# Lexington Public Schools
## *Office of the Superintendent of Schools*

# MEMORANDUM

**To:**      School Committee

**From:**   Paul B. Ash, Ph.D.
          Superintendent of Schools

**Re:**      2010-2011 Goals

**Date:**   September 17, 2010

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Since last January, I have engaged in numerous conversations with teachers, administrators, and the Lexington Education Association to discuss the impact of too many goals at the school and district level. To our credit, we constantly think about how we can improve the school district for ALL children. Unfortunately, there are not enough hours in the day or resources to tackle every worthwhile concern.

Throughout the spring, a team of administrators and teachers from the LEA met to discuss the large number of initiatives throughout the school system. At one meeting, we covered three walls with a list of school and district initiatives. It became clear to everyone that we must prioritize our goals in order to be more successful. Too many goals have led to fragmentation and sometimes a lack of deep implementation. These conversations led the principals and me to identify the most important goals at the school and district level and the steps we need to take to achieve these goals.

I have attached to this memorandum my recommended eighteen month goals for the school system (July 1, 2010, to January 1, 2012). I have also attached the two goals all nine school principals will include in their school improvement plans, which will be presented to the school committee on October 5. I have attached the common principal goals as part of the system goals, since the entire school system will need to support the principals' two common goals. Please note that the details for each principal's goals are not included in this packet. Each principal will have a different approach to achieve their goals based on their school's needs. Also, the school improvement plans may have additional goals developed at the school level.

The format for the system goals has changed. The prior format listed the goal and the indicators of success. The new format starts with the goal written in an "If/Then" format (If we do X, then Y will happen.). Y is the goal. Please see the attachment for a fuller explanation.

This format doesn't just state the goal (Y). It describes the general plan to get to the goal. For example, if I want to lose weight, I could state my goal is to lose 10 pounds. However, a more complete goal would be: If I exercise vigorously for 30 minutes per day and reduce my caloric intake by 1000 calories per day, then I will lose 10 pounds in a month.

The new goals format also includes: the specific implementation steps to achieve the goal, the timeline for each step, the monitoring process to ensure the implementation steps take place, and the means of assessment. I believe this new format provides greater clarity of what are goals, how we intend to achieve them and the means for measuring success.

# Developing a Powerful District or School Leadership Theory of Action Worksheet

A **leadership theory of action** is most often powerful and relevant if it reflects a through-line from <u>your</u> bone deep beliefs about teaching, learning and leading (hopefully connected directly to a district vision and mission).......

to the main hypotheses (if/then statements) you identify that reflect the necessary leadership decisions and actions that will produce important results at the instructional core ("teacher knowledge and skills, student's engagement in learning, and rigorous academic content")..........
to your specific leadership action plans related to each hypotheses.

Your ToA is strengthened if you include "how will you know" evidence for each hypothesis as part of your action plan for school or district continuous and purposeful improvement. Think short and mid range indicators that ultimately correlate with improvements in teaching and learning at scale.
Your ToA should describe future leadership actions and plans—look forward—what you will do, not backward describing what you have already done.

It is more important to surface and make explicit <u>your</u> leadership theory of action than it is to stress over "getting it right". A ToA is intended to be a practical tool to help build coherence and strategic alignment, to help you and eventually others in the organization connect the dots, and to identify progress indicators.

Every leader has a leadership theory of action. Your closest colleagues probably have the best perspective on your *real* leadership ToA in practice. Once you write it down and make it explicit you can find ways to compare your espoused ToA to your actual ToA-in-use. Alignment reflects personal and possibly organizational coherence. Power and influence to lead are often grounded in aligned, targeted and interconnected leadership theories of action.

Leadership Theory of Action Recommended Format :

1. List two or three of your own fundamental values, beliefs and or assumptions that drive your work as a district or school leader and where possible also reflect the prevailing or espoused culture of the school district :

2. Write at least two or three "if/then" statements that predict causal relationships between conditions, actions, programs ( capacity-building factors) and improvements in teaching, learning or leading "results" related to the instructional core.

3. Below each hypotheses or "if/then" statement list the specific action plan steps that "you" will cause to be in place to actualize or facilitate your hypothesis.

4. Consider what evidence can be collected to determine whether or not each of your hypotheses are true or "becoming true". List the evidence indicators below each action step.

5. The evidence will determine if, when and how your hypotheses needs to be modified as you learn more about t he consequences of your actions.

**Use the following headings for this draft of your District/School Leadership Theory of Action :**

I. Core Beliefs, Values or Assumptions that Underscore My District/School Leadership Theory of Action  :

II. Hypotheses that frame and drive our plans for continuous and purposeful improvement  at scale:

III.  (Below each hypotheses) List the Strategies or Action Plans Necessary to Address the Hypotheses.

IV. (Below each action plan step) List the "evidence indicators" that will allow you and others to determine progress.

Resources :

Sample leadership theories of action. Each one is a work in progress and each has most likely been revised and improved since the time of these drafts.

*CHAPTER 2 : Instructional Rounds in Education: A Networked Approach to Improving Teaching and Learning,* E. City, R. Elmore, S. Fiarman, & L. Teitel. Harvard University Press, 2009.

*The Six Secrets of Change : What the Best Leaders Do To Help Their Organizations Survive and Thrive.* M. Fullan. Jossey-Bass, 2008

*Organizational Learning: A Theory of Action Perspective,* Argyris,C.; Schon,D. (1978). Reading, MA: Addison-Wesley.

RMV 3/2010

**Curriculum and Professional Development**

| Goal | Implementation | Timeline | Monitoring | Assessment |
|------|----------------|----------|------------|------------|
| **Goal 1**:<br><br>**CURRICULUM**<br><br>If the district continues its commitment to periodic curriculum reviews based on state and national standards, and if the district establishes curriculum with clear learning expectations for all students in all grades and subjects, then the overall learning for all students will increase. | The Office of Curriculum & Instruction will continue to focus on individual curricular areas in a systematized review process centered on identifying priority standards designed to: ensure vertical and horizontal articulation, identify required resources, provide accompanying content-based and instructional professional development, as well as identify appropriate assessment tools for student achievement monitoring purposes.<br><br>I. Year 2 of the English Language Arts (E.L.A.) Review to address above expectations<br><br>II. On-going implementation of recommendations of the 3 year review process completed in the following areas:<br><br>    a. Mathematics<br>    b. Science<br>    c. P.E./Wellness | English Language Arts Year 2 Committee meeting dates: August 25, 26, September 15, December 15, March 9, May 4<br><br>Literacy Training K-5 : August 17, 20<br><br>Comprehensive Literacy Assessment Training K-5: October 1, 15, 22,<br><br>SPED-BU Reading Training: September 2, 8, October 14, December 16, January 6, February 3, March 3, April 14, May 5, June 9<br><br>Mathematics Curriculum Training K-5: August 12, 13<br><br>FASTT Math Training: October 6, February 1<br><br>Fraction Nation Training: October 18, February 11<br><br>Assessing Math Concepts Training K-5: October 21, January 20, March 17<br><br>Mindfulness Training: Dates TBD<br><br>Diversity Curriculum Training: Dates TBD<br><br>Implementation of Atlas Rubicon as a Curriculum Mapping Tool: See technology goals | The Assistant Superintendent for Curriculum, Instruction, and Professional Development will plan for and participate in the ELA review meetings and convene regular intermittent meetings with the K-5 Department Head who is facilitating the agendas in order to monitor focus and progress.<br><br>The Assistant Superintendent for Curriculum, Instruction, and Professional Development will meet monthly with each of the 3 department heads and/or coordinators involved in fulfilling the on-going recommendations of the completed curricular reviews in Mathematics, Science, Physical Education/Wellness in order to ensure that expectations and recommendations of the review are sustained. | Feedback/evaluations will be collected from teachers after trainings and after implementation of the training in the classroom with students to gauge effectiveness and success in student learning. |

**Curriculum and Professional Development**

| Goal | Implementation | Timeline | Monitoring | Assessment |
|---|---|---|---|---|
| **Goal 2:**<br><br>**PROFESSIONAL DEVELOPMENT**<br><br>If the district provides research-based high quality job-embedded professional development that enhances a teacher's repertoire of assessment strategies, responsive instructional skills, and content knowledge, then student learning will increase. | In concert with the efforts of Professional Development Committee, the Office of Curriculum, Instruction, and Professional development will offer *optional* after-school courses in instructional and content-based areas designed to increase student achievement.<br><br>Continued membership in Teachers As Scholars, EDCO, Primary Source, Project Alliance and the Making Freedom grant provide additional opportunities for teachers to expand their knowledge and practice.<br><br>A series of *required* in-district workshops and trainings are scheduled during the course of the school day in those areas identified as needed, as a result of the various curriculum reviews.<br><br>This Office will work closely with each building principal and the Central Administrative team to build capacity in schools **and** at the district-wide level by providing research, collaborating and sharing best practices, allocating available resources, coordinating efforts among schools, coordinating cross-discipline or cross-school teams where appropriate, monitoring implementation, and identifying and providing organizational support.<br><br>This Office will provide support and training for teachers in the collection of student data that will help inform instruction. | Aside from individual meetings with principals, agendas will be consistently designed to target the stated goals at each of the following meetings: Administrative Council, Elementary Curriculum Council, Middle School Council, and High School leadership Team. (Dates are listed on the FY11 month-by-month calendar.)<br><br>With the additional opportunity to have K-12 district-wide meetings on one Monday per month, agendas will be created by the various department heads to address the goals outlined by the department to build capacity in teacher effectiveness and improved student learning. (Dates are listed on the FY11 month-by-month calendar.) | The Assistant Superintendent will meet regularly with principals and program leaders to share current research, articles, and observations, to coordinate resources and cross-school efforts where appropriate.<br><br>She will plan with members of the Data Summit Team for necessary "next steps" in providing for any required training or new learnings that need to be shared with staff.<br><br>The Assistant Superintendent will continue to work with the district's Professional Development committee to schedule courses for the 2010 Fall, 2011 Spring and Summer offerings in keeping with the mission of the program to build job-embedded P.D. instructional practices that advance student learning based on research based data. | Intermittent feedback from the PD committee surveys, post-course evaluation forms.<br><br>Review of end of year data provided by AIMSweb, MCAS, EOY common assessments, End of unit assessments, and multiple other formative data tools to determine overall student progress/growth.<br><br>Data will be collected by teachers/PLC groups at each school to insure monitoring of student growth and appropriate response interventions. While individual school principals will supervise this work in each school building, it is the role of the Office of Curriculum & Instruction to help provide the resources needed to fulfill this expectation. The principals and the Assistant Superintendent will be in frequent and regular communication about this work and the supporting needs. |

**Curriculum and Professional Development**

| Goal | Implementation | Timeline | Monitoring | Assessment |
|------|----------------|----------|------------|------------|
|  | The key will be to provide teachers instruction in **HOW** to assess and collect data and then determine **HOW** to apply appropriate instructional interventions.  These two ingredients need to walk hand-in-hand for successful and effective instruction that will advance student learning.  (Reminder: This relates to the memo sent out to all staff from Superintendent on April 15 re: district goals.)<br><br>Emphasize the critical need among the leadership team for coherent and consistent supervision and evaluation of teacher performance in meeting the goals of the district. |  |  |  |

**HIGH ACHIEVEMENT
FOR ALL STUDENTS**

*Accomplished in the spirit of collaboration, continuous
improvement, respectful and caring relationships (PLCs)*

**THE ESSENTIAL QUESTIONS**
*Answered with the promise of equity of access to the curricula and programs for all students*

What do we want all students to know and be able to do?

How do we teach so that all students learn?

How will we know when they have learned it?

What do we do if they haven't learned it or if they already know it?

**Curriculum Reviews**
- Clearly articulate knowledge and skills in each subject area, and in each grade level
- Establish power/priority standards and essential questions
- Create curriculum maps
- Create common standards and assessments
- Ensure common expectations by grade level and schoolwide
- Establish horizontal articulation between the two middle schools and the six elementary schools

**Technology Infusion**
- Identify technology skills for all grade levels and disciplines
- Identify basic technology core learning experiences linked to Lexington curriculum
- Identify skills that need to be taught to students to become expert learners (how to learn new things, communicate what we learn, become networked learners
- Incorporate media literacy into all subject areas

**Diversity Curriculum**

**Professional Development**

**Effective Classroom Instruction**
- Ensure effective lesson development
- Establish high expectations for all students
- Differentiate instruction for all students
- Provide instructional accommodations for all students
- Increase the engagement of students
- Use co-teaching (Sp. Ed & general ed.), where appropriate
- Identify strategies ad best practices among colleagues, based on the data collected

**RTI: Academic & Behavioral**
- Identify executive functioning/organizational skills
- Provide positive behavior support
- Provide instructional accommodations for students
- Provide social/emotional learning supports
- Identify a variety of strategies and interventions, within each content area, based on data
- Provide classroom-based and school-based interventions

**Technology teaching strategies**
- Identify technology teaching strategies for all grade levels and for all disciplines
- Use technology to support teaching, learning and data analysis
- Provide technology mechanisms and learning resources for all learners to demonstrate their curriculum knowledge (such as digital portfolios)

**Professional Development**
- Professional Development in both instruction and content is key

**Formative and Summative Assessments**
- Use formative assessment data to identify the most effective teaching strategies to drive instruction
- Include a variety of assessment data (discussion, demonstrations, projects, paper-and-pencil, other ways to demonstrate knowledge)

**Data Teams**
- **Establish data teams in each school**
- Collect, warehouse, and analyze data via technology tools
- Use AIMSweb
- Collaboratively analyze student work
- Use both summative and formative assessments

**Professional Development**

**RTI and Progress Monitoring**
- Differentiate Instruction
- Use formative assessment data to identify the most effective re-teaching strategies within each content area and classroom
- Moving from summative and formative assessments → interventions
- Use assessment data to identify most effective teaching strategies
- "Action research" to examine student responses

**Intervention Programs**
- Use MELP, METCO Scholars, Double dosing math in middle school, and other programs

**Professional Development**

**Student Services**

| Goal | Implementation | Timeline | Monitoring | Assessment |
|---|---|---|---|---|
| **STUDENT SERVICES Goal 1:** If the district establishes caseloads based on student needs, research and best practice, then more students will receive appropriate special education services that are effective and efficient. | District Management Council (DMC) completes program evaluation of student services caseloads | June – October 2010 | Review the DMC report. | The report is completed. |
| | Review the recommendations from the DMC, identify an action plan based on the agreed upon recommendations and begin to operationalize the action plan. | October – June 2011 | Schedule meetings with student services supervisors, principals, related services staff, resource room staff and the LEA by November, 2010. | Identify DMC recommendations that LPS will be implement. The production of an action plan for FY'11-13 |
| | Develop entry and exit criteria for student groups identified in the DMC report. | October-June 2011 | Conduct mid-year review of teacher/specialist schedules. Review written criteria. | Written criteria completed |
| | Provide training for staff regarding entry and exit criteria, groupings and schedule management. | May 2011 through December 2011 | End-of-Year Review of teacher schedules (May 2011) Fall review of teacher schedules (Oct. 2011) | Training has been provided. Improved scheduling for FY 12 forward to ensure equitable caseloads among staff. |
| | Develop criteria for establishing minimum and maximum professional caseloads, based on research and best practices. | November 2010 – June 2011 | Review DMC recommendations and discuss with the School Committee and the LEA. | Evidence of appropriate caseloads based on research and best practice. |

## Student Services

| Goal | Implementation | Timeline | Monitoring | Assessment |
|---|---|---|---|---|
| | Implement revised entrance and exit criteria. | January 2012 | Review IEPs to determine if they are based on entrance and exit criteria. | Evidence of TEAM meeting and IEP decisions based on established entrance and exit criteria.<br><br>Determine if newly written IEPs are based on the revised entrance and exit criteria. |
| **STUDENT SERVICES Goal 2:** If the district creates and implements a Positive Behavioral Supports Structure, then more students will develop the capacity to fully participate successfully in an educational environment to experience academic achievement and positive, emotional and behavioral health (e.g. manage and self-regulate behavior). | A four-tier intervention system will be designed to provide additional support to students identified through screening, assessment and observation results. | Fall 2010– Spring 2011 | Review four-tier intervention system. | Written description of four-tier intervention system |
| | A Behavior Committee will develop strategies for a tiered-intervention system (Response to Intervention) that focuses on increasing the repertoire of teachers. | Fall 2010 | Review strategies. | Intervention strategies developed. |

## Student Services

| Goal | Implementation | Timeline | Monitoring | Assessment |
|---|---|---|---|---|
| | Develop a data collection and analysis system that will assist in the identification of students at risk for behavioral and emotional difficulties. | Fall 2010 | Use eCOVE (a behavioral observation software program) to track the behavior of students who have been identified across settings in the school community (e.g., classroom, playground, hallway, structured vs. unstructured settings or activities). | Completed training on eCove student observation and data collection, analysis and reporting. |
| | Train staff in the BESS and eCove. | October-November 2010 | Review training agenda and schedule. | Bess training completed |
| | Develop intervention strategies or program for each of the four tiers. | October-December 2010 | Review protocol and procedures | Written protocol and procedures |
| | The Bridge Elementary School will pilot a behavior and emotional screening system to include screening assessment and observation for all 3rd grade students. | December 2010 – Spring 2011 | Review interventions to be used by the Bridge School behavior assistance team. | Student support provided at appropriate level/tier of intervention as prescribed by data collected |
| | The other elementary and middle schools will choose a target group of students and implement components of the same screening, observation and intervention system. | October 2010 – June 2011 | Use the Behavior and Emotional Screening System.<br><br>Use the eCove observation software.<br><br>Principals and administrators observe teachers and students during implementation of prescribed interventions. | Building plans for use of behavior screening, observation and intervention system. |

## Student Services

| Goal | Implementation | Timeline | Monitoring | Assessment |
|---|---|---|---|---|
| | Once at risk students are identified, interventions will be implemented and student responses to those interventions will be documented through screening and observation data collected. Students will ascend or descend the levels of intervention or tiers based on their progress or response to the interventions, as determined by assessment and observation data. | January-June 2011 | Review Bess assessment results and reports.<br><br>Review intervention plans and student data. | Completed data reports, intervention plans and intervention results for identified students<br><br>Completed data reports, intervention plans and intervention results for identified students |
| | Teachers will be trained in utilization of interventions based on best practices. | December 2010 | Review training agenda and schedule. | Training completed |
| | The Bridge School and others participating in the positive behavioral support structure will develop a schoolwide positive behavior support program that will include:<br>1. Common purpose & approach to discipline<br>2. Clear set of positive expectations & behaviors<br>3. Procedures for teaching expected behavior<br>4. Continuum of procedures for encouraging expected behavior<br>5. Continuum of procedures for discouraging inappropriate behavior<br>6. Procedures for on-going monitoring & evaluation (George Sugui) | Fall 2010 – Spring 2011 | Identify expected behaviors in classroom and non-classroom settings and strategies for teaching these behaviors.<br><br>Identify procedures for implementation of steps 1-5 of the implementation column. | Written Systemwide Positive Behavior Support Structure |

**Student Services**

| Goal | Implementation | Timeline | Monitoring | Assessment |
|---|---|---|---|---|
| | As part of a multi-year plan to align the Lexington Public Schools guidance program with the American School Counseling Association's model for counseling programs, a k-12 guidance committee will focus on resiliency. Through its research, the committee has chosen the Oregon Resiliency Curriculum for further examination to determine its adaptability for use in the Lexington Public Schools. | Fall 2010 | Review the Oregon resiliency curriculum. | Written recommendations for adaptation |
| | Once the Oregon program is reviewed and adapted the guidance committee will develop an action plan for training and implementation districtwide. | January – March 2011 | Review curriculum adaptations. | Written districtwide resiliency program |
| | Guidance counselors and teachers, as appropriate, will be trained in the new guidance program curriculum. | March – June 2011 | Review training agenda and schedule. | Training completed |
| | Resiliency program will be implemented districtwide. | September-2011 – June 2012 | Review implementation plan. | Resiliency program implemented in classrooms and in counseling groups |

**Student Services**

| Goal | Implementation | Timeline | Monitoring | Assessment |
|------|----------------|----------|------------|------------|
| **STUDENT SERVICES Goal 3:** If the district provides a comprehensive reading training course for all K-5 resource room teachers that includes embedded professional development, then resource room teachers will be able to, and be expected to, provide effective specialized reading services, as determined through the IEP process resulting in increased student achievement. | The Student Services Department will identify a data collection and analysis system that will include tools for collecting baseline data, monitoring progress and assessing individual and group achievement. | September 2010-June 2011 | Review monthly data from Resource Room Teachers that includes baseline data and progress monitoring data.<br><br>Periodic meetings or check-ins with K-5 Resource Room Teachers to discuss the use of instructional strategies and progress monitoring. | Evidence of increased student achievement in reading among special education students with reading goals on their IEP (e.g. Aimsweb, DRA and other measures of reading achievement.) |
| | All K-5 Resource Room Teachers will be required to attend a year-long reading comprehension/literacy training.  Participants will examine formal and informal assessments and their various purposes for informing instruction.  Participants will also analyze instructional practices and materials in literacy and explore the implications of these assessments and practices in special education settings. | September 2010-June 2011 | Principals and Supervisors observe Resource Room Staff in reading instruction. | Active participation during course instruction and evidence of course impact on provision of reading services |
| | Course guidelines and outside readings will be provided to teachers participating in the course. | | Use online "google group" to download reading and course materials and to maintain currency for completion of course requirements. | Active participation during course instruction and evidence of course impact on provision of reading services |
| | Coaching will be provided to teachers by Boston University course instructors. | | Boston University to observe course participants in reading instruction and provide feedback to teachers observed | Observation and group feedback session schedule |

**Safety**

| Goal | Implementation | Timeline | Monitoring | Assessment |
|------|----------------|----------|------------|------------|
| If we update and revise the school and district emergency management plans to reflect current best practices and provide training, then the safety for all occupants will be increased. | Post updated the Emergency Management Plan on the LPS website, which includes: <br> • An all- hazards approach <br> • Infectious Disease Plan <br> • Food Defense Plan <br> • Plans for individuals with disabilities, and <br> • A reunification plan <br><br> Conduct tabletop exercises with school and town personnel. <br><br> Conduct staff training at beginning of school year. | August 23, 2010 and September 2010 | The K-12 Advisory Committee will monitor these activities. | Complete web-based Emergency Management Plans (EMP). <br><br> Meet with administrators to discuss and assess the effectiveness the revised plans and training. |
| | All members of school and district Incident Management Teams (IMT) will complete and pass the federal NIMS examinations. | August  23, 2010 | Collect all NIMS certificates from members of the Incident Management Teams. | Compare to the average number of NIMS certificates at the beginning oof the Grant (8/1/09) to the end of the grant.  We are expected to show an increase of two (2) exams per IMT members. |
| | Each classroom will be issued a flipchart at the beginning of the school year with procedures for teachers to follow consistent with Emergency Management Plan. | September 2010 | The administration will make sure the flipcharts are distributed. | Submit REMS grant annual performance report |
| | Complete school vulnerability assessments. <br><br> Complete school food safety audits. | Annually | Food Security Audits will be performed cooperatively by Food Service Provider, the Public Facilities Dept. and school administrators. <br><br> School Vulnerability Assessments will be performed cooperatively by school administrators and the Public Facilities Dept. | |

**Safety**

| Goal | Implementation | Timeline | Monitoring | Assessment |
|---|---|---|---|---|
| | Establish roles and responsibilities to sustain the emergency plan on a permanent basis | April 2011 | REMS consultant will set up meetings to establish roles and responsibilities. | The production of a permanent plan. |
| | Offer two parent education workshops. | Spring 2010 | School personnel and consultant will plan the workshops. | Conduct a feedback survey at the close of each presentation. |
| | Post information on the LPS website and in newsletters regarding emergency preparedness and procedures. | September 2010 - Ongoing | Conduct individual surveys of staff and parents, both before and after communications on the Emergency Management Plan, to measure effectiveness of Grant implementation. | Conduct benchmark surveys with staff and parents. |
| | Hold student safety assemblies in each school with age appropriate instructions. | Spring 2010 | The agenda and schedule will be provided to the administration. | Conduct surveys at the close of the presentation. |

**District Technology**

| Goal | Implementation | Timeline | Monitoring | Assessment |
|---|---|---|---|---|
| **Goal 1**:<br>If we further support promising practices for utilizing technology in classroom instruction through professional development activities, and if we provide appropriate technology materials to our schools, then all teachers in Grades 1 through 12 will utilize technology in their instructional practices to improve student learning. | Dir. of Ed. Tech & Assess. along with Instruct. Tech. Spec. meet with building principals and appropriate curriculum leaders to review tech materials in place at the buildings and to determine strategies for prof. dev for next months.<br><br>These same individuals continue to meet periodically with building principals and curriculum leaders to monitor strategies and recommend changes. | 6/10-9/10<br><br><br><br>10/10-6/11 | Set up process with building leadership to review the use of technology through looking at student work products, walkthroughs, etc.<br><br><br><br>Building leadership/curriculum leaders meet periodically with Instruct. Tech. Spec. and Dir. of Educ. Tech. to review progress. | Focus group meetings with teachers and administrators in 1/11-2/11<br><br>In May 2011, a Survey Monkey questionnaire to teachers with selected questions (paralleling the questions in consultant study of May 2009). Questions would focus on the type of instructional practices employed for technology, frequency of use, academic areas of use. |
| | Instructional Technology Specialists provide mentoring/coaching in following areas.<br>• K-2: Technology to support early reading/phonics (Tenth Planet), EveryDay Math software, communications software<br>• Grades 3-5: Technology to support writing (writing with word processors, graphic organizers (Inspiration), Open Classroom (reading response journals).<br>• Middle Schools and High School: Technology to support<br>  - student writing, communications, and research across the curriculum areas<br>  - utilization of specialized technology instruct. materials in the different academic departments<br>  - SPED resource room instruction | 9/10-6/11 | | |
| | Workshops/Courses<br> - FASTT Math training to all Grade 4 teachers, Fiske Grade 3 teachers and any new Grade 3 teacher with follow up session<br> - Fraction Nation training to all Grade 5 teachers with follow up session<br> - 1 credit course Integrating Technology into the Elementary Classroom<br> - other courses and workshops to be determined after consultation with appropriate educators | 10/10<br>1/11<br><br>10/10<br>1/11<br>10/10-12/10<br>10/10-6/11 | | |
| | Educators present at selected faculty meetings at the building level and department level a successful technology classroom practice. | 10/10-6/11 | | |
| | First draft of core technology curriculum experiences drafted for Middle Schools & Gr. 3-5 | 4/11-5/11 | | |

**District Technology**

| Goal | Implementation | Timeline | Monitoring | Assessment |
|---|---|---|---|---|
| **Goal 2**:<br>If key formative and summative data is provided to teachers and administrators through software tools and if teachers and administrators are provided appropriate training in interpreting this data, then these educators will use this data to modify instruction to improve student learning. | **FASTT Math**- Grade 3 and 4 teachers participate in workshop on utilizing program and looking at student data<br><br>Inst. Tech Specialists and Math Specialists review use of FASTT Math data with teachers<br><br>Grade 3 and 4 teachers participate in district workshops to become more expert at looking at data and exchange with each other findings | 10/10<br><br><br>10/10-2/11<br><br>2/11 | K-5 Math Dept. Head and Dir. of Educ. Tech. monitor and facilitate different aspects of FAST Math and Fraction Nation training and coaching. | Increased use of technology to analyze and display/share data through the use of the new software |
| | **Fraction Nation** - Grade 5 teachers participate in workshop on utilizing program and looking at student data<br><br>Inst. Tech Specialists and Math Specialists review use of Fraction Nation data with teachers<br><br>Grade 5 teachers participate in district workshops to become more expert at looking at data and exchange with each other findings | 10/10<br><br><br>10/10-2/11<br><br>2/11 | | |
| | **Formative Data in Math Grade K-5**<br>Math Specialists coach teachers at Grades 1-5 on using their math formative data with Inspire Data Software. | 9/10-6/11 | K-5 Math Dept Head and Math Specialists monitor work | |
| | **Data Warehouse** - Building Principals and key curriculum leaders participate in training facilitated by Dir. of Educ. Tech. on looking at MCAS achievement and growth data. | 8/10-9/10 | Dir. of Educ. Tech. ascertains who is in need of training or additional training and provides this training. | |
| | **Utilization of X2**<br>MCAS 2010 data is entered into X2 in Math and ELA by Data Manager group<br>Building leadership trained in accessing this data<br><br>MCAS from 2009 is entered into X2 in Math and ELA for each student  by Data Manager Group | 10/10-2/11<br><br>3/11-6/11 | Dir. of Educ. Tech. and Data Manager monitor and solicit feedback from building admin. on usability of data. Tech team provides necessary training. | |

**District Technology**

| Goal | Implementation | Timeline | Monitoring | Assessment |
|------|----------------|----------|------------|------------|
| **Goal 3:**<br><br>All middle and high school teachers are provided appropriate professional development for creating a web site and if these teachers communicate their classroom expectations/homework using their web sites, then students and parents will have an increased understanding and capacity to support student work outside of the classroom. | Dir. of Educ. Tech. & Assess. and appropriate Inst. Tech. Specialists with Building Principals to determine features that teachers must have on their website and to determine timeline for training teachers still in need of professiona1 development | 8/10-9/10 | Building administrators and HS Department Heads determine which teachers are currently able to maintain a web site and which teachers need professional development training. | Parents at High School and Middle Schools participate in on-line survey. Survey questions will focus on whether parents have accessed the teacher sites and if the sites have been helpful in increasing their understanding and capacity to support student work.<br><br>Small subsets of students participate in short focus group discussions facilitated by teachers. Facilitators elicit responses aimed at understanding whether their websites have helped students with their class activities. |
| | Two voluntary workshops for High School teachers on developing websites using Teacher Web (attended by 25 teachers)<br><br>Train all new Middle School teachers as well as MS teachers needing refresher training on TeacherWeb through mandated and volunteer workshops<br><br>Train all High School teachers needing training through mandated and volunteer workshops | Late June 2010<br><br>9/10-11/10<br><br>9/10-11/10 | | |
| | HS teachers communicate to Dept Heads and Associate Principal and MS teachers communicate to Building Principals/Vice Principals when their sites are ready for viewing. These building leaders review the teacher sites. Teacher sites then linked to the building web site. | 9/10-1/11 | | |
| | All HS and MS teachers either individually or as teams (mid. sch.) have functioning sites linked to building web sites | MS by 10/10<br>HS by 1/11 | | |
| | | 10/10-6/11 | Building Administrators and HS Dept Heads along with Tech Dept le review teacher web sites to make sure they are updated appropriately. | |