

District Goals 2012-2013

Elementary Schools:

- 90% of students will achieve Advanced/Proficient in Grade 5 ELA MCAS through continued use of research based literary practices and the implementation of targeted instruction and intervention.
- 80% of students will achieve Advanced/Proficient in Grade 5 Math MCAS through continued use of research based math instructional practices and the implementation of targeted instruction and intervention.

District Goals 2011-2012

Middle School:

- 90% of students will achieve Advanced/Proficient in Grade 8 ELA MCAS through differentiated instruction strategies, targeted ELA interventions, and a focus on tasks that incorporate higher-level thinking.
- 80% of students will achieve Advanced/ Proficient in Grade 8 Math MCAS through implementation of revised curriculum and materials, differentiated instruction, targeted intervention and department-based strategies focused on increased engagement in tasks.

Test Administration

- Grade 3 - ELA Reading Comprehension, Math
- Grade 4 - ELA Reading Comprehension, Math
- Grade 5 - ELA Reading Comprehension, Math
Science & Technology Engineering
- Grade 6 - ELA Reading Comprehension, Math
- Grade 7 - ELA Reading Comprehension, Math
- Grade 8 - ELA Reading Comprehension, Math
Science & Technology Engineering

Grade Level Performance

Grade 5

	<u>A/P</u>	<u>NI</u>	<u>W</u>
ELA	85%	13%	3%
Math	88%	6%	5%
Science	75%	20%	5%

Grade Level Performance

Grade 8

	<u>A/P</u>	<u>NI</u>	<u>W</u>
ELA	93%	5%	2%
MATH	81%	13%	7%
Science	63%	32%	6%

Value Added

CPS	ELA - % Adv/Prof			
	Gr 5 2010	Gr 6 2011	Gr 7 2012	Gr 8 2013
All (223)	83	88	89	93
Reg Ed (170)	96	100	99	99
SPED (53)	51	58	59	76
Low Income (13)	53	62	66	77

Value Added

CPS	Math - % Adv/Prof			
	Gr 5 2010	Gr 6 2011	Gr 7 2012	Gr 8 2013
All (223)	83	78	80	81
Reg Ed (170)	93	89	90	89
SPED (53)	57	49	49	51
Low Income (13)	61	50	58	61

District Actions K5 - ELA

- Expand our pilot of Leveled Literacy into Grade 3
- Incorporate Track My Progress (4 times/year) for ELA
- Incorporate Lexia Core 5
- Incorporate iReady for practice for High Needs Students
- Continue to provide RTI support for those students not at benchmark
- Work to improve students' performance with Open Response questions.
- Continue to strengthen Common Core Literacy expectations with a focus on Close Reading
- Continue to develop student performance in all writing genres: Narrative, Expository, Persuasive
- Continue to provide RTI interventions for students performing below benchmark
- Work collaboratively with special education staff to adjust instruction for High Needs students in order to promote growth

District Actions K5 - MATH

Continue to implement pre/post assessment structure for grades 2 – 5

- Continue to implement Kathy Richardson structure for students in K and 1
- Pilot Dreambox for all students
- Continue to implement flexible math groups in grades 1 – 5
- Continue to provide RTI support for those students not at benchmark
- Math Curriculum Specialist will continue to coach staff
- Work to improve students' performance with Open Response questions.
- Continue to strengthen Common Core Math expectations with an emphasis on the Math Practice Standards
- Promote greater understanding of Operations & Algebraic Thinking, Measurement, & Geometry
- Continue to provide RTI interventions for students performing below benchmark
- Work collaboratively with special education staff to adjust instruction for High Needs students in order to promote growth

District Actions 6-8

ELA

- Differentiated English classes Grades 6,7,8
- Implementation of common assessments across ELA curriculum grades 6, 7, 8
- Focus on open response writing grades 6, 7, 8
- ELA study option 2x week grades 7 & 8
- Developmental Language Arts Program: Classes taught by highly qualified English Teachers provide remediation 4x week for grades 7 & 8
- Literacy Strategies special education support class 4x week grade 6 and 4x week grades 7 & 8
- Intensive English class for students with significant learning needs in English Language Arts

District Actions 6-8

MATH

- Implementation of baseline and follow up assessments to be administered 3x a year and on common unit assessment; data to be used to inform teaching and learning practices
- Math study option 2x week grades 7 & 8
- Focus Math program: Classes taught by regular math class teachers provide remediation 4x week for grades 6 and 8, and 2x week in grade
- Intensive Math class for students with significant learning needs in math

DESE Accountability Data

- NCLB goal of 100% proficient by 2014 replaced with new goal of reducing proficiency gaps by 50% by 2017. The 100-point composite Performance Index (CPI), a measure of the extent to which all students in a district or school or subgroup are progressing toward proficiency, gauges progress toward this goal.
- School Percentiles (1-99) is an indication of the school's overall performance relative to other schools that serve the same grades.
- AYP replaced with new 100-point performance measure, Progress & Performance Index (PPI) that incorporates student growth and other indicators.

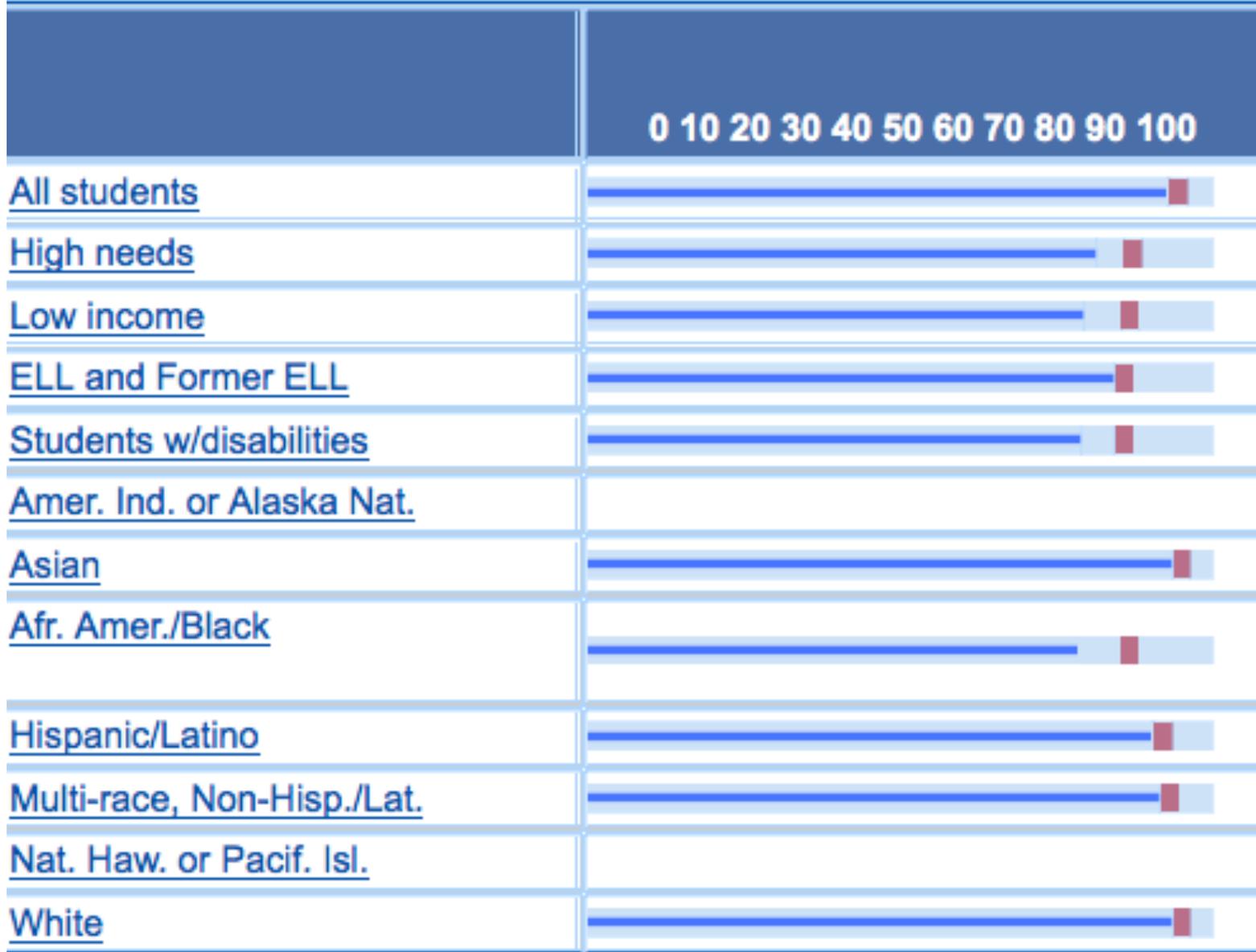
Progress & Performance Index (PPI)

- Annual PPI is a measure of improvement toward a school or district's own target over a two year period.
- Cumulative PPI is the average of a district's, school's or subgroup's annual PPI over the most recent four year period.
- For a school to be making progress toward narrowing proficiency gaps, the cumulative PPI for both the "all students" group and "high needs" students must be 75 or higher.
- "High Needs" is an unduplicated count of students in at least one of these subgroups: SEPD, ELL, former ELL and low income.

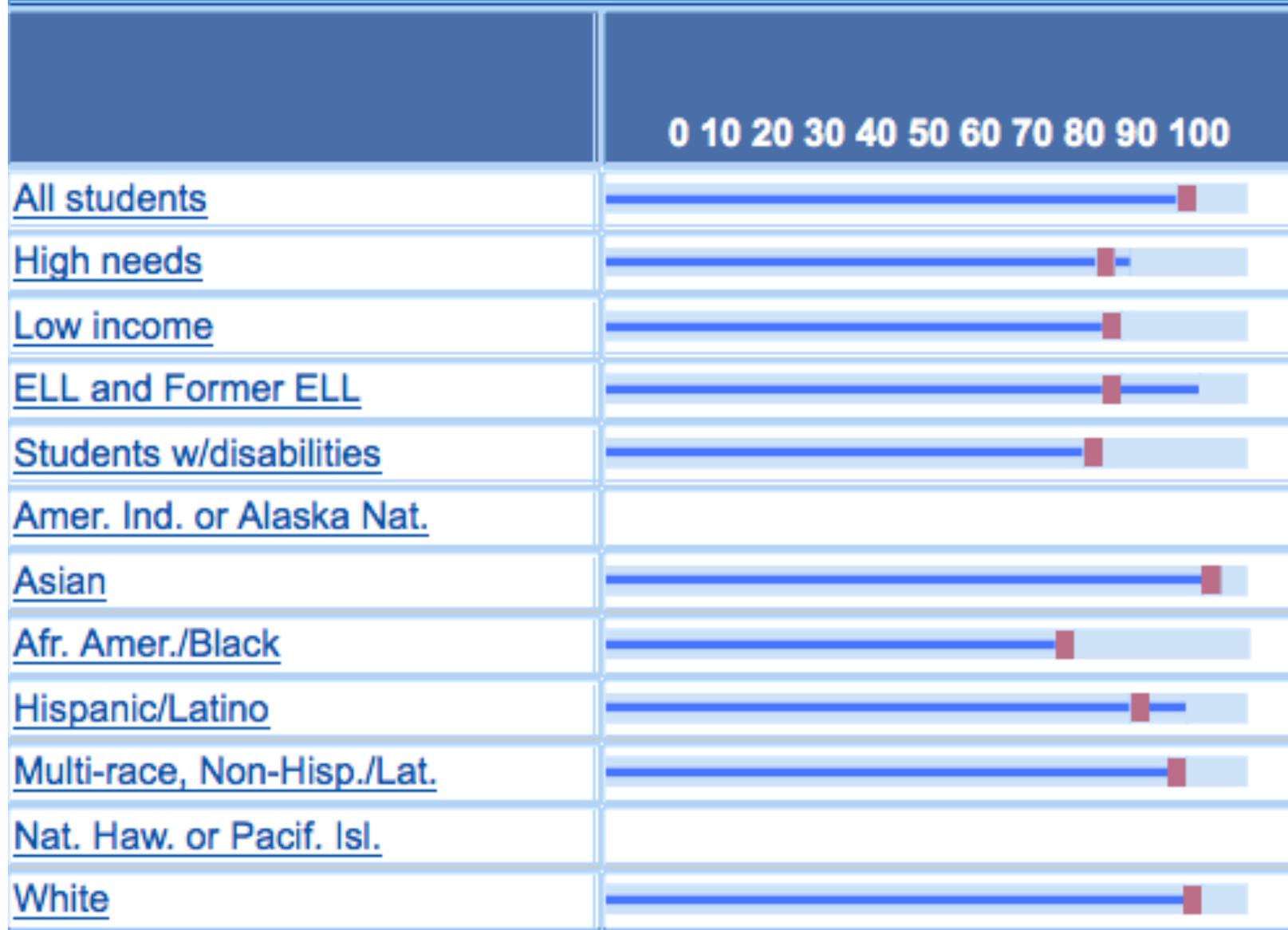
2013 Accountability Data - Concord

All students		91	Met Target
High needs		72	Did Not Meet Target
Low income		67	Did Not Meet Target
ELL and Former ELL			-
Students w/disabilities		68	Did Not Meet Target
Amer. Ind. or Alaska Nat.			-
Asian		96	Met Target
Afr. Amer./Black		76	Met Target
Hispanic/Latino		94	Met Target
Multi-race, Non-Hisp./Lat.			-
Nat. Haw. or Pacif. Isl.			-
White		97	Met Target

2013 English Language Arts Proficiency Gap Narrowing



2013 Mathematics Proficiency Gap Narrowing



Moving Forward

District Goals 2013-2014

- 90% Advance/Proficient on ELA MCAS at 5 and 8.
- 80% Advance/Proficient on Math MCAS at 5 and 8.

**Concord Public Schools
FY14 - FY18
Preliminary Capital Needs**

Project Description	FY14	FY15	FY16	FY17	FY18	Comments / Building Total
Alcott						
Replacement of ERU Wheels	25,000					
Classroom Refurbishing	25,000	25,000	50,000		250,000	100,000
Parking Area Sealing & Relining	20,000	20,000	20,000			
Total Alcott	70,000	45,000	70,000		250,000	100,000
Thorau						
Replacement of ERU Wheels	25,000					
Classroom & Hall Painting	25,000	25,000	50,000		125,000	100,000
Parking Area Sealing & Relining	20,000	25,000	20,000			
Total Thorau	70,000	50,000	195,000		125,000	100,000
Peabody Building						
Roof replacement	240,000					
General flooring replacement						
Replacement of HVAC controls and unit ventilator throughout school-design phase followed by construction	165,000	185,000				
Electrical upgrade/Main Switch	50,000	50,000				
Replace existing ventilation units and piping			320,000			
Domestic water piping replacement		150,000	150,000		300,000	
Electrical power upgrade for technology	100,000					
Total Peabody	\$555,000	\$385,000	\$470,000		\$300,000	\$0
Sanborn Building						
Asbestos abatement / classrooms						
Auditorium renovation (Phase 1)						
Roof replacement						
HVAC unit/vent replacement		125,000	125,000			700,000
Electrical upgrade	50,000				125,000	
Fire alarm detection	50,000				50,000	
Domestic water piping replacement		220,000	80,000			
Total Sanborn	\$100,000	\$345,000	\$205,000		\$175,000	\$700,000
Transportation Facility (Landfill Site)						
Paving & Road & Yard Infrastructure						
Vehicle Repair Building						
Fuel Tanks & Associated Equipment		105,000				
Administration Building (Move/Replace)			225,000			
Total Sanborn	\$0	\$105,000	\$225,000		\$0	\$0
Total Ripley						
	\$0	\$0	\$0	\$0	\$0	\$0
Yearly Totals	\$795,000	\$930,000	\$1,165,000	\$850,000	\$900,000	\$4,640,000

Wellness Policy

The Concord Public Schools and the Concord-Carlisle Regional School District are committed to providing a school environment that enhances the learning and development of lifelong wellness practices. To that end, the districts promote actions, behaviors, and learning that create a healthy and safe environment for all students, faculty and staff.

It is our goal to promote the students' physical, emotional, and social well being through a K-12 coordinated school health program. Coordinated school health improves students' health and their capacity to learn. At its very core, coordinated school health is about keeping students healthy over time, reinforcing positive healthy behaviors throughout the school day, and making it clear that good health and learning go hand in hand.

This approach includes, but is not limited to, providing a healthy environment, school nursing and other-related health services, nutritious school meals, guidance and mental health services, K-12 comprehensive, coordinated health education, physical education and other opportunities for physical activity. It is the intent of this policy to promote opportunities that will enable students to become independent lifelong learners who will practice healthy behaviors and choices.

Furthermore, it is our expectation that specific actions will take into account the health needs and well being of all children without discrimination or isolation of any child. It is the school districts' belief that education along with open and informative communication is vital to the establishment of an environment that reduces risks and increases protective factors. In order to enhance students' awareness and consideration of self and others' well being, it is the intent of the School Committee that this policy reflects a commitment to the development of the whole child throughout the child's tenure in the Concord Public Schools and the Concord-Carlisle Regional School District.

April 10, 2006
KKB/Wellness Comm./Board

Procedures

TO ACHIEVE THESE POLICY GOALS:

I. School Health Councils

The CPS and CCHS Superintendent's Community Advisory Council on Student Health (SCACSH) will work with designated school personnel to implement, monitor, review, and, as necessary, revise K-12 school health and physical education policies. SCACSH will serve as resources to school sites for implementing those policies.

II. Nutritional Quality of Foods and Beverages Sold and Served on Campus

School Meals

Meals served through the National School Lunch Programs will:

- * be appealing and attractive to children;
- * be served in clean and pleasant settings;
- * meet, at a minimum, nutrition requirements established by local, state, and federal statutes and regulations;
- * offer a variety of cut fresh fruits and vegetables;¹
- * offer more vegetarian options
- * serve only low-fat (1%) and fat-free milk and nutritionally-equivalent non-dairy **alternatives** (yogurt)(to be defined by USDA); and
- * ensure that half of the served grains are whole grain. With a goal of phasing out white bread over a period of time. 2, 3
- * will work with food distributors to reduced and eliminate trans fats from food
- * will work with food distributors to reduce and eliminate high fructose corn syrup

Schools should engage students and parents, through taste-tests of new entrees and surveys, in selecting foods sold through the school meal programs in order to identify new, healthful, and appealing food choices. In addition, schools should share information about the nutritional content of meals with parents and students.

Breakfast. To ensure that all children have breakfast, either at home or at school, in order to meet their nutritional needs and enhance their ability to learn:

- * Schools will, *to the extent possible*, operate the School Breakfast Program
- * Schools that serve breakfast to students will notify parents and students of the availability of the School Breakfast Program.
- * Schools will encourage parents to provide a healthy breakfast for their children through administrative newsletter articles, take-home materials, or other means.

Free and Reduced-priced Meals. Schools will make every effort to eliminate any social stigma attached to, and prevent the overt identification of, students who are eligible for free and reduced-price school meals.⁴ Toward this end, schools may utilize electronic identification and payment systems; provide meals at no charge to all children, regardless of income; promote the availability of school meals to all students

Meal Times and Scheduling. Schools will consider:

- * providing students with at least 10 minutes to eat after sitting down for breakfast and 20 minutes after sitting down for lunch;
- * scheduling meal periods at appropriate times, *e.g.*, lunch should be scheduled between 11 a.m. and 1 p.m.
- * scheduling elementary students oldest (5th) to youngest (K)
- * not scheduling tutoring, club, or organizational meetings or activities during mealtimes, unless students may eat during such activities;
- * scheduling lunch periods to follow recess periods (in elementary schools);
- * providing students access to hand washing or hand sanitizing before they eat meals or snacks (see allergy policy); and
- * taking *reasonable steps to accommodate* the tooth-brushing regimens of students.
- * taking reasonable steps to have students at CMS/CCHS wash tables between lunches

Qualifications of School Food Service Staff. Qualified professionals will administer the school meal programs. As part of the school district's responsibility to operate a food service program, we will provide continuing professional development for all professionals in schools. Staff development programs should include appropriate certification and/or training programs for food service manager and cafeteria employees, according to their levels of responsibility.⁵

Sharing of Foods and Beverages. Schools should discourage students from sharing their foods or beverages with one another during meal or snack times, given concerns about allergies and other restrictions on some children's diets. (see allergy policy)...as well as health reason, spreading of contagious illnesses.

Foods and Beverages Sold Individually (*i.e.*, foods sold outside of reimbursable school meals, such as through vending machines (CMS/CCHS), cafeteria a la carte [snack] lines, fundraisers, school stores, etc.)

Elementary Schools. The school food service program will approve and provide all food and beverage sales to students in elementary schools during lunch periods. Given young children's limited nutrition skills, food in elementary schools should be sold as balanced meals. If available, foods and beverages sold individually should be limited to low-fat and non-fat milk, fruits, and non-fried vegetables. Snacks and drinks will be sold individually, *e.g.* no 20-ounce bottles, no 2-serving packs of sweets or chips.

Middle and High Schools. In middle and high schools, all foods and beverages sold individually outside the reimbursable school meal programs (including those sold through a la carte [snack] lines, vending machines will meet the following nutrition and portion size standards.

Any Beverages Sold:

- * Water or seltzer water, 6 without added caloric sweeteners; fruit and vegetable juices and fruit-based drinks that contain at least 50% fruit juice and that do not contain additional caloric sweeteners; unflavored or flavored low-fat or fat-free fluid milk and nutritionally-equivalent nondairy beverages (to be defined by USDA);
- * Drinks with minimum nutritional value *i.e.*: soda, sports drinks, should not be sold during the school day; iced teas; fruit-based drinks that contain less than

50% real fruit juice or that contain additional caloric sweeteners; beverages containing caffeine, excluding low-fat or fat-free chocolate milk (which contain trivial amounts of caffeine).

Foods

A food item sold individually:

- * will have no more than 35% of its calories from fat (excluding nuts, seeds, peanut butter, and other nut butters) and 10% of its calories from saturated and trans fat combined;** refer to allergy policy
- * will have no more than 35% of its *weight* from added sugars;⁷
- * will contain no more than 230 mg of sodium per serving for chips, cereals, crackers, french fries, baked goods, and other snack items; will contain no more than 480 mg of sodium per serving for pastas, meats, and soups; and will contain no more than 600 mg of sodium for pizza, sandwiches, and main dishes.

- * A choice of at least two fruits and/or non-fried vegetables will be offered for sale at any location on the school site where foods are sold. Such items could include, but are not limited to, fresh fruits and vegetables; 100% fruit or vegetable juice; fruit-based drinks that are at least 50% fruit juice and that do not contain additional caloric sweeteners; cooked, dried, or canned fruits, and cooked, dried, or canned vegetables (that meet the above fat and sodium guidelines).⁸

Portion Sizes

Limit portion sizes of foods and beverages sold individually to those listed below:

- * One and one-quarter ounces for chips, crackers, popcorn, cereal, trail mix, nuts, seeds, dried fruit, or jerky;
- * One ounce for cookies;
- * Two ounces for cereal bars, granola bars, pastries, muffins, doughnuts, bagels, and other bakery items;
- * Four fluid ounces for frozen desserts, including, but not limited to, low-fat or fat-free ice cream;
- * Eight ounces for non-frozen yogurt;
- * Twelve fluid ounces for beverages, excluding water; and
- * The portion size of a la carte entrees and side dishes, including potatoes, will not be greater than the size of comparable portions offered as part of school meals. Fruits and non-fried vegetables are exempt from portion-size limits.

Fundraising Activities. To support children's health and school nutrition-education efforts, school fundraising activities will use only foods that meet the above nutrition and portion size standards for foods and beverages sold individually. Schools will

encourage fundraising activities that promote physical activity. The school district will make available a list of ideas for acceptable fundraising activities.

Snacks. Snacks served during the school day or enrichment programs will make a positive contribution to children's diets and health, with an emphasis on serving fruits and vegetables as the primary snacks and water as the primary beverage. Schools will assess if and when to offer snacks based on timing of school meals, children's nutritional needs, children's ages, and other considerations. The district will disseminate a list of healthful snack items to teachers and parents.

Celebrations. Schools should limit celebrations that involve food during the school day. The district will disseminate a list of healthy party ideas to parents and teachers. **See allergy policy

School-sponsored Events (such as, but not limited to, athletic events, dances, or performances). Foods and beverages offered or sold at school-sponsored events outside the school day should strive to meet the nutrition standards for meals or for foods and beverages sold individually (above).

III. Nutrition and Physical Activity Promotion and Food Marketing

Nutrition Education and Promotion.

School District aims to teach, encourage, and support healthy eating by students. Schools should provide nutrition education and engage in nutrition promotion that:

- * is offered at each grade level as part of a sequential, comprehensive, standards-based program designed to provide students with the knowledge and skills necessary to promote and protect their health;
- * is offered to K-12 parents
- * is part of not only health education classes, but also integrated when possible into classroom instruction in subjects such as math, science, language arts, social sciences, and elective subjects
- * includes enjoyable, developmentally-appropriate, culturally-relevant, participatory activities, such as contests, promotions, taste testing;
- * promotes fruits, vegetables, whole grain products, low-fat and fat-free dairy products, healthy food preparation methods, and health-enhancing nutrition practices;
- * emphasizes caloric balance between food intake and energy expenditure (physical activity/exercise);
- * links with school meal programs, other school foods;
- * teaches media literacy with an emphasis on food marketing; and the health and behavioral consequences of eating trans fats, high fructose corn syrup, artificial sweeteners.⁹
- * includes training for teachers and other staff.

Integrating Physical Activity into the Classroom Setting. Students need opportunities for physical activity beyond physical education class. Toward that end:

- * classroom health education will complement physical education by reinforcing the knowledge and self-management skills needed to maintain a physically-active lifestyle and to reduce time spent on sedentary activities, such as watching television;
- * classroom teachers may provide short physical activity breaks between lessons or classes, as appropriate.

Communications with Parents. The district/school will support parents' efforts to provide a healthy diet and daily physical activity for their children. The district/school will, send home nutrition information, post nutrition tips on school websites, and provide nutrient analyses as part of nutrition education curriculum in K-12 Health Education. Schools should encourage parents to pack healthy lunches and snacks and snacks that do not include soda, sports drinks and other beverages and foods that do not meet the above nutrition standards for individual foods and beverages. The district/school will provide parents a list of foods that meet the district's snack standards and ideas for healthy celebrations/parties, rewards, and fundraising activities.

The district/school will provide information about physical education and other school-based physical activity opportunities before, during, and after the school day; and support parents' efforts to provide their children with opportunities to be physically active outside of school. Such supports will include sharing information about physical activity and physical education through a website, newsletter, other take-home materials, or special events.

Food Marketing in Schools. School-based marketing will be consistent with nutrition education and health promotion. As such, schools will limit food and beverage marketing to the promotion of foods and beverages that meet the nutrition standards for meals or for foods and beverages sold individually (above). School-based marketing of brands promoting predominantly low-nutrition foods and beverages is prohibited. The promotion of healthy foods, including fruits, vegetables, whole grains, and low-fat dairy products is encouraged.¹⁰

Marketing activities that promote healthy behaviors (and are therefore allowable) include: vending machine covers promoting water; pricing structures that promote healthy options in a la carte lines or vending machines; sales of fruit for fundraisers; and coupons for discount gym memberships.

Staff Wellness. Concord Public and the Concord-Carlisle School District highly values the health and well-being of every staff member and will continue to plan and implement activities and policies that support personal efforts by staff to maintain a healthy lifestyle. The committee should develop, promote, and oversee a plan to promote staff health and wellness. The plan should be based on input solicited from school staff and should outline ways to encourage healthy eating, physical activity, and other elements of a healthy lifestyle among school staff.

IV. Physical Activity Opportunities and Physical Education

We believe that a quality physical education program is the cornerstone of an active lifestyle for all students. Our program is designed to provide the skills, knowledge and attitudes to foster lifelong habits of physical education, physical activity and healthy eating.

Weekly Physical Education K-12. The CPS and Concord-Carlisle School Districts will continue to support all students in grades K-12, by creating opportunities for students of all abilities to maximize their learning to be successful

A certified physical education teacher will teach all physical education.

As highly-qualified physical education teachers, we will:

*Establish a positive, safe learning environment for all students

*Teach a variety of skills and activities that make physical education class fun and enjoyable, by using the following standards established by NASPE

1. *Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities*
2. *Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities*
3. *Participates regularly in physical activity*
4. *Achieves and maintains a health enhancing level of physical fitness*
5. *Exhibits responsible personal and social behavior that respects self and others in physical activity settings*
6. *Values physical activity for health, enjoyment, challenge, self expression, and/or social interaction*

Student involvement in other activities involving physical activity (e.g., interscholastic or intramural sports) will not be substituted for meeting the physical education requirement.

When designated as a fitness activity, students will be actively involved to maximize their learning time.

Daily Recess. All elementary school students will have at least 20 minutes a day of supervised recess, preferably outdoors, during which schools should encourage moderate to vigorous physical activity verbally and through the provision of space and equipment.

Schools should discourage extended periods (i.e., periods of two or more hours) of inactivity. When activities, such as mandatory school-wide testing, make it necessary for students to remain indoors for long periods of time, schools should give students periodic breaks during which they are encouraged to stand and be moderately active.

Physical Activity Opportunities Before and After School. All elementary, middle, and high schools are encouraged to offer extracurricular physical activity programs, such as physical activity clubs or intramural programs. All high schools, and middle schools as appropriate, will offer interscholastic sports programs. Schools will offer a range of activities that meet the needs, interests, and abilities of all students, including boys, girls, students with disabilities, and students with special health-care needs.

Enrichment programs will provide and encourage – verbally and through the provision of space, equipment, and activities – daily periods of moderate to vigorous physical activity for all participants.

The school program is designed to provide the skills knowledge and attitudes that facilitate choosing physical activity after school, at home and in the community

Use of School Facilities Outside of School Hours. Subject to permitting process, school spaces and facilities should be available to students, staff, and community members before, during, and after the school day, on weekends, and during school vacations. These spaces and facilities also should be available to community agencies and organizations offering physical activity and nutrition programs. School policies concerning safety will apply at all times.

V. Monitoring and Policy Review

Monitoring. The Superintendent or K-12 Health Coordinator will ensure compliance with established district-wide nutrition and physical activity wellness policies. In each school, the principal or designee will ensure compliance with those policies in his/her school and will report on the school's compliance to the school district superintendent or K-12 Health Coordinator.

School food service staff, at the school or district level, will ensure compliance with nutrition policies within school food service areas and will report on this matter to the superintendent (or if done at the school level, to the school principal).

The superintendent or designee will develop a summary report every three years on district-wide compliance with the district's established nutrition and physical activity wellness policies, based on input from schools within the district. That report will be provided to the school board and also distributed to all school health councils, parent/teacher organizations, school principals, and school health services personnel in the district.

Policy Review. To help with the initial development of the district's wellness policies, each school in the district will conduct a baseline assessment of the school's existing nutrition and physical activity environments and policies.¹¹ The results of those school-by-school assessments will be compiled at the district level to identify and prioritize needs.

The K-12 Wellness committee as a subcommittee of the Superintendents Community Advisory Council on Student Health (SCACSH) will repeat assessments every five years to help review policy compliance, assess progress, and determine areas in need of improvement. As part of that review, the school district will review our nutrition and physical activity policies; provision of an environment that supports healthy eating and physical activity; and nutrition and physical education policies and program elements. The district, and individual schools within the district, will, as necessary, revise the wellness policies and develop work plans to facilitate their implementation

5/05 KKB/Co-Chair Wellness Committees