study check lists. Common formative assessments in literacy in grades 3-5 created and analyzed at PLC.
10. Increase the use of technology at all grades to foster engagement and learning	September-June		Use of ELMOs at all levels; identification of programs and apps for iPads and computers for stations and struggling students and extension students; increased use of Open Classroom and other interactive teacher-student software; identification of new technology to support learning. Explore use of iPADs for intervention and at the primary level	ELMOs in use in grades 1-5 and special education. Technology not available for Gr. K. IPads (20) in use for struggling students in K & 1. IPad Pilot for innovative use with collaborative partners in Gr. K, 1/Sped, 2, and 4. Training for building leader in use of iPad technology for innovation.
11. Examine grade level special education model for levels of student support and impact on students	August – June 2013	Special education group, general ed teachers,	*Evidence of special education model success/challenge will include:* Examine special education success	Special education additional support needed documented and SOME put into FY14 budget. Additional data collection

Goal	Implementation School-Wide	Timeline	Monitoring	Assessment	Results
			administration	data; General Education survey data; Special Education service cancelation rate.	necessary
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 behavioral 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 2013	Teacher feedback, student incident report data	*Evidence of impact of the Positive Behavioral Interventions will include:* 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	On going analysis of behavioral interventions and nimble institution of additional interventions.
	2. Exploration of iPADs or other tools to provide behavioral intervention data for identified students	August –June 2013	Psychologist feedback, student incident report data	*Evidence of impact technology on behavioral data collection will include:* Use of iPADs for gathering of student data (# of students) Accuracy and timeliness of data; Intervention effectiveness.	iPads not available for on-going behavioral studies. Paper-pencil solutions used.
	3. Provide training and support for SSPs and IAs (and Teachers) in Social Thinking language and support around appropriate interventions for playground and cafeteria	October – June, 2013	Psychologist and Guidance Counselor	*Evidence for impact of PD will include:* 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.	Two trainings with Instructional Assistants and three trainings with SSPs on social thinking language, and on-going (weekly) meetings with SSPs to support students in all areas of the school.
	4. Continued implementation of anti-bullying curriculum at each grade level	September - June	monitor teacher use of lessons, teacher feedback	PD at faculty meeting Guidance Counselor to provide model lessons if needed Feedback from teachers on pilot lessons Student incident data	Co-taught lessons in classrooms, PD at faculty to help teachers assess need and integration of anti-bullying materials. February – pro-social needs assessment using report card data
	e. Parent education on anti-bullying initiatives and on pro-social behavior		parent survey		Site Council discussion: ▪ cyber bullying ▪ playground safety ▪ behavioral intervention Parent Coffees:

GOAL	Implementation	Time Line	Monitoring	Assessment	Results
	a. site council survey b. parent coffees c. parent book groups		meeting, book group feedback	Lessons piloted at each grade level Evidence of successful parent involvement in behavioral and community issues will include: Establishment of parent education opportunities Participation in site council survey Participation in meetings/opportunities Participation in book groups	■ traffic safety ■ playground safety
FACILITIES Goal 3 If the instructional leaders communicate clearly with staff, community members and architects, then Bowman Bridge and Bowman students will experience the renovation project as a learning opportunity and creative problem-solving will be utilized.	Renovations	April 2012- February 2014		Highly Effective Communication will be evidenced through:	
	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			School Website/PTA website Bowman Renovations folder Summer Blog Updates Parent Coffees Staff Meetings surrounding moving logistics,	Successful move before FY13, and on-going planning for FY14 Renovations blog well read and to continue to FY14.
	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			Joint Architect/Permanent Building Committee/School Administration and Contractor meetings	Weekly or bimonthly meetings of renovations committee through the school year.
	c. Provide opportunities for teachers to develop curriculum related to the renovation that aligns with LPS curriculum and Common Core frameworks.			Experience of the Renovation Project as a learning opportunity will be evidenced by: Creation of curricular links at various grade levels and subject areas	Teacher creation of a "renovations curricula" at multiple grade levels during summer 2012.
	d. Ensure student and community participation through art projects and curricular connections				Art department investigation of "tools of the trade" and creation of a building mural. Mural viewable on the blog.

Bridge School Improvement Plan 2012-2013

Goal	Implementation	Timeline	Monitoring	Assessment	Results
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.	**PLC/DATA TEAMS** -PLC Leadership Team attend RTI Summit -Meet with "Bridge PLC Leadership Team" Review PLC Survey suggestions -Refine PLC Meeting Planning Form -Provide training for future PLC facilitators by the PLC Leadership Team -Provide PD for PLC Teams, hire a consultant to lead and coach teams to become highly effective teams -Utilize data wall for reporting, tracking, DRA/AIMSweb data in conjunction with PLC meetings -Conduct PLC meetings to review district/school assessment data to determine teaching strategies -Create common formative assessments to be utilized for differentiated math groupings and classroom instruction	June 2012 Aug. 2012- May 2013 Monthly	Review PLC Planning Forms (Purpose: record goals, specify work accomplished, create assessments, record student data, results On a 6 week cycle, meet with PLC teams, review data, help to plan instruction Participate in PLC meetings (Principal) Review PLC meeting notes, staff discussion/reflection at faculty and principal meetings, implementation of strategies visible during informal classroom visits and formal observations	*Students achieved proficiency goals established by:* PLC common pre, post, and formative assessment results District assessments results MCAS results *Staff showed further mastery of data cycle as evidenced by:* PLC Survey 2012-2013 Consultation with consultant	**PLC/Data Teams/Intervention Team:** Met 1x 30min per week to aggregate and analyze data regarding mathematics or literacy, to report and share best practice, utilize the data cycle, and inform instruction. Mathematics coach, ELL staff, literacy staff, AP and or Principal attended PLC meetings. Correlated student work and teaching to SBRC. Assignments created during PLCs aligned to common core and differentiation. PLC Leadership Team met 1-2x a month
	Literacy -Conduct Literacy Team meetings to discuss, prepare, and extend current practices -Administer/score (in grade level teams) 3 school 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	May 2012- May 2013 September, January, May	Use Faculty Meetings to share effective differentiation structures Classroom visitation 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	*Highly effective teaching strategies were correlated to learner needs as evidenced by:* PLC data cycle process Child Assistance Team process Maintained or reduced special education referral rate and percentage of students identified with special needs Writing assessments results improved	**Grade Level Focus:** K-Literacy/Mathematics. Utilized RTI Model: small group for those not meeting benchmark, groups formed across grade level, taught by KIA, group size decreased as needed. 1-Mathematics differentiation: observed other teachers across district, created centers based model. 2-Topics varied depending on need. 3-Mathematics differentiation: two classes implemented RTI model-re. group based on need (in addition to MUM), focused on context of learning units for co planning.
	Mathematics -Utilize differentiated math groupings across grade levels 1 x week (Grades 2, 3, 4, 5)	Faculty Meetings, Monthly	Observe Mixed Up Math sessions Review assessments created and determine effectiveness with PLC Team Share lesson plan ideas and activities used during PLC meetings	Mixed Up Math and mathematics class Increased modeling of lessons by staff for colleagues including guided reading lessons and mathematics differentiation *Teachers employed a balanced assessment system including:*	4-Writing: refined teaching strategies to further meet students' needs based on MCAS data, school write writing prompt, and classroom observations. 5-Created and utilized common assessments in mathematics, regrouped for Mixed Up Math (MUM) using common assessments. Data meetings within PLCs were conducted regularly to aggregate and analyze data via: DRA, AMC data, EDM assessments, school wide writing prompts.
	Other -Determine a method for sharing articles, readings, lesson ideas using First Class -Encourage grade level colleagues to model and collaborate around guided reading lessons and mathematics -Utilize meeting time for planning of effective practices: Principal Thursdays/Faculty Meetings	May 2012- May 2013	Build master schedule to include 1 x 45min, 1 x week block of time to conduct differentiated math groupings (gr. 2-5) Provide mathematics professional books for staff to utilize to further differentiate mathematics 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	Individual student assessments Common pre, post, and formative assessments Classroom level 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	Data wall was used to present DRA/Aimsweb data 2 times (October, January) during the year to display student performance and as a springboard for discussions around best practice. **Intervention Team:** over 30 students worked with staff 3-5 times a week, for 30 minutes. Results show that students have made progress from the pre-assessments to the post assessments according to the staff who worked with each student. Assessments varied based on skills addressed. The number of students who qualified for special education decreased but the number of initial evaluations increased as well as parent requests for testing. -22 students came to CAT (Child Assistance Team).
	TECHNOLOGY: -Implement increased technology use across content areas to differentiate instruction and improve student engagement and learning, clarify system technology plans at Faculty Meetings -Principal to meet with instructional technology staff assigned to Bridge -Highlight software use, technology tools, integration of technology into lesson plans during "Spotlight" time -Provide "Bridge Tech Extravaganza 3" to facilitate training based on staff need	May 2012- May 2013 May 2012-May 2013	Observe classrooms utilizing technology, encourage staff to share at Faculty Meetings Feedback from teachers and IT staff regarding teacher involvement in using technology, encourage technology as part of goals and formal observations	*Teachers utilized technology to increase differentiation as evidenced by:* 3 interactive Smartboards were installed in grade 4, staff were trained, and colleagues shared lesson plans and strategies for utilizing the Smartboard with students for instruction "Spotlight" on technology lead to staff sharing technology ideas and modeling for one another	-CAT referred 7 for special education testing compared to 5 last year. -2 have qualified (compared to 8 in 2011/2012) with 4 pending. -14 parent requests for testing compared to 3 in 2011/2012. Of these, 5 qualified. Principal Thursday and Faculty Meetings were used for planning and professional development. In addition, 1-1 and small group coaching sessions have created embedded PD. School wide PD: Fall: Focus on SBRC implementation, alignment of teaching utilizing standards, how to use the technology to record grades, etc.
	Standards Based Report Card -Implement pilot of Standards Based Report Card -Support staff by providing cross district PD to ensure a common understanding of specific standards and to determine how to assess standards		*Implementation of the Standards Based Report Card was systematic and provided appropriate training as evidenced by:* Staff's ability to input grades using technology Staff's understanding of Common Core Standards and ability to correlate assessments to show evidence of mastery of the standards	"Mixed Up Math" (differentiated math grouping across grade level) was utilized 1 x week for grades 2-5 (K did a variation). Mathematics specialists, special educators, and ELL staff were involved. Literacy Team meetings occurred monthly-school wide writing assessments were given (focus on opinion writing)	Winter: Focus on common understanding of writing rubric to ensure more standardization in scoring across grade levels, celebrated strengths and collaborated around weaknesses, used exemplars k-5 as a school. Spring: Focus on mathematics road map, discussed what curriculum is the

Bridge School Improvement Plan 2012-2013

Goal / Action Steps	Timeline	Measures	Results / Evidence
			same and what is different, what expectations are, and what receiving grade levels expect or need previous grades to teach. The Literacy Coach worked with various teachers on writer's workshop, how to launch information book writing, how to differentiate during guided reading, KFA training in administration of the DRA, as well as how to teach effective implicit and explicit mini lessons utilizing Lucy Calkins and Columbia University materials.
	May 2012-May 2013		In mathematics, coaching and PD topics have included the mathematics road map, Contexts of Learning Units (for 3-5), content and practice standards, Kathy Richardson's mathematics activities (grades K-2), and assessments.
			Staff utilized Smartboards and Ipads across grade levels. Teachers refined and created lessons to use this technology, worked collaboratively with grade level colleagues and district wide technology specialist. Students were engaged in small group, 1-1, and whole group lessons in literacy, mathematics, and science, employing this technology. PowerPoint presentations in multiple grades were created and presented. Classroom teachers report that the Ipads have allowed for further differentiation in order to better meet the standards and both the Ipads and Smartboards have increased student engagement.

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.

Action Steps	Timeline	Measures	Results / Evidence
Review Bullying Prevention Plan with staff			
Continue to train SSPs, IAs, and KAs in Positive Behavior Instructional Supports	May 2012-May 2013	Review BAT forms, BAT meetings, and interventions	*Behavioral challenges decreased as evidenced by:*
Focus "Morning Meetings" on social/emotional topics, ABCs of Bridge School (Attitude, Behavior, Character)		Review ECOVE data, frequency used, accessibility to staff for observations, determine if enough staff are trained	BAT (Behavior Assistance Team) referral rates. Multiple meetings of BAT concerning individuals decreased Referral for special education decreased Office visits decreased
Encourage staff to participate in Responsive Classroom PD	Bi-Weekly	Review monthly, incident log of behaviors	SSPs/IAs utilized the office referral forms and were able to deescalate situations
Utilize ECOVE software for observations of behavior/emotional needs			Staff utilized Responsive Classroom techniques in their daily classroom routines
Review effectiveness of BESS Screening and determine if pilot should continue (year 3)		Conduct monthly meetings of the BESS implementation team	
Continue weekly BAT meetings: determine interventions (review/revise forms to record/share data), utilize ECOVE for data	Weekly		
Meet with Guidance Counselor, AP, and ETS to discuss specific students			
ETS to meet with SPED staff to discuss cases			
Implement 3 lessons, facilitated by guidance counselor, entitled "Strong Kids"-gr. 3			
Utilize cyber safety curriculum-gr. 5			
Refine system for tracking office referrals and behavior concerns			

Bullying Prevention Plan was reviewed with staff in early September.

Creation of a "Behavior Log" on First Class between the Principal and AP allowed for better communication and tracking of students.
- Office visits for disciplinary reasons: 45 visits, 10 came more than once, 4 came more than 5 times. This is our first year of tracking this information. We will compare it to next year's data.
-2 bullying investigations (1 was determined teasing, the other bullying-consequences occurred).

BAT-(Behavior Assistance Team)-6 students discussed, 0 resulted in special education testing (this was a decrease of 50% from 2011/2012 when 12 students were discussed), and 2 came for follow up meetings.

Created "office logs" to be used by staff at recess: 5 were written and given to the AP for further discussion.

SSPs and IAs met with the playground committee directed by the AP to discuss positive behavior interventions to be used on the playground.

Behavior matrix was created collaboratively to address behavior expectations in conjunction with the ABCs (Attitude Behavior Character) of Bridge School. This document is used to determine rules and expectations across the school and in all school settings. September and March 26th ASMM (All School Morning Meeting) was used to review the ABCs.

Responsive Classroom:
15 staff are trained, 9 staff are signed up for training, 5 SSPs received embedded, modified training.

Consultation between AP and guidance counselor occurred bi-weekly to discuss at-risk students.

BESS (Behavior Emotional Screening System) did not occur. It was determined by the team of staff who conducted this the previous two years that the amount of time to administer the screening and correlate the data did not produce enough positive data to determine that it was needed or effective. We plan to continue to look for ways to evaluate our students in the social and emotional areas. Ecove was not utilized due to technology issues. We hope to use it in 2013/2014

Guidance Counselor and Librarian will implement the Common Sense

Bridge School Improvement Plan 2012-2013

					Curriculum which focuses on cyber safety. This pilot came from an LEF grant in conjunction with Hastings. Pre-testing is occurring now and post testing will happen in June. Results are pending.
Facilities- **Goal 3:** If the instructional leaders communicate clearly with all parties, focus on safety, and continue dialogue between all constituencies, then Bridge and Bowman renovations projects will develop and run smoothly without interruption to student learning.	**Renovations** Create and maintain a process for communication to parents, staff, and students-maintain weekly updates on Bridge Buzz, update Renovation Log, maintain air quality testing documentation, provide students information at All School Morning Meetings, create a shared blog with Bowman, utilize website for Facts and Questions, meet monthly with SBC to discuss needs of the community and school, and 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 Encourage staff to create professional development opportunities to link the building project with existing standards. Maintain safety measures utilizing the REMS guidelines, hold practice drills for various emergencies	May 2012-February 2014		*Highly effective communication will be evidenced by:* School website PTA website Bridge Critical News updates Bridge to Home Newsletter publications Summer blog updates SBC meetings Parent coffees Staff meetings concerning moving logistics, meetings with facilities members Joint Architect/Permanent Building Committee/School Administration and Contractor Meetings	The Principal updated staff and the community weekly and at times, daily. Global Connect was utilized to share information quickly and efficiently. Renovation Blog was used to share pictures and progress. Parent coffees, PTA meetings, and SBC meetings were used to discuss renovations and give updates. Staff were updated at Faculty Meetings, through the internal communication on the weekly Bridge Buzz, on Bridge Critical News on an as needed basis, and during Principal Advisory Meetings. Weekly and bi-weekly meetings occurred between the architect, PBC, school administration and contractor. Meetings with the Superintendent and Facilities occurred on an as needed basis to increase collaboration and proactive problem solving.

Goal	Implementation	Timeline	Monitoring	Assessment	End of Year Summary

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.
	A. Employ the Data Teams Flow Chart (Data Teams, 3rd Edition, The Leadership and Learning Center, 2010) within the *Professional Learning Communities* as follows:
	
	1) Examine the expectations
	2) Develop a curriculum map
	3) Develop a common post-assessment
	4) Administer the short-cycle, common formative assessment (pre-instruction)
	5) Follow the data teams process for results:
	  a) Collect & chart data
	  b) Analyze strengths, performance errors or misconceptions
	  c) Set instructional SMART goals
	  d) Prioritize research-based strategies
	  e) Describe results indicators
	  f) Monitor the implementation
	6) Teach students using common strategies
		Weekly PLC meetings
		
		8/2012-6/2013
		
		Grade Level Data Teams
		
		8/2012-6/2013
			Teacher data notebooks demonstrate:
			a) Implementation of the 10 step data teams process
			b) Ongoing development, implementation and revision of the curriculum scope/sequences aligned to the Common Core, and current curriculum and assessments
			c) Individualized, classroom and grade level data.
			d) Tier 1, 2 and 3 instructional plans
			e) Balanced and frequent formative assessment methods
			
			Classroom & PLC monitor:
			a) Implementation of priority standards
			b) Implementation of pre-assessment
				Students will achieve academic benchmarks as measured by universal screening, progress monitoring, common and classroom assessments.
				
				Highly effective instructional strategies will be matched to learner needs as evidenced through student progress to benchmark standards as measured by data team meetings and formative assessments.
				
				Teachers will continue to evolve team curriculum maps that articulate Common core priority standards
					PLCs meet regularly to engage in the data cycle process.
					
					RTI components in in process:
					*curriculum scope/sequences
					*balanced assessment guides
					*common assessments
					*universal screening
					*data teams for progress monitoring /
					Individualized Learning Plan development
					*refined CST and Positive Behavior Support Team processes

Goal	Implementation	Timeline	Monitoring	Assessment	End of Year Summary
	7) Administer the common formative assessment (post-instruction) 8) Score the assessment and submit the data to the data team leader 9) Meet as a team to determine if the goal was met. 10) Return to step 1. **B. Implement the new Lexington Public Schools' standards-based report card** 1) Engage in collaborative school and district meetings to examine the Common Core standards and report card tool. 2) Identify and align best practice curriculums, instructional methods and assessments that are aligned to the Common Core standards. 3) Participate in requisite technology training in order to effectively implement	Faculty Meetings & Principal Thursdays 8/2012-6/2013	c) and common, formative assessments d) Lesson objectives visibly posted in student language e) Learning is backwards planned from the unit and lesson objective(s) f) Collaboratively planned and implemented tier one, two and three instructional plans g) Use of best practice tier one strategies, strategic tier two and intensive tier three strategies h) Implementation of a formative, shared, standards-based grading tool in classroom practice i) Evidence of student-led goal	(aligned to the new report card), exemplars, common assessments and shared classroom walkthroughs – Multiple, formative assessments will be employed in a balanced assessment practice, including: *Running records *Aimsweb *Developmental Reading Assessment (DRA) *Writing rubrics *District mathematics assessments *Assessing Math Concepts (AMC) *FASTT Math *Common assessments *Classroom assessments *Classroom work samples	*Classroom walkthroughs, & shared classroom walkthroughs – piloting the standards / of the new Teacher Evaluation. *Implementation of unconference model for 6 PD sessions. *Standards-based grading tools & report card successfully implemented. *Instructional technology pilot and PD (Morning Fasttmath, instructional websites, iPad pilot, student

the report card 4) Develop student-appropriate language for the standards and visibly display the standards for students 5) Implement a standards-based grading tool that aligns to the new report card to collect formative student performance observations in the classroom. 6) Foster student-school parent/guardian goal setting, ongoing communication regarding student progress, and feedback loops.	setting and self-assessment j) Evidence of specific and timely feedback to students k) Implementation of instructional technology to differentiate student learning	Implementation of the Standards Based Report Card will be systematic and provide appropriate training as evidenced by: *Staff determination of standards-based grades using balanced assessment and input of grades using technology *Staff understanding of the Common Core Standards and correlation of assessments to evidence mastery of each standard.	blogs, SmartBoard pilot).

Goal	Implementation	Timeline	Monitoring	Assessment	End of Year Summary
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.	**A. Continue the pro-social schoolwide implementation from 2011-2012** 1) Continue to foster the schoolwide Positive Behavior Intervention and Support (PBIS) Philosophy across the five domains: *individual, classroom, non-classroom, family and schoolwide* through schoolwide assemblies, student recognition systems, classroom instruction, student service contributions and clear behavioral data systems.	8/2012-6/2013	An assembly structure is practiced among the school community to teach and reinforce pro-social expectations.	The assembly structure is systematized and successful in supporting the Positive Behavioral Support philosophy.	*Positive Behavior Support assemblies are held, in addition to concerts, MLK assembly, Lexington 300th assembly, School Read-in
			Student recognition opportunities are evident in the school community.	Student recognition efforts successfully	*Estabee efforts continue schoolwide - year 2 implementation
			Student service contributions align to the Positive Behavior Support philosophy, and the implementation involves students, faculty and families.	support students' pro-social behavior. Student service contributions are systematized schoolwide.	*Estabrook Family Guide Book in process of refinement via Site Council
	B. Expand communication systems 1) Develop and implement student and staff handbooks		Staff and the community continue to be involved in the design of a new school building. Student and staff handbooks are developed.	Staff and community input are regularly updated on phased construction. Student and staff handbooks are implemented.	*Community is updated routinely regarding school events and new
	2) Utilize web 2.0 communications for community instructional and facility updates		The school community receives updates via web 2.0 communication.	School instructional and facility updates	school via newsletters,

SAFETY Goal 3: If we ensure clear training and implementation of school procedures, then the school community will operate safely and consistently across the school environment.	3) Continue community involvement in the design of the new school and provide ongoing, proactive communication regarding phased construction	8/2012-6/2013	Defined PCB monitoring procedures continue to be followed in a timely and accurate manner. The Estabrook Staff and Department of Public Facilities actively implement the Operations and Maintenance Plan procedures. The Estabrook Operations and Maintenance binder is up-to-date and accessible to the public.	are communicated to the community on a regular basis. *PCB monitoring efforts - ongoing.
	C. Implement safety team processes			
	1) Continue implementation of the PCB Operations and Maintenance Plan for Estabrook School		REMS (Readiness and Emergency Management for Schools) systems and procedures are taught, posted and practiced in the school community.	*Groundbreaking Ceremony and Topping Off Ceremony held for community *Readiness Emergency Management Systems - continual
	2) Provide ongoing training in the REMS (Readiness and Emergency Management for Schools) safety systems and procedures		School operational changes in arrival, recess, parking, and dismissal due to phased construction are clearly designed, communicated, implemented, monitored and refined for optimal safety.	preparation in demonstrated by students, staff and parents /guardians. Operational changes in school procedures due to phased construction are successfully communicated and conducted.
	3) Ensure safety of students, faculty, parents/guardians and visitors during phased construction of the new school.	5/20/13	Safety procedures are in place across school settings and	process (staff professional development, clarified building safety measures, parent communication in events of crisis)

Global Connects, listserv, Principal Coffees, PTA meetings

			*Operational changes implemented due to phased construction (safety / security, arrival / dismissal, coordination with facilities and Shawmut)

Fiske Elementary School Goals 2012-2013

Goal	Implementation	Timeline	Monitoring	Assessment	Results
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.	Continue to apply and evaluate PLC practices at Fiske and determine areas of strength and areas of needed growth.	August 2012-June 2013	Use a teacher created survey to gather baseline data. Plan PD based on that data.	Changes in teacher perception will note movement from beginning and developing to establishing PLC practices.	Teachers continued to meet in PLCs and increased their work together through the implementation of data team meetings. A survey will be issued in June of 2013 for further follow up.
	Implement Response to Intervention (RTI) at Fiske for academically at risk students.	August 2012-June 2013	Provide professional development for all staff regarding the Fiske RTI model.	Produce an RTI guide for Fiske. Monitor and track data for all students that demonstrate below grade level proficiency.	An RTI guide was developed for Fiske and is being shared with the School Leadership Team for distribution in Fall of 2013.
	Establish grade level intervention blocks at each grade level and implement six week data team meetings to progress monitor students and determine strategies for students needing additional intervention.	August 2012-June 2013	Schedule development will incorporate intervention blocks at each grade level. Agendas will be kept, as well as schedules from data team meetings. Principal will attend all data team meetings.	Record data for students receiving intervention to determine growth resulting from additional support.	Grade levels met every six weeks and interventions were established and monitored for students in grades K-5.
	Implement pilot Standards Based Report Card K-5 using Common Core documents, district goals, X2 technology format	August 2012-June 2013	Principal and Professional Development afternoons focused on Standards based Report Card	Implementation was systematic and provided appropriate training as evidenced by staff ability to input grades electronically Staff correlation of Common Core Standards with formative and summative assessments to show mastery of LPS standards	All teachers successfully implemented the K-5 Standards Based Report Card in its pilot year.

Fiske Elementary School Goals 2012-2013

Goal	Implementation	Timeline	Monitoring	Assessment	Results
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.	Develop and begin implementation of a school wide PBIS system to address the behavioral needs of students.	August 2012-June 2013	Integrate PBIS components across the school setting and provide opportunities for students to engage in PBIS opportunities (All School Meeting, student recognition, etc.)	Document implementation steps during the school year and collect student behavior data.	Implementation began with a matrix of expected school wide behaviors. Positive incentive cards were also used and a guide is being developed for staff to use with model lessons.
	Provide training for school aides around student behavioral expectations.	August 2012-June 2013	Meet with school support personnel (aides) three times per year to review student behavioral expectations.	Monitor student behavior in the cafeteria and at recess with newly developed behavioral tracking tools.	Aides were met with throughout the year and provided support around expected behaviors for students.
	Hold 2-3 parent presentations during the school year as a way to support student well being both in and outside of the school setting.	Fall, Winter, and/or Spring 2012-2013	Plan informational sessions with input from the school counselor, staff and parents.	Survey parents that attend informational sessions to determine the helpfulness of information provided to them.	
	Use all school meeting as a forum to support pro-social behaviors in the school setting.	September 2012-June 2013	Develop a structured format to use at all school meeting. Schedule classes/grade levels for each monthly mtg.	Survey students regarding all school meeting format. Assess meeting format with school leadership team.	All school meeting was used as a forum to showcase student pro social behavior and to showcase student work.
	Staff will participate in Responsive Classroom training to support student behavioral needs across the school setting.	July 2012-Ongoing	Keep a spreadsheet of all staff that have attended Responsive Classroom. Encourage others to attend if they have not.	Assess use of classroom strategies with School Leadership Team.	Staff continued to participate in Responsive Classroom training. Sharing will take place at school based PD in the fall and ongoing.

Goal	Implementation	Timeline	Results Summary & Accomplishment Highlights
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.	Implement the first year pilot of the Standards-Based Report Card K-5. Professional Development will be provided across all schools and grade levels utilizing Common Core Curriculum Frameworks and District Goals in Literacy, Mathematics, Science, and Social Studies to communicate performance levels. School-based collaboration will be scheduled to support the report card pilot.	**Grade Level Meetings:** • May 2012 - May 2013 • Summer 2012 - Teacher leaders are trained in use of technology. • Fall 2012 - All teachers are trained.	**Standards-based Report Card:** Grade level and specialists participated in building based and district professional development meetings to develop a shared understanding of student performance standards. All teachers and specialists effectively collaborated to communicate student performance using the online report card system in the first year pilot.
	Technology training will be provided so that all teachers can implement the new report card system online.	**Response to Intervention (RTI) Workshop June 21-22, 2012** - Team of teachers from Harrington will participate in RTI Summit in Lexington. Harrington teachers will develop action steps in refining our implementation of RTI during 2012-2013 on June 27- 28, 2012.	**RTI:** Using the principles learned in the RTI summit, Harrington faculty refined our focus on meeting individual student needs through collaboration and monitoring of "High Needs" students, K-5, as defined by DESE.
	Refine our systematic use of data to improve student achievement. RTI workshop participants will work together to make recommendations for improving our extended data meeting process. Based on learning in the RTI workshop the participants will make recommendations for intervention protocols for students who are performing below grade level benchmarks:		**Data Meetings:** Extended data meetings were held more frequently than the prior year and the focus of meetings was organized to systematically review student performance in literacy, mathematics, as well as skill development in areas of pro-social and approaches to learning. Templates were used to track performance over time and to develop action plans for individual students, small groups, and whole class interventions based on data. Greater accountability and support provided through specific action steps for each intervention. Teachers developed ways to manage and monitor student achievement data.
	Investigate new research-based interventions and technology interventions.	**Extended Data Meetings:** Grade Level Meeting Calendar developed during summer workshop. Each grade level will meet 4 times throughout the year to review performance data for all students and strategic monitoring data for students receiving targeted interventions.	**Mathematics:** Instructional Assistants received training on intervention strategies in mathematics. "Do the Math" was added as an intervention tool. Math specialist and special educators provided interventions and support for differentiation in the classroom. Scheduling allowed for classroom teachers to provide intensive small group interventions in grades 2 & 3.
	Establish a coordinated list of types of interventions.		
	Coordinate data on lowest performing students in English Language Arts(ELA), Mathematics and Social behavior.	**Writing Workshop Course:** **July 9-13** A team of Harrington teachers & literacy specialists will participate in intensive course presented by Teachers' College.	**Writing:** Nine teachers and literacy specialists attended the writing workshop course and followed up with professional development and collaborative planning throughout the year. Teachers used discretionary time to collaborate with literacy specialists in a book study group on 1:1 conferencing with students. As a follow up, the entire faculty viewed examples of conferencing strategies and practiced providing feedback using student work samples. Grade Three teachers are taping a mini lesson in writers' workshop to share with the faculty in June.
	Analyze MCAS data for weaknesses with special attention to Writing.		
	Examine the needs of students who have received multiple interventions and establish guidelines for internal decision-making for referral to special education.	**School-based Professional Development Follow-up and Sharing:** Faculty Meeting and Elementary Principal Days will be used for collaboration regarding effective practices in reading and writing instruction.	Collaborative scoring of opinion writing allowed grade level teams to develop a clear understanding of performance targets and to use student work to plan instruction. Increasing writing fluency and stamina was a focus in refining school-wide practices in Writers Workshop.
	Continue to refine and implement Readers' and Writers' workshop for Literacy Instruction to support ELA curriculum review recommendation.		

Harrington School Improvement Accomplishment Highlights   2012-2013

5-21-13

Goal	Implementation	Timeline	Results Summary & Accomplishment Highlights
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.	Harrington Faculty will continue to take Professional Development Courses and Workshops to build capacity in supporting students in pro-social skill development: Responsive Classroom I and Responsive Classroom II.	Summer 2012 - Course work and action plan development.	**PBIS:** HAWKS expectations are the foundation of school approach to pro-social work at Harrington. There was an effort to recognize and celebrate HAWKS behaviors. A kick-off all-school assembly was led by Fifth Grade students to review and highlight examples of HAWKS behaviors. HAWKS "sightings" were initiated to recognize positive behavior in focused areas. Examples were shared on Friday morning announcements. The PE teacher directly taught recess games to primary grade level students and support staff to promote positive playground choices. Special Educators collaborated to teach friendship skills.
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.	Harrington faculty will continue to refine and expand our Positive Behavior Intervention and Support System. Teacher leaders will refine and extend the implementation of HAWKS behavior expectations. Summer of 2012 teacher leaders will determine and develop priorities for an action plan for the 12-13 school year that will include: • Procedures for teaching expected behaviors. • A continuum of strategies and procedures for encouraging expected behaviors. • A continuum of strategies and procedures for discouraging inappropriate behavior. • Procedures for on-going monitoring & evaluation.	Fall 2012 - Communication and implementation with faculty and staff. On-going faculty meetings and PLC meetings to monitor positive behavior in all settings.	Grade five students have created a video to increase awareness and understanding of students with a variety of disabilities. All classrooms have The Ripple Effect, a children's book, to promote positive classroom and school culture. **Behavior Support Team:** A Behavior Support Team, an eight person team, comprised of assistant principal, classroom teachers, specialists, special educators, guidance, and school psychologist, was established. The team provided a forum for teachers to seek support for working with students with challenging behavior. Members of the team established a mission statement, developed protocols for referral and intervention planning. An office referral protocol was refined and implemented. Classroom and Specialist collaboration and communication was improved.
	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. Review expectations and procedures for Anti-bullying plan with all faculty and staff. This will include core lesson plans for "Universal Stop" signal.	Monthly meetings with School Support Personnel for training in intervention techniques and communication regarding behavior problems at recess and lunch. Instructional Assistant training will be scheduled throughout the year as needed based on the Instructional Assistant assignments.	**Pro-Social Data:** Data regarding positive and productive behavior were collected from specialist teachers, Art, Music, PE, and Library. Grade 1 & Grade 2 classrooms received HAWKS recognition in specialist classes. Office referral data was included in data team meetings. Pro-Social Data from Standards Based Report Card was charted to establish a baseline for improvement and growth over time. **Professional Development:** Faculty continued to take the Responsive Classroom Course this year, as a result 92% of classroom and specialist teachers have currently completed Responsive Classroom I. Five members of the Behavior Support Team attended PBIS workshop in the fall. Fifteen Instructional Assistants and School Support Staff (recess aides) completed a half-day course in Responsive Classroom. Fourteen Staff, including Guidance, Nursing, Special Educators, Specialists and Instructional Assistants are currently certified in Crisis Prevention and Intervention. Support Staff met monthly with the assistant principal to review strategies outlined in Responsive Classroom. Faculty studied The Happiness Advantage book by Shawn Achor and explored Character Strengths by VIA to strengthen collaboration skills and school culture among adults and children.

Harrington School Improvement Accomplishment Highlights   2012-2013

5-21-13

Goal	Implementation	Timeline	Results Summary & Accomplishment Highlights
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.	**Academic:** Parent meetings will be held across the district to share information regarding the Standards-Based Report Card.	Spring & Summer 2012: Create a promoted dialogue and collaboration between parents and teachers regarding pro-social and approaches to learning skills.	The Faculty feedback indicated that the Standards Based Report Card was a tool that promoted dialogue and collaboration between parents and teachers regarding pro-social and approaches to learning skills.
	Harrington Parent Education sessions will provide information on core curriculum and instructional methodology (*What we teach and how we teach it*).	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.	Students who completed MCAS Alternate Portfolios reviewed their achievements with parents. Parent-Teacher conferences were held as scheduled for 99% of students.
	Pro-social: Provide opportunities for parents to discuss and give feedback on school-based HAWKS behavior expectations.		LET'S CHAT was established as a way to create dialogue around a variety of topics. Over 45 parents attended various sessions that were offered. A follow-up survey was sent to seek feedback from parents who attended.
	Provide opportunities for parents to discuss and to understand the milestones for pro-social skill development.	The parent education and discussion sessions will include a variety of topics such as: School Improvement Plan, report card, core curriculums, anti-bullying plan, HAWKS (students, parents, and staff), use of data.	The LET'S CHAT Topics during 12-13 were: 1. HAWKS – Pro-Social Activities 2. Standards Based Report Card 3. School Safety 4. Early Literacy 5. PE, Health, and Wellness 6. The Year in Review
	Provide information and procedures for Anti-Bullying Plan at Harrington.		
	Collaboration & Communication: Refine and improve use of websites and list serve for school to home communication.		The Suggestion Box was installed in the vestibule of the school entrance to provide a vehicle for feedback and suggestions. Submissions were reviewed at School Council meetings and follow-up actions were discussed.
	Create a suggestion box in the school lobby for informal feedback.		School Council Grant funded the bulletin board to display HAWKS "sightings."

Maria Hastings School
School Improvement Plan
2012-2013

Louise Lipsitz~ Principal Co-Chair

Anne Knight~ Assistant Principal

Patricia McLaughlin~ Teacher

Sheila Kaspik~ Teacher

Tina Weber ~Parent Co-chair

Lisa Croke ~ Parent

Lisa Clough~ Parent

Miranda Clarke~ Parent

Jane Kaliniski~ Community Member

"Everybody Belongs, Everybody Learns"

Maria Hastings School
DRAFT School Improvement Plan 2012-2013

Goal	Implementation	Timeline	Monitoring	Assessment	Results
Hastings School Goals 2012-2013					
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.	Continue use of data PLC/data team structure	Response to Intervention workshop June 2012	Faculty meetings, goals conferences will focus on PLC/data team work	*Implementation of teaching strategies in classrooms, improved feedback to students	*RtI Team Meetings held every six weeks, student data used to identify needs, team created intervention plans, follow up occurred at next meeting.
	Integrate Response to Intervention model at Hastings	August-June implementation	Discussion/reflection at faculty meetings, PLC meeting notes, implementation of strategies visible during informal and formal observations	*Data collected by literacy staff, math specialist, classroom teachers regarding tiers and student growth	*Student growth noted through informal teacher assessments and observations, district literacy and math assessments
	Increase focused peer observations & debriefing	August-June implementation		*Schedule of peer visits to classrooms with teacher feedback	*Interventions developed by classroom teachers, literacy, math, special education teachers.
	Refine coaching/direct service model with literacy department	August-June	Principal and Professional Development afternoons focused on Standards based Report Card	*Feedback from all stakeholders regarding the implementation of the Standards Based Report Card	*Child Study Team meetings decreased, referrals to special education occurred after interventions and follow up.
	Implement pilot Standards Based Report Card K-5 using Common Core documents, district goals, X2 technology format	August-June	Use of Common Core standards documents in PLC Teams, use of roadmap for math, X2 for ELA	*Implementation was systematic and provided appropriate training as evidenced by staff ability to input grades electronically	*Standards Based Report Card professional development in content, indicators and technology was completed prior to first Report Card in December
	Support LPS curriculum reviews: English Language Arts, Social Studies	August-June	Teachers participate in review meetings, write new curriculum, implement professional development	*Staff correlation of Common Core Standards with formative and summative assessments to show mastery of LPS standards	*Teachers developed team goals, assessments, learning tasks related to the Common Core Standards and the Report Card
	Highlight technology use as staff share student work products, successful teaching strategies	August- June	Feedback from teachers and IT staff regarding use of technology	*Student data collected using Fraction Nation, Fasttmath, Read Live!, Reading A to Z	*Feedback from teachers was gathered mid-winter
				Students reading at school and at home with web-based Read Live! Using Greg Tang math games	*Feedback from parents to be collected at year's end
				*Completed curriculum review process for ELA, social studies	*Technology utilized for student learning documented growth. Read Live! students exited program; RAZ kids reading generated tasks based upon student reading level; Fasttmath students monitored progress for math facts; ipad apps offered math sites with self-monitoring
				*Increased use of website for teacher communication with classroom or grade level website pages	*Teachers provided input and received updates on English Language Arts and Social Studies Reviews; technology used to provide clearinghouse for units of study; professional development offered for all teachers in grade level meetings
					*Several teachers used websites and blogs for additional communication

Maria Hastings School
DRAFT School Improvement Plan 2012-2013

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 wellbeing will improve.

Implementation	Timeline	Monitoring	Assessment	Results
Train new mentors, continue student mentoring	Voluntary training September 2012 Mentor program: Oct-June	Mentor/Mentee/Family Feedback: February, May	Review logs to look for decrease in incidents overall and decrease in incidents by mentees	Twelve new teacher/student matches were established as part of the mentor project, and six additional students were assigned mentors
Increase use of Hastings Heroes for Positive Behavior Intervention Supports (PBIS)		Weekly meeting with Guidance Counselor and AP to monitor specific students	Review of Bullying Prevention regulations and log, Review of PBIS celebrations with students	Continued use of Hastings Heroes initiative with posters, stickers for students, notes listing behaviors exhibited by students
Use All School Meeting (ASM) to develop monthly PBIS theme with CommUNITY Committee	Monthly meetings with School Support Personnel in proper intervention and communication	All School Meeting sharing devoted to positive behavior supports for students by students	Increased input from students regarding community service projects	Community service completed through Multi-cultural Pot Luck dinner activity
Expand newsletter, websites for school to home communication	regarding behavior problems at recess and lunch	Increased attendance of new families at PTA meetings	Continued training of teachers in Responsive Classroom Program	An additional twelve teachers completed Responsive Classroom training in 2012-13 academic year, including specialists in art and music
Establish community service projects for whole school~ use ASM to share	July-June	Feedback from Site Council, PTA, regarding increased communication from school to home		
Expand trained teacher cohort for Responsive Classroom, integrate with existing programs	2012-2013 school year	All School Meeting scripts as documents for topics shared, community service work initiated		Principal and Assistant Principal documented significant behavior issues, communicated regularly with parents
Boston PTA meeting	Represent LPS at Responsive Classroom Convention, July 2012	Hastings Conduct Procedure checklists and bi-weekly log, use of Responsive Classroom, Open Circle, Superflex language across school		Common language from Responsive Classroom, Open Circle and Superflex utilized across settings. School Support Personnel briefed regarding language and student needs regarding behavior expectations
Discuss Report Card with children	Mid-year			
	Fall/Winter 2012			

Maria Hastings School
DRAFT School Improvement Plan 2012-2013

Hastings School Goals 2012-2013				
Goal	Implementation	Timeline	Monitoring	Assessment / Results
INSTRUCTION-Facility **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	Gather square footage information to compare Hastings and MSBA approved minimum room sizes	September 2012-May 2013	Site Council meetings to check facility documentation	Increased community information about Hastings, Estabrook plan, and SBAB square footage measurements for spaces
				Site Council developed spreadsheet with Hastings, Estabrook plan, and SBAB square footage measurements for spaces
	Continue to advocate for facility upgrades and document current needs of building		Painting events with parent volunteers, LPS painters	Increased short term upgrades to improve learning environment at Hastings
				Short term improvements made: Gate at back of school to create safe access to playground across driveway during school hours
	Continue to paint interior spaces to improve learning environment at low cost			Review of Lexington Master Plan and addition of Hastings School to schedule at earliest reasonable date
				New boiler and hot water installed, school converted to gas heat
	Plan school-wide art project to enhance Hastings School facility			Exterior lighting installed at front parking lot and at rear of school to increase safety in those areas
	Maintain communication with Town of Lexington facilities department regarding Master Plan for Town			Lexington Master Plan developed to include Hastings as one of ten projects Date for Town Meeting funding of Feasibility Study moved ahead two years to 2015

Jonas Clarke Middle School Goals 2012-2013 - FINAL REPORT – May 2013

Goal	Implementation	Timeline	Monitoring	Assessment	Results
INSTRUCTION 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.	A team of faculty including teachers, administrators and Department Heads will attend the RTI Summit with Mike Mattos in Lexington June 2012	June 2012	Data and information gathering will be reviewed and discussed at Dept Head and Child Study meetings.	Additional Interventions and further revisions will be added to the Child Study Form and Process.	Department heads and members of the CST attended the Mike Mattos RTI conference in June 2012 to brainstorm how to use data more effectively to track student referrals, and to consider various possibilities for universal screening and scheduling of the Intervention / Enrichment time built into our schedule.
	Conference attendees will work with the faculty: **How does the RTI process support the work that we are currently doing with our data teams?**	Sept 2012 – June 2013	Dept Heads will regularly meet with departments to monitor and problem solve.	Increase in the use of data to refer students to the Child Study Process (i.e. common assessments, sample work, behavioral data).	The Child Study Team presented to the staff in the fall with the focus of increasing in-class interventions as well as having three points of reference of parental contact prior to bringing up a student at Child Study.
				Increase in the use of Tier 1 interventions in the general education classrooms.	There has been an increased use of student work, attendance data, report card grades and health referrals to show difficulties and patterns in school.
				Fewer Child Study Referrals.	The Child Study Team approved and implemented a process for social / emotional screening for the Social Worker. Since September 2012, 17 students have been recommended for Child Study. Students have been placed into 15 different interventions – some students were placed in more than one: • Learning Center = 4 students • Reading Intervention = 5 students • Guided Study = 2 students • Math Intervention = 4 students
	The Administration will work with the Department Heads on	Sept 2012- June 2013	Administration and Dept Heads will attend content and department meetings to	Evidence of improved student performance based on the Data Team Process and	Administrators and/or department heads attended weekly content meetings.

Goal	Date	Action	Results
supporting their respective departments and their work with the Data Teams.		monitor teacher understanding and implementation of the data team process and interventions.	the RTI process. See Child Study data above and Math Intervention data below.
The Administration and Department Heads will work with each content team and identify a group leader.	Fall 2012	Administration and Dept Heads will meet with content team leaders to discuss progress, areas of need and problem solve.	All content teams will have established and / or reviewed group norms. All content teams will have a group leader to help facilitate the data team process.	All content teams revised previously established group norms and set additional norms for this year's meetings. Some teams chose leaders and others determined that leaders emerged organically dependent on the topic of the meeting.
Administration and Dept Heads will work to create a school based data team focusing on high leverage teaching strategies used to improve teaching and learning.	Sept 2012 – June 2013	Admin and Dept Heads will meet consistently to discuss progress.	Data will be collected and used to show an increase of effective high leverage teaching strategies.	Content teams have integrated technology as one high leverage instructional practice and have shared their ideas with colleagues. This includes screen-casting presentations, use of Open Classroom, Geogebra software, and using blended learning techniques. Teachers have also created and shared videos, iBooks, Explain Everything & Present.me presentations. Several content teams have incorporated an element of flipping the classroom by using both the iPads and laptops into their instruction. Teachers have shared best practices for using technology to assess and give effective feedback on speaking and writing.
Administration and Dept Heads will use rubrics to assess the effectiveness of the data team meetings.	Sept 2012 – June 2013	Admin and Dept Heads will meet consistently to discuss progress and best practices.	Content teams will use rubrics to self assess their progress with the data team process. Teams will design goals and update.	Department Heads created and implemented a self-assessment rubric for content groups to use to assess their effectiveness and progress. All content teams were provided with feedback based on the PLC rubric to reflect upon professional collaboration

Teachers will use the Data Team Process and Rubrics to identify student instructional needs during their weekly content meetings:

1. Collect and Chart Data
2. Analyze strengths and obstacles
3. Establish SMART Goals
4. Select instructional strategies
5. Determine results indicators
6. Monitor results

Faculty / Dept meeting time will be dedicated to providing the support of understanding an exemplary Data Team study.

Based on rubrics, content teams will develop goals for their data team meetings during the 2012-2013 school year.

Content Teams will establish proficiency standards and instruction and assessment of skills aligned to the Common Core Standards such as: expository writing, research skills, active reading of non-fiction/informational texts.

Content Teams will create common assessments based on established learning targets.

Content teams' collaborative work in Social Studies has focused upon the common assessments in alignment with the new ELA curriculum.

and performance.

In ELA, each content team has developed and/or revised at least three common assessments in alignment with the new ELA curriculum.

All content teams in ELA are accessing Atlas to guide unit and lesson planning, refining key vocabulary, skill objectives, and content objectives for units.

Content teams collaborative work in science has focused on developing a common set of learning targets based on the Mass Science Technology and Engineering Frameworks.

From the established learning targets in science for each unit, teachers are identifying a common set of vocabulary, skills, activities and assessments that meet the objectives of the learning targets.

World language content teams revisited and revised the common curriculum framework.

From the established curriculum for each world language unit, teachers are identifying a common set of vocabulary, skills, activities and assessments that meet the objectives.

Teachers will bring data to the content team meetings to discuss student progress and select instructional strategies (step 4) within tier one interventions.	Sept 2012 – June 2013	Admin and Dept Heads will attend content and department meetings to monitor teacher understanding and implementation of the Data Team Process.	Content Teams will identify specific instructional strategies based on common assessment data.
			Evidence of improved student performance based on the Data Team Process.

Math content teams' collaborative work focused on developing a common set of essential learning targets based on the new MA frameworks.

Content teams in all subject areas have compared *class* performance on common assessments, and are now beginning to compare and discuss *individual student* performance data on common assessments.

Content teams in all subject areas have used common assessments and data to gather student progress that ultimately informs instruction.
In ELA, all content teams have begun work on developing 6-8 "writing continua" for narrative, informational, and opinion writing.

In science, individual content teams have used common assessments and data boards to gather student progress that ultimately informs instruction.

The world language department has developed a set of common output rubrics (speaking and writing). The content groups have been using the results of common assessments to fine-tune the expectations and the assessments. The results of the common assessments have been shared, analyzed and used by content groups to create units of differentiated instruction in order to increase the achievement level of each student.

Math content teams have developed unit/lesson extensions for those students who have demonstrated readiness to move beyond grade level content. Teams have also collaborated

Goal	Timeline	Responsibility	Measure	Results
Teams will continue to work on determining the most effective use of the Intervention / Enrichment block each week.	Sept 2012 – June 2013	Administration will meet with team leaders to discuss / share ideas for the I/E block.	More teams will use the I/E block for intervention and enrichment purposes vs. team time activities.	with the Math Intervention teacher to determine and implement supports for those students struggling to meet grade level standards. Teams have used this block to address timely intervention needs within their classrooms. In February 2013, administration and guidance presented to team leaders and Dept Heads about a revised I/E block structure and process. In May 2013 a faculty meeting was devoted to presenting the new plan. Faculty feedback was taken into consideration. In June 2013 faculty meeting time was devoted to planning enrichment lessons for the 2013-2014 school year. The new plan will be implemented in the fall of 2013 to better utilize non-team teachers, who will provide enrichment activities, allowing for greater flexibility and more groupings during the weekly intervention.
The Math Intervention teacher will continue to be scheduled to meet with Math content teams for the purposes of aligning curriculum and previewing upcoming material.	Sept 2012 – June 2013	Administration will work with the math intervention teacher to determine content support for math intervention students.	Fewer students will be placed in the lowest math levels for the 2012-2013 school year. MCAS data will show increase in growth percentiles for students in the Math Intervention program.	The math intervention teacher meets weekly with the math content teams (3 separate meetings) for the purposes of aligning curriculum and previewing upcoming material. 68% fewer students (55→18) were placed in the lowest math level moving from 7th-8th grade. 23% of Math Intervention students saw

a 10+ point score increase on the Spring 2012 Math MCAS.

26% of Math Intervention students moved from Needs Improvement to Proficient on the Spring 2012 Math MCAS.

During the 2013-2014 school year we will be piloting a coaching model for 6th grade Math Intervention. This will provide more embedded PD for math teachers (6th grade only) as we move to only one level of math in the 6th grade. The Math Specialist will also meet outside the classroom with students during "off team" times to re-teach, preview, and provide more practice on difficult math concepts for a select group of struggling students.

Continue to utilize and maximize the Instructional Technology Specialists at the middle school.	Sept 2012 – June 2013	Monthly meetings / updates with the principal	Great number of teachers using different kinds of technology in their classrooms.	The IT Specialist has held bi-weekly meetings with the principal throughout the 2012-2013 school year. Data regarding IT meetings with teachers is as follows:
			Administration and teachers will utilize available technology to improve communicate with students, parents and the community.	• August - Sept: 49 teacher sessions with ITS • October: 46 teacher sessions with ITS • November: 44 teacher sessions with ITS • December: 31 teacher sessions with ITS • January: 52 teacher sessions with ITS • February: 31 teacher sessions with ITS • March: 37 teacher sessions with ITS • April: 33 teacher sessions with ITS

Goal	Timeline	Action Steps	Expected Outcomes	Final Report
Through professional development, the district and school administrators will provide strategies for teachers to support ALL students	Sept 2012- June 2013	Administration will monitor and encourage teachers to sign up for PD courses offered by the district.	Greater number of teachers taking technology PD courses offered by the district.	New work this year has focused on videos and the idea of "flipping" the classroom instruction using screen casts, present.me, voicethread, open classroom etc).
				Beginning in January 2013, the ITS worked with teachers on using Open Classroom to create a "blended learning" environment for students in grades 6, 7, 8.
				As of May 2013 there have been (5) 1/2 day PD opportunities for staff with regard to technology (4 groups making iBooks, 1 group using Smart projectors)
				More "teacher research" has gone into this position. Teachers approach the ITS with an idea and the ITS researches and works with teacher to implement
				The principal has used video tools to communicate information to staff – 4 present.me presentations since Sept 2012. The principal has also demonstrated other technology such as Socratic.com (online polling)
		Administration and Dept Heads will look for research based high leverage teaching strategies during informal observations.	Greater number of teachers using research based high leverage teaching strategies in their classrooms.	Clarke teachers have enrolled in over 24 district course offerings.
				Three staff are currently enrolled in EDCO's Leadership program.
		Administration will provide opportunities for teachers to observe other teachers using		Both for professional learning and to build the partnership with our sister school outside of Shanghai, 11 teachers will travel to China in Sumer, 2013.
				Following closely the district Professional Learning mission, our teachers have participated in each of

effective teaching strategies.

the following opportunities:

- Induction/Mentoring/Coaching Programs
- District-wide PL for Curriculum, Instruction, Assessment, and Interventions
- School-based PL Connecting the District Vision and School Improvement Plans (technology, effective teaching practices, supervision and evaluation)
- Professional Learning Communities (PLC's)
- Curriculum Review Work and Ad Hoc Committees
- Opportunities for Development of Teacher Leadership at all Levels - Current, Emerging and Teacher Leaders
- Blended Learning Class
- Supervision and Evaluation pilot

The 6th Grade Ancient Civilizations content group attended a professional development workshop provided by Primary Source to implement the Common Core in Social Studies content area.

The 7th Grade World Geography content group was provided with embedded professional development with the ITS to create blended learning/ipad / screen cast and created a non-fiction reading curriculum in a digital ibook medium.

The entire mathematics department participated in professional development around the new standards for mathematical practice. This work,

Goal	Action	Timeline	Planned activities / assemblies	Evidence	Outcome
					in consultation with Grace Kelemanik, has helped teachers implement improved teaching practices within the Common Core, which will ultimately help bring about better student learning.
					Two of our Spanish teachers traveled to Costa Rica with a cohort of 8th graders. While there, they study Spanish grammar, local phrases and idioms, Spanish culture and cuisine.
					Our IT specialist traveled to visit local schools implementing various technology tools and our AP traveled to Florida for technology conference.
					Our teachers also attended many national conferences and events including the recent Learning Forward National Conference attended by all admin and dept heads.
					Clarke's professional learning is most evident in the sharing that takes place during content team meetings, and between and amongst colleagues in the classroom setting.
Student Services 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. Continue the work at Clarke focusing on Rachel's Challenge	Sept 2012 – June 2013	Planned activities / assemblies on with the incoming 6th graders for the purpose of understanding Rachel's Challenge.	Evidence of improved performance of students identified for purposes of data gathering.	Rachel's Challenge language has been infused amongst students and staff.
			Planned assemblies on for 7th and 8th graders to review and renew goals of Rachel's Challenge.	Evidence of less conduct referrals for bullying behavior at the middle school.	Chain Links Club comprised of over 60 heterogeneous students, met weekly to move the Rachel's Challenge initiatives forward.
			Continue the work of the Chain Links Club – started after Rachel's Challenge to promote a positive school climate.	A reduction in the number of students seeing guidance counselors for stress related issues	Linked In has developed as an outgrowth of the Chain Links Club and it has successfully formed diverse groups of students to par
					Peer Leaders Program: 25 - 7th & 8th grade students attended a full day training session in February 2013,

Through planned programs and assemblies middle school teachers will use common language and will gain the ability to communicate with students and parents about pro-social behavior and resiliency.	Sept 2012-June 2013	Guidance counselors will work with faculty members on common language to use with students regarding pro-social behavior.	Evidence of improved student performance with regards to pro-social behavior.	focused on bringing out resiliency and leadership skills and then putting them to work in the school and community. 7th Grade Peer Leaders: 40 - 7th grade students received leadership training with Julie Fenn (drug prevention), which they used to facilitate 6th grade presentations (along side LHS peer leaders) on making healthy choices. All 6th grade students received the health choices presentation in the Fall of 2012.

Drug Prevention training and leadership opportunity saw a record of 80 8th grade students volunteer and work through training sessions with Julie Fenn. These 8th grade students then visited (January - present) elementary schools across the district, educating 5th grade students on making healthy choices.

Conduct referrals have dropped significantly during the 2012-2013 school year. Serious conduct issues (fighting, bullying, harassment) have dropped significantly (40 total incidents compared to 7 in the current school year).

Guidance department has developed a data collection system to monitor and record students referred to guidance. After training, they will be looking to implement in Fall 2013.

Administration and guidance have met with teachers and team leaders to discuss academic demands. Counselors report far fewer student/parent complaints regarding excessive workloads as a result. |

| | | Work with Special Education staff and Chain Links club to create a peer leadership program within Clarke. | | |

Goal	Timeline	Activity	Expected Outcome	Result
Administration and guidance will work with individual departments on providing a balance to academic expectations.	Sept 2012- June 2013			The language of Rachel's Challenge has been infused amongst students and staff. The 5 challenges can be seen posted throughout Clarke.
				As part of the Child Study process, a new Social Work screening tool was implemented this fall.
				Weekly meetings were held with Administration, Guidance and Social Work to address student support needs.
		Administration will meet with team leaders to ensure that there is an awareness of wide spread academic demands on students.	A reduction in the number of students seeing guidance counselors for stress related issues.	Administration and counselors met weekly to discuss students concerns and support plans.
		Weekly student support meetings with administration, guidance counselors and social workers.	Data will be used to monitor the increase of pro social behavior and reduction of stress related complaints.	The Child Study Team approved and implemented a process for social / emotional screening for the Social Worker.
		Child Study Team will pilot an informal social / emotional assessment process with the Social Worker as part of an intervention plan		Data regarding students seeing guidance counselors for stress related issues is currently being collected and analyzed.
Administration and Guidance will create a school climate survey and administer to students in Sept 2012 and June 2013.	Sept 2012 – June 2013	Data will be reviewed at the beginning and end of the year to determine next steps	Later surveys will show a decrease in student stress related issues at Clarke.	School site council developed and implemented a student/family survey to better assess school climate and student needs. Results were shared with the School Site Council and staff, and areas of concern were addressed in the 2013-2014 School Improvement Plan.
Guidance Department will work with students on resiliency skills	Sept 2012 – June 2013	Assemblies and classroom work on resiliency throughout the school year.	A reduction in the number of students seeing guidance counselors for stress related issues.	Career lessons were implemented in April 2013, which focused on making students more self-aware, and making connections to school and resiliency.

MARC (Massachusetts Aggression Reduction Center) will present to all students in the Spring, 2013.

Peer Leaders Program - 50 7th & 8th grade students attended a full day training session (February 2013) focused on bringing out resiliency and leadership skills and then putting them to work in the school and community.

Data regarding students seeing guidance counselors for stress related issues is currently being collected and analyzed.

William Diamond Middle School

School Year 2012 – 2013

School Improvement Plan

Progress to Date: May 2013

Goal	Implementation	Progress to Date: May 2013
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 continue to use department and content meetings ("PLCs") to work on elements of curriculum design: • updating scope and sequence (in conjunction with Clarke) • studying the Common Core standards • 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 • integration of technology	Curriculum design has been the primary focus for department and content meeting work this year. • In Science, teams have been refining their learning targets for each unit (with the national science standards as a guide), and working towards cross-town agreement on those targets. • Social Studies and English have been engaged in curriculum review; the committees are working to identify essential standards, and to unpack those standards, using Atlas Rubicon as a tool. This work is shared with other teachers, and content groups are looking at their own units and assessments for alignment with the newly-articulated overview documents. In Social Studies, some content meeting groups have been thinking about "backwards design", and using parts of this process to rethink their units. • In Math, teachers have been working to align their curriculum across town, and to develop/refine their common assessments. They have begun conversations about revising the placement process, including thinking again about the role of leveling. Teachers have been refining their practice in MegaMath, sharing strategies and developing support curriculum as needed. Teachers in the 6th grade have also been collaborating to improve their practice for students who need more challenge. We began some math-SPED co-teaching this year, and 4 teachers took part in professional development in this area. • In Foreign Language, small same-language and cross-language groups have been refining their assessments, focusing on key skills (such as speaking) more than content skills (such as grammar points). They have been integrating technology, with an eye toward giving feedback more effectively, delivering their curriculum in interactive ways, and differentiating instruction.
	Diamond will increase its use of student work/data in department, content and team meetings, in order to: • learn more about students' current thinking/understanding ("zone of proximal development") • to learn more about which strategies/practices have been most successful • effectively redesign lessons/units/interventions	While teachers look at student work regularly as a part of their individual practice, we are still at a beginning stage in bringing this into our team practice, whether at team or content meetings. One hurdle is time, as the content meetings are still largely focused on curriculum development, while team meetings tend to focus on informal updates, especially for students with special education needs. We are currently working with a consultant, Gene Thompson-Grove, to help us think about effective ways to integrate looking at student work more regularly into our collaborative work. We are proposing summer professional development in this area for volunteer teams, in addition to our Diamond Leadership Team, if we can get district funding.

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 continue to develop and refine its student support systems: • the process/procedures for entry into general education supports will be clarified and shared with staff and families • the role of the "Child Study Team" will be clarified, and team will begin functioning • 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 (SMI assessment for math; GRADE assessment for reading) • 10 staff members will attend Response to Intervention conference; information will be used to refine support structures for both students and staff	At Diamond we have been working on improving our Child Study "process". We have been focusing on existing teams as the locus, and thinking about ways to support them as they support students. To move this work forward, we are consulting with Gene Thompson-Grove. She met with Team Leaders, interventionists, team teachers and off-team teachers, to get a sense of what was working and not working. She then met with both Team Leaders and the RTI Committee to share her findings, and to think with us about next steps. We have created a tentative plan, involving pilot groups and significant professional development (should we be able to get funding). Our RTI Committee is going to meet with Gene to clarify our Diamond process and work towards creating more consistency and reliability. We have continued to offer our Tier 2 and 3 supports, some in general education and some in special education. Students deemed eligible can have Guided Study (2-4 times weekly), Learning Center (1-4 times weekly), Reading (2 times weekly), Mega Math(2-4 times weekly), METCO Extended Day (4 times weekly), and/or Math Homework Support (1-2 times weekly). We also offer small group and individualized SPED support in a variety of formats. We have more students than ever receiving math instruction in the regular setting, with support. We have piloted the collection of standardized data on reading performance, using GRADE. We are in the process of evaluating its effectiveness, and fine-tuning the process for analyzing the data and sharing it. We would like to find a tool for this kind of data collection for math, and improve our use of the data to monitor progress and modify supports. A team did attend the RTI conference last summer. This team overlaps with the current RTI committee, and so brings the thinking generated through the conference to our Diamond RTI conversation. We will be adding an Enrichment/Intervention block to the schedule next year. This will be used to support learners on either end of the spectrum, to reduce stress and build community, and to help with pro-social skills development. It will also be a place for collaboration and innovation, in a more flexible environment.

Goal	Implementation	Progress to Date: May 2013
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.	"Smooth Sailing Team" (admin /guidance/ psych /social workers/nurse) will meet weekly to identify worrying situations and possible interventions for students	Smooth Sailing Team now meets twice a week. We focus on students/families in crisis, and work to support them as pro-actively as possible. The group has really become a high functioning team, in the best senses of that term.
	Smooth Sailing Team will continue to partner with district consultants to improve its knowledge/skill base, and to find effective intervention strategies	We have consulted (or set up consultations for the appropriate faculty) with a range of district support people, as needed.
	The guidance team will oversee the continued development of assemblies/classroom activities designed to promote skill development and build community	The guidance team, in consultation with Smooth Sailing, is developing a draft plan for next year, including speakers/performers, teacher-led small group work, and language to articulate our vision for the community. The group will run the plan by faculty and by student council groups in the fall, to get feedback and refine as necessary. MARC, the MA Aggression Reduction Center, presented to all students this spring. This was very well received, by students and staff alike; we plan to make our work with MARC the center of our pro-social skill development next year.
	Students will be surveyed for a snapshot on climate, safety and communication	Instead of creating a survey at Diamond, Clarke and Diamond have decided to implement a revised version of the Youth Behavior Risk Survey given currently at the high school. The committee is working with consultants to finalize two surveys (one for grade 6 and another for grades 7 and 8), and we plan to give it to all middle school students next year.
	Students and staff will receive support around the inclusion of our new Intensive Learning Program (Autism Speaks assemblies, Best Buddies Program, other less formal events)	We have had an Autism Speaks assembly for each grade level, and our Best Buddies program is up and running well. Students in the ILP program are integrated into after-school club activities, as well as during school events.
	6th grade guidance counselor will meet with all 6th graders in introductory lunch groups	We are currently looking at the feasibility of this plan, and working with the guidance department to decide on the best ways of introducing 6th graders to guidance and to their counselor.
	Diamond will participate in district-led "Prevention" initiatives	We did indeed offer training to 7th & 8th grade student leaders, who then helped facilitate workshops for 6th and 5th grade students, respectively. 6th grade students participated in 2 prevention workshops, led by high school facilitators. The training and workshops were well received, by students and faculty alike.
	The Student Councils will give input on some school decisions, will facilitate some school events/initiatives, and will be the official student voice for suggestions/concerns	The Student Councils are developing into more effective bodies. We are working to find meaningful projects for them to truly own, and ways for them to get visibility with their peers. The Councils have orchestrated spirit days and planned dances. They have given feedback on the structure of Move Up Day and conducted a check of safety set-ups in classrooms. The 6th grade launched a bottle recycling project, and have polled their classmates to decide which charity should receive the money earned. All grades have coordinated various charitable giving events.

| Goal	Implementation	Progress to Date: May 2013
Goal 3: If we communicate effectively, the Diamond community will be better able to support students toward their academic and pro-social goals.	Students and parents will be surveyed, to gain insight into the effectiveness of our communication tools	A survey was given to parents and students at the end of the 2011-12 school year. The School Council has created a synopsis of the data, to be shared with families and faculty in the fall.
	Faculty working groups will be created, as needed, to help improve communication; admin will then work with suggestions to refine/communicate policies/procedures	Faculty working groups met in the spring of 2012, and shared recommendations with the administration and faculty. Suggestions were used over the summer to clarify/revise procedures and policies in a number of areas, including field trips, cafeteria, hallways, and clarification of administrator roles. In addition, a weekly Faculty Update is posted every Sunday.
	Basic standards for teacher websites will be created; teachers will be supported to put this into place	This initiative is being wrapped into a broader technology initiative. All faculty were surveyed this spring about their comfort/understanding in a number of technology areas. This information is being used to design differentiated tech training for next year, including use of websites.
	Teachers' input for faculty announcement agendas will be solicited by administration	Input is solicited, and faculty can use this time for any announcements.
	Parents will be encouraged to join the listserv, in order to get up-to-date information	Diamond continues to advertise this way of getting information.
	Copies of the daily morning announcements will be sent out via listserv	This is done daily.
	Principal will post every other week to her blog	This goal turned out to be too ambitious; the principal has posted once or twice a month.
	Guidance counselors, team leaders, and classroom teachers will continue to be available via email and/or phone	This continues to be the case.
	Working group will investigate ways to inform current teachers of student/family information in a timely and efficient manner	We have not yet figured out a better way, but hope to include this investigation in our work on an effective child study process.
	Monthly PTA meetings will be vehicles for learning more about relevant topics, and for finding ways to support Diamond community	PTA has hosted informational meetings on topics such as the transition to High School and dealing with stress and anxiety. They also hosted a book group on the book <u>Mindset</u>, by Carol Dweck. Val Viscosi presented on guidance at middle school, and Tom Plati will be presenting on technology.

Lexington High School Improvement Plan 2012-2013 Results

Goal	Implementation	Timeline	Monitoring	Assessment	Results
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.	A faculty committee, in concert with the Leadership Team, will monitor an action plan for training and supporting PLCs in using the Data Team process	Sept 2012 – June 2013	The committee will monitor and assess progress of the action plan	*Faculty will show further mastery of the curriculum design process as evidenced by:*	**PLC Evolution Committee** • Met 6x during the year • Faculty resource guide created to support PLC action plans **Leadership Team** • Met with outside consultant Allison Zmuda on 3 PD days to receive training for leadership on coaching and supporting *Understanding By Design;* individual PLC teams also worked with Allison • Department Heads received monthly or quarterly reports from course PLC Teams to demonstrate progress • Department Heads coached PLC Teams in design work and the implementation of Big Ideas and Essential Questions • Provided universal access to Atlas Rubicon
	PLC teams will continue to articulate the common curriculum for their courses using Atlas Rubicon to map Essential questions and Big ideas	Sept 2012 – June 2013	Administrative observations through the evaluation process and walk-through(s) Administrative observations of Atlas Rubicon	Data in the Faculty Survey indicating growth/sustain/decline in meeting the action plan An increase in curriculum design work in Atlas Rubicon Quarterly reports from PLC teams	**PLC Teams** • Set team goals; goals shared with entire faculty • PLC course teams mapping curriculum in Atlas Rubicon; significant progress bringing curricula (major courses) to scale and/or in line with Common Core • Course standards, Big Ideas, and Essential Questions shared with the Special Education liaisons and/or co-teacher • Refined and utilized common summative assessments in all major subject areas • Increased use of common formative assessments in major courses • Mathematics differentiation and use of school-wide intervention strategies in the Learning Center for a first year grade nine course • English department developed, posted, and implemented an online writing guide
	Teachers will increase their capacity to implement instructional technology to enhance student learning	Oct 2013 – June 2013	Direct observations of PLC teams at work	An increased number of training sessions for SMART Board users A decrease in identified technology needs (faculty) *Students demonstrate progress in study habits by:* 90% of students consistently charge and bring iPad to class	**Technology** • Multiple technology-based training sessions held for SMART board, iPads, laptops, and other technology resources • Launched peer-to-peer workshops during Professional Digital Learning Month • Mandatory training sessions held for students and parents involved in the iPad pilot (grade 10) • Results of the student/parent/faculty surveys on iPad pilot available in June

# Lexington High School Improvement Plan 2012-2013 Results

INSTRUCTION-Social/Emotional	Implementation	Timeline	Monitoring	Assessment	Results
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.	Establish a faculty committee to develop an action plan that addresses the culture of the school and reduces faculty and student stress through identified interventions and strategies	Sept 2012 – June 2013	Principal oversight of the committee	*Successful implementation of strategies to reduce stress as evidenced by:*	**Faculty and Student Stress** • Results of the faculty survey available in June • Active participation in the district Wellness program has helped individual faculty members to identify and cope with stress
	Strengthen homeroom and advisory structure to support the social and civic expectations; define roles of homeroom teachers, guidance counselors, and administration	Sept 2012 – June 2013	Data collected by the Director of Guidance	A reduction in self-reported stress (faculty and student)	• Interdisciplinary small group discussions held 5x at faculty meeting to reduce isolation and fragmentation; qualitative feedback indicates a reduction of stress due to structure of faculty meeting calendar and dedicated weekly PLC time to meet
			The Social and Civic Expectations Committee (SCEC), will develop and implement activities directly related to the LHS social and civic expectations	Increased reports of improved school culture and climate (Faculty Survey)	• Monthly meeting with Principal Advisory Committee (PAC) representatives from each department have allowed for proactive measures regarding equity and use of faculty time
	Continue to provide homeroom guidelines/procedural documents for "reflective" exercises on healthy choices, using supports, community service, citizenship, integrity to self, and tolerance	Oct 2013 – June 2013	Administrative observations in homerooms	*An increase in positive behaviors, demonstrated by:*	• Monthly meetings with the LEA representatives have helped to foster caring and respectful relationships • The Youth Risk Behavior Survey was taken in the winter of 2013; results will be available in the fall
			The administrative liaison to the SCEC will provide quarterly updates to the administrative team; the deans will collect data on violations of the social and civic expectations	A decrease in violations matching the Extended Homeroom topics	• 35 student interviews with the principal to begin to identify sources of *unhealthy* stress • Quarterly reports from the Learning Center and the Alpha Program to help identify *unhealthy* stress and/or needed interventions
				Consistent peer leader attendance in homerooms	• Held LHS Alumni Panel to reduce stress during the college process (juniors and seniors attended) • Celebratory/kickoff event to MCAS to promote collective success and de-escalate individual pressure during testing
				Increased participation in leadership training for peer mentors	• Various student support groups formed (i.e. Making Memories Grief Group) **Homeroom Advisory Structure**
				Decrease in violations of social and civic expectations (unhealthy choices) in school	• Most faculty report that the Peer Leaders were consistent with attendance for facilitating/supporting homeroom activities • Inconsistent attendance reported for Peer Leaders in grade nine homerooms; will be monitored more closely in the future
				Decrease in violations of social and civic expectations (unhealthy choices) out of school	• Increased participation in the Peer Leader Program: went from 120 peer leaders in 2011-2012 to 233 peer leaders in 2012-2013 **Increased Clarity for Homeroom Activities**
				Mid-year and end-of-year report from Student Faculty Senate	• SCEC members were assigned a group of homeroom teachers to support (extended homeroom activities and to follow-up) • Reminders and instructions were posted to LHS announcements at least one week prior to the activity
				Improvement in the clarity of the homeroom structure, demonstrated by:	• Paper copies of the instructions for activities were sent out to all homeroom teachers one week in advance of the homeroom • Block schedule changes for the monthly extended homeroom dates were posted at the start of the year and in all rooms
				Increased clarity of extended homeroom procedures for faculty	• In the spring of 2012, all students completed an evaluation of the extended homeroom activities/areas of focus; the response was overwhelmingly positive (a survey will be given again in 2013); the areas of focus that received the most positive responses were: stress reduction activities, student/faculty recognition notices, and the "2 out of 5" focus on healthy choices **Social and Civic Expectation Violations/Healthy Choices**
					• Worked with the Student/Faculty Senate; made significant strides to promote adult and student safety at school dances • Decline in the number of Bullying reports filed by deans (9 in 2012 and 3 in 2013 to date)
					• Decline in the number of Honor Code violations resulting in discipline • Weekly meetings between the deans and the School Resource Officer allowed for proactive interventions; monthly collaboration with the Community Based Justice team • Decline in the MIAA violations (Chemical Health Rule)

Lexington High School Improvement Plan 2012-2013 Results

Goal 3: Technology	Implementation	Timeline	Monitoring	Assessment	Results
If we implement technology-based home/school communications processes, then parent support and student accountability will increase, resulting in improved academic performance.	Teachers will maintain their course/classroom websites in real time	Sept 2012-June 2013	Department Head observations of teacher websites/pages to assure that they are clear, timely indicators of assignments	Data in the Faculty Survey indicating teacher comfort level with website	**Teacher Websites** • All teachers maintained a website • Teachers report an increase in frequency of use by students • Results of Faculty Survey due in June
	Provide quarterly progress reports, report cards, and student schedules electronically via Aspen X2 Parent Portal	Sept 2012-June 2013	Accuracy of the grade entry and progress report process	Department Head mid-year report and end-of-year report	**LHS Website** • Website updated daily • Monthly Principal's Notes addressed critical topics • Global Connect used to communicate information around school safety, major schedule changes, etc. • Internal communication increased on School Wires • 728,341 hits on the website
	Communicate school events and other essential time-sensitive information via the LHS website	Sept 2012-June 2013	Data Base Team data on Parent Portal use, requests for technological help, etc	Percentage of parents (custodial and second custodial accessing their account)	**Grade and Progress Report Entry** • Progress report and grade entry deadlines were met by all teachers prior to the opening of the Aspen portal
			The Principal, Associate Principal, and Content Coordinator will observe, assess and update	Percentage of students accessing their account	**Portal Use by Parents/Students** • Increased use by parent population; outreach by the K-12 Director of METCO resulted in a significant increase in use for Boston parents • Sustained use by students • Steps taken to increase user friendly access for students
	Teachers and Deans will maintain accurate daily and class attendance	Sept 2012-June 2013	The Department Heads will review the Attendance Non-Post list; the Deans will complete an attendance track down 3x/week	Decrease in help requests	**Attendance** • Deans completed the attendance "track down" a minimum of 3x per week
				Number of hits on the LHS website	• Decrease in attendance errors for classes (errors most commonly occur when a substitute is present)
				Decrease in errors for study hall attendance	• Sustained number of errors in attendance for study halls
				Decrease in attendance corrections	• Decline in the number of times class attendance was not posted; corrections occurred in more timely manner
				Decrease in teachers not posting daily attendance	
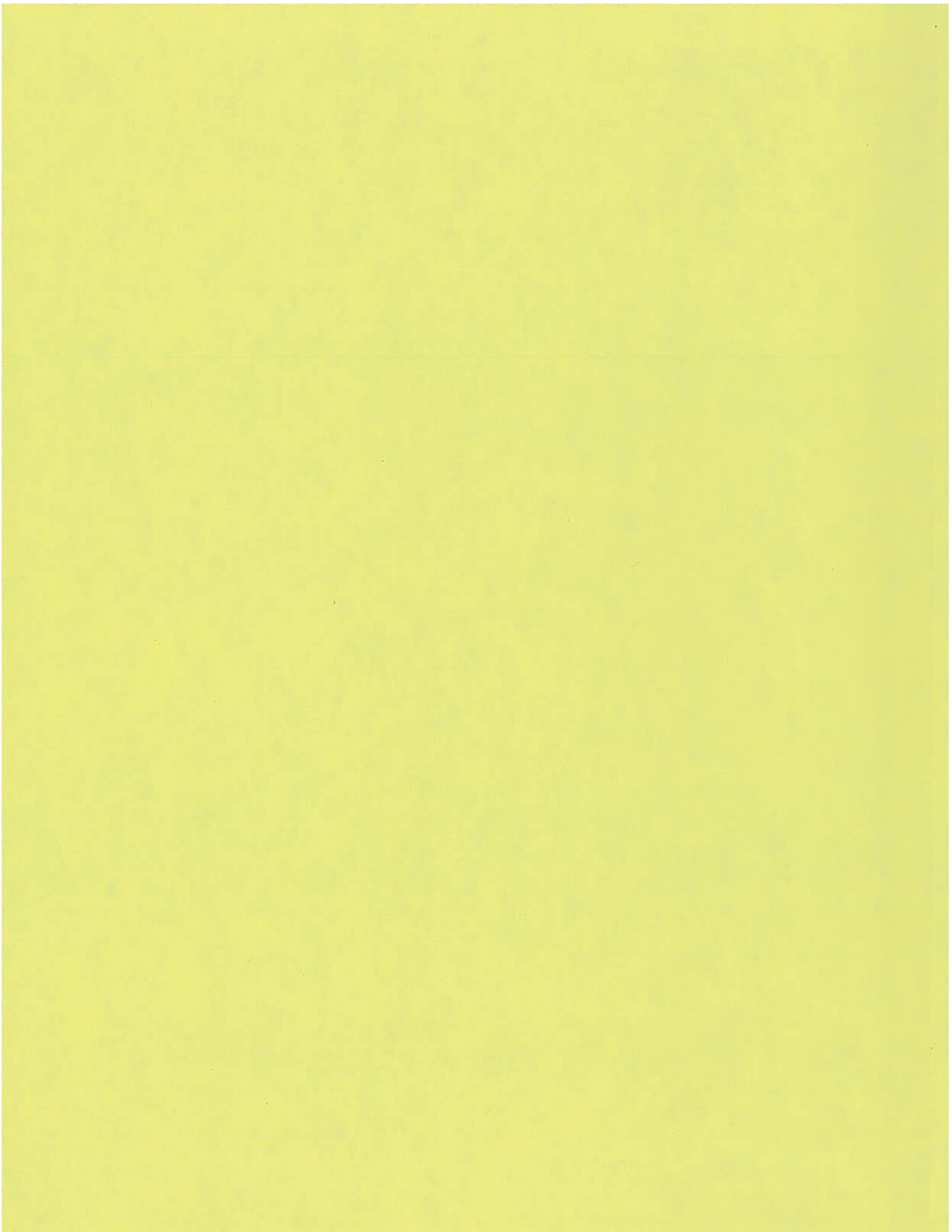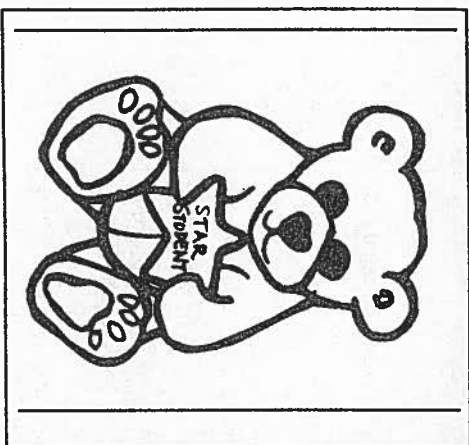
Bowman School Improvement Plan FY14

Site Council Members

Mary Anton – Principal

Cheryl Tikonoff, Teacher

Katina Lawdis, Teacher

Melinda Loof, Teacher

Recorder: Ellen Quir, Assistant Principal

Carol Dlugy, Parent – Co-Chair FY12 – FY13 Term

Kara Brandes, Parent – FY13-FY14 Term

Amy Selinger, Parent FY 13-FY14 Term

Andrea Stremling, Parent FY 13 Term

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	*Teachers will demonstrate use of goal setting to determine individual growth targets as evidenced by:* 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.
	2. Continued Implementation of the Standards-Based Report Card	July – June 2014	Teacher evidence from PLCs, surveys	Self-Assessment and reflection as evidenced through the New Teacher Evaluation System *Implementation of the Standards Based Report Card was refined and assessed in systematic ways as evidenced by:* Staff's ability to correlate formative and summative assessments to show evidence of student mastery of the standard with consistency across a grade level.
	DATA TEAMS/PLCs 3. Continue expansion of the use of data through data teams. Expansion of Aimsweb data team collaborative meetings (2-3X's/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.	July 1- June 30, 2014	Participation of all grade level teachers and reading and math specialists. Participation of special education as available.	*Staff will show deepened understanding of the data cycle as evidenced by:* 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.
	Continued meetings or RTI/Data leadership committee, PD for teams			*Teachers will employ a balanced assessment system including:* PLC surveys, Data Analysis using the September base-line and available summative and formative data including: Individual student assessments; Classroom level assessments; Grade level common assessments; common pre, post and new faculty. Faculty-wide sharing of methods and experiences.
	Establishment of protocol for data team cycle that operates in addition to PLC cycle.			formative assessments; State assessments; Developmental Reading Assessments (DRA), Aimsweb Benchmarking results, writing rubric scores and district math assessments
	4. Continuation of a collaborative peer observation model	October-June	Teacher participation Informal classroom visits	*Evidence of successful peer coaching model will include:* 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.
	5. Focus on curricular area of writing	September-June	Teacher participation Administrator observation	*Evidence of Successful focus on the curricular area of writing will include:* Writing prompts 2-3 times a year Collaborative scoring

Goal	Timeframe	Responsible	Evidence
6. Establishment of a coordinated RTI/ Child Study intervention structure for K-5, and additional interventions for Grades 3-5	July 1 – June 30, 2014	Leadership team time, RTI interventionist coordination	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. *Evidence of successful second year of pilot implementation will include:* 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.
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	*Evidence of Effective Teacher Leadership development will include:* 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
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,	*Evidence of Effective Mentoring for New Teachers at the Building Level will include:* —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
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	*Evidence of work on Mission, Vision and Beliefs will include:* ▪ 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 ▪

Implementation GRADE-LEVEL	Timeline	Monitoring	Assessment
9. Increase the use of technology at all grades to foster engagement and learning	September-June		Teachers will use technology to increase differentiation as evidenced by: 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.
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	Evidence of special education model success/challenge will include: Examine special education success data; General Education survey data; Special Education service cancelation rate.
11. Gr. 2-5 implementation of "Contexts for Learning" in Mathematics	August – June 2013	Math Coaches, Classroom Teachers, Special educators	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

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	Evidence of impact of the Positive Behavioral Interventions will include: 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
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	Evidence of successful implementation of this will include: 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)
3. Provide training and support for SSPs and IAs (and Teachers) in Social Thinking language and support around appropriate interventions for playground and cafeteria.	September – June	Assistant Principal	Evidence of impact technology on behavioral data collection Evidence for impact of PD will include: 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.

GOAL	Implementation	Time Line	Monitoring	Assessment
	4. School-wide exploration of Tier 1 instruction around Executive Functioning and identification of Tier 2 and Tier 3 interventions in this area.	Started May 2013	Principal, AP, Psychologist, Teacher Leaders, outside Experts	Evidence of work in EF will include: ■ 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

	e. Parent education on pro-social behavior initiatives including behavioral intervention strategies and reporting
	
	  a. site council
	  b. parent coffees
	  c. parent education conference
		FY14 and on-going	Guidance, Admin, Psychologist, Teacher-Leaders	Evidence of successful work in this area will include:
				■ 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

GOAL	**Implementation**	**Time Line**	**Monitoring**	**Assessment**
FACILITIES **Goal 3** If the instructional leaders communicate clearly with staff, community members and architects, then Bowman students will experience the renovation project as a learning opportunity and creative problem-solving will be utilized.	**Renovations** 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 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 c. Provide opportunities for teachers to develop curriculum related to the renovation that aligns with LPS curriculum and Common Core frameworks. d. Ensure student and community participation through art projects and curricular connections	April 2012-February 2014	School Admin	*Highly Effective Communication will be evidenced through:* 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 *Experience of the Renovation Project as a learning opportunity will be evidenced by:* Creation of curricular links at various grade levels and subject areas Successful move into the new space in FY14

Bridge School Improvement Plan 2013-2014 Draft

Goal	Implementation	Timeline	Monitoring	Assessment	Results
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.	**PLC/DATA TEAMS** -Provide PD for PLC Teams as needed. (This PD can be embedded through the coaching model) -Utilize data wall for reporting and tracking 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	Aug. 2013- May 2014 October, January, May Weekly	-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	*Students achieved proficiency goals established by:* PLC common pre-, post-, and formative assessment results District assessments results MCAS results *Highly effective teaching strategies were correlated to learner needs as evidenced by:* 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	
	Literacy -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	Monthly October, January, May Faculty Meetings, Data Meetings May/June	-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	Child Assistance Team process maintained or reduced special education referral rate and percentage of students identified with special needs Writing assessments results improved	
	Mathematics -Utilize differentiated math groupings across grade levels 1 x week (Grades 2, 3, 4, 5) **Intervention Team** -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	Weekly May 2013- May 2014	-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	DRA and on school wide writing 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 progress *Teachers employed a balanced assessment system including:* Individual student assessments Classroom level assessments Common pre-, post-, and formative assessments Grade level common	

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	May 2013-May 2014	periods into the master schedule to allow for increased use of FastMath and Fraction Nation, review data with math specialists and grade level teams at PLC meetings	assessments State/national assessments Developmental Reading Assessment (DRA) scores, running records, Aimsweb results, writing rubric scores, district mathematics assessments, (AMC) results, FASTTMath data, Fraction Nation data, classroom assessments, classroom work samples Assessing Math Concepts
Other -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 who participated in evaluation pilot to co-facilitate this PD. -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	Principal Thursday/ Faculty Meetings May 2013-May 2014	-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 -Observe model lessons with staff. Provide time for follow up conversations and debriefing	*Teachers utilized technology to increase differentiation as evidenced by:* 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
TECHNOLOGY: -Implement increased technology use across content areas to differentiate instruction and improve student engagement and learning -Provide embedded PD 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	Principal Thursday and Faculty Meeting	Observe classrooms utilizing technology effectively; encourage staff to share at Faculty Meetings Feedback from teachers and IT staff regarding teacher involvement in using technology; encourage technology as part of goals and formal observations	*Implementation of the Standards Based Report Card was systematic and provided appropriate training as evidenced by:* Staff's ability to input grades using technology Staff's understanding of Common Core State Standards and ability to correlate assessments to show evidence of mastery of the standards *Implementation of New Teacher Evaluation System was*

Goal / Focus	Action Steps	Timeline	Monitoring / Review	Evidence
	tools, integration of technology into lesson plans during "Spotlight" time			*systematic and provided appropriate training as evidence by:* Staff's ability to create goals and provide documentation through evidence Staff were trained in the use of technology to record evidence
	Standards Based Report Card -Continue to support staff in implementation and understanding of the standards through PD -Invite Mathematics and Literacy department heads (as needed) to provide such training as well as utilizing the coaches within the building	Principal Thursdays/ Faculty Meetings		
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.	Continue to train SSPs, IAs, and KAs in Positive Behavior Instructional 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) Meet with Guidance Counselor, AP, and ETS to discuss specific students ETS to meet with SPED staff to discuss cases Utilize cyber safety curriculum (gr. 3-5) Implement Internet Safety Curriculum grades 3-5 with librarian Continue to utilize behavior communication log between AP and Principal Track data concerning office referrals and compare to 2012-2013. Determine interventions needed to decrease such referrals Provide PD to staff concerning BAT Team, the benefits of it, interventions used, resources available, and how the process works	May 2013-May 2014 Bi-Weekly Weekly	Review behavior and recess log to determine if office referrals decrease with training for staff and students Review BAT forms, BAT meetings, and interventions Review incident log of behaviors and debrief with AP regarding data and possible interventions	*Behavioral challenges decreased as evidenced by:* BAT (Behavior Assistance Team) referral rates Multiple meetings of BAT concerning individuals decreased Referral for special education decreased both from the team and parents Office visits decreased SSPs/IAs utilized the office referral forms and were able to deescalate situations Staff utilized Responsive Classroom techniques in their daily classroom routines

Facilities- **Goal 3:** If the instructional leaders communicate clearly with all parties, focus on safety, and continue dialogue between all constituencies, then Bridge and Bowman renovations projects will develop and run smoothly without interruption to student learning.	Renovations -Maintain current process for communication to parents, staff, and students -Maintain weekly updates on Bridge Buzz, update Renovation Log -Document and retain air quality testing documentation -Provide students information at All School Morning Meetings -Update shared blog with Bowman - Utilize website for Facts and Questions -Meet with SBC to discuss needs of the community and school -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	May 2013- February 2014		*Highly effective communication will be evidenced by:* School website PTA website Bridge Critical News updates Bridge to Home Newsletter publications Summer blog updates SBC meetings Parent coffees Staff meetings concerning moving logistics, meetings with facilities members Joint Architect/Permanent Building Committee/School Administration and Contractor Meetings

Estabrook Elementary School Goals 2013-2014

Goal	Implementation	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 students will achieve at high levels.	Continue implementation of essential Response to Intervention elements including: *The workshop model of instruction* *The Developmental Reading Assessment, Teachers College Running Records and district-wide writing prompts* *Atlas Rubicon Curriculum Mapping for English Language Arts* *Lexington Public Schools Mathematics Roadmaps* *The Data Team Meetings* Continue embedded forms of professional development such as: *The coaching model* *Literacy lab site model* *The un-conference model (teachers sharing with teachers)* *Peer observations*	August 2013- June 2014	The workshop model of instruction is monitored through common planning, classroom walkthroughs, data teams and formal evaluation. Formative assessment is monitored through professional learning community work, classroom walkthroughs, data teams and formal evaluation. The ELA and Mathematics curriculum is monitored through professional learning community work, classroom walkthroughs, data teams and formal evaluation. The professional development model is monitored through staff design, facilitation and participation in embedded forms of professional learning.	Staff demonstrate adherence to district curriculum, instruction and assessment expectations, as evidenced through daily instruction. Personalized student learning plans improve student achievement, as measured by data team outcomes. Embedded forms of professional learning directly connect district and school goals, staff learning goals and student achievement.

Goal	Implementation	Timeline	Monitoring	Assessment
INSTRUCTION Academic Goal 1: (continued) 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.	Assist and support Lexington Public Schools in creating district mission, vision and belief statements that foster student academic learning. *Update the mission and vision of Estabrook School, and connect this work to the district's mission, vision and belief statements*	August 2013-June 2014	The district and school mission, vision and beliefs are monitored through the learning and engagement of students, staff, parents and the community.	Students, staff, parents and the community demonstrate adherence to the district and school mission, vision and beliefs.
	Implement the new Massachusetts Teacher Evaluation System to increase teacher effectiveness and student academic success.		The new Massachusetts Teacher Evaluation System is monitored through staff engagement with the defined district procedures.	All requirements of the new teacher evaluation process are implemented according to district expectations.

Estabrook Elementary School Goals 2013-2014

Goal	Implementation	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.	Continue the implementation of a schoolwide Positive Behavior Intervention and Support System	August 2013-June 2014	Positive Behavior Interventions and Supports will be monitored through student demonstration of schoolwide expected behaviors and staff implementation of systematized interventions and supports.	The Schoolwide Positive Behavior Interventions and Supports System will positively increase student learning and decrease incidences of unexpected behaviors.
	Integrate Open Circle instruction into Responsive Classroom systems			
	Connect classroom pro-social systems to the schoolwide pro-social system			
	Teach and reinforce expected behaviors in non-classroom areas of the school (lunch, recess, halls)			
	Develop and implement a primary behavior documentation and communication tool for student behavioral incidents			
	Assist and support Lexington Public Schools in creating district mission, vision and belief statements that foster student pro-social learning.		The district and school mission, vision and beliefs are monitored through the learning and engagement of students, staff, parents and the community.	Students, staff, parents and the community demonstrate adherence to the district and school mission, vision and beliefs.
	Update the mission and vision of Estabrook School, and connect this work to the district's mission, vision and belief statements			
	Implement the new Massachusetts Teacher Evaluation System to increase teacher effectiveness and student pro-social success.		The new Massachusetts Teacher Evaluation System is monitored through staff engagement with the defined district procedures.	All requirements of the new teacher evaluation process are implemented according to district expectations.

Estabrook Elementary School Goals 2013-2014

Goal	Implementation	Timeline	Monitoring	Assessment
NEW SCHOOL TRANSITION **Goal 3:** 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.	Develop operational procedures for the new Estabrook School	August 2013-November 2014	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.	Operational procedures directly ensure safety and order in the new school.
	Develop / update procedures and guidelines for students, staff and families to reflect phased construction and new school transition			
	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			
	Assist students, staff and parents in anticipating the new school transition	October 2013-February 2014	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.	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.
	Assist faculty with planning, moving, set-up and start-up logistics			
	Plan for student, staff and parent visits to the new school before it opens			
	Facilitate meetings for staff and parents to anticipate and plan for the new school transition			
	Celebrate the existing and new school with the school community			
	Teach, practice and support all new internal and external systems of the new Estabrook School.	January 2014-June 2014	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.	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.

Fiske Elementary School Goals 2013-2014

Goal	Implementation	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 students will achieve at high levels.	Continue to Implement and refine Response to Intervention (RTI) at Fiske for academically and behaviorally at risk students.	August 2013- June 2014	Provide professional development for all staff regarding the Fiske RTI model.	Produce an RTI guide for Fiske. Monitor and track data for all students that demonstrate below grade level proficiency.
	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.	August 2013- June 2014	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.	Record data and formulate plans for students needing intervention. Plans will be shared with appropriate school personnel to support student learning needs.
	Assist and support Lexington Public Schools in creating district mission, vision and belief statements that foster student academic learning.	August 2013- Ongoing	Staff meeting and Thursday early release time will be provided as needed to support the work of the district.	Staff input and commentary will be recorded and shared with central office .
	Implement the new Massachusetts Teacher Evaluation System with selected professional staff to increase teacher effectiveness and student academic success.	August 2013- Ongoing	Provide staff meeting and early release time as needed to provide professional learning and implementation support of the new teacher evaluation system.	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.

Fiske Elementary School Goals 2013-2014

Goal	Implementation	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.	Continue the development and implementation of a school wide PBIS system to address the behavioral needs of students.	August 2013-June 2014	Integrate PBIS components across the school setting and provide opportunities for students to engage in PBIS opportunities (All School Meeting, student recognition, etc.)	Document implementation steps during the school year and collect student behavior data.
	Provide training for school aides around student behavioral expectations as part of the school's PBIS system.	August 2013-June 2014	Meet with school support personnel (aides) three times per year to review student behavioral expectations.	Monitor student behavior in the cafeteria and at recess with behavioral tracking tools to determine areas of need or intervention.
	Promote staff participation in Responsive Classroom training to support student behavioral needs across the school setting.	July 2013-Ongoing	Keep a spreadsheet of all staff that have attended Responsive Classroom. Encourage others to attend if they have not.	Ninety percent (90%) of all classroom teachers and specialist teachers will be trained in Responsive Classroom.
	Assist and support Lexington Public Schools in creating district mission, vision and belief statements that will guide student pro-social behaviors.	August 2013-Ongoing	Staff meeting and Thursday early release time will be provided as needed to support the work of the district.	Staff input and commentary will be recorded and shared with central office.
	Implement the new Massachusetts Teacher Evaluation System with selected professional staff to increase teacher effectiveness and student pro-social success.	September 2013-June 2014	Provide staff meeting and early release time as needed to provide professional learning and implementation support of the new teacher evaluation system.	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.

Fiske Elementary School Goals 2013-2014

Goal	Implementation	Timeline	Monitoring	Assessment
COLLABORATION **Parent Engagement and Education**	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.	September 2013-June 2014	Monitor implementation based on feedback by Fiske site council and PTO.	Attendance will kept from each session and feedback will be solicited to monitor effectiveness.
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.	Review the Fiske School website to improve its use for parents and the school community.	Ongoing	Solicit feedback from school site council and the Fiske PTO.	Monitor usage on the website's graphs showing the number of site visits.

Harrington School Improvement Goals 2013-2014

Draft 5-20-13

Goal	Implementation	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 students will achieve at high levels.	**Mission, Vision, Beliefs:** Assist and support Lexington Public Schools in creating district mission, vision, and belief statements that will foster academic learning for students.			
	Educator Evaluation System: 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	**Professional Development:** June, July, August, and November 2013 - All Teachers and Administrators will participate in Supervision and Evaluation Training. 50% of staff will be supervised using the new model.	Administrators and Teachers will collaborate and monitor implementation of new teacher evaluation system. Assessment data, extended data meeting action plans, and PLC feedback sheets will be maintained in data binders by the principal.	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. MCAS (grades 3-5)
	Standard I - Curriculum, Planning, Assessment: Data Team Process (RTI): 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.	**Extended Data Meetings:** Grade Level Meeting Calendar will be developed for analysis of MCAS, benchmark data, and grade level assessments. Each grade level will continue to meet throughout the year to review performance data for all students and strategic monitoring data for students receiving targeted interventions.	Principal and Assistant Principal will continue to work with teachers to facilitate extended data meetings throughout the year. Informal classroom visits & formal observations by principal, assistant principal and department heads.	Mathematics Assessments Kathy Richardson - Assessing Mathematics Concepts (AMC) (Fall, Winter, Spring) K-2 DRA (Developmental Reading Assessment) (grades K-5) (Fall, Winter, Spring)
	Standard I - Curriculum, Planning, Assessment: Literacy: Implement the English Language Arts Curriculum using the district curriculum map for Reading and Writing as outlined in Atlas Rubicon. Refine the implementation of Readers and Writers Workshop in all K-5 classrooms	**Writing Workshop Course:** Grade One and Grade Four Harrington teachers will participate in intensive course presented by Teachers' College/Columbia University in July. School-based Professional Development follow-up to plan writing instruction and assessment. Literacy and Grades 1, 3, and 4 will meet in July.	Monthly Literacy Team meetings with Literacy Specialists, Principal, & Department Head.	Aimsweb Curriculum Based Measure-Reading (R-CMB) (grades 1-5). (Fall, Winter, Spring)
	Standard II Teaching All Students: 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.	**District-wide Writing Assessment and Collaborative Scoring:** October 17 and February 13 Instructional Assistant training will be scheduled throughout the year as needed based on the Instructional Assistant assignments.	Meetings with teachers and instructional technology specialists.	Data from grade level and school based team developed assessments.
	Teachers will collaborate to implement SMART technology and iPads to differentiate instruction, to provide feedback, and to promote student engagement.			

Harrington School Improvement Goals 2013-2014

Draft 5-20-13

Goal	Implementation	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. *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.*	**Mission, Vision, Beliefs:** 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. **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 13-14 school year that will include: • Analysis of office referral data from 12/13 as a needs assessment. • Refine Behavior Support Team process - timing and structure of meetings. • 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. **Guidance Curriculum Review:** 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 develop core recommendations. **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. Develop at timeline for events to raise awareness in the school community. **Support Staff:** 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.	Summer 2013 - Behavior Support Team will collaborate to refine Tier One and Tier Two teaching and monitoring progress in pro-social development. On-going faculty meetings and PLC meetings to monitor positive behavior in all settings. Monthly meetings with School Support Personnel for training in intervention techniques and communication regarding behavior problems at recess and lunch. Instructional Assistant training will be scheduled throughout the year as needed based on the Instructional Assistant assignments.	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.	Office referral data on student behavior. Attendance data Classroom behavior ratings from classroom teachers and specialist teachers. Pro-social and Approach to Learning Data from Standards-based Report Card. Data from Behavior Support Team. Bullying Prevention and Intervention Reports

Harrington School Improvement Goals 2013-2014

Draft 5-20-13

Goal	Implementation	Timeline	Monitoring	Assessment
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.	**Mission, Vision, Beliefs:** 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.	Spring & Summer 2013: Create a calendar for parent education and discussion for 13-14.	Harrington Site Council will monitor and provide feedback on parent communication.	Parent participation in academic and pro-social parent education opportunities.
	Parent Education and Dialogue: Continue LETS CHAT series to provide opportunities for dialogue and an exchange of information regarding academic learning, pro-social learning, and other topics of interest.	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.	The Site Council will collaborate with PTA leadership.	Parent Survey Data
	Communication: Refine and improve use of websites and list serve for school to home communication.	The LETS CHAT series will include a variety of topics such as: School Safety, Home/School Communication, New Educator Evaluation System, Writing, and Mathematics Practices.		
	Develop positive and productive opportunities for parents to provide feedback and to engage in collaborative problem solving with school administration and faculty.			

Maria Hastings School Improvement Plan
2013-2014

Louise Lipsitz~ Principal Co-Chair   Lisa Clough ~Parent

Anne Knight~ Assistant Principal   Miranda Clarke~ Parent

Patricia McLaughlin~ Teacher   ~ Parent

Sheila Kaspik~ Teacher   ~ Parent

                                      ~ Community Member

"Everybody Belongs, Everybody Learns"

Hastings School Improvement Plan 2013-2014 Draft

Goal	Implementation	Timeline	Monitoring	Assessment	Results
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.	Professional Learning Communities (PLC)TEAMS -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 Literacy -Conduct Literacy Team meetings to discuss, prepare, and extend current practices -Implement Writer's and Reader's Workshop Models in classrooms -Administer/score (in 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 Mathematics -Implement Road Map including Context for Learning lessons in grade 3-5 and primary grades if appropriate Intervention Teams -Refine Intervention time in the K-5 master schedule -Have staff members (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 -Meet with the RtI teams to discuss interventions and progress.	Sept. 2013- May 2014 Weekly (PLC meetings) Monthly Sept./October, January, (optional May) Faculty Meetings, RtI Meetings Year-long focus May 2013 Year-long focus October 2013- May 2014	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 Implement school wide writing assessment 2 x year (Spring optional) Review writing assessment rubrics and resulting teaching points Observe Math block with focus on differentiation Review assessments created and determine effectiveness with PLC Team Observe Intervention in classrooms, bring effective instructional strategies to RtI team meetings Observe model lessons with staff. Provide time for follow up conversations and debriefing.	*Students achieved proficiency goals established by:* PLC common pre, post, and formative assessments, LPS Assessments, MCAS results *Highly effective teaching strategies were correlated to learner needs as evidenced by:* 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 differentiation increased in mathematics block Increased modeling of lessons by staff for colleagues including Reader's and Writer's Workshop and mathematics differentiation *Teachers employed a balanced assessment system including:* Individual student assessments Classroom level assessments Common pre, post, and formative assessments Grade level common assessments State/national assessments Developmental Reading Assessment (DRA), running records, Aimsweb results, writing rubric scores, district mathematics assessments Assessing Math Concepts (AMC), FASTTMath, Fraction Nation, classroom assessments, classroom work samples	

Hastings School Improvement Plan 2013-2014 Draft

Technology -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 to showcase technology use across grade levels	May 2013-May 2014	Observe classrooms utilizing technology, encourage staff to share at Faculty Meetings	*Teachers utilized technology to increase differentiation as evidenced by:* 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 and strategies for utilizing Smartboards with students for daily instruction Technology specialists share ideas and model instruction for staff.
	May 2013-May 2014	Feedback from teachers and IT staff regarding teacher involvement in using technology, encourage technology as part of goals and new Supervision and Evaluation process	
Standards Based Report Card -Continue to support staff in implementation and understanding of the standards -Invite Content department heads (ELA, Math, Science, Social Studies) to provide training -Utilize literacy and math coaches within the building to enhance teacher/team learning	Year-long	Report Card distributed to families twice during the year Informal feedback clarifying questions and/or indicating understanding of standards based document	*Implementation of the Standards Based Report Card was systematic and provided appropriate training as evidenced by:* Staff's understanding of Common Core Standards and ability to correlate assessments to show evidence of mastery of the standards. Staff's ability to input grades using technology
Other -Assist and support Lexington Public Schools in creating district mission, vision and belief statements that will foster student academic learning.	May-2013-May 2014	All Stakeholders engaged in discussions and providing feedback	*Implementation of New Teacher Evaluation System was systematic and provided appropriate training as evidence by:*
-Implement the new Massachusetts Teacher Evaluation System with selected professional staff to increase teacher effectiveness and student academic success.	June 2013-on-going	50% of teachers actively participating in professional learning and reflection through new Supervision and Evaluation model	Staff's ability to create and implement goals, document with evidence, complete rubric effectively
-Support teachers from evaluation pilot in co-facilitating building-based PD. -Provide opportunities for cross-school observations.	June 2013-June 2014		Staff use of technology to record evidence, and complete documentation

Hastings School Improvement Plan 2013-2014 Draft

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.	**Expectations for Student Behavior** -Continue to train School Support Personnel, Instructional Assistants, ILP Assistants, and Kindergarten Assistants in Positive Behavior Instructional Supports	May 2013-May 2014	Weekly meetings with AP, Guidance Counselor to review documentation and track progress for students	*Behavioral challenges decreased as evidenced by:* CST (Child Study Team) referral rates decrease Data presented at RtI Team meetings to assess student growth in pro-social areas indicates growth
	-Develop behavior communication log between AP and Principal -Create electronic method of sharing information between School Support Personnel, administrators and teachers, and track data	Weekly	Monthly review incident log of behaviors and debrief with AP and Guidance Counselor regarding data and possible interventions.	Office visits decreased SSPs/IAs utilize the communication tool with teachers
	Responsive Classroom Program -Focus Responsive Classroom Morning Meetings on social/emotional topics -Encourage staff to participate in Responsive Classroom PD	Year-long		Staff utilized Responsive Classroom techniques in their daily classroom routines
	Technology -Utilize cyber safety curriculum-gr.3-5	Scheduled library classes 2013-2014	Discuss with Guidance Counselor, Library Media specialist	Assess student understanding with pre, post assessments at start and close of unit
	Community Service -Continue to develop community service learning opportunities for students through Hastings CommUnity Committee	Year-long	Projects developed and completed	
	Other -Assist and support Lexington Public Schools in creating district Mission, Vision and Belief statements that will guide student pro-social behaviors.	May 2013-May 2014	Discussions and feedback from all stakeholders to refine Mission, Vision, Beliefs documents	Final Mission, Vision and Beliefs documents published
	-Implement the new Massachusetts Teacher Evaluation System with selected professional staff to increase teacher effectiveness and student pro-social success.	January 2013-onwward	On-going process fully implemented	Teacher and Administrator reports of process
	-Continue Mentor Program for students	Year-long	Mentor/Mentee connections tracked, decrease in office referrals, increase in academic and pro-social learning	
	-Meet with Guidance Counselor, AP, and Evaluation Team Supervisor(ETS) to discuss specific students	Bi-monthly	Tracking of student data in pro-social, attendance, nurse visits	

Hastings School Improvement Plan 2013-2014 Draft

Facilities-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	-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	June 2013-June 2014	Updates with Director of Facilities to ensure timelines are met for MSBA	Effective goal implementation evidenced by: SOI prepared and presented to MSBA Planning in progress as appropriate for Town Meeting to fund feasibility study of Hastings School facility

JONAS CLARKE MIDDLE SCHOOL   SCHOOL IMPROVEMENT PLAN   May 2013

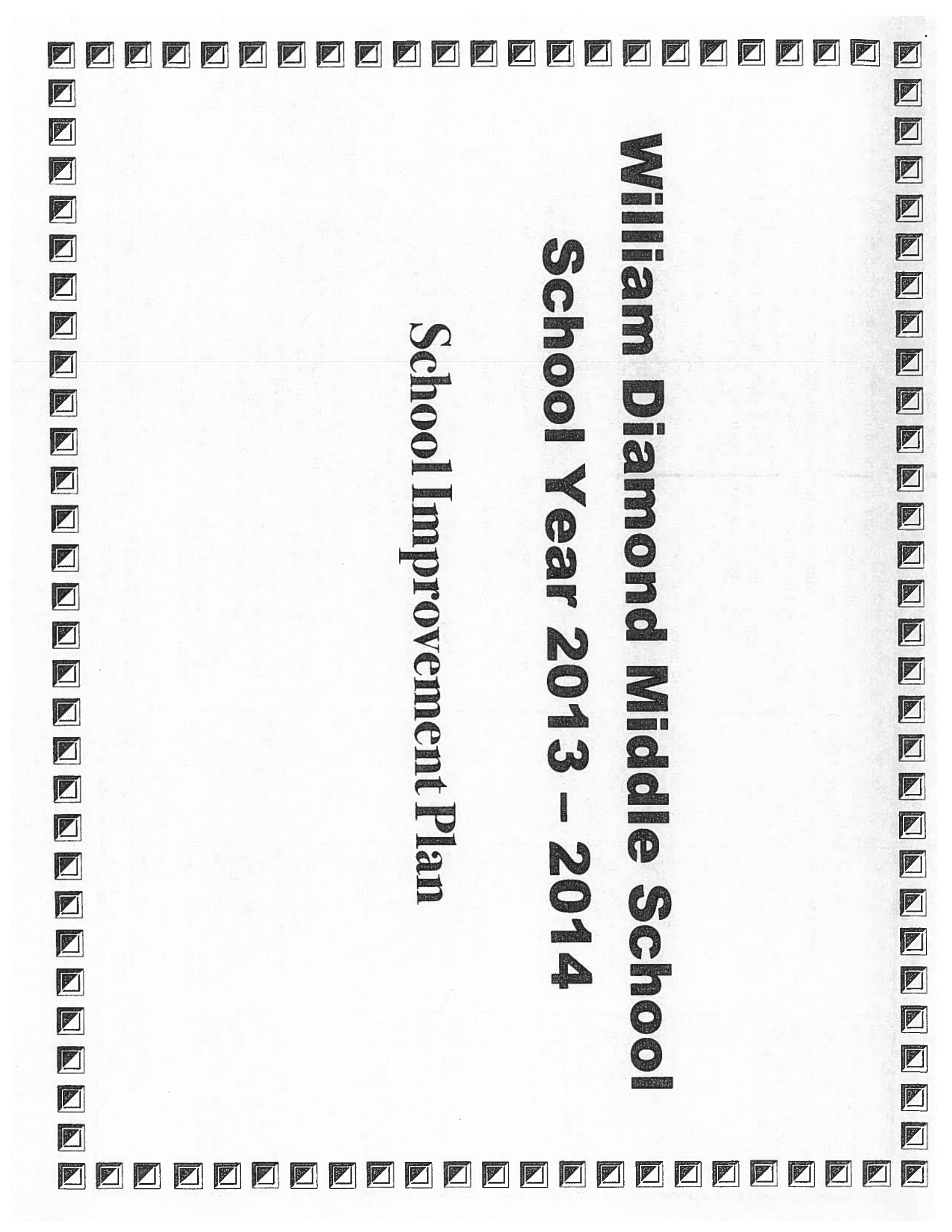| Goal	Implementation	Timeline	Monitoring	Assessment
Goal 1: If teachers expand their use of student data to discuss student progress and select effective instructional strategies, then all students will achieve at higher levels.	**Clarke faculty will implement the new supervision and evaluation process.** • Teachers comprising Cohort 1 will participate in training on the new system and "Piloteers" will serve as coaches for participating teachers. • 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 Development meeting time will be used to support faculty with implementation as needed.	Sept 2013-June, 2014	Training sessions will be offered through the curriculum office Faculty meeting / PD time will be utilized to check in with faculty "Piloteers" will meet periodically with faculty Department heads, Principal and Assistant Principals will meet bi-weekly to establish an observation schedule and monitor progress	Cohort 1 teachers will have participated in PD Content teams / departments will have written common goals School leadership and Dept Heads will have an established observation plan 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 Specialist (ITS). • 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.	Sept 2013-June, 2014	The principal will meet bi-weekly with the ITS Faculty Meeting Time will be devoted to model and share new technology for staff Monthly meetings with ITS and 8th grade team	As a result of sharing techniques, the number of faculty trying new technology will increase 8th grade students on one team will have log ins and utilize the blended learning environment weekly both at home and in school

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.	**In order to improve our implementation of a Response to Intervention (RTI) model, the intervention and enrichment block will be restructured.** • 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 homeroom through the school year. • 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.	Spring 2013- June, 2014	Classroom visits by school Presentation at Faculty meeting about proposed changes Survey faculty Faculty meeting feedback School leadership will observe Intervention / Enrichment lessons weekly	Specialist teachers will have developed 1 -3 Enrichment lessons and circulated through all grades / teams A greater number of struggling students will experience intervention from content area teachers Improved achievement for struggling students as evidenced by grades, progress reports and child study referrals
	Content teams will continue to meet to create and implement common assessments, review assessment data and discuss student progress, and select instructional strategies. • 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.	Sept 2013- June, 2014	Principal, Assistant Principals and Dept Heads will attend content team and department meetings on an ongoing basis Principal and Assistant Principals will check in regularly with Dept Heads	Content teams will have multiple common formative and summative assessments used throughout the school year Content teams will change instruction based on student data

Goal 1:	Assist and support LPS in creating district mission, vision and belief statements that foster student academic learning.	Spring 2013 – June 2014	School leadership will solicit feedback from faculty on M/V/B statements	Staff will provide feedback on the Mission / Vision / Belief statements
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.	• 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.		Faculty meeting time dedicated to work with the M/V/B statements	
	School leadership will continue the initiative to advance professional relationships in order to improve student achievement.	Sept 2013 - June 2014	Faculty meeting time will be used to solicit feedback	Clarke faculty will produce a revised copy of the professional norms based on feedback and continuous assessment of needs
	• Clarke staff and leadership team will continue to develop and refine faculty norms for a positive working environment.		Principal will meet monthly with the LEA building representatives	
	• Clarke Staff and leadership will target areas of need and areas of best practice for the school year.		Norms will be reviewed throughout the school year	Staff Survey will indicate areas of strength and areas of continued focus for Clarke
	• 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.			

CLARKE MIDDLE SCHOOL   SCHOOL IMPROVEMENT PLAN   DRAFT   May 2013

Goal	Implementation	Timeline	Monitoring	Assessment
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.	**Clarke will continue to use Rachel's Challenge as it's pro-social positive behavior support system for students.** • Rachel's Challenge will present their full assembly to grades 6, 7 and 8.	Fall 2013	Guidance Department will communicate with leadership, staff and parents	Students in grades 6, 7, and 8 will participate in the Rachel's Challenge assemblies
	• Teachers, counselors and admin will use Rachel's Challenges as a common language when working with students.	Sept 2013-June, 2014		Students, teachers and school leadership will have a common language to use around pro social behavior
	• 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.			Teams of diverse students will be created for Linked In program
	Collaboration between the guidance department and faculty will continue and strengthen. • 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.	Sept 2013-June, 2014	On going communication between leadership, guidance and teachers	Students and counselors will have increased time to meet in person
	• A pro-social curriculum will be developed and implemented by the guidance department as part of our intervention/enrichment block.			Counselors will attend weekly team meetings to discuss student concerns
	School Leadership and Guidance will increase parent education around pro-social behaviors and social progress. • Work with health department to develop a middle school Youth Risk Behavior survey and communicate the objectives to parents.	Sept 2013-June, 2014	On going communication with PTO	Questions about student success will be brought to the Child Study Team
	• Increase the number of parent coffees with the social workers and include more relevant topics.			YRBS will be developed and administered to students in grades 6, 7, and 8
	• Improve the guidance website to include local resources, trainings, and presentations as well as the guidance curriculum during used during the I/E block.			

Goal 2	Strategies / Actions	Timeline		Evidence / Outcomes
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.	**Work to increase and improve communication to parents from the guidance, teaching and school leadership.** • 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 regularly with parents and students. • School leadership and teachers will continue to explore ways to improve the process for parent conferences.	Sept 2013-June, 2014	Survey to parents about communication School leadership will oversee communication	Increased parent awareness of Clarke goals and headlines, as evidenced by parent surveys Website will be updated twice a month with headlines and news about Clarke
	Our Child Study team will refine the social work referral process for students experiencing social or emotional stress or facing social or emotional obstacles.	Sept 2013-June, 2014	Data will be collected regarding the number of students brought to child study facing social/emotional stress	Fewer students will be referred to the learning center – more students will be referred to the social worker for assessment
	Assist and support LPS in creating district mission, vision and belief statements that will guide student pro-social behaviors. • 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.	Sept 2013-June, 2014	School leadership will solicit feedback from faculty on M/V/B statements Faculty meeting time dedicated to work with the M/V/B statements	Staff will provide feedback on the Mission / Vision / Belief statements

William Diamond Middle School

School Year 2013 – 2014

School Improvement Plan

DIAMOND MIDDLE SCHOOL   SCHOOL IMPROVEMENT PLAN   May 2013

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.	Diamond faculty will continue to use department and content meetings ("PLCs") to work on elements of standards-based curriculum design: • 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	May 2013 – June 2014	Admin and department heads attend content team and department meetings on an on-going basis Admin will check in regularly with department heads	Check-ins with teacher teams and department heads Types of curriculum work finished and/or in use
	Diamond faculty will increase the use of student work/data in department, content and team meetings, in order to: • 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	May 2013 – June 2014	Admin and department heads attend content teams and department meetings on an on-going basis Admin will check in regularly with department heads	Check-ins with teacher teams and department heads Notes on looking at student work sessions, as appropriate
	Diamond staff will continue to develop their expertise in the use of technology to support learning: • 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	May 2013 May – Oct 2013 Sept 2013 – June 2014 Fall 2013	Admin and Tech Teams will meet regularly Admin will consult with Leadership Teams	All faculty will have received training/support Survey will show additional skills Websites will be more consistent
	Diamond will assist and support LPS in creating district mission, vision and belief statements that foster student academic learning: • 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	May 2013 – June 2014	Admin will oversee	Mission, Vision & Beliefs documents will have been shared Conversations will be documented, and feedback shared with district

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:

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

Action Steps	Timeline	Monitoring	Evidence of Progress
• teachers will be introduced to the system and the Teachers' Rubric during faculty meetings	May – Fall 2013	Admin and department heads will meet bi-weekly to monitor progress and plan next steps	Teachers will have participated in PD
• "on-cycle" teachers will take district training	May - Fall 2013	Individual "on-cycle" teachers will have goals and plans set	Content meeting groups will have chosen student learning goals
• content meeting groups ("PLCs") will set student learning goals together, based on student data	Sept – Oct 2013		Individual "on-cycle" teachers will have goals set
• 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	Sept – Oct 2013	Principal will check in regularly with individual department heads and assistant principals	Leadership team will have worked together to improve feedback given
• leadership will focus on developing the quality and consistency of its feedback to staff	August 2013 – June 2014		Half of faculty and all supervisors will be launched on implementation
• faculty, department and professional development day meeting time will be used to support faculty with implementation, as needed	May 2013 – June 2014	Half of faculty and all supervisors will be launched on implementation	
• 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	May 2013 – June 2104	Admin will attend team and Team Leader meetings	Some teams will have participated in summer work, and implemented learning in the fall and winter; results will have been shared
• professional development (*All Kinds of Minds*) will be offered to teams, as a support for the above work	July – Oct 2013	Admin will oversee development/ clarification of policies/procedures	
• 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)	May 2013 – June 2014		Committee will have presented documents related to Child Study and entry into interventions to faculty in the fall
• current supports will continue (Guided Study, Learning Center, Reading, Mega Math, METCO Extended Day, Math Homework Support)	May 2013 – June 2014	Leadership Teams will monitor success of interventions	Leadership Teams will monitor success of interventions faculty in the fall
• data will be collected in reading and math to determine progress for struggling students	May 2013 – June 2014	Department heads in ELA and math will oversee data collection	Data (anecdotal, observational and assessment) will illustrate success of interventions; where it does not, plans will be made for improvements
• Diamond Leadership Team will explore mechanisms for collecting, managing, and sharing student data	Fall 2013		
• 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.	Sept 2013 – June 2014	Admin will oversee implementation of new block	Pilot "root cause" interventions will have been tried, using new block

Goal	Implementation	Timeline	Monitoring	Assessment
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 develop its community-building and pro-social skills development programming: • we will look at developing common Diamond language to capture our community expectations and spirit.	May – Dec 2013		Calendar will be presented to staff in the fall
	• 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.	May – Oct 2013	Admin will oversee development and implementation of programs/activities	Activities/assemblies will have taken place
	• 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.	May – Oct 2013		
	• guidance will work with MARC to design both follow up activities to use with students, and follow up student leadership training work.	May – Dec 2013		
	• 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".	Sept 2013 – June 2014	Admin will oversee orchestration of the new block	The new block will be running successfully, as reported by faculty and students
	• 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.	May 2013 – June 2014	Principal will check in with councils and their advisors	Student Councils will have done meaningful work, and report feeling productive
	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: • 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	Sept 2013 – June 2014	Admin will oversee	Mission, Vision & Beliefs documents will have been shared Conversations will be documented, and feedback shared with district

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.

Strategy	Date	Responsibility	Outcome
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	May 2013 – June 2014	Admin will attend all Smooth Sailing Team meetings	Students of concern will be appropriately supported, as measured by attendance in school and ability to focus on learning
• Smooth Sailing Team will continue to partner with district consultants to improve its knowledge/skill base, and to find effective intervention strategies	May 2013 – June 2014	Admin will oversee implementation of the new block	Pilot "root cause" interventions will have been tried, using new block
• the new block will provide the opportunity for flexible and meaningful support for students in need	Sept 2013 – June 2014	Admin will work with Jen Wolfrum & committee to oversee development and orchestration of survey	Survey will have been given to students in all grades
• Diamond will administer the Youth Behavior Risk survey to all students, to learn more about student concerns and behavior	By June 2014		

Goal	Implementation	Timeline	Monitoring	Assessment
Goal 3: If we communicate effectively, the Diamond community will be better able to support students toward their academic and pro-social goals.	School leadership will continue to work on improving communication with and among faculty:			
	• technology will be used to support communication, and to free up meeting time for collaborative work	May 2013 – June 2014		
	• 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	May 2013	Admin oversees	SIP & Mission/Vision/Belief documents will have been shared
	• teachers' input for faculty announcement agendas will be solicited by administration	May 2013–June 2014	Admin will consult regularly with Leadership groups	Survey data will have been shared
	• school leadership will continue to work on the clarity and transparency of decision-making	May 2013–June 2014	Faculty will be contributing to announcements	Faculty will be contributing to announcements
	• principal will continue writing her weekly Faculty Update	May 2013–June 2014		
	• leadership groups will investigate ways to inform current teachers of student/family information in a timely and efficient manner	May 2013–June 2014		
	• 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	May 2013–June 2014	Admin participates on RTI Committee	Communication forms/processes will be identified and piloted
	• 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	Sept 2013– June 2014		Faculty will report increase in leadership visibility
	Diamond faculty, staff and administration will continue developing their ability to have important professional conversations honestly, respectfully and productively:		Admin oversees	
	• skills and understandings from the "Difficult Conversations" work will continue to be reviewed	May 2013–June 2014		
	• these skills and understandings will be put into action around meaningful topics & decisions (new block; mission, vision, and beliefs; student support; community building...)	May 2013–June 2014	Diamond LEA representative	Yearly climate survey will show increase in positive working climate
	• results of the district-wide climate & culture survey will be shared	Fall 2013	Admin consults regularly with Diamond leadership groups	
	• conversation about district and building "nondiscussables" will continue	May 2013–June 2014	Admin consults regularly with Diamond leadership groups	Norms for "important conversations" will be developed and increasingly lived in our professional work

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:

Actions	Timeline	Responsible	Measure
• parents will be encouraged to join the listserv, in order to get up-to-date information	May 2013–June 2014	PTA oversees	Parents will have joined listserv (but impossible to measure)
• copies of the daily morning announcements will be sent out via listserv	May 2013–June 2014	PTA oversees	Announcements will go out
• principal will post twice monthly to her blog	May 2013–June 2014	Principal oversees	Blog will go out bi-monthly
• guidance counselors, team leaders, and classroom teachers will continue to be available via email and/or phone	May 2013–June 2014	Principal oversees	Parent feedback will be positive about availability
• 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	July – August 2013	Principal and PTA leadership will meet	PTA meetings will occur monthly
• PTA will pilot a system of grade level representatives, to explore ways to engage families with one another and the school	May 2013–June 2014	PTA leadership will meet regularly	PTA pilot will be launched
• School Council will explore ways to improve communication, including use of new technologies	Sept 2013–May 2014	Principal oversees	School Council will implement ideas/ survey community, as needed

Lexington High School Improvement Plan 2013-2014 5.20.13

Goal	Implementation	Timeline	Monitoring	Assessment	Results
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.	**PLC TEAMS** - PLC course teams will set and assess one or more SMART goals for student learning, curriculum design, common formative and summative assessment	Sept 2013 – June 2014	**PLC Teams** - Review PLC agendas, meeting summaries, and goals on a 6 week cycle	**PLC Teams** *Faculty demonstrates further mastery of the curriculum design process and alignment of Common Core as demonstrated by:*	**Results**
	- Provide professional learning for PLC teams as needed	Oct 2013 – May 2014	- Review and implement strategies with PLC team facilitators and Department Leaders to foster efficient and effective meetings	• 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	
	- Begin to embed the analysis of student work into the PLC team process	Nov 2013 – June 2014	- Use a minimum of 15 minutes of department meeting time to share effective practices, discuss strategies, etc.		
	Technology - Implement increased technology use across content areas to differentiate instruction and improve student learning	Nov 2013 – May 2014	**Technology** - Feedback from teachers, instructional technology specialists, IT staff on teacher involvement, use, adherence to protocols that promote social responsibility in a digital age	*Teachers employed technology to increase differentiation and access to resources as demonstrated by:* • Results of the faculty survey • Observations of classroom instruction • Participation in professional learning for technology • Quantitative data from faculty, students, and parents	
	- Introduce formal *Digital Responsibility* language for the use of electronic devices to allow for the appropriate/increased use of technology by students in the classroom	Sept 2013 – June 2014	- Principal and Associate Principal meet with instructional technology and IT a minimum of 1x per month	*Students demonstrated appropriate use of technology as evidenced by:* • Limited violations for inappropriate use of technology	
	Evaluation and Supervision - Implement the new Massachusetts Evaluation and Supervision System with selected professional staff (Cohort 1) to increase teacher effectiveness and student academic success	Sept 2013 – June 2014	**Evaluation and Supervision** - Teachers in Cohort I of the Massachusetts Evaluation and Supervision System will be encouraged to set shared goals within a content PLC Team	*Implementation of the new evaluation system was systematic and provided appropriate training as demonstrated by:* • Faculty's ability to create quality goals and to provide adequate documentation to support progress	
	- Teachers and administrators will receive training and support for the use of the district management software	Sept 2013 – Dec 2013	- Throughout the school year, provide adequate support for the new Massachusetts Evaluation and Supervision System; engage in meaningful dialogue around the quality of feedback	• Qualitative and quantitative data on the effectiveness and timeliness of feedback (evaluation)	
	- Leadership will focus on developing high quality and consistent feedback	Sept 2013 – June 2014		• Feedback from teachers and administrators reflects adequate training (implementation and technology) and quality feedback	

Lexington High School Improvement Plan 2013-2014 5.20.13

INSTRUCTION- Social/Emotional	Implementation	Timeline	Monitoring	Assessment	Results
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.	- Continue to embed activities around social and civic expectations into student assemblies and homerooms	Sept 2013 – May 2014	- Observe and provide feedback on extended homeroom/advisory activities	*Positive behaviors and resiliency increased as demonstrated by:* • Data on social and civic violations	
	- Encourage a 4 week cycle for evaluating student interventions at Student Support Team (SST) meetings	Oct 2013 – May 2014	- Observe a minimum of 4 SST meetings; monthly progress report at administrative team meetings	• Data tracked for student interventions within SST structure • Results of the YRBS	
	- Promote positive school culture and respect for diversity	Sept 2013 – June 2014	- Embed dean reports on student incidents into weekly administrative team meetings	• Analysis of student survey results	
	- Promote wellness activities for students and faculty	Sept 2013 – June 2014	- Monthly meeting with the Administration Team that includes the K-12 METCO Director, K-12 Guidance Director, and Athletic Director	*Unhealthy stress reduced as demonstrated by:* • Data on student hospitalizations and successful interventions	
	- Use faculty committees/meeting time to identify sources of *unhealthy* stress and to develop strategies to minimize the sources	Sept 2013 – June 2014	- Bi-weekly meeting between the principal and the Special Education Supervisor for the high school	• Qualitative data from administrative team and principal meetings with other leaders	
	- Assist and support LPS in creating district mission, vision, and belief statements that guide student pro-social behaviors	Sept 2013 – June 2014	- Examine the relationship between Peer Mentors and Nexus Program	• Information from students new to LHS related to transition • Results of the YRBS	
	- Implement the new Massachusetts Evaluation and Supervision System with selected professional staff (Cohort 1) to promote effective strategies for balanced academic and social/emotional well-being	Sept 2013 – June 2014	- Review faculty survey data and YRBS survey data - Develop and implement student survey	• Analysis of student survey results • Results from the faculty survey	

Communication/Culture Goal 3:	Implementation	Timeline	Monitoring	Assessment	Results
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	- Implement bi-weekly Principal and Associate Principal notes to address transparent decision-making and to provide clear communication for school-wide procedures - Streamline communication via Critical News, department conferences, and home/school communication as needed - Assist and support LPS in creating district mission, vision, and belief statements that foster student academic learning and professional growth	Sept 2013 – June 2014 Sept 2013 – June 2014 Sept 2013- June 2014	- Leadership Team feedback on weekly notes - Department Leaders' goals are related to effective communication and the promotion of district and school beliefs - Work with department leaders to provide effective professional learning opportunities related to the evaluation system	*Effective communication as demonstrated by:* • 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	**Results**
	Faculty Leadership/Growth - 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	February 2014 Oct 2013 – May 2014	- 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 - Dialogue with teachers in leadership roles fostered progress in the use of technology to differentiate instruction, and allowed for adequate resources to be provided	*A positive school climate is fostered through:* • School-wide participation in decision-making • Timeliness of adherence to school-wide procedures for all stakeholders • Embedded practices that represent the LPS mission, vision, and beliefs • Sustained volunteer faculty committees and interdisciplinary discussions *Faculty leadership is fostered through collaborative professional learning:* • School-wide participation in professional learning opportunities related to technology and PLC team development • Results of the faculty survey	