

- The site recommendations for improvement will be implemented in Fall 2013 and the TELL Mass survey will be administered in Spring 2014 to evaluate the improvements in teacher and school leadership conditions. The ESE will also provide districts with student and staff model surveys in July 2013 as part of the new educator evaluation process, and student and staff feedback will be collected in 2013-14 to evaluate teacher and school leadership conditions.
- 2. Meet monthly with CCHS administration and CCTA to discuss and resolve labor issues using conflict resolution strategies.**
- The CCHS Principal and I met monthly with the CCTA leaders to facilitate communication and resolve labor/ contractual issues. The labor union filed a grievance against the implementation of the Advisory program and we were able to collaboratively resolve the grievance by implementing a memorandum of agreement. Currently, there are no grievances.
 - During the monthly CCTA/Admin. meetings the following items were discussed: Advisory program, teacher duties, the FY14 budget, FY 14 calendar, student ratios and class loads, the new Rivers and Revolutions program, NEASC accreditation process, use of protocols, building project, parking, educator evaluation, department chairs, school improvement goals, and union dissatisfaction with school/district administration. It is recommended that the CCRSD School Committee Chair and Vice Chair join quarterly meetings in 2013-14 with the CCTA and administration to support collaboration and improved communication.
 - The administration and CCTA met regularly to monitor the progress of the implementation of the new educator evaluation system. This joint labor management evaluation committee worked with the department chairs to design and implement the evaluation system trainings for the CCHS faculty. The department chairs and teachers provided feedback, and the joint evaluation committee considered the feedback to make the necessary adjustments/improvements for the implementation process. Currently, the committee is working with the principal and faculty to identify the district determined measures to evaluate educator's impact on student learning.
- 3. Meet monthly with SC members, District Administration, and CTA to discuss TELL Mass data and implement district actions to improve teacher and school leadership conditions.**
- The CPS TELL Mass committee met eight times to discuss the seven topics identified in the CTA side letter of agreement: *How much non-instructional time faculty have during the student day, how much time faculty spend on administrative tasks, the decision making process and to what degree teachers are involved in the process, the degree to which faculty and leadership share a vision, the atmosphere of trust, mutual respect, comfort, and support in the schools for all members of the faculty in their interactions with the administration and with each other, the effectiveness of school leadership, and the resources and time available for professional development.* The draft written report

summarizing the consensus findings and recommendations is attached (see attachment #2) and will be presented jointly by CTA and administration at the June 11 School Committee meeting.

- The principals met monthly with the CTA representatives at each school site to facilitate communication and resolve labor/ contractual issues. At Willard and Alcott, the CTA Building Representatives replaced the monthly meetings with ad hoc meetings. At CMS, scheduled meetings were reinstated this year, and will continue monthly in 2013-14. Currently, we are working to resolve two CPS grievances from one teacher.
 - Two CPS employee discipline cases were settled through last chance and separation agreements to resolve further conflict.
 - Teacher leadership opportunities continued at each school site through the school leadership team, grade level teams, data teams, mental health teams, and teacher committees. At the district level, elementary teacher feedback was solicited to restructure the elementary district-wide grade level meetings. 58/70 K5 classroom teachers responded to the survey, and the meetings were restructured according to the results. The Elementary Steering Committee has been restructured as a result of teacher/principal feedback and will begin to meet in Fall 2013.
 - At the middle school, teacher leadership opportunities were available in the department chairs, house leaders, mental health teams, and teacher committees. The leadership team will be revised for Fall 2013 to include Department Chairs and four teaching and learning leaders from Media/Technology, Music/Art, Health/Physical Education, and Student Support Services. Two teacher task forces have been formed; one to examine school schedules and one to examine school and teacher leadership at CMS.
 - The district administrative team met 2x monthly to discuss feedback from teachers, grade level teams, department chairs, specialists, and curriculum specialists regarding student learning and teaching, curriculum development, technology, assessment, professional development and progress of district/ school improvement goals.
 - A joint labor management committee comprised of CTA and Administration began meeting in March to negotiate the new educator evaluation process for Fall 2013 and we reached tentative agreement during the fourth meeting on May 30. A joint CTA and administration presentation will be provided to the School Committee on June 11.
 - Two district (CPS/CCHS) employee discipline matters were settled to resolve further conflict.
- 4. Consult with RBT to hire an external evaluator to assess school culture and adult interactions at Thoreau and identify actions to improve school culture.**

- Meg Anderson, Director of the Principal Residency Program, Center for Collaborative Education, Northeastern University, was hired to evaluate the decision-making processes, collaborative processes and the norms of behaviors and patterns of interaction among the faculty and staff at Thoreau. From October – February, Meg gathered qualitative data taken from 92 interviews, 25 observations, and a parent survey. All faculty and staff were given the opportunity to participate in an interview, and parents were given the opportunity to participate in interview groups or through a parent survey. Meg prepared a report that identified strengths, issues and challenges, evaluator commentary, and 14 recommendations for collaboration, decision-making, and communication. Meg presented the report to Thoreau faculty, parents, and the CPS School Committee in February. (See attachment #3) The Thoreau principal, her RBT coach, and Meg have continued to meet to implement the 14 recommendations to build a school culture of constant improvement of practice and a culture that produces optimal student growth both academically and socially. The Thoreau principal worked with the RBT coach to improve communication with parents and with faculty/staff.
- The Thoreau principal used discussion protocols to analyze TELL Mass data and Meg’s report with the faculty during the monthly faculty meetings. The faculty identified recommendations for site actions to improve the school culture (see attachment #1)
- The principal invited additional faculty members to join the School Leadership Team to increase leadership opportunities for Thoreau teachers. She has also formed teacher committees to discuss and plan the master schedule and Response to Intervention (RTI) implementation for next year.
- The principal worked with the RBT coach to develop the decision matrix, hold facilitated discussions with CTA representatives and PTG presidents, and to reintroduce a weekly parent newsletter in addition to the monthly blog.
- Monthly Parent coffees and Literacy and Math nights were held to share information.
- The responsibilities and roles of the SAC and the School Leadership team were clearly defined to inform the process for the development of the FY14 School Improvement Plan.

5. Hire a Communications Manager for the CCHS Building project.

- In December 2012, the Building Project’s Communication Manager was hired to work with the Building Committee Chair and Building Committee to keep the Concord and Carlisle communities informed about the building project. The Communications Manager has extensive experience serving as a communications manager for development and building projects that have multiple and diverse stakeholder groups.
- Monthly Project Manager and Building Committee Chair Reports were distributed to both Building and School Committee members and are posted on both the

Building Project and School Committee websites. The Building Committee meetings were restructured to include a citizen question/answer agenda item. Building project updates were provided in bimonthly Building Committee meetings and in monthly Regional School Committee meetings that are televised.

- The Communications Manager produced a weekly update on the building project in the local newspapers.
- The building project website was upgraded to improve the navigation of the menu of information. The time-lapse camera was installed for visiting the construction site via the district and building project websites. (See attachment #4)
- The MSBA reinstated the state project funding in January 2013, and the project is on scope, budget, and timeline. The 100% construction documents have been completed, and site preparation and building construction have begun. Construction will continue through March 2015, students will move in April 2015, building abatement, demo, and final site work will be completed Summer-December 2015, and the final project will be completed December 2015.

B. STUDENT LEARNING GOAL

GOAL: By June 2013, students in grades K-12 will master critical end of year grade level standards.

Key Actions and Progress:

- 1. Implement district K12 core curriculum incorporating Common Core Standards in ELA, Math, Social Studies, and Science.**
 - At the elementary level, Math Curriculum Specialists collaborated with grade level teacher representatives to incorporate the Common Core Standards into the K5 curriculum and Progress Reports. Some elementary grade levels included the new common core standards in math in their annual SMART goals. The ELA Curriculum Specialists have developed a draft of the K-5 Progress Report to align with the Common Core Standards. Grade level teacher teams are reviewing the draft in order to provide feedback. ELA Curriculum Specialists will collaborate with grade level teacher representatives during the summer 2013 to revise the Writing Prompts and Writing Rubrics. The ELA Curriculum Specialists worked with grade level teacher teams to incorporate the Common Core Standards in K5 writing and piloted new elements of the writing curriculum ad rubrics for K5.
 - At CMS, Department Chairs and teachers reviewed the standards and curriculum to affirm alignment with the Common Core Standards. Curriculum revisions over the past two years and the recent purchase of new math materials have completed the alignment. Department Chairs have identified two CCSS which will be the focus across English, social studies, and science for interdisciplinary alignment. A common humanities writing rubric was drafted and will be piloted. With teacher input, the Tuesday meeting schedule was revised for the 2012-13 school year to add grade level department time for all content areas once per

month in addition to previously scheduled weekly meetings for English, math, science, and social studies. This meeting schedule will be further evaluated as part of the process for developing the 2013-14 staff calendar.

- At CCHS, the Principal and his leadership team worked with teacher-led NEASC committees to complete the accreditation self-review process that includes the development of CCHS Learning Outcomes and rubrics to evaluate student learning. Departments completed the curriculum maps and parents/public can access the maps to understand the course content and expectations. During the January Professional Development day, teacher leaders facilitated small group work on school wide rubrics.

2. Implement common assessments in K5 ELA and Math and all content areas in grades 6-12.

- At the elementary level, common assessments were implemented in reading, writing, and math. Principals and their leadership teams participated in Research for Better Teaching (RBT) 36 hour course, “Unleashing the Power of Collaborative Inquiry” to learn the structured process of collaborative inquiry and effective uses of data to increase professional community and student achievement. Principals, leadership team members, and teachers practiced this collaborative process for examining student work. Principals, curriculum specialists, and teachers met regularly in grade level and data teams to analyze data to revise their instructional practices to improve student learning for all students. Pre- assessment data in math was used to inform instruction and to create flexible grouping for instruction across some grade levels. Post assessment data was used to identify those students who needed re teaching or Response to Intervention (RTI) instruction. Principals and ELA curriculum specialists worked with grade level teams to implement the new writing standards and to calibrate scoring of the writing samples using the grade level rubrics. Both the ELA and Reading Specialists worked closely with grade level teams to analyze the common reading assessment data to identify students in need of literacy intervention. The RTI structure was implemented at all the elementary schools.
- The district purchased a software program, Baseline Edge, to assist teachers and school sites with the collection of common assessment data to monitor student progress.
- Principals reported that 80% of K5 students are on track for mastering critical grade level standards in ELA and math, and 90% of fifth grade students are expected to achieve advanced/proficient on ELA MCAS and 80% of fifth grade students are expected to achieve advanced/proficient on Math MCAS.
- At CMS, common assessments were piloted in the five content areas, and will be piloted in all other subjects in Fall 2013. Department chairs worked with grade level content teachers to analyze student work on the common summative assessments, and intervention was provided before/after school and at lunchtime.

- The CMS Principal reported that more than 80% of the students are on track for earning more than a B- average for final course grades, and 90% of the eighth grade students will achieve advanced/proficient on the ELA MCAS, and 80% of the eighth grade students will achieve advanced/proficient on Math MCAS.
- At CCHS, formative and summative common assessments were implemented, and the Assistant Principal provided training in the School Reform Initiative (SRI) protocols to analyze student work. During the department chair meetings, the Principal and Assistant Principals modeled a variety of SRI protocols for analyzing student work and student data.
- The CCHS Principal reported that more than 85% of the students are on track for earning more than 2.0 GPA, and 100% of the graduating class has achieved competency determination.

3. Identify appropriate intervention and adjust instructional practice.

- At the elementary level, Response to Intervention (RTI) was implemented to support students who needed intervention to maintain progress for achieving grade level standards. At Alcott the RTI block for ELA and math was scheduled for each grade level K-5 with a minimum of two blocks. The principal met with the data team to move students in/out of RTI support based on the common assessments. The *Leveled Literacy Intervention* was piloted in the ELA RTI programs at first through third grade levels. Students were reassessed in math RTI using the math posttest to determine unit mastery. At Willard, the principal and data team refined the RTI process and procedures. During a faculty meeting, the data team shared a Willard RTI handbook that included flowcharts, grade level liaisons, core curriculum expectations, RTI accommodations checklist, and an RTI FAQ. RTI discussions continued during the spring faculty meetings. Willard students who performed below the benchmark received RTI intervention in ELA and math. Grade Level Literacy Teams, worked with the principal, ELA specialist, and/or reading specialist to identify the students in need of RTI intervention. Similarly, Grade Level Teams met with the principal and math specialist as part of the regular math meetings to identify students in need of math support. Additionally, the Willard faculty participated in job-embedded professional development and coaching for Executive Functioning strategies by Sarah Ward, a highly regarded expert on Executive Functioning. Classroom teachers adjusted their instruction to incorporate many of these new strategies to benefit struggling students. At Thoreau, each grade level used the RTI model to provide reading, writing, and math intervention for struggling students based on student achievement data on the common assessments. The ELA specialist, reading specialist, and reading tutors provided targeted reading intervention using the new programs, *Foundations* or *Leveled Literacy Intervention*. The math specialist provided small group instruction to students who were not making progress in achieving the math benchmarks based on the common unit assessments. The Thoreau principal worked with a teacher committee to evaluate the RTI process and procedures to make adjustments for next year.
- At CMS and CCHS, teachers provided individual and personalized student academic support before/after school or during lunch (CMS) or in the resource

centers (CCHS). CMS students who were not meeting benchmarks were provided targeted instruction in Focus Math and Directed Language courses. CMS teachers used student data from common assessments to identify those students in need of intervention and additional instruction. Teachers emphasized critical thinking skills necessary for success, such as regular error analysis practices, to engage students more deeply in ownership of and improvement in their level of academic achievement.

- The Director of Special Education reported that special education students are on track for achieving 90% of their IEP goals and benchmarks by their annual review. At the preschool level, special education teachers revised the social language curriculum to increase students' social language skills. Alcott and Thoreau schools piloted the online math and reading intervention programs *iReady* by Curriculum Associates to increase special education student achievement. CMS and CCHS special education teachers participated in professional development for understanding Executive Functioning (EF) deficits and instructional strategies to build EF skills. The special education teachers attended the Learning Differences Conference at Harvard University in March, and in April Dr. Gatti, another expert in EF, worked with the CMS faculty to present new approaches to assessment and teaching for flexible thinking and executive functioning.
- The Director of METCO reported that most METCO students increased their GPA by .2 METCO support at CCHS focused on freshmen orientation, 1:1 laptops, freshmen and sophomore study skills courses, and college admission support. A part-time teacher was hired to support student learning, and this year more METCO students participated in CCHS Honors classes.

DISTRICT IMPROVEMENT GOALS

GOAL: During the 2012-13 school year, administrators and teacher leaders will lead all educators and teams to use student assessment data, research, and best practices in instruction, assessment and technology to improve student learning.

Key Actions and Progress:

- 1. Provide professional development for administrators, department chairs, and curriculum specialists in developing and implementing protocols for looking at student work, analyzing data, and adjusting instructional practices.**
 - CPS administrators, CMS department chairs, and data team members participated in the RBT 36 hour course, "Unleashing the Power of Collaborative Inquiry".
 - CPS administrators and CCHS Assistant Principal attended national training in protocols by the School Reform Initiative (SRI).

- District, CPS, and CCHS administrators modeled SRI protocols for analyzing student work or data during administrative team meetings, department chair meetings, and faculty meetings.
- CCHS Assistant Principal (SRI trainer) modeled SRI protocols for CPS administrators, leadership teams, and CCHS department chairs.
- CCHS Principal, Assistant Principals, and Department Chairs modeled SRI protocols for analyzing student work and student data during faculty and department meetings.

2. Technology Specialists collaborate with teachers to integrate use of digital tools in daily classroom instruction and assessment.

- Teachers in grades 3, 4, and 5 participated in professional development focused on using online writing tools . Teachers used Kidblog for blogging and implemented online writing activities with Evernote ,Google Apps for Education, and Wordpress. Students in grades 3-5 had experiences with online writing this school year. Teachers completed digital writing projects that included research slideshows and All-About books about bears and Henry Thoreau. Teachers in grades K and 1, as well as special educators, participated in professional development focused on exploring the use of iPads in the classroom. Several teachers also attended a workshop in February called "Tell Me a Story: Digital Storytelling with the iPad" and learned new ways to use the iPad for writing activities. Teachers in grades K and 1, as well as special educators, joined an iPad User Group to explore and practice ways to use the iPad for digital writing experiences. Digital writing projects for grade 1 included All-About Books, Butterfly Poems, and Little Bird Tales. All students in grades 1-5 participated in lessons on Digital Citizenship during their library classes.
- EdTECH Teacher provided a full-year professional development program with face-to-face workshops and online learning for CMS and CCHS teachers to develop their technology integration skills in preparation for the implementation of 1:1 laptops.
- At CMS, every 6th grader received a MacBook Air for school/home use, and next year, every 6th and 7th grader will be using laptops in their classrooms. Every CMS student used Moodle to share book reviews, take quizzes, submit assignments, access Science forums, or review math. Noodle tools helped students organize online research in all their subject areas while teachers monitored student progress in real time. Students used Sketch-Up to design city buildings for their Foreign Language class and West Point Bridge to learn elements of digital design in Applied Tech class. CMS students used digital cameras and iMovie to plan, create, and edit anti-bullying videos. All students have Goggle Apps for Education accounts and Google Docs were used for enhancing collaboration, sharing documents, and writing blogs and wikis.
- At CCHS, the 1:1 laptop program was piloted in the Rivers and Revolutions program and for Freshmen METCO students. CCHS is planning to move to 1:1 laptops classroom environment for all students in Fall 2015 when they move to

the new building. Students used Google Apps to collaborate with classmates on projects, submit work to teachers for online review and comment, create web sites to present information, and to participate in class blogs. Many teachers used Moodle to provide students with an environment where they access resources, ask and answer questions, and participate in online discussions. Foreign Language students used Voicethread to create slideshows, insert audio and video comments, and to comment on each other's slideshows. Students in many social studies classes created video projects using video cameras and iMovie. iPads were used in the SPED Pathways program to create multimedia digital stories, practice math skills, and work on organizational skills. iPads were used in the freshman Network World Cultures class to create video projects and to organize class resources in Evernote.

GOAL: Increase K12 students' social and emotional well-being.

Key Actions and Progress:

1. K5 Mental Health Team provides coaching to teachers for consistent implementation of Open Circle and Bully Proofing Curricula.

- School site mental health teams met on a weekly basis to monitor progress of social skill development. Open Circle curriculum was consistently taught in grades K-5 and the Bullying Proofing Curriculum was taught in grades 3-5.
- The Principals reported that referrals to Mental Health team have declined from 2012.

2. CMS implements year 2 of CMS Stands Together and CCHS implements Advisory Program.

- All CMS students participated in CMS Stands Together curriculum in November 2012. All students read "Bystander" and Up With People facilitated interactive work with the book and students in September 2012. *The One School, One Book* program will continue in the 2013-14 school year with the book, *Wonder*.
- CMS student leaders devised a green initiative in coordination with SAC with the goal of building positive life habits in the school and Concord communities. Students were also encouraged to contribute to the community in a variety of actions: CMS Stands Together Leaders led community acts of kindness among peers, hosted a breakfast for staff, and initiated a ceremony for eighth graders in which they plant a garden to leave a legacy memorializing "opportunities for growth"; a student welcoming committee was established by three seventh graders, and a "Think Pink" action was designed and implemented by eighth grade students to raise breast cancer awareness.
- The Advisory program was implemented at CCHS to create an adult connection for each student.
- CCHS clinical team met weekly to monitor progress of the social/emotional well-being of struggling students.

- 2012 YRBS data showed that bullying incidents decreased between 2010 and 2012: Grade 6 by 13%; Grade 8 by 7%, and Grades 9-12 by 8%.

GOAL: By June 2013, implement 100% of the new supervision and evaluation system at CCHS and begin the process at CPS in alignment with state regulations and contract provisions.

Key Actions and Progress:

1. Implement training for district leadership team.

- District and CCHS leadership teams completed training on the five-step cycle, rubrics, self-assessment, goal setting, and gathering evidence.
- All aspects of the new evaluation system to date were implemented by CCHS educators.

2. Assist CCHS Principal in implementation of evaluation system.

- Support through regular meetings, My Learning Plan (MLP), and multiple conversations took place to review progress and improvements.
- The joint labor and management committee met monthly to continue planning for implementation of the new evaluation system.

3. Collaborate with CTA to develop a new supervision and evaluation system based on state regulations.

- More than 30 CPS educators attended the ESE Getting Started Workshop on March 5th.
- Joint labor and management supervision and evaluation committee met four times and negotiated the new supervision and evaluation process for Fall 2013.

4. Utilize MyLearningPlan to complement the implementation of the new supervision and evaluation system.

- All supervision & evaluation forms and processes were accessible and tracked electronically.
- All CCHS educators used MLP for implementation of the new supervision & evaluation system.
- School and district goals have been integrated into MLP forms.

GOAL: By June 2013, FY14 CPS and CCRSD budgets will be approved at both Concord and Carlisle Town Meetings.

Key Actions and Progress:

- 1. Work with Administrative team to identify FY14 student learning needs, cost drivers, and additional resources.**
 - Met with Admin team 2x month to identify cost drivers for CPS FY14: increased enrollment, sped costs, and interim transportation costs and for CCRSD FY14: salary, OPEB, retirement, interim transportation, legal, and technology costs.
- 2. Work with Concord and Carlisle Finance Committees and School Committees to develop budgets that support FY 14 district goals and are within the levy limits.**
 - Prepared and presented FY14 budget proposals to Finance Committees and attend Finance Committee meetings.
- 3. Present proposed FY 14 budgets to School Committees and faculties at each school site.**
 - School Committees adopted FY14 budgets in December.
- 4. Present School Committee Adopted FY14 budgets and school district warrant articles at Finance Committee Hearing in February 2013.**

GOAL: Support the CCHS Building Committee and Building Project Team to complete Construction Documents and maintain construction schedule.

Key Actions and Progress:

- 1. Meet weekly with Project Team and monthly with CCHS Building Committee to review and inform project scope, budget, and schedule.**
 - The MSBA reinstated the state project funding in January 2013, and the project is on scope, budget, and schedule.
 - The project maintained the updated schedule as outlined in previous Chair Reports. The 100% CD MSBA submission was delivered to the MSBA in April.
 - In February Turner Construction began site-enabling work by installing the construction fence. Upon receipt of a demolition permit from the Town of Concord, demolition of the bus depot complex got underway. Construction fencing and site mobilization continued, and Turner began major earthwork in March.
 - The following dates remain unchanged:

60% Documents delivered to MSBA

February 1, 2013

| | |
|---|---------------------------------|
| 90% Documents delivered to MSBA | March 4, 2013 |
| 100% Documents delivered to MSBA | Early April '13 |
| Contractor mobilization (trailers, fencing, etc.) | February 11, 2013 |
| Early construction (enabling work) | March 2013 |
| Building Construction | Spring 2013 – March 2015 |
| Student Move | April 2015 |
| Building abatement/demo and sitework | Summer – December 2015 |
| Project completion | December 2015 |

- Bond Sale – On May 20, 2013 Moody’s Investors Service assigned an Aaa rating to the Concord – Carlisle Regional School District’s (MA) \$32.5 million General obligation School Bonds. The bonds are general obligations of the district, and in the rating the offering as Aaa quality, Moody’s cited the District’s, “ Narrow unassigned reserves, as mandated by Massachusetts statute”, this is a reference to the District’s Excess and Deficiency (E&D) position which State law does not allow to exceed 5%. The District’s current Department of Revenue certified 2012 E&D is 4.989%. The Moody’s report also cited the District’s FY2012 audited results representing the district’s third consecutive year of positive operations, the district’s ability to replenish its \$425,000 reserve appropriation used to reduce town assessments, and the District’s history of stable financial operations.

GOAL: By June 2013, assist the School Committee in determining long -term solution for Transportation services in FY14.

Key Actions and Progress:

1. **Work with SC Transportation Advisory Committee to identify viable options for Transportation services for CPS and CCRSD.**
- The Deputy Superintendent met bimonthly with the TAC to complete the following tasks: development of a series of options that allow the School Committees to assess comparative costs and benefits between owner-operated student transportation services and contracted student transportation services; development of timelines for land acquisition, financing, construction, and other anticipated aspects of the development of an owner-operated student transportation facility; development of accurate estimates for the cost of land acquisition, construction, permitting fees, bus fleet acquisition, maintenance expenses, personnel expenses, and other anticipated expenses associated with owner-operated student transportation services and facilities; investigation of sources of funding other than the CPS and CCRSD operating budgets for both the development of the transportation facility and the ongoing capital and other associated expenses for owner-operated student transportation services; reviewing safety standards for student transportation, including driver training, driver certification, and incident reports, where it does not violate employee confidentiality; and considering scenarios for providing transportation for Concord Public Schools and the Concord-Carlisle Regional School District together and providing transportation for the Concord Public Schools and the Concord-Carlisle Regional School District separately.

- Submitted a warrant article for the Spring 2013 Town Meeting to request use of CPS stabilization funds to support transportation infrastructure development at the former Town landfill. The warrant article #13 did not pass at Town Meeting in April. Prior to the Town Meeting, the School Committees voted unanimously to outsource busing if Article 13 failed. The Deputy Superintendent of Finance and Operations has recommended securing consultant services to facilitate the transition to outsourcing.

ALCOTT - TELL MASS SURVEY RESULTS

Teacher Leadership Solutions

1. Curriculum Solutions
 - (a) Continue to align curriculum scope and sequence with common core expectations by grade level.
 - (b) Continue to use building based meetings, half-day Tuesdays, or grade level meetings to discuss what programs or curriculums to use to address the common core as well as what to get rid of.
2. Faculty Meeting Solutions
 - Continue to post or bring to the attention of the faculty any leadership opportunities and what the process is for applying and strongly encourage people to apply.

Managing Student Conduct Solutions

1. Continue to have discussions around school-wide hallway behaviors, led by the hallway committee and post these throughout the school.
2. Have a discussion about creating a method of communication among staff members to relay information about students.
3. Generate a committee to discuss school-wide expectations.
4. Continue to implement classroom-wide positive incentive systems to encourage expected behavior.
5. Continue to implement Open Circle consistently in all classrooms.

Solutions for Tell Mass - Leadership

- a. Shared vision statement/core values should be discussed with faculty and staff at faculty meeting.
- b. Continue to implement and practice using shared norms created through staff input.
- c. Continue to provide more opportunities for structured 2-way dialogue using protocol.
- d. Teachers will receive more specific, timely communication from Sharon through the new supervision and evaluation process.
- e. Curriculum specialists and mental health will continue to support and coach teachers' when needed.
- f. SIT minutes should be taken and made available to staff.
- g. Continue to provide the opportunity for voluntarily attending SIT and make known to staff.
- h. Staff can volunteer and suggest topics for SIT.
- i. Consider creating a committee for facilitating more opportunities for collegiality.

Most Popular Solutions for Tell Mass Time Category

School Based Solutions:

1. Maintain smaller class sizes in the lower grades, where possible and not at the expense of the upper grades.
2. Most Building Based meetings will be given back to teachers where they can set their own grade level agenda. Some meetings with an administrative agenda may need to occur to discuss the new Supervision and Evaluation procedures.
 - a. Every 6 weeks, grade level meetings will occur in-house during the school day to discuss student progress in Math and ELA
3. Faculty Meetings will be used as a forum for building-based conversations with a focus on curriculum and instruction.
 - a. When staff members would like to contribute items to the agenda, they can provide Sharon with input prior to the meeting.
4. Where possible, continue to maintain common planning time across a grade level.
5. Where possible, continue to protect teachers from duties during the school day.
6. Give more Professional Development and training to support teachers in meeting the diverse needs of our students throughout the school.
 - a. Allow for opportunities for re-training where teachers feel they need a "refresher".

District Wide Solutions:

7. Have every half-day Tuesday on our own. (People want to know if it is possible to move this Friday?)

From:  Kelly Clough
Subject: Memo on TELL Mass data and Meg Anderson's report
To:  Diana Rigby

May 29, 2013 2:06:20 PM  

To: Diana Rigby
From: Kelly Clough
Date: May 28, 2013

Diana, below is the most up-to-date work done by Thoreau staff regarding our yearlong work analyzing and discussing the 4 identified categories based on the TELL Mass survey data and Meg Anderson's Report. We have used each of our monthly faculty meetings to do this important work.

All staff members have had an opportunity to voice their concerns, opinions, and make suggestions for improvements. We have done this by using the SRI discussion protocols in small group sessions lead by SLT members. All data and steps we have taken have been shared with all staff members and the work we have done to date, is available for them to view in Attention Thoreau within our faculty meeting folders. These folders list all the steps we have taken and the progress we have made throughout the school year. The end result is what you see below. Staff members and the School Leadership Team(SLT) narrowed the information down to 4 categories with the most important information contained within each category. Some of the suggestions and action steps for improvement are currently being addressed and some will happen over next year and beyond.

Possible Action Steps for Thoreau Staff Based on TELL MA Data Work

1. COMMUNICATION

Spring Incident: Based on the group meeting, some staff have closure, some do not. What do these individual staff need to move toward closure? How can we help them? How can they help themselves?

Follow a communication flowchart for resolving conflicts. When you have a question, who do you go to? When you disagree with the solution, who do you go

to? Include staff, admin, and parents within the flowchart. Make a visual.

Review and discuss the district Electronic Communication Policy.

Professional responsibility for all staff to read the contents of "Attention Thoreau"

Informal, voluntary "coffees" for staff, facilitated by staff, to discuss current issues and trends for the purpose of sharing information and ideas.

Create a representative staff body to address staff needs in relation to current trends and initiatives. It is suggested that it contain one representative for each grade level, one for specialists, one for sped, coaches/Data Team members, and the principal. Rename this more-representative group from SLT to something else. The major focus of this group for 13-14 may be the new Educator Evaluation Tool, among other (similar to how the major focus of 12-13 for SLT was the TELL MA Survey)

Clearly define the tasks of each committee, and how information gets shared from the committees to all staff.

2. COLLABORATION

Create a decision-making flowchart.

Offer PD for staff needs such as RTI, new Educator Evaluation Tool, and other impending topics.

Also see suggestions listed under communication such as committee suggestions.

3. SCHOOL VISION

Investigate the "Dignity work" being looked at by the TELL Mass Committee.

Organize a coming-together of the entire staff at the beginning of the year to start the year on a positive / unified note. Gather together.

Keep the focus on student learning.

4. LEADERSHIP OPPORTUNITIES

“Spotlight on Thoreau Teams” at each faculty meeting to highlight student learning, share and celebrate (ex. Sept Grade 5, Oct Specialists, Nov Grade 2, etc..)

Rotating grade level/team reps on committees

Kelly Clough
Principal
Thoreau School
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Concord, MA 01742
978-341-2490

Willard School Action Plan - TELL Mass Recommendations

Willard Recommendations:

- Inform staff about Administration Meeting information in a more timely manner (Morning Bulletin)
- Work to revise the Meeting Schedule for grade level teams (observation of Killam School Model on April 8 - implement revised meeting schedule, grade levels rotate every 6 weeks, starting in fall)
- Continue to support the needs of grade level teams to work together to collaborate for Common Core Planning (eg. Persuasive Writing)
- Foster Trust and Respect (between and among all constituents)
- Continue to promote community-building activities in the building (WOW Awards, Souper Bowl, Spirit Days, Assemblies, etc.)
- Promote collaboration, communication, and sharing among grade levels
- Provide flexibility within meeting structures to problem-solve issues that arise

Concord Middle School

Community • Achievement • Lifelong Learning

835 Old Marlboro Road, Concord, MA 01742

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<http://cms.colonial.net>

To: Diana Rigby, Superintendent of Schools
From: Lynne Beattie, CMS Principal
Re: TellMASS Recommendations and Actions at CMS
Date: May 30, 2013

At CMS, the following information was gathered and actions defined in response to analysis of the Spring 2012 TellMASS survey data:

- Department Chairs analyzed TellMASS survey data and recommended 13 items that evidenced the highest discrepancy as compared with middle school data statewide.
- Faculty reviewed topics to reassess agreement, then contributed specific examples that created the perceived conditions, and suggestions for alternatives for improvement or change.
- Additional focused discussions and solicitation of feedback were conducted in faculty meetings throughout the year.

Recommendations from Teachers:

Increase level of trust between administration and teachers through:

- Increased visibility of administration in classrooms
- Improved response time to email by administrators
- Ensuring opportunities for inclusion of teacher voice are provided and clear
- Increase transparency clarity about and opportunities for teacher voices to be heard

Improve impact on teacher time by:

- Streamlining email communication from both in and outside of CMS
- Revisiting allocation of teacher meeting time and purposes
- Evaluate outsourcing teacher duties

Actions Based on Feedback:

- Focus groups in the following areas were offered to teachers to seek solutions to address concerns: time, decisions, school leadership, trust, professional development, schedule revision
- Teachers committed to and formed task forces to work on schedule revision and school leadership:
 - The schedule task force will be recommending a pilot for 2013-14 regarding revised use of homeroom time, has committed to continuing work and set objectives for the 2013-14 school year to develop alternative schedule models to incorporate those that work within our current school day, and that look creatively at various team structures, and an extended day.
 - The school leadership task force has begun articulation of current leadership structures, intended communication loops, whether they function as intended, and whether revision is necessary to respond to concerns articulated by teachers.
- Use of protocols toward ensuring voice equity has been implemented in all meeting forums.
- Faculty worked in small groups throughout the year to discuss/share examples and solutions for challenges around trust (both between administrators and teachers and among teachers), communication, and time.
- Members of various leadership teams, Department Chairs, House Leaders, Technology Advisory Group, and Student Support Team, reviewed responsibilities of their roles and communication between the leadership team and those represented by team members.
- An expanded leadership has been created for the 2013-14 school year composed of Department Chairs and the addition of four Teaching and Learning Leaders from Media/Technology, Music/Art, Health/Physical Education and Student Support Services (guidance and special education).
- A professional development workshop was held for special education teachers and another for all teachers regarding executive function; this topic has been one among a number requested by staff.
- Teachers used faculty meeting time to discuss their progress with the 2012-13 School Improvement Plan and to formulate their ideas of individual and team goals contributing to the 2013-14 SIP. In past years, Department Chairs have done the bulk of this work.

As we move into the 2013-14 school year, I am committed to continuing to maintain a high level of focus on resolving concerns raised by the TellMASS survey data and to promoting a positive climate in among all members of the CMS community.



Concord-Carlisle High School

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MEMO

To: Diana Rigby

From: Peter Badalament

Date: May 28, 2013

RE: CCHS MA TELLS updates & plans

What follows are the details related to the work being done and the work that is planning to be done around the 2012 MA TELLS Survey at CCHS:

2012-13

- Numerous meetings between Administration and the CCTA to discuss issues
- Discussed last year's results explicitly at three Faculty Meetings in the spring of 2013
- Held two voluntary faculty meetings for teachers to express their opinions on student behavior and school climate
- Worked as an Admin Team this year to do as much face-to-face time with teachers, avoiding emails when possible
- Improved the functionality of the school's leadership team (DCG) through a greater focus on looking at student work and supervision & evaluation

2013-14

- Embedded goal of developing a better collaborative decision making process in the School Improvement Plan
- Continue to provide a venue for teachers to acknowledge improvements and to voice concerns (faculty meetings)
- Work collaboratively with the CCTA leadership to identify school-wide issues and address them as early as possible
- Follow explicit process of allowing time for the school's leadership team (DCG) to bring ideas and initiatives back to their departments for input

DRAFT

Attachment #2

CONSENSUS FINDINGS AND RECOMMENDATIONS OF TELL MASS COMMITTEE

TELL MASS Committee Members:

- | | |
|---|-----------------------------------|
| Jane Albert, Alcott Teacher | Kate Mullen, Willard Teacher |
| Lynne Beattie, CMS Principal | Jenn Munn, School Committee |
| Joyce Carter, Thoreau Teacher | Merrie Najimy, CTA President |
| Kathy Codianne, Director of Teaching & Learning | Diana Rigby, Superintendent |
| Fabian Fondriest, School Committee | Marcia Smith, CMS Teachers |
| Barbara Gordon-O'Connor, Alcott Teacher | Jane Spalding, Willard Teacher |
| Bob Lemaire, Thoreau Teacher | Mehrnoosh Watson, Thoreau Teacher |
| Kelly McCausland, Director of Human Resources | Sharon Young, Alcott Principal |

Meeting Dates:

- | | |
|-------------------|----------------|
| November 15, 2012 | March 20, 2013 |
| December 17, 2012 | April 3, 2013 |
| January 23, 2013 | April 30, 2013 |
| February 2, 2013 | May 15, 2013 |

Introduction: TELL MASS Committee meetings were two hours long. We agreed to group norms (see attached) and data norms (also attached). Aggregated input from faculty meetings at the elementary and middle schools was shared when discussing time and trust to help broaden the discussion. Not all of the topics included in the side letter agreement were addressed by the TELL MASS Committee. Our original plan was to address one or more topics at each of our meetings in the order they appeared in the Side Letter Agreement. However, our experience with the first topic, time, showed us that it was more important to have deep conversations about topics than to adhere to a rigid time frame. After discussing time, the group was polled to create a priority order for the remaining topics. Here is the list. The ones that were not addressed by the committee are starred:

- How much non-instructional time faculty have during the student day (Q2.1d)
- How much time faculty spend on administrative tasks (Q2.1e)
- The atmosphere of trust, mutual respect, comfort and support in the schools for all members of the faculty in their interactions with the administration and with each other (Q7.1b,c,d)
- *The degree to which faculty & leadership share a vision (Q7.1a)
- *The decision making process and the degree to which teachers are involved in it (Q6.1c, 6.1e, 6.5)
- *The effectiveness of school leadership (Q7.1)
- *The resources & time available for professional development (Q8.1a,b,e)

Consensus finding and recommendations of TELL MASS Committee:

Regarding how much non-instructional time faculty have during the student day (Q2. 1d); how much time faculty spend on administrative tasks (Q2. 1e)

Recommendation:

CTA will convene a committee of K5 teachers to research questions associated with non-instructional time and make recommendations to administration and school committee to address issues/concerns. At CMS, the schedule task force will incorporate evaluation of needs and use of non-instructional time along with opportunities for revision of the overall program. Administration will provide data on other districts use of time. The CTA Executive committee will determine dates to convene and present their findings. [by ...] This committee's recommendations about time will go to the Administrator's Leadership team and the School Committee.

Regarding the atmosphere of trust, mutual respect, comfort, and support in the schools for all members of the faculty in their interactions with the administration and with each other (Q7 1b.c.d.)

Recommendations:

The TELL MASS committee will continue to meet monthly during the 2013-2014 school year. the committee will expand to include two representatives from each school and the administrative leadership team. The CTA President and two school committee members will continue to serve on the committee.

In order to create a practice for all of us to follow, to build and increase trust and mutual respect. The TELL MASS Committee will

- Read ~~Common summer reading book~~, Dignity by Dr. Donna Hicks (~~all faculty and staff will be invited to read it (administrators already have)~~ Dr. Hicks is an associate of the Weatherhead Center for International Affairs at Harvard University and a conflict resolution specialist. She has spent nearly two decades facilitating dialogue between communities. and conflicts around the world. Some teachers and administrators attended Dr. Hicks' presentation on April 2 at CCHS.
- Consult with Dr. Hicks to help us use Dignity norms to manage difficult conversations and to affirm the good work that goes on across the district. TELL MASS committee training with Dr. Hicks is scheduled for September 25, 2013.
- Work with Dr. Hicks to resolve the conflict that has grown between teachers and administrators. Committee members will commit to ~~do the work, led by Donna Hicks. The Committee hopes that the outcome of this work will transfer into the five school buildings~~, adopt Dr. Hicks' "Dignity Model" (description is attached) with the intention of bringing it to the larger school community.

Reinstate the K5 Elementary Steering Committee and grade level teacher leaders as well as expand of the CMS Leadership Team. These teacher leadership positions will allow for increased teacher “voice” in matters related to curriculum, instructions, assessments and professional development. Teacher leaders will contribute to the development of these roles in collaboration with administration.

Look at past models for communication and feedback loops that were effective when they were in place. Also, look at models from other district that are effective.

In Conclusion:

The Committee believes slow but substantial progress has been made. We are optimistic that the recommendations and future plans will have a positive impact on the climate throughout the district. These recommendations are foundational to adequately address the other topics. The committee believes that moving ahead with the recommendations about time and trust, mutual respect, comfort and support will lay the foundation for further work on the other topics.

Evaluation Report on the Thoreau school culture
in the areas of Collaboration, Decision-Making
and Communication

Meg Anderson, educational consultant

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Evaluation Report on the Thoreau school culture in the areas of Collaboration, Decision-Making and Communication

Acknowledgment and Preface

I would like to preface this report with an acknowledgement of the sincerity and honesty with which the entire Thoreau community and the district entered this evaluation. People wanted and needed to tell their stories. The community has taken the evaluation norms very seriously. I am deeply grateful for the participation of everyone who spoke to me or filled out a survey form.

The intent of this report is to show patterns that are both positive and concerning to inform how the community can heal and move forward. In each of the three focus areas there are significant strengths. These should not be overlooked. In order to foster the learning community culture that everyone would like, this report and the discussions around it must model the same values that build community and allow for learning. Therefore, this report presents the overarching themes, patterns and needs with more detailed feedback going to individuals.

Due to the volume of data and the qualitative nature of it, there are important issues that could not be addressed through this report. I will to the degree my role and time allows, provide further information to various stakeholders that may inform other topic areas that were raised and could be researched in the future. Areas for further study and discussion that were noted more than once among faculty, staff, and parents are as follows,

- Busses
- Math Curriculum
- Diversity/METCO (strengthening)
- Union-District relationship
- Scheduling and use of teaching assistants, special education tutors, para-professionals
- Hiring and Evaluation processes

Finally, each of the three areas of collaboration, decision-making, and communication is highly complex and the six-week time frame allowed for one intensive view. I would encourage the school and the district to place these areas as priority areas for regular study by the school community and action planning over time.

Overview of the Evaluation and Process

Purpose of the Evaluation

The purpose of the evaluation is to identify the qualities of the school culture at Thoreau, in particular in the three areas of concern noted in the TELL Mass Survey, collaboration, decision-making, and communication. This evaluation, along with the Thoreau faculty's own analysis of the TELL Mass Survey results, will serve as reference points for the faculty from which to create an action plan to move forward toward a more positive and collaborative school culture.

Evaluation Process

The study gathered qualitative data taken from interviews, surveys, and observations. This included staff and faculty interviews, parent interviews (Table 1) meeting observations, and classroom observations (Table 2) as well as interviews of the principal, superintendent, and director of teaching and learning. All faculty and staff were given the opportunity to sign up for an interview singly or in pairs between November 7th and November 30th. All full time faculty and full time support staff were interviewed, as well as 54% of the special education tutors and instructional assistants, one playground supervisor, and both administrative assistants. Interviews averaged 45 minutes in length.

Parents were given the opportunity to participate in interview groups in December and through a parent survey. Thirty-three parents were interviewed. Information from four additional parents was gathered through emails or phone calls because they were unable to attend any of the four, scheduled parent interview sessions. Group interviews averaged 45 minutes in length. (See Appendix for a list of the questions.)

In addition, a survey link (to survey monkey) was sent through the PTG to all parents. Questions for interviews and for the survey addressed the same three areas of concern from the TELL Mass Survey. The survey involved 118 out of 350 families, or 34% of

Thoreau families.

Table 1 *Interviews*

| Interviews | Number interviewed | Comments |
|--|--------------------|--|
| Full time teaching faculty | 32 | Including special education, music, art teachers, 1 gym teacher, 2 teachers on leave |
| Curriculum specialists | 2 | |
| Support staff | 9 | Including social worker and psychologist, speech and language therapists, media specialist, nurse, reading specialist, occupational therapist, instructional technology specialist |
| Admin. Assistants | 2 | |
| Special Education Tutors, Instructional Assistants | 6 | |
| Playground supervisor | 1 | |
| Parents | 33 | |
| Parent info gathered via phone or email | 4 | |
| Administrators | 3 | Including superintendent, principal of Thoreau, director of teaching and learning |

Table 2 *Observations*

| Observation type/group Observed | Number of observations in that category | Comments |
|-----------------------------------|---|--|
| Faculty meetings | 2 | |
| SAC meetings | 1 | |
| SLT meetings | 1 | With Math Curriculum specialist; looking at data |
| Grade level meetings | 1 | With Math Curriculum specialist; looking at data |
| Grade level meetings; teacher led | 2 | |
| Classroom observations | 19 | Observation time 10-15 min. each classroom |

Strengths and Limitations of the Data

The interviews, observations, and survey data offer considerable insights about the history, context, and current school culture. All full time faculty and support staff were interviewed and a strong sampling of teaching assistants and other school personnel and parents were interviewed; however, this data has important limitations that should be considered when using and interpreting the data and analysis.

Single point in time: Observations were made in a six-week time period and the majority of observations were one-time visits. This gives a good overview, but does not necessarily give a complete picture of what happens in classrooms or meetings over time.

Voluntary interviews: Participation in both parent interviews and surveys was voluntary rather than by random selection. The interviews and survey served to raise important issues and trends and those who strove to see multiple perspectives outnumbered those on either end of the range.

Qualitative nature of data: Qualitative data provides history, depth, nuance and wishes for the future in a way that surveys can't. This type of data is subjective, coming from personal perceptions. Evaluation results point to insights about those multiple perceptions and give evidence of trends, patterns, and common themes. The range of opinion is as important as the number of similar opinions in any particular category as the range can inform those who will use the data about how to create realistic, inclusive, and supportive next steps. It is important to note that not everyone answered every question either during the interviews or on the survey. The results should not be used to make global statements about *everyone* in any particular stakeholder group. ***There was a wide range of opinion.***

- ***People who were, in general, positive about changes and/or administration had concerns and criticisms.***
- ***People who were, in general, negative about changes and/or administration, had positive suggestions and comments.***
- IN GENERAL, faculty and staff interviews fell into categories ranging from very negative about changes and/or administration to very positive.
- Therefore, in order to model a learning community culture, when there are discussions, everyone should speak only from his or her own perspective.

Table 3

| Very negative | Negative | Somewhat negative | Middle: that is, did not take a stance; saw both sides | Somewhat positive | Positive | Very positive |
|---------------|----------|-------------------|--|-------------------|----------|---------------|
| 5 | 8 | 9 | 11 | 2 | 11 | 5 |

Acronyms you will see used in this report

SMART GOAL: **S**trategic and Specific; **M**easurable; **A**ttainable; **R**esults-based; **T**ime-Bound

RTI: Response to Intervention

PLC: Professional Learning Community

Collaboration

Strengths

- There was strong consensus (and alignment) among parents, faculty and staff, principal, and the district on four core values for education at Thoreau:
 1. The best interests of the children are a priority
 2. Whole Child approach
 3. High academic rigor and academic achievement
 4. Personalization/differentiation of instruction

There was also a strong affirmation of the core values identified in the Thoreau CARES motto.

- A majority of parents, faculty and staff, and district and school administration noted the creativity and dedication of the staff.
- Short observations and statements from all stakeholders acknowledge examples of good teaching across all grade levels.
- Veteran staff are willing and excited about working with new teachers.
- New teachers feel supported by veteran staff and the principal and feel protected to a degree from the tensions in the building, allowing for orientation and growth of new faculty.
- Beginning practices are developing for a model of collaboration (professional learning communities model or PLCs) that was introduced by the district but not systematically adopted by Thoreau until recently; the district and school are training school-based “coaches” who support teacher learning around new protocols for looking at student and teacher work, the inquiry cycle and use of data in order to make team time more efficient and effective.
- There is a beginning understanding and use of SMART goals by teams.
- A block schedule is in place for the 2012-2013SY with flexibility from the principal for alternative grade level meeting times in order to include entire teams. Most teams are now meeting regularly as entire teams.

- Congenial, informal collaboration is active and strong (different from the more formal PLC collaboration).
- Faculty meetings have been reframed as work sessions.
- There is parent support in general for challenging all students, from those who need additional supports to those who need additional challenge

Issues and Challenges

- There is a gap between current practices at Thoreau and current research on best practices for school organization and collaborative work. A number of changes have been introduced or implemented more recently at Thoreau to address this gap, including the new ways of working together in professional learning communities (A sample of other changes: RTI, use of technology in the classroom, alignment of curriculum to common core state standards, data analysis using new common district assessments).
- Differing ideas exist about what “collaboration” is, preventing a unified vision about how informal collaboration and the kind of collaboration used in PLCs work together. Instead of working together, these ideas sometimes seem to be in competition.
- Some faculty and staff don’t agree with the new vision of PLCs and others, as learners, have an incomplete understanding of the purposes of new practices.

Evaluator Commentary and Recommendations

There are two definitions of collaboration at work at Thoreau, leaving room for assumptions and misunderstandings about what collaboration is and looks like. Informal collaboration is familiar and comfortable; the more formal kind of collaboration is being introduced school wide for the first time and still feels “forced” for some. The two kinds of collaboration have similarities, but there are also notable differences. (See Table 4)

Table 4

| Informal collaboration | Collaboration/Professional Learning communities |
|---|--|
| <p>Similarities</p> <ul style="list-style-type: none"> • Brainstorming, sharing ideas, challenges and successes with students | <ul style="list-style-type: none"> • Brainstorming, sharing ideas, challenges and successes with students |

| | |
|---|---|
| <p>Similarities, cont.</p> <ul style="list-style-type: none"> • Shared resources • Relationships among team members important; support, caring, feedback | <ul style="list-style-type: none"> • Shared resources • Relationships among team members important; support, caring, feedback |
| <p>Differences</p> <ul style="list-style-type: none"> • Informal meetings which may or may not be regular or include the whole team; often “on the fly,” sharing one-to-one • Multiple purposes, often as need arises; often driven by interests, learning needs of individual teachers • Curriculum development: unique approaches, some common curriculum under common vision, varies among teams • Individual analysis of results; assistance as requested by individuals to improve curriculum • Feedback is mainly personally supportive | <ul style="list-style-type: none"> • Regular meetings over time with the whole team • Year-long focus areas and/or SMART goals for teams; inquiry cycle; collective vision, work, and assessment • Common curriculum and assessments developed; varied curriculum under collective vision • Collective analysis of results and responsibility for improvements to curriculum • Deliberate structures which provide ways to give feedback, agree and disagree about professional issues |

Formal (PLC) and informal models of collaboration can and do exist together. Informal collaboration is the glue that keeps a school together. As Roland Barth remarks, these “congenial” relationships “shouldn’t be taken lightly; when the alarm rings at 6:00 in the morning, the alacrity with which an educator jumps out of bed and prepares for school is directly related to the adults with whom he or she will interact that day.”¹

Research over the last 20 years has also shown that the more formal organization and “collegial” relationships which develop with professional learning communities enhance teacher learning more quickly and efficiently and increase student achievement more effectively: “If schools want to enhance their organizational capacity to boost student

¹ Barth, Roland. (2006, March). “Improving Relationships Within the Schoolhouse”. *Educational Leadership*, p. 10.

learning, they should work on building a professional community that is characterized by shared purpose, collective activity, and collective responsibility among the staff.”²

In addition, RTI, alignment to the common core state standards, and other research-based practices assume and require that teachers work in teams with a shared purpose and action plan. The new Massachusetts educator evaluation system asks teachers to provide evidence of this kind of collaboration with colleagues. It is therefore critical that the school community works together in understanding and practicing these new strategies for improving student achievement as teachers and the principal will be held accountable to them. And it is important to understand that this is a learning curve for everyone.

Recommendations for the school community

1. **Recommitment to a common school vision:** (Facilitated conversations with faculty, staff, and parents using the principal’s coach or other outside facilitator):
 - Use the common values of the community as the basis for dialogue for developing or re-committing to a common vision and setting overarching goals for school improvement.

2. **Continue building PLC skills:** Continue to practice the protocols for looking at data, teacher and student work, and processes of PLCs, including
 - Revisit the purposes and critical elements of PLCs to build understanding and allow for questions; measure progress on these at the end of the year.
 - Define which decisions are made within the teams.
 - Explore the definitions, benefits and limitations of both formal and informal collaboration, and how they can work together to support student learning.
 - Use norms in all school meetings. Establish a systematic practice of giving feedback at the end of trainings and faculty and team meetings about process and norms to understand gaps in knowledge and effectiveness of agendas.

² Newman, F, & Wehlage, G. (1995). *Successful school restructuring: A report to the public and educators by the Center for Restructuring Schools*. Madison, WI: University of Wisconsin, p. 37.

- Provide regular opportunities for team leaders, school-based “coaches,” and curriculum leaders to meet for leadership development and to share successes and challenges around facilitating groups.
3. **School visits:** It is beneficial for faculty and staff to visit other schools, both within the district and in other districts, that are implementing the PLC model in order to broaden and deepen the understanding of how PLCs can be used. (for example, Allcott and Willard within the district or Reading Elementary Schools, Bagnall Elementary School in the Pentucket Regional School District)
 4. **Incorporate Social Emotional Learning and Common Core State Standards under high academic expectations.** All stakeholders in the community have high expectations for children and a commitment to social-emotional learning as well as rigorous academics. Use the practices and strengths of PLC structures to support this incorporation.
 5. **Retreat:** Plan a retreat with an outside facilitator before or at the beginning of the 2013-14 SY to build staff cohesiveness and provide avenues for productive dialogue.
 6. **Celebrate success through faculty sharing:** As Mike Schmoker suggests,

We need to celebrate and share the results of *the very first short-term team win* that rolls in and every one thereafter, as teams and schools and districts – and whole states – realize that they can achieve ever-improved results, one lesson, one unit, one ‘small win’ at a time.³

 - Plan regular whole school sharing of team successes with the goal of including options for as many faculty and staff as possible. The leadership team should plan and facilitate these sharing sessions. Explore how current technology tools can help in sharing both internally and with parents.

³ Schmoker, Mike. (2006). *Results Now*. Alexandria, VA: Association for Supervision and Curriculum Development, p 123.

Decision Making

Strengths

- Democratic principles are valued among parents, faculty and staff, and the principal.
- A majority of parents, faculty and staff, and district and school administration noted the creativity and dedication of the staff.
- A new leadership team and committee structures are in place, and there are evolving practices in the use of these new structures.
- The district, principal, and faculty are all committed to leadership development.

Issues and Challenges

- Tensions exist among stakeholders about how democratic processes should be structured and acted upon.
- There is mistrust and misunderstandings about decision-making, decision-making processes, and who takes a leadership role.

Evaluator Commentary and Recommendations

Many interviewees talked about “decisions” in a the general sense; however, there are actually different decision-making processes involved that need to be separated and considered individually, particularly separating staffing decisions and faculty decision-making discussed below.

Staffing Decisions: Administrative decisions about staffing and evaluation came at a time when a shift in the school site decision-making process was also in progress. A great many tensions and confusion about decisions, especially about how different kinds of decisions are made, arose from these concurrent changes. The impact of these tensions, in part, was that many faculty and staff withdrew into their classrooms to avoid negative interchanges at the very time when it was important for them to work together on building and consolidating new team practices to improve student learning.

Faculty decision-making: Under previous principals, decisions about curriculum, assessment, and instruction lay primarily with individuals or small groups of teachers in their classroom settings and in district/content meetings spread out during the year.

Teachers described former hiring practices as prioritizing creativity, innovation, and autonomy and previous principals as “buffers;” however, this also prevented collective study of and engagement with new research and best practices. In the previous context, teachers could develop their own priorities and make individual choices about the curriculum based on their interests and expertise, leading to different experiences for children in different classrooms. Faculty and staff most often described curriculum and instruction as “varied,” or as having no common vision for teaching and learning.

Faculty meetings were used for disseminating information, hearing from experts on various topics, or making decisions about assemblies, whole school events, and other related whole school issues. As described by faculty and staff and within this scope of issues, this kind of democracy felt closer to a “pure” form of democracy, with everyone having a vote in decision-making and discussion; however, not all teachers felt comfortable to speak up under this format. It’s also notable that this decision-making tradition didn’t support sustained, in-depth study of teaching and learning within teams or vertically through the school.

The new decision-making model under Principal Clough is closer to a “representative” style of democracy with the goal of providing greater equity of voice; how input is gathered and decisions are made has changed. She has created or redefined groups/teams, leadership roles (Leadership Team and SAC) and created committees that are, by intent, representative of the faculty (and parents) that gather input from community members to aid in decision-making. Decisions about curriculum, assessment, and instruction are now a part of a whole team process that is aligned with both school and district goals. But the school is new at this. Some faculty and staff members remarked that decisions came so quickly after input was requested that it felt like decisions were already made. Others felt there was not enough clarity about the new process.

The restructuring of decision-making toward a distributed leadership model using a leadership team, teacher teams, and committees is widely supported by researchers such as Richard Elmore, Robert Marzano, the Wallace Foundation, and others who have researched leadership and school organization. Among the indicators for effective school organization for the Massachusetts Department of Elementary and Secondary Education

monitoring site visits is evidence of an effective leadership team. This does not mean that implementation is easy.

Recommendations for the school community

1. Decision-making matrix:

- With the principal's coach, principal, and leadership team and with input from the faculty, create a decision making matrix along with explicit descriptions of decision-making processes that clarify who makes what decisions, how they are made, and where and how input from faculty and parents is solicited and used.
- The school can then use the matrix to monitor the process, inform decision-making in teams, and create feedback loops that are inclusive and timely and provide the kind of information necessary for decision-making in the appropriate group.

2. School improvement plan: The SAC and the new leadership team should clarify systems for working together on school improvement goals and include the delineation of role(s) and responsibilities of each group.

3. Leadership development should be a deliberate and ongoing. For a distributed leadership approach to work, school leaders at every level (grade level teams, content teams, leadership team, committees, etc.) should have opportunities to support each other and participate in ongoing training.

Communication

Strengths

- As reported in interviews, parents, faculty, and staff *want* the school culture to move away from the current tensions and toward a more positive atmosphere. A majority of faculty and staff, as well as some parents used the word "sad" to describe how they felt about the current state of the culture and expressed the need to move past these difficulties.

- New and old structures exist (including new team structures, leadership team, informal drop-in times to talk with principal, SAC, PTG) that, given attention to *how* things are communicated, can be used to reopen lines of communication.
- Some faculty and staff reported that communication with the principal is improving.
- A majority of parents who completed the survey felt they knew what is going on in the school and either have no concern about their child or have been “very satisfied/satisfied” with the response from the school about a concern.
- When asked, the principal, and faculty and staff readily named personal actions they could commit to in order to change the culture.

Issues and Challenges

- A majority of interviewees across stakeholders reported that people are not listening to each other.
- Emails and public media have been used to discuss issues indirectly that should be addressed face to face within the community.
- A lack of boundaries and politicized communication across the school community have created significant obstacles between and among stakeholders rather than supporting avenues for dialogue.
- The community is grieving.

Evaluator Commentary and Recommendations

Reports on seeing, hearing about, or experiencing others not listening were common; members of each stakeholder group raised the issue of listening. However, there wasn't a majority agreement about *who* wasn't listening to whom. This suggests that any course of action taken should also include multiple ways for people to be heard and multiple ways to *hear* others by using protocols, designing agendas and using structures that support dialogue, or engaging outside facilitators.

What is more, it is important to look at the impact of the change process itself since it influences how and why people communicate the way they do during times of change. Rob Evans, a clinical and organizational psychologist and school consultant, writes about how change impacts feelings about the workplace and jobs. His research provides insights into the current atmosphere at Thoreau:

- *Significant change almost always means loss and causes a kind of bereavement.*
- *Whatever improvements change may promise, it almost always increases confusion and unpredictability.*
- *Change immediately threatens people's sense of competence, frustrating their wish to feel effective and valuable.*
- *When it actually comes to implementing [changes], all sorts of conflicts, many quite unexpected, may emerge.* ⁴

Recommendations for the school community

1. **Principal communication skills:** A theme in the feedback about the principal was the need to improve in the area of communication. In order to model an effective learning community, the details of that feedback will be given to the principal and her coach in order for them to develop action steps with input from the superintendent.

2. **Collectively learn about communication avenues in school and establish practices to increase face-to-face conversations, listening, and dialogue.** This is a long-term effort among faculty and staff members as well as between faculty and administration. There were many examples of indirect communication reported in interviews that were hurtful or led to misunderstandings. *Everyone in the community must make additional efforts to move to direct communications with the people involved.* The principal's coach can assist with many of the following recommendations.
 - Use the current faculty analysis of the TELL Mass survey and this report to create a faculty-generated action plan.
 - Improve the flow of information and feedback loops, including who gets what information, when, especially around decision-making (Leadership team/principal to and from teams/faculty members).
 - Create norms for emails.
 - Use PLC protocols and practices to promote communication that is positive and honors all voices. Debrief protocols to evaluate the process for equity of voice. It

⁴ Evans, Robert. (2001). *The Human Side of School Change*. San Francisco: Jossey-Bass, p 28, 34, 32, 36.

should be noted that faculty and staff identified communication problems among faculty members. Monitor new practices and provide support, coaching, and facilitated meetings as needed.

- Increase principal short classroom visits and support peer observations in order to learn from each other and support understanding in the change process.
- Make a unified commitment to civility, using meeting and email norms and protocols to help set the tone. Civility was one of the most significant losses, observed in meetings (people in various roles), shared in interviews, or present in emails.
- A school climate survey with a quick turnaround time should be administered in the first quarter of the 2013-2014 school year to check in on progress on the school climate, changes in communication patterns among and between faculty, staff, and principal.

3. Increase communication between parents and the principal:

- Some parents expressed an interest in more direct communication from the principal. Add several parent meetings during the year for the purposes of sharing information about the school, decisions about curriculum, team goals and progress, (for example, early successes with RTI that the school is now seeing) *as well as* gathering input from parents to inform decision-making and address concerns.

4. Engage the PTG and site-based union representatives in facilitated conversations in order to depersonalize interchanges, renegotiate communication, and clarify misunderstandings.

- Use an outside facilitator or the principal's coach for negotiations and developing steps for moving forward with each group.

5. Address Grieving: As a community, recognize and support the process of grieving and deliberately rebuild relationships.

- For the remainder of the year, use the principal's coach or other facilitator to plan and provide space during faculty meetings for opening dialogue about shared values, and team building. (Follow up with a faculty retreat before the opening of the 2013-14 SY and continuing team building through next year.)

Change is hard; so is healing. Some processes may feel both welcome and challenging. And certainly, most changes will take longer than the remainder of this year. In order for the school culture to move toward the positive, everyone in the school community must commit to new ways of working together. This may be a decision point for some; some faculty or staff may want or need to shift schools. However, it is noteworthy that there *are many strengths and shared values* that can re-establish a sense of shared purpose and move toward rebuilding trust. *No* one wants the culture to impact the children or the quality of education at Thoreau. While this evaluation dealt only with Thoreau, it's not unusual that a school in the midst of significant change has a very difficult time. As well, this is an important opportunity for the district to learn new lessons about supporting change in school leadership, and professional and instructional practices.

Keeping in mind how successful change happens

Compiled advice from faculty, staff, principal and superintendent:

- ❖ Focus on the children;
- ❖ Understand the vision and rationale for change (research); how does the change fit with the larger vision, current work and systems of the school?
- ❖ Take time to:
 - a) process, ask questions, and understand a change;
 - b) discuss the benefits and limitations/impact of the change;
 - c) "try it out," see how it works in my classroom;
 - d) give input about implementation with principal and teams working together; avoid emails discussing changes;
 - e) share.
- ❖ Provide/seek what the role of the teacher is in a decision and/or implementation strategies; use the expertise of the faculty and staff;
- ❖ Avoid jumping to conclusions;
- ❖ Clarify/seek the steps and timeline for a change;
- ❖ Offer/participate in professional development,
- ❖ Respect colleagues' different learning styles and pacing for implementing changes
- ❖ Interact positively, support and celebrate each other
- ❖ Review changes and lessons learned

NORMS FOR INTERVIEWS

The purpose of these interviews is to identify the qualities of the adult culture at Thoreau (particularly about collaboration, decision making, and communication) at this moment as a benchmark from which to move forward toward a more positive adult culture. Recommendations about how to strengthen the adult culture will be formed and shared with the school community in January, probably in multiple meetings, beginning with those who work in the school.

Unless there is some bearing on the adult culture, this evaluation will not deal with individual complaints about other individuals or topics outside of the scope of the evaluation. These should be addressed individually by those involved.

- Start and end on time
- Active Listening
- Check your assumptions
- Trust the process
- Respect all voices
- Confidentiality

For Meg: Confidentiality means that I will not use names when information is shared and I will try to the best of my ability to avoid identifying information. I will share patterns, ranges, shared interests and strengths but not individual comments unless it illustrates a trend and then only anonymously. The information will not be shared for any purpose other than for the purpose of the evaluation.

For Those Interviewed: Confidentiality means that those who are interviewed will not share conversations they have had with Meg outside of the interview time; this includes sharing via email, blog, phone calls, etc. with school personnel, parents, or other community members, people not involved in the school, media, etc. This ensures that everyone gets a chance to share their experiences and thoughts *before conclusions and recommendations* are made and people are not unduly influenced by previous conversations.

Home

ATTENTION: Parking changes at CCHS go into effect 2/25/13. Please [click here](#) for details.

Following the successful completion of a Feasibility Study and Schematic Design, The CCHS Building Committee was charged by the voters and town meetings of both Concord and Carlisle to move forward with the design and construction of a new Concord-Carlisle Regional High School facility. **Thank you Concord and Carlisle for your overwhelming support!**

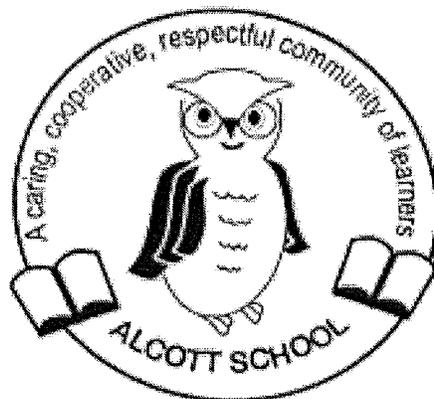
The CCHS Building Committee is responsible for implementing the funding agreement between the MSBA and the Concord-Carlisle School district, managing the project team and overseeing the design and construction phases through completion of the project.

Visit the construction site from your computer! Click the image below to go to our webcam.

Login: concord@tcco.com

Password: concord





ALCOTT ELEMENTARY SCHOOL

SCHOOL IMPROVEMENT PLAN

2013-2014

**Submitted by:
Sharon Young
Principal
June 2013**

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2012 – 2013 School Advisory Council

Sharon Young, Principal, Co-Chair
Ramsay Trussell, Parent, Co-Chair
Jean Thuma, ELA Curriculum Specialist
Judy Olson, Math Curriculum Specialist
Michelle Heaton, Parent
Johanna Boynton, Parent
Lisa Luby, Teacher
Tim Gaudreau, Parent/Teacher
Emily O'Hara, Teacher
Laura Davidian, Community Representative

**ALCOTT ELEMENTARY SCHOOL
SCHOOL ADVISORY COUNCIL**

SCHOOL IMPROVEMENT PLAN

I. Council Composition

The Alcott School Advisory Council met regularly throughout the 2012-2013 school year. We met: October 1st, November 5th, February 4th, March 4th, April 1st, and May 6th. Meetings were held in accordance with the Open Meeting Law and minutes were kept. These minutes are on file in the school's office and at the Town Hall.

II. School Advisory Council Summary for the 2012 – 2013 School Year

A. Grade 5 Community Service – The fifth graders completed one community service project this year. In the spring, the students created Children's Bags for Open Table to support children and families who use this resource.

B. SAC reviewed and discussed events occurring in the school and community.

III. School Improvement Plan Goals Summary for 2012-2013

Goal # 1 – Students will demonstrate mastery of language arts skills:

- ELA Curriculum Specialist and Reading Specialist conducted after school Book Study – Is That a Fact Teaching Non-Fiction Writing K – 3 by Tony Stead. Twenty-one staff members in grades K -3 and special education participated in after school meetings, which required teachers to read, discuss, and then implement writing strategies into their classrooms or reading groups.
- District-wide common assessments have been used to document student growth. For reading we used the Teacher's College Assessment, GRADE, and DIBELS in the Kindergarten. For writing common rubrics were piloted this past year. More work on the rubrics will occur over the summer 2013.
- In June of 2012, 84% of the students K – 5 met benchmark on the end of the year assessments. We are in the process of assessing for the end of this school year.
- Mid-year Progress Reports indicate 96% of the students are on track to meet end of the year Critical Standards in Language Arts.
- ELA Curriculum Specialist, Reading Specialist, Special Education Teachers, and Grade Level Teachers in grades 3 – 5 developed Open Response initiative. Students took four open response prompts over the year. Responses were scored and given back to the students for discussion. Students showed steady progress in

this area and 85% of the students scored 2.5 and above on the fourth open response prompt.

- ELA Curriculum Specialists worked with teachers to adjust the writing curriculum calendar for K – 5 to incorporate Common Core Standards. These units (Informational and Persuasive) were piloted this year.
- Continued to support students in K – 5 through our RTI format.
- Continued to tweak structure of RTI to focus instruction for students not meeting benchmark, i.e.: comprehension, fluency, phonology, etc.
- Continue to work towards developing clear guidelines and procedures for Progress Monitoring our students receiving RTI services.
- ELA support staff and Special Education teachers piloted the Leveled Literacy Intervention Program in grades 2 and 3 for students receiving Tiers II and III RTI support.
- ELA Curriculum Specialist met with grade level teachers to analyze student data and adjust instruction. (Ex. De-construction of an open response and targeted specific skills to improve).
- Data Team participated in yearlong training with RBT to improve the skills of data analysis and coaching of staff.
- The ELA Curriculum Specialist presented at a Principal's Coffee about the ELA program.

Goal # 2 – Students will demonstrate mastery of math skills:

- District wide Common Pre and post-assessments in grades 3-5 were used this past year. The new assessments included application and open-ended questions related to each unit.
- Mid-year Progress Reports indicate 95% of the students are on track to meet end of the year Critical Standards in Mathematics.
- 93% of the fifth graders participated in the Math Olympiad.
- Mid-year average of post-test assessments in grades 2 - 5, 78% of the students were above benchmark. We expect this percentage to improve by the end of the year.
- Kindergarten and First grade students who did not demonstrated proficiency with the Kathy Richardson assessment benchmarks were gathered into groups to target skills specific to meet their needs.
- Grade 1 Teachers examined TERC Investigations assessments to discuss their students' work and growth. In January 2013, 81% of the students have demonstrated mastery on these assessments.
- The Math Curriculum Specialist met regularly with grade level teachers to examine pre/post test data, Kathy Richardson assessment data, and student work, to inform instruction.
- Item Analysis Spreadsheets were created for each unit in grades 2-5. The spreadsheets assisted teachers with the identification of specific student needs.
- Continued to support students through our RTI small groups
- Continued to examine guidelines for student entry and exit in RTI small groups

- Data Team observed two schools (Reading and Lexington) on their use of technology and support of students needing RTI.
- The Alcott PTG continued to implement a before school Math Club for students in grades K-5. Each group was planned and organized by school staff.
- The Math Curriculum Specialist presented at a Principal's coffee about the math program.

Goal #3 – Promote school motto/belief statement to increase pro-social behaviors in students:

- Teachers continued to promote the school motto, “Alcott is a caring, cooperative, respectful community of learners.”
- One hundred seventy two (172) students received “Give a Hoot” awards for displaying the positive behaviors in our belief statement (as of 5/6/13).
- Twenty-two (22) classrooms received the Traveling Bronson, which was created by the Alcott Dads.
- A group of teachers created the Hallway Committee to establish hallway expectations. The teachers in the group created flipcharts with questions, descriptions, and pictures that showed what clean and organized hallways would look like. If the grade levels met the hallway expectations, they received a feather on the Hallway Spirit bulletin board. School wide goals were established and those grade levels meeting those goals earned a spirit day.
- Students from each class were asked to recite the pledge over the loud speaker each morning. These students were recognized with a certificate at an All-School Meeting.
- Teachers continued to be trained in the Open Circle Social Competency Program. The Open Circle Consultant (School Counselor) consulted with three new teachers throughout the year in order to ensure successful implementation of the program.
- Teachers in grades 3 – 5 implemented the Anti-Bullying Curriculum.
- Mid-year data showed a reduction in Mental Health referrals.
- School Counselor shared tips for increasing Anti-Bullying/Pro-Kindness activities for teachers.
- The Teen Buddy Program continued its work by bringing elementary students and high school students together. The Teen Buddy Program is a mentoring program analogous to the well-known Big Brother/Big Sister program.
- To improve consistency and skill with our Playground Supervisors, monthly meetings were established to discuss cafeteria and playground rules. Each morning, one playground supervisor met with the school counselor to discuss relevant issues/concerns.
- The School Psychologist and School Counselor maintained regularly rotating lunch groups at all grade levels throughout the year. All students who had permission participated in these groups at least once throughout the year.
- The Mental Health Team held weekly meetings for individual teachers to refer students struggling with social, emotional, and behavioral issues.

- The School Psychologist and School Counselor met with students individually to focus on various social/emotional/behavioral issues on a short-term and long-term basis.
- Teachers worked with students to develop service projects, such as: Turkey Trot, Children's Bags for Open Table, etc.
- The Mental Health Team presented at a Principal's Coffee about the roles of the members and the support they provide to students, parents, and staff.

Goal #4 – Students in grades 3, 4, 5 will demonstrate their understanding of digital citizenship through on-line writing experiences and digital story telling.

- Technology Specialist worked with the Art Teacher to create an online Alcott Student Art Gallery. Each student in Kindergarten – Grade 5 shared a piece of artwork, with a written reflection attached to it.
- Technology Specialist conducted professional development workshop for teachers in grades 3 – 5 on the use of KidBlog.
- The Technology Specialist presented at a Principal's Coffee and a Faculty Meeting about the technology used in the building.
- 100% of the fifth graders participated in the Explorer Podcast project. The students used GarageBand to create a podcast that was uploaded to classroom web pages.
- 75% of the teachers in grades 3 - 5 used KidBlog or classroom Wikis to encourage online digital writing.
- Technology Specialist purchased Google Apps for Education domain for the students and teachers at Alcott to use. 75% of the students in grades 3 and 4 used Google Drive and Google Apps to save online writing in both their classroom and the library. In addition, these students collaborated with their teachers and other students using a Shared folder within Google Drive.
- Teachers integrated Apple's Keynote and Pages software, GarageBand, and podcasts into their curriculum units.
- The Kindergarten teachers, Music Teacher, and fifth grade teachers shared iPads and purchased Apps that were integrated into the curriculum.

#5 – TELL Mass Survey results

- Staff spent part of each Faculty Meeting and Building Based meetings working in groups to identify solutions to the TELL Mass survey results.
- School Leadership Team members used a protocol to lead discussions and develop solutions for each category of the survey.
- The School Leadership Team collected and analyzed solutions for each category.
- These solutions were discussed at a Faculty Meeting and approved as part of a final plan for the 2013-2014 school year.

IV. School Improvement Plan Goals for 2013 – 2014

Next year the Alcott staff will focus its attention on the following goals:

- Students will demonstrate mastery of the language arts skills
- Students will demonstrate mastery of the math skills
- Students and staff will demonstrate a positive school climate
- Students and staff will improve their use of technology

Concord-Carlisle Regional School District
 Concord Public Schools
 District Goals 2013-2014

DISTRICT SMART GOAL:
 By June 2014, students in grades K – 12 will master critical end of the year grade level standards.

SCHOOL SMART GOAL:
 By June 2014, students will demonstrate mastery of language arts skills, as evidenced by:

| Key Actions | Process Benchmarks | Outcome Benchmarks |
|--|--|---|
| 1. Teachers will continue to integrate Common Core Standards into current curriculum. | 1. Teachers will work with ELA Curriculum Specialist to develop lessons and units to meet the expectations of the Common Core Standards. | 1. 80% of the K-5 students will demonstrate mastery of critical ELA standards. |
| 2. Grade 1 and Kindergarten teachers will continue to implement the Foundations Phonology Program. | 2. Teachers will work with ELA Curriculum Specialist to examine/evaluate open response writing. | 2. Final implementation of the Common Core Standards. |
| 3. Teachers will meet regularly to examine student data to determine best practices for students. | 3. Teachers will work collaboratively to evaluate student work, analyze data, and adjust their practice. | 3. 80% of the students will score a 3 or higher on final grade level rubric for open response (3 - 5) |
| 4. Teachers will develop and utilize new writing prompts and rubrics to evaluate informational, persuasive, and narrative writing. | 4. Teachers and support staff will implement Leveled Literacy Initiative (LLI) for students receiving RTI. | 4. 80% of the students K – 5 will meet end of the year TC/GRADE/DIBELS benchmark. |
| 5. Staff providing RTI will be trained in Leveled Literacy Initiative (LLI) | 5. Grade level teams will meet every six weeks with ELA Curriculum Specialist and Principal to discuss student progress. | 5. 90% of the Grade 5 students will score in the Proficient/Advance level on MCAS |
| | 6. Use Baseline Edge to track student data and determine Tier I, II, or III interventions. | |

Concord-Carlisle Regional School District
 Concord Public Schools
 District Goals 2013-2014

DISTRICT SMART GOAL:

By June 2014, students in grades K – 12 will master critical end of the year grade level standards.

SCHOOL SMART GOAL:

By June 2014, students will demonstrate mastery of math skills, as evidenced by:

| Key Actions | Process Benchmarks | Outcome Benchmarks |
|--|---|--|
| 1. Teachers will continue to integrate Common Core Standards into current curriculum | 1. Teachers will work with Math Curriculum Specialist to develop lessons/units to meet the demands of the Common Core Standards. | 1. Final implementation of Common Core Standards. |
| 2. Teachers will develop 5 open-ended /critical thinking questions to incorporate into each math unit, K – 5 | 2. Students will complete open-ended questions for each math unit | 2. 80% of students meeting 80% benchmark on post-tests in grades 2 - 5 |
| 3. Students will demonstrate retention of previously taught concepts/skills through mini check-ins | 3. Teachers will examine mini check-in data to determine which student will need skills/concepts re-taught. | 3. 80% of K-5 students will demonstrate mastery on the critical math standards |
| 4. Teachers will meet regularly to examine student data to determine best practices for students. | 4. Teachers will work collaboratively to evaluate student work, analyze data, and adjust their practice. 5. Grade level teams will meet every six weeks with Math Curriculum Specialist and Principal to discuss student progress. | 4. 80% of the K and 1 students will meet benchmark on Kathy Richardson assessment. 5. 80% of the fifth grade students will score proficient/advance on MCAS |
| | 6. Use Baseline Edge to track student data and determine Tier I, II, or III interventions. | |

Concord-Carlisle Regional School District
 Concord Public Schools
 District Goals 2013-2014

DISTRICT SMART GOAL:
 Increase K12 students' social and emotional well-being.

SCHOOL SMART GOAL:
 By June 2014, Alcott students and staff will demonstrate a positive school climate, as evidenced by:

| Key Actions | Process Benchmarks | Outcome Benchmarks |
|---|--|---|
| 1. Weekly Give-a-Hoot awards given to students displaying pro-social behaviors | 1. By March 2014, a bulletin board will display pictures of students showing, 'caring, cooperative, and respectful behaviors' around the school. | 1. 80% of staff nominating students for a Give-a-Hoot award for displaying 'caring, cooperative, and respectful behaviors.' |
| 2. Implementation of Open Circle Curriculum (K – 5) | 2. School Counselor will consult with newly trained teachers with implementation of Open Circle. | 2. K5 Mental Health Team referrals will remain low and not increase |
| 3. Establish school-wide expectations for hallway behavior | 3. Teachers will work with Hallway Committee staff to implement school-wide expectations for the hallway | 3. Traveling Bronson will be received by at least 6 classrooms of students who displayed school motto/belief statement. |
| 4. Review the belief statement/motto with faculty to ensure successful implementation. | 4. Teachers will develop positive classroom/school expectations for positive behavior across all settings. | 4. Staff and students will use and understand Open Circle vocabulary and concepts. |
| 5. Leadership Team will implement solutions to promote positive collaboration and collegiality as dictated by TELL Mass Plan. | 5. Use Baseline Edge to track student data and begin to determine Tier I, II, and/or III interventions. | 5. TELL Mass Plan will be fully implemented. |
| 6. Teachers will promote positive expectations of student behavior per OC, Anti-Bullying Curriculum, and classroom incentive plans. | | |

Concord-Carlisle Regional School District
 Concord Public Schools
 District Goals 2013-2014

DISTRICT SMART GOAL:

During the 2013-2014 school year, administrators and teacher leaders will lead all educators and teams to use student assessment data, research and best practices in instruction, assessment and technology to improve student learning.

SCHOOL SMART GOAL:

By June 2014, students and staff will improve their use of technology, as evidenced by:

| Key Actions | Process Benchmarks | Outcome Benchmarks |
|--|--|---|
| 1. Technology specialist will meet with grade level teachers (3, 4, 5) to determine digital project for each grade level | 1. On-line writing and digital story telling projects will be completed by June 2014 | 1. 100% of students in grades 3, 4, and 5 completing technology project that incorporates on-line writing and digital story telling |
| 2. Students in grades 3, 4, and 5 will learn digital citizenship skills during library classes | 2. Students will demonstrate digital citizenship through on-line writing | 2. Integration of Baseline Edge Program into student data discussions. |
| 3. Data Team will train teachers on how to use Baseline Edge | 3. Pilot Google Apps for Education in Grades 3 – 5. | 3. Implementation of Baseline Edge for Supervision/Evaluation process. |
| 4. Implementation of the new Supervision/Evaluation process | 4. Schedule teacher training for clear understanding of each step of the supervision/evaluation process. | |
| | | |
| | | |

**THOREAU SCHOOL
IMPROVEMENT PLAN**

2013-2014



**Prepared by
Thoreau School Advisory Council
in collaboration with the Thoreau School Leadership Team and Thoreau Staff**

Thoreau School Advisory Council (SAC) Members 2012-2013

Parents

| | |
|------------------|--------|
| Dan Conti | Year 1 |
| Pam Goar | Year 1 |
| Jen Johnson | Year 2 |
| Suzanne Kelliher | Year 1 |
| Melissa Vela | Year 1 |

Staff Members

| | |
|----------------|-----------|
| Kelly Clough | Principal |
| Sue Howard | Year 1 |
| Jacqui McKenna | Year 2 |
| Merrie Najimy | Year 1 |
| Roseanne Swain | Year 1 |

Contents of School Improvement Plan

- Part 1 Report of Progress of SIP Goals for 2012-2013 School Year
- Part 2 SIP SMART Goals for 2013-2014 School Year

Part 1 Progress on SIP Goals for the 2012-2013 School Year

Goal 1 English Language Arts

THOREAU SMART GOAL:

By June 2013, Thoreau students K-5 will demonstrate proficiency in ELA at each grade level, as evidenced by:

Progress:

Thoreau teachers are transitioning to the Common Core State Standards (CCSS), which target learning outcomes dependent upon assessment and collaboration. We are in year two of formalizing regular grade level meetings. Our common assessments show that we exceed our district and school goal of 80% grade level proficiency as evidenced by common district-wide assessments. Thoreau School established a Data Team this year consisting of building specialists that was trained by Research for Better Teaching. The Data Team will support classroom teachers as we continue to make the transition from MCAS assessments to Partnership for Readiness to College and Career (PARCC) assessments for Grades 3-5.

During the 2012-13 school year, teachers have taken an active role in executing the Teacher's College Assessment, which measures reading accuracy, fluency, and comprehension. Text comprehension of text evidence is assessed in both the Teacher's College Assessment and the new District Writing Rubrics, which measure Narrative, Informational, and Persuasive Writing Types. Teachers have met in grade level teams to suggest revisions to the rubrics and writing prompts. We will continue this work as outlined in the English Language Arts SIP goals for 2013-14 where teachers will be focusing on text complexity, text evidence, and the new CCSS writing standards, through their grade level SMART goals.

Goal 2 Math

THOREAU SMART GOAL:

By June 2013, Thoreau students K-5 will demonstrate proficiency in Math at each grade level, as evidenced by:

Progress:

The math standards for the K-5 progress reports were revised in August 2012. These changes reflect the new Common Core State Standards in Math and are aligned with the MA State Frameworks in Mathematics. Common district-wide assessments were established at each grade level K-5. Student performance on these assessments were used to group students once a week for a RTI block in math. The math specialist worked with grade level teachers to provide intervention and/or enrichment activities for students. Teachers also met as a

grade level with the math specialist at the completion of each assessment to review and analyze student performance using protocols learned through RBT (Research for Better Teaching) training this year.

Evidence was collected that showed that students demonstrated growth and accuracy when responding to open response questions. We are awaiting MCAS results and June Progress Reports, but we anticipate students meeting 80% advanced/proficient.

Goal 3 Social Emotional

THOREAU SMART GOAL:

Increase Thoreau K-5 students' social and emotional well-being.

Progress:

Members of the K- 5 Mental Health Team provided coaching to teachers for consistent implementation of Open Circle and Bully proofing curriculums. As a result, students regularly participated in learning activities relating to social/emotional well being within their classrooms, and we saw a reduction in the amount of referrals to the Mental Health Team and a reduction in bullying incidents.

Thoreau teachers initiated several programs that encourage good citizenship and community service/outreach. Students participated in philanthropic and giving projects that included raising money during a jumpathon for victims of the Newtown tragedy, a coat drive, participation in the Thoreau Green Earth Day celebration, and monthly All School Assemblies to build school spirit, community, and citizenship toward each of our Thoreau core values. Students also continue to do outreach to the Council on Aging, volunteering to be "Grand Buddies" at Concord Park, and collaborating with the Rivers and Revolutions program at CCHS to engage in environmental work.

The Thoreau staff has worked all school year on analyzing and discussing the TELL Mass Survey results as well as reviewing and discussing information from Meg Anderson's report on school culture. After many months of hard work, we have developed a list of current and future action steps. The ideas and suggestions were generated by the Thoreau staff. The SLT members also assisted in synthesizing information pertaining to the work done in faculty meetings. The SLT members also helped plan faculty meetings and learned how to use discussion protocols in order to lead effective discussion groups during staff meetings. We have used several SRI discussion protocols to assist all staff members to participate in effective conversations with one another. The SRI protocols have also enabled us to have voice equity for all staff members during faculty meetings. As a staff, we have developed skills regarding the use of protocols and meeting in small groups to have thoughtful yet difficult conversations regarding the TELL Mass survey results and Meg Anderson's report. We were able to identify some important common themes to work on to improve our school climate. These themes include communication, collaboration, school vision, and leadership opportunities.

Goal 4 Technology

THOREAU SMART GOAL:

By June 2013, Thoreau students grades 1-5 will demonstrate proficiency in digital and online writing, as evidenced by:

Progress:

Teachers met regularly with their peers and the Instructional Technology Specialist for professional development and to determine digital and online projects for each classroom. These trainings included grade level meetings, Tech Tuesdays, before and after school training sessions, ongoing coaching, and participation in an iPad User Group.

Grade 1 and 2 teachers provided opportunities for students to create digital writing projects as determined by the new CCSS. Students produced and published digital projects demonstrating grade level expectations for writing and digital citizenship. Projects included illustrated poetry, Henry Thoreau books, Story Bird books, Gingerbread man videos, and bear research presentations.

Grade 3-5 teachers provided opportunities for students to engage in online writing activities. Students produced and published online projects demonstrating grade level expectations for writing and digital citizenship. Projects included Native American presentations, science observational blogs, analyzing turtle data, Iditarod magazines, the Thoreau News, and presentations of the 50 states.

We will provide the most up-to-date student data for both ELA and Math once we have completed end-of-the-year assessments in June 2013.

Part 2

Thoreau School Improvement Plan

SMART Goals for 2013-2014

DISTRICT SMART GOAL:

By June 2014, students in grades K – 12 will master critical end-of-year grade level standards.

THOREAU SMART GOAL:

By June 2014, Thoreau students K-5 will demonstrate proficiency in **ELA** at each grade level, as evidenced by:

| Key Actions | Process Benchmarks | Outcome Benchmarks |
|--|--|---|
| 1. Teachers will schedule time on a regular basis for independent reading to encourage students to engage with text purposefully. | 1. Students will read texts that require deep comprehension and higher-level thinking. | 1. Students will meet the end-of-year grade level benchmark(s) at independent reading level. |
| 2. Teachers will provide opportunities for reflective conversations around literature and informational texts. | 2. Students will discuss literature and informational texts. | 2. Students will communicate their understanding effectively using evidence from the text. |
| 3. Teachers will provide opportunities for students to formulate their understanding of what they read through writing. | 3. Students will produce written work about what they've read. | 3. Students will communicate their understanding of reading content through writing. |
| 4. Teachers will provide direct instruction and opportunities for students to practice writing in three writing types specified in the Common Core Standards: narrative, informational and opinion. | 4. Students will produce written work in three writing types. | 4. Students will meet end-of-year grade level benchmarks as assessed by district common assessment for three writing types and grade level conventions. |

DISTRICT SMART GOAL:

By June 2014, students in grades K – 12 will master critical end of year grade level standards.

THOREAU SMART GOAL:

By June 2014, Thoreau students K-5 will demonstrate proficiency in **Math** at each grade level, as evidenced by:

| Key Actions | Process Benchmarks | Outcome Benchmarks |
|--|--|---|
| 1. Continue the use of research-based Math Curriculum (Investigations K-5) in keeping with MA & Common Core Standards | 1. Grade level teams will plan & monitor instructional timeline & flexible grouping opportunities, as appropriate | 1. Achieve 80% Advanced/Proficient in Grade 5 Math MCAS |
| 2. Continue to refine common assessments for K-2 and continue to use unit pre/post tests (gr. 3-5) to determine baseline | 2. Evaluate student progress with Common Assessments (K-2 Kathy Richardson) & unit post assessments (Gr.3-5) | 2. Achieve 80% proficiency of Essential Standards of end-of-year Progress Reports (K-5) |
| 3. Provide RTI assistance as needed based on determined benchmarks | 3. Ensure progress monitoring at prescribed intervals and provide RTI as needed | 3. Data Team will collect and analyze evidence of student performance |
| 4. Continue implementation of Common Core Standards in math | 4. Grade level teams will collaborate with math specialist to refine units to reflect the Standards for Mathematical Practice from the Common Core | 4. Students will demonstrate accuracy when responding to open response questions |

DISTRICT SMART GOAL:

Increase K12 students' social and emotional well-being.

THOREAU SMART GOAL:

Increase Thoreau K-5 students' social and emotional well-being.

Increase Faculty and Staff social and emotional well-being

| Key Actions | Process Benchmarks | Outcome Benchmarks |
|--|--|--|
| 1. The Thoreau members of the K5 Mental Health Team will provide coaching to teachers for consistent implementation of Open Circle and Bully Proofing Curriculums and Mindfulness techniques. | 1. Students will participate in Open Circle and the Bully Proofing curriculum K-5 and Mindfulness techniques. | 1. K-5 5% reduction in the need for referrals to the Mental Health Team. |
| 2. Thoreau teachers will continue to implement programs that encourage good citizenship and community service/outreach. | 2. Students will be introduced to the new Thoreau CARES "Skills for Good Citizenship." Students and staff will participate in philanthropic/giving projects, including METCO staff liaisons, Kindergarten outreach and other community outreach opportunities. | 2. K-5 5% reduction in the need for referrals to the Mental Health Team. |
| 3. Administrators and staff work collaboratively and collectively to develop opportunities and programs that will foster the rebuilding of social and emotional well-being for the staff of Thoreau. | 3. Teachers will be invited to participate in: <ul style="list-style-type: none"> * Mindfulness activities * Facilitated group discussions * Possible retreat | 3. 50% of respondents will respond positively to TELL MASS survey questions regarding the areas of trust & respect, support, and communication, specifically these are questions 7.1b, 7.1c, and 7.1d. |
| 4. Increase staff participation in the TELL MA survey | 4. Create time for staff to participate in the TELL MA survey utilizing time such as a faculty meeting or a building based meeting. | 4. 80% of staff will participate in the TELL MA survey. Data will not be discounted if less than 80% of staff participates. |

DISTRICT SMART GOAL:

During the 2013-2014 school year, administrators and teacher leaders will lead all educators and teams to use student assessment data, research and best practices in instruction, assessment and technology to improve student learning.

THOREAU SMART GOAL:

By June 2014, Thoreau students grades 1-5 will demonstrate proficiency in digital and online writing, as evidenced by:

| Key Actions | Process Benchmarks | Outcome Benchmarks |
|---|--|---|
| 1. Grade 1-2 classroom teachers will provide opportunities for students to create digital writing projects. | 1. Grade 1-2 students will use a variety of software and templates, and their class Group folder, to create and save digital writing projects. | 1. All students in grades 1-2 will produce and publish a piece of writing using digital tools, demonstrating grade level expectations for writing. |
| | 1 & 2. Instructional technology specialist will work with grade level teachers to determine projects for each grade level and “coach” when/where needed. | |
| 2. Grade 3-5 classroom teachers will provide opportunities for students to engage in online writing activities. | 2. Grade 3-5 students will use web 2.0 resources such as Kidblog, Wordpress, and Evernote to participate in online writing activities, as well as Google Apps for online and collaborative writing activities. | 2. All students in grades 3-5 will engage in publishing their writing online, demonstrating grade level expectations for writing and digital citizenship. |
| | 2. Students will participate in Digital Citizenship lessons within their library classes. | |

**School Improvement Plan
2013-2014**

**Willard School
Concord, MA**

Submitted by:
Patricia Fernandes
Principal
June 2013

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2012 – 2013 School Advisory Council

Patricia Fernandes, Principal, Co-Chair
Sophie Kazanis, Parent, Co-Chair
Elizabeth Berk, Community Representative
Emma Brown, Parent
Susan Halter, Teacher
Christine Kielar, Parent
Christen Lekorenos, Teacher
Linda Schubnel, Parent
Janice Shear, Teacher

Review: School Improvement Plan 2012-2013

As developed by the 2011-2012 School Advisory Council, the Willard School Improvement Plan for the 2012-2013 school year identified the following goals:

- By June 2013, Willard students K - 5 will demonstrate mastery in the essential ELA standards at each grade level.
- By June 2013, Willard students K - 5 will demonstrate mastery of essential end of year math benchmarks at each grade level.
- By June 2013, Willard students and staff will demonstrate a positive school climate.
- By June 2013, students in grades 3, 4, & 5 will demonstrate proficiency with on-line writing and/or digital storytelling. Students in grades 1- 5 will learn skills associated with digital citizenship.

Progress on the 2012-2013 School Improvement Plan

Goal #1 – English Language Arts

Willard continued to provide a strong focus on literacy through the established, research-based curriculum and the revised Massachusetts Framework (Common Core Standards). Grade Level Teams planned and monitored students' progress in Guided Reading and/or Flexible Reading groups, Literature Circles, and in the implementation of the Lucy Calkins Writing Curriculum, supplementing with Empowering Writing lessons as appropriate to develop proficiency with all writing genres: narrative, informational, persuasive.

Goal 1a: Grades 1-5 incorporated more nonfiction into their Guided Reading and Flexible Reading groups to align with the MA Common Core Standards. The reading groups continued to stress reading strategies such as vocabulary development, word analysis and phonics, text features, and fluency and comprehension to promote student progress. Writing Workshop in all grades addressed all writing genres: narrative, informational, and persuasive. In fourth grade a particular emphasis was placed on writing an on-demand piece. The MCAS results for this year are not yet available. The excellent instruction delivered by exemplary teachers who teach, remediate, challenge, and enrich the literacy experiences of our students is expected to propel at least 90% of Willard to achieve end-of-year benchmarks. In fact, 91% of Grade 5 students achieved scores of Advanced/Proficient on the 2012 MCAS.

Goal 1b: The DIBELS (K), Teachers College Assessment (1-5) and the GRADE (3-5) will have been completed by June and at this point Willard students appear to be on target to meet the 80% proficiency standard for end-of-year benchmarks. Results of these common literacy assessments were reviewed throughout the year to guide instruction and to identify students for RTI intervention. During the course of the year, Grade Level Teams met with the ELA Curriculum Specialist, Reading Teacher, and Principal to review assessment data in order to adjust instruction and plan for Tier 1 intervention (classroom based), Tier 2, and Tier 3 intervention outside of the classroom.

Goal 1c: Students in grades K-5 were selected for all Tiers of RTI using teacher input and the

data from the appropriate grade level assessments. Students received appropriate RTI support from one of the following: Reading Specialist, Language Arts Specialist, Special Education Teachers and Literacy Support Staff. The students' progress was monitored and adjusted to meet each student's evolving instructional needs.

The literacy progress of K - 2 students has been closely monitored through Common Assessments such as DIBELS, Teachers College, and via progress monitoring for RTI students using Benchmark Assessments, Fluency First Assessment, Story Grammar Marker. Tiers 2 and 3 intervention has been broadened to include more LLI (Leveled Literacy Intervention) groups. Students have moved between the tiers of intervention in first grade. One LLI group was designed with an emphasis on linguistic based reading combined with typical text. Several children have received RTI support with Special Education staff. Three grade 2 Booster Club groups were differentiated by different skill needs: text level, decoding, comprehension, fluency, and spelling. The Data Team has evolved into a committee that has clarified and rewritten RTI procedures to share with the faculty. This has been important and meaningful work that has improved our process. Most progress monitoring discussions are occurring in Literacy Team meetings or meetings between classroom teachers and RTI liaisons.

As described above, the Literacy RTI models are flexible. First and second grade students can be moved up and down tiers or into appropriate skills groups. Most second graders receive support during an RTI block which eliminates scheduling issues in grouping children. A few children (two first graders), after receiving intense RTI support, were evaluated and qualified for IEPs for their literacy instruction.

Lexia, a computer-based program to teach and reinforce phonics and phonemic awareness, was another tool used to support literacy instruction through RTI. Regular and special educators used this program successfully with some students to improve their skills.

Goal 1d: The teachers in grades 1-5 worked collectively in Grade Level Teams to develop opinion/persuasive writing units. In addition, they worked collaboratively to score writing samples using the new writing rubrics. Over the course of the year, Grade Level Teams have collected feedback about the rubric. All teacher feedback will be considered for revision of the rubric during the summer of 2013.

Goal #2 – Mathematics

Goal 2a: During the 2012-2013 school year, students in grades 1 - 5 received math instruction for 70 minutes each day. All teachers continued to implement the revised *TERC Investigations* curriculum. Throughout the year, teachers participated in periodic meetings with the Math Specialist and Principal. The meetings provided time to discuss the implementation of the revised *Investigations* curriculum. Meetings provided time to discuss students' performance on common assessments, align instruction with MA Common Core standards, and review student work. Although the 2013 MCAS results are not yet available, we expect that Grade 5 students will achieve at least 80% Advanced /Proficient status. In 2012, 89% of Grade 5 students scored Advanced/Proficient on MCAS.

Goal 2b: Common Assessments were implemented in all grades (K – 5). The Math Specialist and Principal met with Grade Level Teams throughout the year to review common assessment data and to discuss student learning. During the 2012-2013 school year, teachers were quite vigilant analyzing assessment data to guide instruction and to identify students who needed reteaching and more narrowly focused RTI.

Goal 2c: – Individual teachers and grade level teams monitored student progress at regular intervals. It is expected that at least 80% of students (K-5) will achieve Proficiency on the essential standards on the end-of-the-year Progress Reports.

Goal 2d: - The 2012-2013 Progress Reports have been changed to reflect the new standards and Willard staff has continued to refine the *Investigations* units to meet them as well.

Goal #3 – School Climate

Goal 3a: Open Circle is an integral part of the culture at Willard with the expectation that 100% of the classrooms are engaged in 1 or 2 weekly sessions. The common vocabulary taught in Open Circle has become a school-wide vocabulary, evidenced by consistent use of Open Circle concepts and vocabulary by students and staff.

Our School Counselor is the Willard Open Circle coach. She has introduced several bullying prevention lessons, vocabulary, and video presentations in several 3rd and 4th grade classrooms, to supplement Open Circle and Bully-proofing lessons taught by teachers. Additionally, she was a guest leader in 1st and 2nd grade classrooms for Open Circle lessons on the topics of understanding/tolerating differences, empathy, tattling vs. reporting, and kindness. Our School Psychologist has also led Open Circle lessons in 4th grade classrooms.

The School Psychologist and School Counselor have also introduced the “Peace Table” to the Willard community this year. This practice formalizes the peer conflict resolution process, and puts into practice the problem-solving steps that are taught in the Open Circle curriculum, grades K-5.

Goal 3b: The implementation of Open Circle and Bully Proofing curriculum has a systemic effect on the climate of the school, and does appear to have a positive impact on climate and social problem-solving among students, as evidenced by the social behavior of a majority of Willard students. The behavior data reflects that 90% of the Willard School population has not been referred to the office for discipline during the 2012-2013 school year.

This year we did see an increase in behavior/bus referrals to the front office. This is, however, largely due to an increase in enrollment and in the number of behavioral difficulties of a few students in the building this year, based upon the data available. Specifically, 6 students are responsible for one-third of all the disciplinary referrals. This means that approximately 1% of the student population is responsible for 33% of the disciplinary issues. Among repeaters, the average number of office referrals was 3.

Finally, Willard introduced a new initiative called the “Wow Willard Award”. Students were nominated by staff members, and given verbal recognition by the principal during morning announcements and were called down to the office to receive a written honor for promoting positive behavior, acts of kindness, being an upstander and other positive contributions to the school community.

Goal 3c: Over the course of the year, each grade level (Grades 1 – 5) planned and led an All School Assembly. Individual grade level teams determined the content of their assembly. In all cases, the assemblies provided students with an authentic opportunity to share their learning with the entire school community. The assemblies provided students with an authentic opportunity to speak publicly, collaborate and cooperate with their peers, and to plan, organize, and problem solve with their peers. Singing the Willard School Song served as a unifying thread for the assemblies throughout the year.

Goal 3d: Many students opted to participate in Trick or Treat for UNICEF. Students collected almost \$900 dollars to benefit UNICEF. This activity has been a Willard tradition for many years. This year the Willard Annual Food Drive was a success, as always. Fifth graders worked directly with the School Counselor and their classroom teachers to promote, advertise, collect and organize the food donations sent to the Open Table in Concord.

All grade 5 students participated in a Service Day in May. Under the supervision of parent volunteers, students completed service projects at Gaining Ground, The Old Manse, The Concord Land Trust. In addition, some 5th graders offered their time on Service Day in the Willard cafeteria creating craft items and centerpieces for Open Table.

Goal 3e: By the end of the year, students in grades kindergarten through 5th will have heard a Japanese folktale or other culturally relevant story. Grade 2 students learned about our sister city relationship with Nanae, Japan and practiced making origami. Many grade three students completed a Japanese culture webquest.

Goal 3f: This year several staff members participated in a building-based “Mindful Awareness Group” led by Julee Vitello. This activity helped to promote collaboration and collegiality. The group met for 10 sessions, for 40 minutes each session, before school. The group discussed ways to practice mindfulness strategies for the benefit of the classroom climate, teacher-to-teacher interaction and to promote feelings of success at work and in school through the development of the “Three R’s” from the Courage to Teach curriculum: Relational Trust, Reflection, and Renewal.

The group practiced secular mindfulness meditation, using a number of auditory, guided and unguided practices. The group discussed and gained a greater awareness of ways to manage stress, respond to the demands of the profession, and to maintain a calm and centered presence in the classroom. The goal of the group was to promote more positive feelings of well-being among staff, as well as learning strategies for modeling and integrating the practice of quiet reflection strategies into their work with children. The activity also resulted in more substantial bonds among staff members, in a different type of collaborative context.

Several staff members also attended a weekend conference on Mindfulness in Education at Lesley University in March, as well participating in “Courage To Teach” conferences and workshops, to promote a climate of collegiality, dignity and self-respect among teachers. Many staff members also continue to participate in a weekly yoga class, after school, to promote health, well-being and connectedness among staff members.

In addition to the usual grade level and departmental meetings among staff, the vast majority of the professional staff (and the principal) chose to participate in year-long job-embedded staff development in Executive Functioning led by Sarah Ward. This training was extremely informative and beneficial to staff and the application of the strategies and techniques learned has had a very positive and productive impact on students. The opportunity to collaborate in this endeavor has promoted greater collaboration and enhanced collegiality among staff. In addition, the entire professional staff read Executive Functioning in the Classroom by Christopher Kaufman during the summer of 2012. Professional staff members discussed this book during the year in grade level teams and in cross-grade level teams as an adjunct to the Sarah Ward work.

Many staff members collaborated on school-based activities that provided a sense of community building among staff and students: Family Reading Night, Souper Bowl, Food Drive, Half Way Day, Boston Spirit Day.

Goal #4 – Technology (On-line Writing & Digital Citizenship)

Goal 4a: This year 100 % of students in grade 3-5 engaged in online writing experiences with KidBlog and Google Apps for Education through the library classes. Eighty-five percent of students in grades 3 - 5 used Google Drive to collaborate online. Students completed writing assignments and classroom writing projects using Google Drive. For the first time, our school has access to a digital platform where students can seamlessly continue working on their writing and/or school projects at home. The use of this platform has created a collaborative community at Willard School. Teachers have had the opportunity to support many digital writing skills as well as several digital citizenship skills with this platform. Students have learned the responsibility of having an online account, sharing appropriate content, and knowing how an online workflow functions. Fifteen percent of students in their classrooms had experiences with KidBlog. KidBlog is a safe online blog service for students to create discussions, write comments and share information. Students learned how to participate in an online discussion and learned how to write to a larger audience beyond their classrooms.

Goal 4b: All students in grades 1-5 participated in the K-5 Library program We ARE Digital Citizens. In grades 1 and 2, the instructional focus was on the need for students to take a parent with them in cyberspace and conveying the fact that not everything on the Internet is made for children. In grades 3-5, students learned about appropriate online behavior, responsible Internet use, and effective search strategies. Cyberbullying was also covered in the digital citizenship curriculum. Twenty-five 5th grade groups are working on "How To" videos. Thirteen of the groups are covering Digital Citizenship topics.

Concord-Carlisle Regional School District
 Concord Public Schools
 District Goals 2013-2014

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|---|
| <p>DISTRICT SMART GOAL:</p> <p>By June 2014, students in grades K – 12 will master critical end of year grade level standards.</p> <p>WILLARD SMART GOAL:</p> <p>By June 2014, Willard students K – 5 will demonstrate mastery in the essential ELA standards at each grade level, as evidenced by:</p> |
|---|

| Key Actions | Process Benchmarks | Outcome Benchmarks |
|--|--|--|
| 1. Implementation of research-based curriculum (K-5) in keeping with the revised MA Framework (Common Core Standards) | 1. Grade level teams will plan & monitor Guided Reading groups, Literature Circles and Lucy Calkins Writing work. | 1. Achieve 90% Advanced/Proficient in Grade 5 ELA MCAS |
| 2. Implement Common Assessments: DIBELS, Teachers College, & GRADE | 2. Grade level teams will analyze student assessment results and adjust instruction accordingly to promote student growth | 2. Achieve 80% proficiency of Essential Standards of end-of-year Progress Reports (K-5) |
| 3. Identify students at-risk and provide RTI assistance as needed: Tier 1, Tier 2, Tier 3. Provide consistent comprehension instruction in Tier 2 & Tier 3 support settings, as appropriate. | 3. Data Team will monitor student progress at prescribed intervals. Classroom teacher will monitor student's progress and adjust instruction accordingly. | 3. Students will make progress toward grade level benchmarks or the intervention will be changed or intensified. |
| 4. Continue to strengthen our approach to Common Core Standards in writing (Narrative, Informational, Persuasive) | 4. Grade level teams will collaborate and work with ELA Specialist to teach writing genres & assess students' progress with the district genre-specific rubrics drawing from a range of writing prompts. | 4. Collect and score samples of student writing using genre-specific district rubrics in three genres. Chart student's progress. |
| 5. Revise K-5 Progress Report to address the Common Core Standards. Identify the Essential Standards. | 5. Monitor student progress using the revised Progress Report. Collect data at mid-year to measure progress. | 5. Achieve 80% proficiency of Essential Standards on the end-of-year Progress Report |

Concord-Carlisle Regional School District
 Concord Public Schools
 District Goals 2013-2014

DISTRICT SMART GOAL:

By June 2014, students in grades K-12 will master critical end of year grade level standards.

WILLARD SMART GOAL:

By June 2014, Willard students K – 5 will demonstrate mastery of essential end of year math benchmarks at each grade level, as evidenced by:

| Key Actions | Process Benchmarks | Outcome Benchmarks |
|---|--|--|
| 1. Teach research-based Math curriculum (<i>Investigations</i>) (K-5) in keeping with MA & Common Core Standards | 1. Grade level teams will plan & monitor instructional timeline & flexible grouping opportunities, as appropriate | 1. Achieve 80% Advanced/Proficient in Grade 5 Math MCAS |
| 2. Implement Common Assessments (K-1 Kathy Richardson), Gr. 2 – Unit Post Tests (3), Unit Pre & Post Tests Gr. 3 – 5) | 2. Grade level teams will analyze student assessment data and adjust instruction accordingly to promote student growth, re-teaching as needed. | 2. Achieve 80% proficiency of Essential Standards of end-of-year Progress Reports (K-5). |
| 3. Identify students at risk and provide RTI assistance as needed: Tier 1, Tier 2 | 3. Grade level teams will monitor student progress at regular intervals & adjust intervention & classroom instruction as needed. | 3. Achieve 80% proficiency of Essential Standards of end-of-year Progress Reports (K-5). |
| 4. Complete the alignment of instructional materials to meet Common Core / Mass Framework in Math | 4. Grade level teams will collaborate with Math Specialist to identify changes in Framework & align materials accordingly | 4. Materials & resources will be shifted and shared to align with changed standards, as appropriate. |
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Concord-Carlisle Regional School District
 Concord Public Schools
 District Goals 2013-2014

DISTRICT SMART GOAL:
 Increase K-12 students' social and emotional learning.

WILLARD SMART GOAL:
 By June 2014, Willard students and staff will demonstrate a positive school climate, as evidenced by:

| Key Actions | Process Benchmarks | Outcome Benchmarks |
|--|---|---|
| 1. Implementation of Open Circle Curriculum (K-5) | 1. Each classroom will hold Open Circle meetings weekly or twice weekly. Mental Health staff will provide coaching and support, as needed. | 1. All students and staff will use and understand Open Circle vocabulary and concepts |
| 2. Each teacher will promote positive expectations of student behavior per Open Circle and Anti-Bullying Curriculum. | 2. Teachers will develop positive classroom norms and will reinforce school norms and expectations for positive behavior across all settings. Encourage sharing of ideas that work. | 2. 5% reduction in behavior referrals to Mental Health Team. |
| 3. Each grade level team (Gr. 1 -5) will plan and lead one all school assembly. | 3. Grade levels will collaborate as they plan, schedule, and lead an all school assembly to promote a sense of student/grade level pride and a strong sense of community | 3. Students will plan and carry out the assemblies. Each grade level (1-5) will lead one assembly per year. |
| 4. Students will participate in outreach and service opportunities. | 4. Students will participate in established activities (Trick or Treat for UNICEF, Willard Food Drive, etc.), 5 th Grade Service Day & others as appropriate. | 4. Monetary and food donations will be made to UNICEF & Open Table and the results will be tabulated. |
| 5. Students will participate in activities to learn about other cultures (eg. sister city Nanae, Japan) | 5. Students will learn about other cultures and will participate in various learning activities/opportunities | 5 Students will demonstrate their learning in a manner that will inform other classes or grade levels. |
| 6. Staff will promote positive collaboration & collegiality (Gr. Level Teams, Department Teams, Staff Book Discussions, Social Committee & Community Building events etc.) | 6. Staff will collaborate with colleagues to share ideas & insights during various meetings, committee work, & events. | 6. Grade Level, Department Meeting Minutes Evidence of Social Committee and Community Building projects. |

Concord-Carlisle Regional School District
 Concord Public Schools
 District Goals 2013-2014

DISTRICT SMART GOAL:

During the 2013-2014 school year, administrators and teacher leaders will lead all educators and teams to use student assessment data, research and best practices in instruction, assessment and technology to improve student learning.

WILLARD SMART GOAL:

By June 2014, students in grades 3,4, & 5 will demonstrate age-appropriate use of a collaborative digital platform. Students in grades 1 & 2 will engage in digital writing experiences. Students in grades 1-5 will learn and apply skills associated with digital citizenship. Teachers will use software for student data management and record keeping associated with professional goals.

| Key Actions | Process Benchmarks | Outcome Benchmarks |
|--|---|---|
| 1. Technology specialist will work with gr. 3-5 teachers to facilitate the process of writing in a collaborative, digital environment. | 1. Tech specialist will support writing in a collaborative, digital environment. | 1. 100% of students in grade 3 – 5 will complete a writing piece in a collaborative, digital environment. |
| 2. Students in grades 1 – 5 will learn age-appropriate digital citizenship skills during library classes. | 2. Students will demonstrate an understanding of making appropriate choices in a digital environment. | 2. 100% of students will be aware of age-appropriate safe technology practices. |
| 3. Train staff in the use of Baseline Edge. | 3. Teachers will learn to navigate the components of Baseline Edge. | 3. 100% of professional staff will have experience using Baseline Edge. |
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CMS School Improvement Plan 2013 2014

Introduction:

The CMS 2013-14 School Improvement Plan includes S.M.A.R.T. goals intended to improve growth and achievement among CMS students, professional practice among staff, and community and climate for all. We hope to increase our ability to use data to inform practice in order to design and implement interventions to help our learners. In addition, increased focus on climate, for both students and adults, will lead to a positive educational environment.

Goal 1: Growth and Achievement

DISTRICT SMART GOAL:

By June 2014, students in grades K – 12 will master critical end of year grade level standards.

CMS SMART GOAL 1: Growth and Achievement

By June 2014, students in grades 6-8 will master critical academic standards at each grade level and subject.

| Key Actions | Process Benchmarks | Outcome Benchmarks |
|---|---|--|
| Refine implementation of district core curriculum 6-8 incorporating CCSS in ELA, Math and SS & Science Literacy | 6-8 English, science, and social studies teachers will collaborate to develop common rubrics and language around literacy | Common instruction and assessment tools (i.e. Common Graphic Organizers, Rubrics, Feedback sheets) will be used for instruction and assessment of CCSS standards in English, science and social studies. |

CMS School Improvement Plan 2013 2014

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|---|---|---|
| <p>Implement common assessments in five academic subject areas 6-8</p> <p>Pilot common assessments in art, health/PE, music, IT, frequency to be determined by subject area and grade level</p> | <p>Teacher teams analyze summative and formative common assessment data and use the data to adjust practice and identify and/or implement appropriate differentiated interventions</p> | <p>Administration of district-adopted common assessments for critical subject area standards in each subject.</p> <p>At least 80% of 6-8 students at each grade level demonstrate proficiency (score 80% or higher) or 40% Student Growth Percentage in all subject areas on summative common assessments of critical knowledge and skills.</p> <p>Common assessments will be identified for implementation in art, health/PE, music, and IT in the 2014-15 school year.</p> |
| <p>Analyze data to identify students not meeting outcome benchmarks; identify “student learning issues” so as to identify appropriate intervention and adjust instructional practice to improve student achievement</p> | <p>Implement progress-monitoring procedures to track students’ progress</p> <p>Implement building based structures and explore alternative options to support students not meeting benchmarks</p> | <p>Students in grades 6-8 receiving special education services achieve at least 90% of the goals on IEPs.</p> <p>At least 90% of 6-8 students at each grade level score Advanced or Proficient or 40% Student Growth Percentile on ELA MCAS.</p> <p>At least 80% of 6-8 students at each grade level score Advanced or Proficient or 40% Student Growth Percentile on Math MCAS</p> <p>At least 80% of 6-8 students at each grade level earn a B- or higher in all subject areas on CMS year-end grade reports.</p> |

CMS School Improvement Plan 2013 2014

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|---|--|--|
| <p>Expand pilot of one-to-one laptop program to include grades 6 and 7.</p> | <p>Students in grade 6 & 7 will increase use of digital tools to demonstrate mastery of content standards through curriculum.</p> <p>Teachers participate in training course related to technology integration.</p> <p>Plan for parent support forums is designed and piloted.</p> | <p>Curriculum maps include student-centered technology integration in grades 6 and 7.</p> <p>Technology plan to address teacher training and support</p> <p>Articulated plan for parent support forums</p> |
|---|--|--|

Goal 2: Professional Practice

DISTRICT SMART GOAL:

During the 2013-2014 school year, administrators and teacher leaders will lead all educators and teams to use student assessment data, research and best practices in instruction, assessment and technology to improve student learning

CMS SMART GOAL 2: Professional Practice

During the 2013 - 2014 school year, CMS principal, assistant principal, department chairs and teachers will implement the new educator evaluation system in order to achieve improved results in student learning.

CMS School Improvement Plan 2013 2014

| Key Actions | Process Benchmarks | Outcome Benchmarks |
|--|--|---|
| <p>Principal, assistant principal, department chairs and teachers, will participate in training for the new educator evaluator system.</p> <p>Evaluators and teachers will continue development of collaborative inquiry for the purpose of improving student growth and achievement through revised curriculum and instruction.</p> | <p>During professional days, faculty meetings, department meetings and grade level meetings principal and assistant principal facilitate learning the process for the new educator evaluation system; teacher teams will work toward understanding and implementation of the new regulations (SMART goals, understanding rubrics, developing portfolios, etc.)</p> <p>Evaluators and teachers practice collaborative inquiry during grade level and department meetings.</p> | <p>Completion of the required procedures and documentation as outlined by the new evaluation system (principal, assistant principal, department chairs)</p> <p>Completion of the required material for their designated evaluative year under the new evaluation system (teachers)</p> <p>Process for data collection and analysis in all subject areas</p> |

CMS School Improvement Plan 2013 2014

Goal 3: Community and School Climate

DISTRICT SMART GOAL:

Increase K12 students' social and emotional well-being

CMS SMART GOAL 3: Community and School Climate

During the 2013-2014 school year, CMS will improve school climate through increased social competency opportunities to reduce incidents of hurtful behavior among students and further implementation of recommended actions as reported by staff related to TellMASS data.

| Key Actions | Process Benchmarks | Outcome Benchmarks |
|--|---|---|
| <p>Continue CMS Stands Together curriculum integrating <i>One school, One Book</i> experience</p> <p>Evaluate current community-building practices: Peer Mentors, Student Leaders, House Huddles with regard to participation level and focus on positive community action and support</p> | <p>Develop and implement new process for instruction throughout the year; teachers and guidance staff collaborate to provide bullying prevention and intervention programming</p> <p>Identify ways to increase participation in Peer Mentors and Student Leaders</p> <p>Identify ways for student leaders to further empower student impact on social competency in the community</p> | <p>Student participation in CMS Stands Together curriculum</p> <p>Implementation of <i>One School, One Book</i> model with <i>Wonder</i></p> <p>5% increased participation of students engaging in positive activities sponsored by student groups to reduce hurtful behavior</p> |

CMS School Improvement Plan 2013 2014

Goal 3: Community and School Climate

CMS SMART GOAL 4: Community and School Climate
 During the 2013-2014 school year, CMS administration will improve school climate through actions recommended by staff following the TellMASS survey.

| Key Actions | Process Benchmarks | Outcome Benchmarks |
|--|--|--|
| <p>Principal/assistant principal provide increased visibility and response to staff and students</p> <p>Principal works with School Leadership Focus Group to ensure transparency around and increased opportunities for input from staff</p> <p>Principal/Assistant Principal facilitate Schedule Task Force to construct alternative models for student programming and non-instructional time</p> | <p>Implementation of regularly scheduled rounds.</p> <p>Improved response time to emails from staff</p> <p>Evaluate leadership teams (Chairs, House Leaders, Tech Advisory Group, Student Support team) and current communication structure and identify necessary revisions</p> <p>Expand leadership team to include representation from a broader spectrum of subject areas</p> <p>Objectives for models and evaluations to be constructed</p> <p>Evaluate/implement pilots for revised use of homeroom time, reallocated teacher duties, restructured teacher meeting time.</p> | <p>Rounds conducted at least twice weekly throughout the school year</p> <p>Consistent 24-48 hour response to emails</p> <p>Analysis of function of leadership and communication structure</p> <p>Evaluation of impact and compensation of additional Teaching and Learning liaison roles.</p> <p>Options for schedule articulated.</p> <p>Viable pilots implemented or planned for implementation in the following school year.</p> |



**CMS School Improvement Plan
2013 - 2014**

Submitted by:

**Lynne Beattie, Principal and SAC Co-Chair
Linda Sweeney, Parent Representative and SAC Co-Chair**

Concord Middle School Core Values

The Concord Middle School staff is committed to cultivating a climate that nurtures the following values in our students:

Community: the compassion and loyalty toward the world outside of the self.

High Achievement: the confidence and willpower to learn from mistakes, appreciate success, and grow towards one's potential.

Lifelong Learning: the passion to discover new interests and to uncover the fascinating in the mundane.

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I. School Advisory Council Composition 2012-2013

Lynne Beattie, Principal, co-chair
Linda Sweeney, Parent, co-chair
Tracey Marano, Parent
Joanne Mathias, Parent
Joyce Chutchian, Community Representative
Sharon Moss, Teacher
Barbara Peskin, Teacher
Kate Bell, Teacher

Meeting Dates: Concord Middle School SAC Meetings took place in the Sanborn Library, FACS Room or Sanborn Library as listed below:

Thursday, October 18th @ 7 p.m. - Sanborn Library
Thursday, November 15th @ 7 p.m. - Sanborn Library
Thursday, December 6th @ 7 p.m. - Sanborn Library
Wednesday, January 25th @ **7:15 a.m. - Sanborn Library (FACS Room)
Thursday, February 7th @ 7 p.m. - Sanborn Library
Thursday, March 7th @ 7 p.m. - Sanborn Library
Thursday, April 11th @ 7 p.m. - Cancelled
Thursday, May 9th @ 7 p.m. - Sanborn Library
Thursday, May 23rd @ **8 a.m. – Lynne’s Office
Thursday, June 6th @ 3 p.m. (real time) - Sanborn Library

Meeting Summary: The 2012-2013 Concord Middle School (CMS) School Advisory Council (SAC) was comprised of eight members – Three teachers, three parents, one community representative and the principal. A schedule of the monthly meetings is listed above. Meetings were held in accordance with the Open Meeting Law and minutes were kept. These minutes are on file at the Town Clerk and Principal’s offices.

At each meeting, Council members were updated on progress with the school improvement plan. The CMS handbook was reviewed and revisions were made, as submitted to and approved by the CPS School Committee. The handbook continues to be distributed in eco-friendly electronic format, though will be provided in hard copy by request. The council processed options for a green initiative, and consulted through staff with Student Leaders and the Animals and Planet club in support of their “green” actions: Animals and Planet planned and sponsored a clean-up, green-up day, and Student Leaders pursued a composting plan with research to be continued in the fall.

CMS School Improvement Plan Progress Report 2012-2013

Goal 1: Growth and Achievement

District Smart Goal: By June 2013, students in grades K-12 will master critical end of year grade level standards.

CMS Smart Goal 1: Growth and Achievement: By June 2013, students will master critical academic standards at each grade level and subject.

| Key Actions | Process Benchmarks | Outcome Benchmarks |
|--|--|--|
| Implement district core curriculum 6-8 incorporating CCSS in ELA, Math and SS & Science Literacy | 6-8 Department chairs will collaborate to identify those common core standards that are shared among subject areas | Curriculum maps articulating horizontal alignment with CCSS among multiple subject areas and content and skill outcomes assigned to individual subjects. |

- Atlas Curriculum maps articulate CCSS in ELA, math, and SS and Science Literacy within individual content areas grades 6-8.
- Common Core Literacy Standards: common writing rubrics:
 - complete in 6-8 ELA; used to score common assessments
 - adopted in 6th and 7th grade social studies, revised to refine evidence criteria as applicable to social studies
 - under review for integration into science literacy assessment, to be continued 2013-14

| Key Actions | Process Benchmarks | Outcome Benchmarks |
|---|---|---|
| Pilot common assessments in all subject areas 6-8, frequency to be determined by subject area and grade level | Teacher teams analyze summative and formative common assessment data and use the data to adjust practice and identify and/or implement appropriate differentiated interventions | District-adopted common assessments for critical subject area standards in each subject At least 80% of 6-8 students demonstrate proficiency (score 80% or higher) in English, foreign language, math, science, and social studies on summative common assessments |

- Common assessment pilots have been implemented in ELA, math, science, social studies and foreign language
- Pilot common assessments will be integrated in all other subject areas in 2013-2014
- Summative common assessments will be complete by the close of term 3 2012-2013 and achievement data collected.
- Evaluation of meaningful content and level of rigor of common assessments will include comparison of achievement to MCAS (where applicable) and report card grades.

| Key Actions | Process Benchmarks | Outcome Benchmarks |
|--|--|--|
| Identify appropriate intervention and adjust instructional practice to improve student achievement | <p>Establish building based structures (i.e., RTI) to support students not meeting benchmarks.</p> <p>Implement progress-monitoring procedures to track students' progress</p> | <p>Students in grades 6-8 receiving special education services achieve at least 90% of the goals on IEPs</p> <p>90% of 6-8 students score Advanced or Proficient on ELA MCAS</p> <p>80% of 6-8 students score Advanced or Proficient on Math MCAS</p> <p>80% of 6-8 students earn a B- or higher in all subject areas on CMS year-end grade reports.</p> |

- All 6-8 students receiving special education services will achieve at least 90% of current IEP goals.
- MCAS scores are not returned yet.
- Grade reports complete as of June 21; on track to meet 80% achievement target based on scores in terms 1 and 2.

Goal 2: Professional Practice

District Smart Goal: During the 2012-2013 school year, administrators and teacher leaders will lead all educators and teams to use student assessment data, research and best practices in instruction, assessment and technology to improve student learning.

CMS Smart Goal 2: During the 2012-2013 school year, CMS principal, assistant principal, department chairs and teachers will use data, research and practices to adapt instruction to achieve improved results.

| Key Actions | Process Benchmarks | Outcome Benchmarks |
|---|---|---|
| Principal, assistant principal, and department chairs will participate in training on developing and implementing protocols for looking at student work, analyzing data, and adjusting instructional practices. | <p>During faculty meetings principal, assistant principal and department chairs facilitate teacher teams modeling protocols for looking at student work, analyzing data, and adjusting instructional practices.</p> <p>Determine necessary allocation of time for teacher collaboration on data analysis and instructional practice</p> | Identified protocols for looking at student work, analyzing data, and adjusting instructional practices |

- Norms have been introduced and practiced at all meeting configurations: Faculty, Department Chairs, House Leaders, Technology Advisory Group, Student Support Team, Grade Levels, Houses, Departments.
- Protocols were introduced at faculty meetings and used to share models for voice equity
- Collaborative inquiry work was practiced in both department and grade level groupings, following protocols, looking at student work, analyzing data, and adjusting instructional practice, English, Math, Science, Social Studies, Foreign Language.
- Needs for time allocation remain undetermined; more complete implementation of data analysis will inform.

| Key Actions | Process Benchmarks | Outcome Benchmarks |
|---|--|---|
| Initiate pilot of one-to-one laptop program | Students in grade 6 will increase use of digital tools | Students in grade 6 use digital tools to demonstrate mastery of content standards |

- MacBook Air laptop computers were assigned and distributed in December 2012 to all 242 6th grade students
 - A parent information meeting was held December 10, 2012
 - A two-day student training was conducted by technology specialists in each building prior to December break
- Six CMS staff participated in Ed Tech Teacher professional development course, focused on integration of tools promoting critical thinking, creating, collaborating, and communicating. Tools used included Google Apps, Voice Thread, Quizlet, Moodle Tools, blogs, Moodle, online textbooks, and virtual science sites.
- Teachers involved in pilot have identified logistical management structures necessary for effective implementation, including a red, yellow, green system to denote the status of computer use in the day's lesson, and guidelines for charging, storage, and transporting.
- Students have experienced a variety of new technology integration projects across subject areas.
- Survey of teachers, parents, and students to be completed in June.

Goal 3: Community and Climate

District Smart Goal: Increase K12 students’ social and emotional well-being

CMS Smart Goal 2: During the 2012 – 2013 school year, CMS will increase social competency opportunities to reduce incidents of hurtful behavior.

| Key Actions | Process Benchmarks | Outcome Benchmarks |
|--|---|--|
| <p>Continue CMS Stands Together curriculum integrating <i>One School, One Book</i> experience</p> <p>Evaluate current community-building practices: Peer Mentors, Student Leaders, House Huddles with regard to participation level and focus on positive community action and support</p> | <p>Develop next sequence of instruction during the summer 2012; teachers and guidance staff collaborate to provide bullying prevention and intervention programming</p> <p>Identify ways to increase participation in Peer Mentors and Student Leaders</p> <p>Identify ways for student leaders to further empower student impact on social competency in the community</p> | <p>Students participation in CMS Stands Together curriculum</p> <p>Implementation of <i>One School, One Book</i> model with <i>Bystander</i></p> <p>3% Reduction in incidents of hurtful behavior from fall 2012 (prior experience) to spring 2013 (experience through the year)</p> |

- CMS Stands Together held November 2012
- One School, One Book, *Bystander*
- Student Leadership: CMS Stands Together student group, Student Leaders initiatives, Animals & Planet, CMS Greeters

THE DIGNITY MODEL¹

The Dignity Model was designed to respond to a missing link in conflict resolution theory and practice methodology. After years of convening dialogues with warring parties in many parts of the world, Dr. Hicks realized that while the political issues were being negotiated, there was another voiceless and nameless cry underlying all the discussions: *a yearning to be treated with dignity*. The emotional reactions that surfaced when both parties felt their dignity was violated dominated the outcomes of the negotiations. Even when a solution to the political issues was found, the parties could not sign on to an agreement. Dr. Hicks concluded that what stood in the way were *unacknowledged and unaddressed violations of their dignity*. The Dignity Model was developed to address this underlying human desire to be treated with dignity and the equally powerful desire to be acknowledged for the indignities one has suffered. It created an acceptable language for discussing the emotional injuries all human beings endure in conflict, but are reluctant to talk about for fear of appearing weak.

The methodology of the Dignity Model takes learning approach to understanding the role dignity plays in the breakdown and restoration of relationships. While dignity is something we all yearn for, knowing how to extend it to others not come naturally. We have to learn how to do it. A learning approach gives participants to a workshop all of the assumptions upon which the model is based, allowing them to be fully informed and in agreement with the logic of the methodology.

THEORETICAL APPROACH

Assumptions that underlie the Dignity Model:

1. All human being have a profound desire to be treated with dignity—it's part of our evolutionary inheritance—the need to be seen in a favorable light. The inverse is also true—than no one likes to be treated in an undignified way. We are hard-wired to react to threats to our well-being.
2. When human relationships breakdown, there has, most likely, been a threat to or violation of the dignity of one or both parties to the relationship.
3. Without check, human beings usually react to a threat to their dignity with the impulse to “attack and blame” and to seek revenge. This is a “default” reaction that is “hardwired” in us. It is part of our evolutionary inheritance.
4. This default reaction leads to the escalation of negative interactions between the parties and maintains the cycle of psychological violence in the form of personal attacks and desire to humiliate and diminish the other. This reaction feels like a way to restore one's dignity, but in fact it erodes it, because the other only fights back more, ending in mutual annihilation and further breakdown in the relationship.

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5. Every human being is capable of violating the dignity of others when we feel threatened—we all do it. We have to take the shame out of admitting that we are capable of harmful actions in the service of self-preservation. We often justify our aggression because we feel we are right. The need to be right often creates blind spots, enabling us to justify our own undignified behavior in response to being violated.
6. Our instincts for self-preservation may be hardwired—they are not our fault—but it is our responsibility to control them.
7. Understanding that we have two parts of ourselves—the “I” and the “Me”—that guide our behavior. The “I” enables us to take responsibility for our actions, overpowering the more reactive, “Me,” whose behavior is hardwired. This self-knowledge framework shows how we are not slaves to our hardwiring and can learn how to make choices in the service of our dignity and the dignity of others.
8. Understanding the difference between dignity and respect. Treating others with dignity is a human imperative, but respect is earned.
9. The *Essential Elements of Dignity*, derived from years of observations with parties in conflict, are ten ways to honor or violate the dignity of others. When they are extended they promote healthy human relationships. When they are violated, relationships can break apart in a matter of seconds. They are the following:

Acceptance of Identity: First thing you need to do when you want to honor peoples’ dignity is to accept that they are neither inferior nor superior to you. By virtue of being a human being, we all have the same inherent worth and value and the same human vulnerability. Everyone should feel free to express their authentic self without fear of being judged negatively. When you have an interaction with others, start with the orientation that no matter who they are, or what their race, religion, gender, class, or sexual orientation, it is your obligation to humanity to accept them as your spiritual equals and to *do them no harm*.

Acknowledgment: People like to feel that they matter. Acknowledgment can be as simple as smiling at others when they walk by to formally recognizing them for something they have done for which they deserve credit. It is especially important to acknowledge the impact of your actions on others when you violate their dignity, instead of trying to save face by diminishing or ignoring the harm you have caused.

Inclusion: No one likes to feel left out or that they don’t belong. When we are included, we feel good about who we are. When we are excluded from things that matter to us, we feel an instant reaction of self-doubt. *What is it about me that I wasn’t included?* This is an affront to our dignity at all levels of human interaction, from the political, when minority groups feel left out of the political process by the majority, to the interpersonal, when we’re not included in the decision-making that directly affects us.

Safety: There are two kinds of safety that are important to dignity: physical and psychological. Physical threats need no explanation but psychological threats are more complicated. Honoring others' psychological safety means not shaming, humiliating, diminishing, or hurtfully criticizing them, especially, but not limited to, violations that are public.

Fairness: We all have a particularly strong knee-jerk reaction to being treated unfairly. If we want to honor the dignity of others, we need to ensure that we are honoring agreed upon laws and rules of fairness—both implicit and explicit—when we interact with them.

Freedom: A major dignity violation occurs when we restrict people and try to control their lives. Honoring this element of dignity requires that people feel free from domination and that they are able to experience hope and a future that is filled with a sense of possibility.

Understanding: There is nothing more frustrating than to feel misunderstood, especially when you are in conflict with others. Extending dignity means that you give others the chance to explain themselves, actively listening to them for the sole purpose of understanding their perspective.

Benefit of the Doubt: Treating people as though they were trustworthy—giving them the benefit of the doubt that they are acting with good intention—is honoring their dignity. This is, paradoxically, especially important when people are in conflict with one another where the cycle of mistrust is difficult to break. Treating others as though they were trustworthy, as difficult as it is, often interrupts the negative expectations, creating opportunities for a change in the relationship.

Responsiveness: We all want to be seen and heard. Treating people as if they were invisible or ignoring them by not responding to their concerns is a violation of their dignity.

Righting the Wrong: When we violate someone's dignity, it is important to take responsibility and apologize for the hurt we have caused. It is a way for us to regain our own dignity as well as acknowledging the wrongdoing to the person you violated.

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January 30, 2009