

CONCORD PUBLIC SCHOOLS

CONCORD-CARLISLE REGIONAL SCHOOL DISTRICT

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March 8, 2016

TO: CPS School Committee
FROM: Diana F. Rigby, Superintendent
Re: Mid-Cycle FY16 Goals Review

A. PROFESSIONAL PRACTICE GOAL

GOAL: By June 2016, administration will provide multiple opportunities for teacher voice, leadership, and collaboration in addressing teacher concerns and making critical school/district decisions.

Key Actions and Progress:

- 1. Promote a professional culture of collaboration and continuous learning by increasing opportunities for teacher voice in K8 faculty meetings, K5 grade level teams, K5 school leadership teams, CMS teaching and learning team, CMS House Leaders, Elementary Steering Committee, Elementary Math Committee, K8 Supervision and Evaluation Committee, School Advisory Council, CMS Configuration Committee, K12 Science Committee, K12 STEM Committee, K12 Professional Learning Council, K12 Technology Committee, K12 Mental Health Committee, and K12 Calendar Committee.**
 - Fall faculty meetings collected faculty feedback on meeting planning and agendas, school improvement efforts, Google training, professional learning, elementary math pilot, Mylearningplan, and CMS configuration committee.
 - K5 Grade level teams met regularly to monitor student progress and to adjust curriculum and instruction for improved student learning.
 - K5 School Leadership teams met monthly to address school wide improvement efforts and teacher/student concerns.
 - CMS Teaching and Learning team met regularly to monitor student progress, discuss curriculum and instruction, and review the recommendations from the configuration committee.
 - CMS House Leaders facilitated grade level teams to coordinate house huddles and promote community building.
 - Elementary Steering Committee met regularly to discuss math pilot, integrated technology, new Science Standards, and establishing a Professional Learning Council.

- Elementary Math Committee reviewed and piloted new math curriculum.
- Teachers participated on the School Advisory Council to review the school improvement actions and progress.
- CMS Configuration Committee met 8x to determine space configuration and new schedule for 2016-17.
- The K12 Science Committee met monthly to review the Next Generation Science Standards and discuss curriculum changes within a three-year plan.
- The K12 STEM Committee worked with Dr. Mia Dubosarsky, WPI to develop and implement a strategic plan for STEM/STEAM education K12.
- The K12 Professional Council met monthly to develop a teacher professional learning academy, Concord Fellows Program" to provide 50 hours of professional learning over two years for newly hired teachers as well as mentoring opportunities for skillful veteran CPS and CCRSD teachers to share their expertise.
- K12 Mental Health met regularly to discuss and plan activities to reduce student stress through mindfulness workshops, Health week, peer mentoring, and initiated a grant for "Challenge Success".
- K12 Technology Committee met regularly to discuss the transition to Google platform, new websites, Google Classroom, new software for integrating technology in classrooms, and professional learning for teachers.
- K12 Calendar Committee met to discuss 2016-17 calendar and make recommendations to the School Committee.

2. Meet regularly with the administrative team to reflect on and improve leadership practices to promote professional collaboration and student success.

- The administrative team met 2x month to discuss student progress, improved curriculum and instructional practices, differentiated instruction, formative/summative assessments, project-based learning, student mental health issues, high needs students, staffing, program improvement efforts, integrated technology, innovative practices, and supervision and evaluation.
- The administrative team worked with a consultant to improve teacher feedback and evaluation practices.
- The administrative team participated in job-embedded professional learning and conferences to improve leadership practices.

3. Meet monthly with the CTA leadership to engage in collaborative problem solving and building consensus regarding critical school/district decisions.

- During the monthly CTA/Admin. meetings the following items were discussed: IT transition from First Class to Google platform, Calendar Committee, Evaluation, CMS department Chairs and instructional coaching, FY17 budget, and technology.
- 4. Lead CMS administration and faculty to improve time for teaching and learning by researching programs and space, and recommending revisions for FY17 school year.**
- CMS Configuration committee met 8x to discuss and determine space configuration and new schedule for 2016-17.
 - CMS Configuration Committee presented recommendations to maintain current space configuration and revise school schedule to increase academic time at the January SC meeting.
- 5. Continue to improve communication and outreach using a variety of tools including social and print media, updated school/district webpages, newsletters, and formal/informal meetings.**
- Implemented a new district and school websites with current news and calendar.
 - Conducted Principal and SC coffees during the fall semester to share information and solicit community input.
 - Met with PTG Presidents on a monthly basis.
 - Met regularly with committees, concerned parents, and interested citizens to discuss educational issues and concerns.
 - Visited CPS classrooms on a weekly basis.
 - Attended weekly CPS events to support students/teachers and interact with parents and community members.
 - Published and posted monthly Superintendent reports and updates.
 - Published regular School Committee updates in Concord Journal and on the district website.
 - Responded to community input on "Your Voice Matters".
 - Tweeted daily to more than 600 Twitter followers.

B. STUDENT LEARNING GOAL

GOAL: Increase achievement for all students and narrow the achievement gaps for identified student groups.

Key Actions and Progress:

1. CMS Principal reports at least 80% of students are meeting benchmark (B-) in all subjects and all grades except Grade 6 Math at 79%.
2. CMS High Needs Students – SPED students score 80% or higher on summative assessments in ELA 88%, and in Math, 74%; Low Income,

59% in ELA and 64% in Math, and ELL students, 80% in ELA and 66% in Math.

3. Five CMS teachers completed training in Leveled Literacy Initiative and implemented the program in Grade 6.
4. *Study Island* and *iReady* are included in the math intervention program for CMS special education students.
5. CMS math teachers have participated in four professional learning sessions on Differentiated Instruction and have implemented new DI strategies to increase student learning.
6. CMS Math Dept. Chair collaborated with CCHS Math Dept. Chair to develop a portfolio of rigorous extension tasks for advanced math students.
7. CMS Department Chairs participated in professional learning in Instructional Coaching to support teachers working with high needs students.
8. CMS Configuration Committee researched and developed a 6-day, 7 period master schedule with daily academic classes to improve student learning. Space reconfiguration was not recommended at this time due to increased enrollment for next year.
9. K5 grade level teams collaborated with ELA, Science, and Social Studies Curriculum Specialists to design integrated units of social studies and science with informational and persuasive writing assignments.
10. Elementary teachers collaborated with math specialists to pilot the new math curriculum.
11. K5 Grade Level Teams monitored student progress by analyzing common assessments in Math/ELA to adjust instruction and to provide targeted intervention (RtI) for High Needs Students.

C. DISTRICT IMPROVEMENT GOALS

GOAL: Provide students with a rigorous and coherent curriculum and high quality instruction that engages all students to develop their curiosity, creativity, critical thinking, and collaborative problem solving.

1. CMS students participated in 2x/6 day cycle Digital Literacy course to increase their use of Google tools, Inspiration, and Noodle tools.
2. CMS students and teachers implemented Google Classroom in their 1:1 learning environment.
3. CMS students participated in integrated science and ELA study units.
4. Grade 6 CMS students completed an interdisciplinary science and art research project.
5. Elementary students in grades 3-5 have successfully completed several writing pieces in a collaborative digital environment.
6. Elementary students participated in a digital citizenship program taught by the Library/Media and Technology Specialists.
7. Elementary students participated in STEM challenge activities.

8. Elementary students in grades 2-5 engaged in collaborative research tasks such as creating musical instruments with recycle materials, wiring dollhouses, a simulation activity during the Immigration unit, and studying African Americans and Abolitionists in Concord.
9. Elementary students participated in newly developed Earth Science lessons.
10. K8 teachers collaborated to develop new curriculum in Science on the K12 Science and STEM Committees, and to provide professional learning opportunities for teachers on the Professional Learning Council.

GOAL: Foster a positive learning environment in which all students become more responsible citizens.

1. At CMS, student leaders, peer mentors, and CMS Stands Together have worked to increase student responsibility and participation.
2. Grade 7 students took on the *Iron Giraffe Challenge* to raise funds for "Water for Sudan", including hosting a school wide dance.
3. Grade 8 students led various school community building activities including constructing an origami quilt, turkey trot, and trivia contest.
4. At CMS, House Huddles have been reinstated, and included team building tasks.
5. K5 teachers collaborated with Mental Health teams to promote calm classrooms, greater self-awareness and improved self-regulation for students.
6. Open Circle Program, Bully proofing curriculum, and Mindfulness activities were implemented in all K5 classrooms.
7. K5 monthly school wide celebrations rewarded positive student behavior and promoted community.
8. Elementary students participated in a variety of successful community service projects.

GOAL: Effectively implement the new Educator Evaluation system with a focus on continuous improvement in teaching and learning.

Key Actions and Progress:

1. K8 teachers are collecting student growth data for District-Determined Measures.
2. K8 teachers completed the Self-Assessment and Goal-Setting steps in the evaluation cycle.
3. CMS Department Chairs participated in Instructional Coaching training and are working with a consultant to implement a coaching model in the academic subjects.
4. District Administration participated in professional learning to improve teacher feedback during the evaluation process.

5. Two CPS teachers were rated overall as "Needs Improvement". Specific supports and professional development have been made available so that they become proficient.

GOAL: Develop FY17 budget to support educational excellence and enrollment growth while maintaining fiscal sustainability.

Key Actions and Progress:

1. Worked with School Administration, School Committee, and Concord Finance Committee to develop FY2017 operating budget for \$35,660,111, or 3.23% higher than this year's operating budget.
2. FY17 Budget was adopted by SC in December and met Concord Finance Committee guidelines.
3. The FY17 Budget Book was published and the adopted budget was presented at the Public Hearing in February.

Alcott's Mid-Year Evaluation District Goals
February 2016

Goal I: K-8 students will master critical end of the year grade level standards:

- I. Teachers met with ELA Curriculum Specialist, Math Curriculum Specialist, School Counselor, School Psychologist, and Principal every six weeks to review the students' progress, create new intervention plans, and address academic and social/emotional/behavioral concerns.
- II. Teachers worked with curriculum specialists to identify students needing extra support. This support was provided through:
 - i. During school Tier I and Tier II RTI groups in ELA, Math, Social/Emotional
 - ii. Before school math support group for 5th graders
 - iii. Before school phonology groups for grade 3 and 4 students
 - iv. Extended Tuesday Enrichment Programs
 1. Tutoring in ELA/Math
 2. Umbrella supported programs K and 1
- III. Continue to implement common assessments in ELA and Math to track student progress and inform our instructional practice:
 - i. Implement common assessments (TC, pre/post math assessments, Kathy Richardson, writing on-demand assessments)
- IV. Teachers have worked with ELA Curriculum Specialist to create units that integrate science/social studies content with on-line learning embedded in the unit to support the students with these unique skills, such as:
 - i. Grade 5 Natural Disasters – guest speaker Army Corps of Engineers
 - ii. Grade 4 Immigration
- V. High-needs students include students who have English as a Second Language, receive special education services, have a 504 plan, participate in the METCO program, and/or receive free/reduce lunch.

ELA/Math (% meeting benchmark)	All Kindergarten students	Non-High needs Kindergarten students	High needs Kindergarten students
Marie Clay	99%	100%	95%
Kathy Richardson	78%	81%	68%

ELA/Math (% meeting)	All Grade 1 Students	Non- High Needs Grade 1 Students	High Needs Grade 1 Students

benchmark)			
Teachers' College	77%	95%	50%
Kathy Richardson	85%	86%	81%

ELA/Math (% meeting benchmark)	All Grade 2 Students	Non- High Needs Grade 2 Students	High Needs Grade 2 Students
Teachers' College	94%	98%	78%
Post Test Assessments	81%	84%	59%

ELA/Math (% meeting benchmark)	All Grade 3 Students	Non- High Needs Grade 3 Students	High Needs Grade 3 Students
Teachers' College	88%	97%	65%
Post Test Assessments	79%	85%	58%

ELA/Math (% meeting benchmark)	All Grade 4 Students	Non- High Needs Grade 4 Students	High Needs Grade 4 Students
Teachers' College	90%	98%	70%
Post Test Assessments	81%	85%	70%

ELA/Math (% meeting benchmark)	All Grade 5 Students	Non- High Needs Grade 5 Students	High Needs Grade 5 Students
Teachers' College	93%	100%	61%
Post Test Assessments	86%	94%	67%

Outcomes of this work:

- I. Students in Grade 5 demonstrated their proficiency on the new PARCC Assessment with 92% passing ELA and Math
- II. Improvement in the growth of our high needs students on state assessment, we moved from a Level II school to a Level I school.
- III. 85% of our students with English as a Second Language are meeting ELA mid-year benchmark expectations.

Goal 2: Provide students with a rigorous and coherent curriculum and high quality instruction that engages all students to develop their curiosity, creativity, critical thinking, and collaborative problem solving skills.

- I. 100% of the students in grades 3 – 5 have successfully completed 2 – 4 writing pieces in a collaborative digital environment and demonstrated appropriate digital citizenship skills.
- II. Technology specialist collaborated with teachers to integrate use of digital tools into classroom instruction and assessment
 - a. Technology Specialist worked with classroom teachers to collaboratively introduce Google Drive to the grade three students at the start of the year.
 - b. Technology Specialists are meeting with grade level teachers to train them on the use of a Google platform and the new website.
 - c. Teachers worked to create on-line end of the unit or formative assessments to integrate more practice with technology skills.
 - d. Technology (Kidblog and translation apps) was used to support students with English as a Second Language.
 - e. Grade 1 students used the Pebble Go Program to research weather-related topics.
 - f. Grade three students participated in an online integrated activity about Hippos practicing their ability to navigate between an article, video, and Google Form.
- III. Technology Specialist and Library Media Specialist collaborated and designed together a 7-week Citizenship and Online Safety Unit that will be taught to all fifth grade students in March and April. Prior to this unit, all fifth grade students participated in a Technology Use Survey using Google Forms. The Technology Specialist and Library Media Specialist use the results of the survey to inform their instruction during the 7-week co-taught unit.
- IV. Completing second year of the Everyday Math 4 Pilot, with teachers in grades K, 5, and ½ of 1st volunteering to pilot program all year long in their classrooms with support of Math Curriculum Specialist.
- V. Implementing a new school-wide STEM Challenge Activity in March.
- VI. Development of integrated units at each grade level focused on the Science/Social Studies standards, such as:
 - a. Living Things (K), Changes in Animals (1), Long Ago (2), Biographies (3), Weather (4), The American Revolution (5) to name a few.

Goal 3: Foster a positive learning environment in which all students become more responsive citizens.

- I. K5 Mental Health Team provides leadership and support for teachers to implement Open Circle curriculum, Bully Proofing Curriculum and Mindfulness activities.
 - a. Teachers continue to teach Open Circle and Bully Proofing curricula generalizing these strategies into the school day.
 - b. School Psychologist and School Counselor have offered Lunch Bunch groups for students, RTI support with a specific focus for some students, and provided individual support for those students in need.
 - c. School Psychologist and School Counselor participate in grade level meetings to offer guidance/support for students in the areas of behavior/emotional/social.
 - d. The Hallway Committee has worked with students and teachers to identify key behaviors for the hallway. Grade levels are awarded for following these expectations, with the goal of earning 40 feathers.
 - e. Students receive 'Give-a-Hoot' awards each week for displaying "caring, cooperative, and respectful behavior". Currently, we have given out 199 Give-a-Hoot awards to students. In addition, 11 different classrooms have earned the Traveling Bronson, with at least one classroom at each grade level receiving this honor.
 - f. We rolled out our new Belief Statement Poster (...caring, cooperative, and respectful community of learners.) to all students at the start of each school year. Grade levels worked together to create a consistent structure to introduce new poster and expectations to all students.
 - g. School Counselor and School Psychologist taught students Social Thinking/Zones of Regulation strategies for improving peer interactions and managing self-control.
 - h. Mindfulness Committee presents a mindfulness activity at each faculty meeting. The committee is working on compiling a book or keychain of mindfulness strategies that can be used at-a-glance and that take just a minute or two.

Goal 4: Effectively implement the new Educator Evaluation system with a focus on continuous improvement in teaching and learning.

- I. Rolled out My Learning Plan technology to replace Baseline Edge for ease of use with new evaluation system. In Ticket-to-Leave data, 97% of teachers using MLP expressed feeling comfortable with this system.
- II. Principals met with Consultant Mary Sterling to calibrate our implementation of the new system.

- III. Professional Development occurring in March with national speaker, Karen Karp to speak to faculty about math strategies for helping all students to understand all math concepts.
- IV. Created Diversity Advisory Council comprised of teachers, parents, METCO Director and Principal. ELL Teacher, METCO Director, and Principal facilitated Diversity Awareness activities for the faculty and bus drivers.

Goal 6: Build support, consensus, and community engagement for the district mission, core values, challenges, and accomplishment, and critical decisions using multiple communication strategies.

- I. Regular Principal Coffees to share information about Math, ELA, Technology, Mental Health, and Special Education.
- II. Principal sends out monthly "Principal News" electronically to all families
- III. Principal attends monthly PTG meetings to share Alcott news
- IV. Parent Survey was conducted at the beginning of the school year. Overall the results were very positive with 97.6% of parents expressing satisfaction with Alcott School.
- V. Created Diversity Advisory Council comprised of teachers, parents, METCO Director, and Principal. Worked with Center for Parents/Teachers to have Joyce Shabazz facilitate a workshop providing strategies to assist parents with talking to their children about race and diversity.

Thoreau Elementary
Mid-Year Evaluation: District Goals

Goal I: Increase achievement for all students and narrow the achievement gaps for identified student groups.

- I. K5 Grade level teams collaborate with ELA Specialists to integrate social studies/science and ELA units and to develop writing units for 3 genres.
 - a. Thoreau teachers worked collaboratively with the K5 Science and Social Studies Curriculum Specialists and our school-based ELA Specialist to craft several units of study. These units address informational and persuasive writing connected to Science, Technology, and Engineering and Social Studies.

- II. K5 teachers collaborate with Math Specialists to pilot Everyday Math program.
 - a. 88% of Thoreau teachers (K-5) are implementing the Everyday Math program.

- III. K5 Grade level teams monitor student progress by analyzing common assessment data to adjust instruction and to provide targeted instruction with RTI groups.
 - a. Grade level teams meet monthly to analyze student performance data, monitor the progress of all students towards intended learning targets and outcomes.
 - b. Each grade level team designs, and implements, a tiered approach to instruction that ensures the unique needs of each learner are addressed.
 - c. Student progress is monitored every 6-12 weeks and students move in and out of various levels of support as they advance.

- IV. Assessment data.
 - a. High-needs students include students who have English as a Second Language, receive special education services, have a 504 plan, participate in the METCO program, and/or receive free/reduce lunch.

ELA/Math (% meeting benchmark)	All Kindergarten students	Non-High needs Kindergarten students	High needs Kindergarten students
DIBELS	89%	91%	50%
Kathy Richardson	71%	89%	33%

ELA/Math (% meeting benchmark)	All Grade 1 Students	Non- High Needs Grade 1 Students	High Needs Grade 1 Students
Teachers' College	81%	82%	66%
Kathy Richardson	70%	72%	44%

ELA/Math (% meeting benchmark)	All Grade 2 Students	Non- High Needs Grade 2 Students	High Needs Grade 2 Students
Teachers' College	86%	88%	62%
Post Test Assessments	88%	94%	77%

ELA/Math (% meeting benchmark)	All Grade 3 Students	Non- High Needs Grade 3 Students	High Needs Grade 3 Students
Teachers' College	86%	81%	66%
Post Test Assessments	66%	74%	35%

ELA/Math (% meeting benchmark)	All Grade 4 Students	Non- High Needs Grade 4 Students	High Needs Grade 4 Students
Teachers' College	91%	84%	71%
Post Test Assessments	93%	100%	50%

ELA/Math (% meeting benchmark)	All Grade 5 Students	Non- High Needs Grade 5 Students	High Needs Grade 5 Students
Teachers' College	95%	87%	70%

Post Test Assessments	88%	98%	67%
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Goal 2: Provide students with a rigorous and coherent curriculum and high quality instruction that engages all students to develop their curiosity, creativity, critical thinking, and collaborative problem solving skills.

- I. K8 teachers implement differentiated instruction to challenge students, new curriculum units, interdisciplinary units, and project-based learning.
 - a. Teachers are working in grade-level teams to develop a comprehensive and coherent, standards-based, literacy curriculum. In the spring, grade levels will overlay social studies and science standards onto the literacy maps to create interdisciplinary units of study.

- II. K5 teachers collaborate with Tech Specialists and Library Media Specialists to reinforce digital citizenship skills and writing skills in a collaborative digital environment.
 - a. Our Tech Specialist has worked closely with classroom, teachers to ensure students are able to access and utilize the writing applications contained within the Google platform, as well as a variety of other digital writing and digital storytelling tools. In addition to the technical aspects of using digital writing tools, teachers and the Tech Specialist have worked with students to develop a safe online learning environment where expectations for sharing and collaboration are clear.
 - b. The Library Media Specialist uses a robust digital citizenship curriculum to teach all students, K-5, how to be critical and responsible media consumers.
 - c. K5 Teachers, in coordination with our school social worker, use the Open Circle program to address any issues that arise related to digital collaboration.

- III. K8 teachers participate on K12 Science, K12 STEM, and K12 Professional Learning Council to develop curricular improvements and provide professional learning opportunities for teachers.
 - a. One of our 3rd grade teachers serves on the K12 Science Committee.
 - b. One of our 4th grade teachers serves on the K12 STEM Committee.

- c. Our Tech Specialist and a 5th grade teacher are members of the Professional Learning Council.
 - d. Representatives from each committee provide the staff with updates during monthly Faculty Meetings.
- IV. K8 teachers participate in professional learning on curriculum mapping software to align curriculum units with MA Frameworks.
- a. All classroom teachers have completed, at least, 1 Atlas curriculum mapping software training.
 - b. In addition to classroom teachers, all staff members were provided with the opportunity to receive Atlas training.
 - c. A team of Thoreau staff participated in a two day Atlas training along with other district teams.

Goal 3: Foster a positive learning environment in which all students become more responsible citizens.

- I. K5 teachers collaborate with Mental Health teams to promote calm classrooms, greater self-awareness, and improved self-regulation for students.
- a. Members of the mental health team use the Zones of Regulation program to support students in developing and maintaining a healthy (and more extensive) social vocabulary.
 - b. Team members use small and whole group instruction to explicitly teach the students use this vocabulary to monitor and regulate their emotions and reactions to different situations.
 - c. Teachers and support staff consult with members of the mental health teams to problem-solve, seek advice, and support the social and emotional well being of all students.
- II. K5 monthly school-wide celebrations reward positive student behavior and promote community.
- a. Students and staff have enjoyed monthly assemblies focusing in a wide range of topics including:
 - i. Welcome Back Day
 - ii. Starting the Year Strong
 - iii. The 3 Bees: Our Positive Behavioral Interventions and Supports System
 - iv. Setting Goals and Reflecting on the New Year
 - v. Civil Rights

- III. All K5 staff and students participate in weekly Open Circle meetings.
 - a. Open Circle is fully implemented in all classes K5.

Goal 4: Effectively implement the new Educator Evaluation system with a focus on continuous improvement in teaching and learning.

- I. Teachers implement DDMs and collect student growth for year 1.
 - a. All teachers have administered the District Determined Measures identified for their specific grade level.
 - b. Student performance data (and growth) is collected, analyzed, and used to inform instruction.
 - c. All educators completed the Self Assessment and Goal-Setting steps in the evaluation cycle.
 - d. All Developing Educators received their Formative Assessments by the 2/1/2016 deadline.
 - e. Observations and Artifact Collection are ongoing steps in the cycle.

Goal 6: Build support, consensus, and community engagement for the district mission, core values, challenges, and accomplishment, and critical decisions using multiple communication strategies.

- I. Improve CPS school websites to increase access to school information.
 - a. Teachers are currently working with the Tech Specialist to design their new web pages and update content.
 - b. New school web page goes live in February.
- II. Conduct Principal and SC coffees during the school year to both share information and receive feedback.
 - a. Principal hosts bi-monthly coffees. Focus areas have included: Understanding the Math Curriculum Adoption Process, Interpreting Your Child's PARCC Scores and MCAS 2.0.
- III. The School Advisory Council, consisting of parents and staff, meets regularly to to monitor school improvement goals and to develop new areas for growth and improvement.

To: Diana Rigby
 From: Pat Fernandes
 Date: February 12, 2016
 Re: Willard School Mid-Year Progress on District Goals

Goal 1- Increase achievement for all students and narrow achievement gap for identified student groups.

Common Assessments in ELA:

Willard Grade Level Teams meet regularly (at least every 2 weeks). Facilitated Grade Level Progress Meetings are held every 6 weeks. During these meetings, common assessments are reviewed and analyzed. Teachers use the assessment data to inform and improve their instruction, adjust their practice, and implement appropriate interventions. In some cases, the intervention is Tier 1 and is implemented by the classroom teacher. Tier 2 and Tier 3 intervention is implemented outside of the classroom by support staff. In addition, Grade Level Progress Meetings are opportunities to discuss Progress Monitoring data throughout the school year in order to adjust RTI groups and to adjust the focus of the interventions, as needed. The following charts detail literacy assessment mid-year benchmark data by grade level:

**Teachers College Assessment Data
2015-2016**

Grade Level	% Of Students Reaching TC Benchmark in January		% of ELL Students Reaching TC Benchmark in January		% of METCO Students Reaching TC Benchmark in January	
	Reg. Ed.	Sped.	Reg. Ed.	Sped	Reg. Ed.	Sped.
1	50	0	0	NA	NA	NA
2	100	45.5	100	0	100	NA
3	91.7	33.3	100	0	NA	0
4	93	16.7	100	0	66.7	NA
5	88.2	28.6	NA	0	0	100

Grade Level	% of Students Reaching Kindergarten Benchmark in January			
K	Reg. Ed.	Sped.	ELL	METCO
	70	0	50	NA

ELL statistics for the whole school:

42.9% of ELL students made benchmark

66.7% of Regular Ed. ELL students made benchmark

0% of Special Education ELL students made benchmark

METCO statistics for the whole school:

67.7% of METCO students made benchmark

66.7% of Regular Ed. METCO students made benchmark

66.7% of Special Education METCO students made benchmark

As indicated by the table, Willard's Special Education students are working toward the grade level standards with varying levels of success as measured by the Teachers College Assessment (Gr. 1-5) and the Marie Clay Assessment (K). While special education students often struggle to achieve the rigorous district benchmarks, more than 95% of Willard's Special Education students are on track to meet their IEP goals and 90% are making progress in literacy and math.

Willard's 9 Boston students are also making progress. Five of the 9 METCO students are on IEPs. Of these students 50% of the regular education METCO students achieved benchmark and 20% of the special education METCO students achieved benchmark.

Substantially Separate Classrooms:

Although students in the Substantially Separate Classrooms did not make benchmark, all are making progress.

District Outcome Benchmark – 80% mastery of critical grade level standards. Percentage of students who achieved the mid-year benchmark on literacy standards.

Willard Results (Kindergarten) 5 critical reading standards:

Overall performance of Willard Kindergarten students:

Identifies Parts of Book – 90% met benchmark

Retell story in chronological order – 87% met benchmark

Demonstrates understanding of spoken word, syllables, & sounds – NA

Applies kindergarten phonics and word analysis skills – 69% met benchmark; Reg. Ed 31% - 2B; SPED 67%- 2B

Recognizes high frequency sight words – 90% met benchmark; SPED 100% -2B

Writing (Kindergarten)

Uses combination of drawing, dictating, & writing to compose opinion pieces – NA

Uses combination of drawing, dictating, & writing to compose informational pieces – NA

Uses combination of drawing, dictating, & writing to compose narrative pieces - NA

Willard Results (Grade 1) Reading:

Applies first grade phonics & word attack skills – 59% Reg. Ed met benchmark; 100% SPED 2B, 38% Reg. Ed 2B; 3% Reg. Ed 3% (1)

Reads first grade text with sufficient accuracy & fluency to support understanding – 54% Reg. Ed. 0% SPED met benchmark – 100% SPED 2B, 34% Reg. Ed 2B; 12% Reg. Ed (1)

Willard Results (Grade 1) Writing:

Writes opinion pieces that name the topic, give an opinion, provide reasons, & sense of closure – 97% Reg. Ed; 100% SPED 2B, 3% - Reg. Ed 2B

Writes informational pieces that name the topic, provide facts, & sense of closure – NA

Writes narrative pieces that recount an event or events in sequence, use temporal words to signal event order, include details, & sense of closure – NA

Willard Results (Grade 2) Reading:

Applies variety of strategies to read unfamiliar text – 96% Reg. Ed.- 0% SPED met benchmark; 100% SPED 2B, 4% Reg. Ed 2B

Retells a story in sequence including setting, characters, details, central message, & problem/solution – 92% Reg. Ed, 0% SPED met benchmark; 100% SPED 2B, 8% Reg. Ed 2B

Answers how, why, and what-if questions about the text, and supports own thinking with evidence from text – 94% Reg. Ed., 0% SPED met benchmark; 100% SPED 2B, 5% Reg. Ed 2B

Reads second grade text with fluency and understanding – 97% Reg. Ed, 0% SPED met benchmark; 100% SPED 2B, 3% Reg. Ed - 2B

Willard Results (Grade 2) Writing:

Writes opinion pieces that establish the topic, give an opinion, provide supportive reasons, & a sense of closure – NA

Writes informational pieces that establish the topic, provide facts, & a sense of closure – NA

Writes narrative pieces with a well-elaborated event or short sequence of events, including some details, temporal words, & a sense of closure – 92% Reg. Ed; 17% SPED met benchmark; 83% SPED 2B; 8% Reg. Ed 2B

Willard Results (Grade 3) Reading:

Asks and answers questions about important concepts and key details in text – 99% Reg. Ed. - 60% SPED met benchmark; SPED 2B – 40%, Reg. Ed 2B – 1%

Demonstrates an understanding of the text providing evidence to support predictions and conclusions – 99% Reg. Ed., 40% SPED met benchmark, SPED 2B 60%, Reg. Ed 2B- 1%

Reads third grade text with sufficient accuracy & fluency to support understanding – 97% Reg. Ed. - 20% SPED met benchmark; SPED 2B – 60%, Reg. Ed 2B – 3%; 20% SPED (1)

Willard Results (Grade 3) Writing:

Writes persuasive pieces that establish the topic, give an opinion, include supportive reasons, & a concluding statement – NA

Writes informational pieces that establish a topic, give relevant facts and information that is grouped together, & provide a sense of closure – 99% Reg. Ed. - 0% SPED met benchmark; 83% SPED 2B; 1% Reg. Ed 2B, 17% SPED (1)

Writes narrative pieces that establish a situation, introduce the characters, organize the events with the use of temporal words events, & provide a sense of closure – 98% Reg. Ed., 60% SPED met benchmark; 40% SPED 2B; 2% Reg. Ed 2B

Willard Results (Grade 4) Reading:

Determines the theme of a text and summarizes important ideas and details – 96% Reg. Ed – 14% SPED met benchmark; – 86% SPED 2B; 4% Reg Ed 2B

Reads and thinks critically making logical inferences – 99% Reg. Ed – 17% SPED met benchmark; 83% SPED 2B; 1% Reg. Ed

Reads 4th grade text with sufficient accuracy and fluency to support understanding – 90% Reg. Ed; 17% SPED met benchmark; 84% SPED 2B; 4% Reg. Ed 2B; 6% Reg. Ed (1)

Willard Results (Grade 4) Writing:

Writes opinion pieces that introduce the topic clearly, state an opinion, include reasons supported with facts that are organized to support the writer's purpose and provide a related concluding statement – 99% Reg. Ed – 33% SPED met benchmark 67% SPED 2B, Reg. Ed 1% 2B

Writes informative/explanatory pieces that introduce a topic clearly, group related information into paragraphs, state relevant supporting facts, include formatting, and provide a related concluding statement – 99% Reg. Ed – 33% SPED met benchmark; 67% SPED 2B, Reg. Ed 1% 2B

Writes narrative pieces that establish a situation, introduce the characters, organize the events to unfold naturally with the use of temporal words, dialogue, and description and provide a related conclusion – 99% Reg. Ed; 33% SPED met benchmark; 67% SPED 2B

Willard Results (Grade 5) Reading:

Determines the theme of a text and summarizes important ideas and details – 91% Reg. Ed. – 47% SPED met benchmark; SPED 53% 2B; Reg. Ed 10% 2B

Reads and thinks critically making logical inferences – 91% Reg. Ed – 53% SPED met benchmark; SPED 47% 2B, Reg. Ed 9% 2B

Reads 5th grade text with sufficient accuracy and fluency to support understanding – 99% Reg. Ed – 61% SPED met benchmark; SPED 39% 2B, Reg. Ed 1% 2B

Willard Results (Grade 5) Writing:

Writes opinion pieces that introduce the topic clearly, state an opinion, include reasons supported with facts that are logically organized to support the writer's purpose, and provide a related concluding statement - NA

Writes informative/explanatory pieces that introduce a topic clearly, group related information logically into paragraphs, provide relevant supporting facts, include formatting, and provide a related concluding statement - 99% Reg. Ed – 33% SPED met benchmark; SPED 67% 2B; Reg. Ed 1% 2B

Writes narrative pieces that establish a situation, introduce the characters, organize the events to unfold naturally with the use of temporal words, dialogue, description and pacing, and provide a related conclusion - 93% Reg. Ed - 33% SPED met benchmark; SPED 67% 2B, Reg. Ed 7% 2B

Literacy Comments:

A number of students in the current grade 1 cohort are performing below mid-year literacy benchmarks. More than 20% of the cohort has been receiving Tier 2 or Tier 3 RTI (Reading Club, Leveled Literacy Intervention, and Reading Recovery) since the fall. It is important to note that this cohort also required intensive levels of RTI literacy support last year in kindergarten. Recognizing the needs of this group, first grade teachers adjusted their literacy instruction from the outset this year by providing more direct instruction in Project Read Phonology within the framework of a balanced approach to literacy. Given the profile of this cohort and their progress to date, I don't anticipate that this cohort will achieve end of year literacy benchmarks. Given the developmental nature of reading, I expect that this cohort will continue to develop their literacy skills throughout their second grade year with daily reading instruction combined with RTI support.

I expect that the remaining grade levels (K, 2-5) will achieve end of year literacy benchmarks.

Math:

District Outcome Benchmark – 80% mastery of critical grade level standards. Percentage of students who achieved the mid-year benchmark on math standards.

Willard Results (Kindergarten) 4 critical math standards:

Willard Results (Kindergarten) Math

Counts forward beginning at any number less than 100 – NA

Counts a set of objects to 20 in order, accurately pairing one number with one object - 95%

Used addition and subtraction within 10 to solve word problems – NA

Correctly names shapes regardless of their orientation or overall size – 94%

Willard Results (Grade 1 - Math) 6 critical math standards:

Reads, writes, and counts to 120 – 91% all students

Demonstrates an understanding that a two-digit number is composed of tens and ones – NA

Uses addition and subtraction to 20 to solve word problems – 92%, 8% 2Bs

Writes number sentences to represent problem situations – 90%

Tells and writes time in hours and half-hours using analog and digital clocks – NA
Identifies and knows the value of all U.S. coins – NA

Willard Results (Grade 2 - Math) 6 critical math standards:

Knows from memory addition facts within 20 –92 %
Knows from memory subtraction facts within 20 –83 %
Uses addition & subtraction within 100 to solve one & two-step word problems – 81%
Demonstrates an understanding that a three-digit number is composed of hundreds, tens, and ones – 95%
Measures the length of an object by selecting and using appropriate tools – 95%
Tells and writes time from analog and digital clocks to the nearest 5 minutes, using a.m. & p.m. – 86%

Willard Results (Grade 3 - Math) 7 critical math standards:

Fluently & accurately adds within 1000 – 96%, 4%2B
Fluently & accurately subtracts within 1000 – 95% - 5% 2B
Knows from memory all products of two one-digit numbers – 96% - 4%2B
Solves two-step word problems using the four operations – NA
Represents fractions on a number line – NA
Generates and represents data on a line plot -97% - 3%2B
Demonstrates an understanding that shapes in different categories may share attributes – NA

Willard Results (Grade 4 - Math) 8 critical math standards:

Uses place value understanding to round multi-digit whole numbers to any place – 99%
Knows from memory multiplication facts through 12 x 12 - 95%
Fluently and accurately multiplies multi-digit whole numbers using strategies based on place value – 99%
Accurately solves division problems with multi-digit numbers using strategies based on place value – 99%
Compares two fractions with different numerators & different denominators – NA
Compares two decimals by reasoning about their size – NA
Applies the area and perimeter formulas for rectangles – NA
Classifies two-dimensional figures based on the properties of their lines and angles – NA

Willard Results (Grade 5 - Math) 7 critical math standards:

Fluently multiplies multi-digit whole numbers using the standard algorithm – 89%, 10% 2B
Accurately solves division problems with multi-digit numbers using strategies based on place value – 88%; 11% - 2B
Adds and subtracts fractions with unlike denominators – 88%; 11% - 2B
Solves problems involving multiplication of fractions and mixed numbers – NA

Compares decimals based on place value – NA

Accurately adds and subtracts decimals – NA

Applies formulas to find volume of rectangular prisms – 90% - 10% 2B

Math Comments:

Mid-year student performance (K-5) in the Progress Report Essential Standards was quite strong. It is expected that 80% or more of Willard students in all grades (K-5) are on track to reach end of year benchmarks in Mathematics.

Common Core:

Working in partnership with Willard’s ELA Specialist, Math Specialist, and Technology Specialist, I have collaborated with Willard staff adapting curriculum and assessments to reflect the Common Core. Grade Level Progress Meetings have been held weekly since September 2013. Each grade level meets every six weeks for 3 hours. In addition to data analysis and planning, Progress Meeting Time is used for curriculum discussion and planning, looking at student work, assessment discussions, and job-embedded professional development. Over the past few years, within the framework of each meeting, the Language Arts Specialist has provided training in Close Reading for staff. She has also participated in Summer Work projects to help teachers develop close reading lessons. This work has been maintained and deepened most notably this school year with a Close Reading Course using the Nancy Boyles’ book *Closer Reading in Grades 3 -5*. Likewise, the Math Specialist has provided job-embedded professional development to EM4 pilot teachers (K, grade 2, grade 5) and has provided job-embedded professional development related to Number Line assessments that she has administered to all grade 2 and grade 3 students.

Grade level Teams also meet during Building Based Meetings. Grade level teams also meet at least twice a month; most grade levels meet weekly. During these meetings, grade level teams monitor the implementation of Team Goals, discuss topics of interest to the grade level, plan for Parent Conferences, Progress Reports, field trips, grade level projects and other initiatives etc.

RTI Intervention:

RTI intervention in literacy and math are provided to students who perform below benchmark. All students who have received RTI intervention have made progress. Well over 80% of these students have achieved significant levels of progress. A few students have not made enough progress considering the level and intensity of the support that they have received. Those students are not receiving special education services through an IEP.

PARCC:

Willard 5th grade students exceeded the district PARCC benchmark in Spring 2015. In ELA, 92% scored Proficient and Above Proficient and 91% scored Proficient and Above Proficient in Math.

IEP Goals:

More than 95% of Willard students are on track for meeting their annual IEP goals.

High Needs Students:

I have worked closely with the SPED staff, particularly the teachers of the 2 Substantially Separate Classrooms, to address the needs of High Needs students. I meet monthly with the Willard SPED staff before school. During these meetings, we discuss a variety of topics (scheduling, RTI, eligibility for Special Education, DDMs, Smart Goals, etc.) and plan for the successful implementation of TEAM Meetings and the delivery of special education services. In January, I met with the entire SPED team for an AP Day to discuss every special education student to analyze student performance and discuss instructional adjustments. As a result of this session, some service delivery was changed and/or increased. Consultation between and among service providers was enhanced and plans were discussed for strengthening students' understanding of academic vocabulary. In addition, in conjunction with the Special Education Director, a Reading Consultant provided professional development in reading fluency in the fall. Many staff members (Special Education teachers and tutors and the ELA Specialist and Reading Teacher) benefitted from this training. The consultant has been working with the Intermediate Sub-Separate classroom. As a result of her consultation, the teacher has made adjustments to the organizational structure of the classroom. Specifically, she is working on a 15-day rotation, which has allowed her to focus her instruction on a rotating basis, which has reduced instructional fragmentation, in a manner that is beneficial for students and has prompted improved instruction. Hopefully, the schedule change and new instructional strategies will help to close the achievement gap for students in this program. Both teachers are working on Student Learning Goals that are focused on promoting improved decoding (lower grades) and improved fluency (grades 3 -5). Both teachers have made effective progress in their goal. Both teachers have used the strategies learned in a writing workshop to support their students in writing. In order to improve the performance of these students in math, Math Specialist Laurie Penney has worked with the teacher in the Primary Grade Substantially Separate Classroom and with the teacher in the Intermediate Sub-Separate Classroom. The focus of this work has been to help strengthen students' math competencies by implementing direct instruction in the Math Practice Standards. Both teachers incorporate iReady to support their students' math growth. In addition, each teacher uses a different program to teach math. Students in the Primary Sub-Separate class are instructed with *Math Steps* and the Intermediate Sub-Separate class uses *Engage New York*. Both teachers recognize the importance of addressing Common Core Standards, which include the Math Practice Standards. The learning profiles of students in the sub-separate classrooms are complex. Some of these students have a combined SPED and ELL profile, a few are impacted by emotional/behavioral challenges, and complex language challenges.

The position of .8 ELL Teacher was added to the Willard teaching staff at the start of the 2015-2016 school year. Since Willard's ELL population has grown considerably in

the past few years, students began the year receiving the level of support that was recommended for their ELL level according to DESE guidelines for the first time. Unfortunately, the ELL teacher resigned her position unexpectedly in late November. As a result, Willard's ELL students did not receive ELL instruction for several weeks. When the new ELL teacher joined the staff on January 11th, she began the required ACCESS Testing for ELL students. This testing occurred over a two-week period. It is important to note that the lack of ELL instruction negatively impacted ELL students and will likely hinder their academic progress to some extent. I am optimistic that the new ELL will make positive impact in advancing the ELL development of these students in all WIDA domains. It is important to note that the vast majority of ELL students met the mid-year benchmark in math based on the math assessment data.

Common Assessments in Math:

The following charts capture the mid-year common assessment math data for Willard students in K-5, both regular education and special education students, who participate in the *Investigation* curriculum and/or *Everyday Math 4* Pilot and whose progress is measured through Common Assessments. The students in the Substantially Separate Classrooms do not receive math instruction in *Investigations* and therefore they don't participate in the District's Common Assessments. However, these students participated in Pre and Post assessments for each instructional unit. Their documented growth between Pre and Posttests was significant.

Willard Math Assessments

	Kindergarten Counting Assessment	Grade 1 Changing Numbers
AMC (Kathy Richardson)	<p>MID YEAR: Counts a pile to 21: 91% met benchmark Makes a pile to 18: 74% met benchmark One more to 12 w/o counters: 79% met benchmark One less from 8 w/o counters: 90% met benchmark</p>	<p>MID YEAR: Changes Numbers to 10 88% met benchmark Describes Numbers to 10 88% met benchmark</p>
	<p>SpEd: Counts a pile to 21: 0 of 1 (0%) met benchmark Makes a pile to 18: 0 of 1 (0%) met benchmark One more to 12 w/o counters: 0 of 1 (0%) met benchmark One less from 8 w/o counters: 0 of 1 (0%) met benchmark</p> <p>Substantially Separate Classroom NA</p> <p>ELL Counts a pile to 21: 4 of 4 (100%) met benchmark Makes a pile to 18: 2 of 4 (50%) met benchmark One more to 12 w/o counters: 2 of 4 (50%) met benchmark One less from 8 w/o counters: 1 of 4 (25%) met benchmark</p>	<p>SpEd: Changes Numbers to 10 1 of 2 (50%) met benchmark Describes Numbers to 10 1 of 2 (50%) met benchmark</p> <p>Substantially Separate Classroom 0 of 1 (0%) met benchmark*</p> <p>ELL: Changes Numbers to 10 2 of 2 (100%) met benchmark Describes Numbers to 10 1 of 2 (50%) met benchmark</p>

	Grade 2	Grade 3	Grade 4	Grade 5
Post-Assessments (benchmark = test average of 80% or better) *	83% met benchmark	91% met benchmark	89% met benchmark	91% met benchmark
	METCO: 2 of 2 met benchmark (100%)	METCO: 0 of 1 met benchmark (0%)	METCO: 1 of 3 met benchmark (33%)	METCO: 2 of 3 met benchmark (66%)
	SpEd: 1 of 1 met benchmark (100%) (Substantially separate classroom 1 of 1 (100%) met benchmark)	SpEd: 2 of 4 met benchmark (50%) Substantially separate classroom 1 of 1 (100%) met benchmark	SpEd: 2 of 4 met benchmark (50%) (Substantially Separate Classroom 0 of 1 (0%) met benchmark)	SpEd: 10 of 16 met benchmark (63%) (Substantially Separate Classroom 0 of 5 (0%) met benchmark)
	ELL 3 of 3 met benchmark (100%)	ELL 3 of 3 met benchmark (100%)	ELL 2 of 2 met benchmark (100%)	ELL 0 of 1 met benchmark (0%)

Special Education data includes *all* students with an IEP that includes one or more math goals, including students taught using a different program.

Goal 2. Provide students with a rigorous and coherent curriculum and high quality instruction that engages all students to develop their curiosity, creativity, critical thinking, and collaborative problem solving skills

All teachers deliver the district curriculum, which addresses the Common Core Standards. In order to ensure that all students achieve the Common Core Standards,

teachers implement RTI as needed in their classrooms. In addition, all teachers provided the level of scaffolding that students needed to access the curriculum successfully. Teachers provide differentiated opportunities for students through flexible reading groups, flexible math groups, differentiated writing opportunities, and the use of various digital tools for students to demonstrate their learning.

Several Willard teachers participated in the *Everyday Math 4* pilot. Participants chose to participate in the pilot in order to evaluate the effectiveness of the program over the course of the school year. This initiative demanded a high level of commitment from all participants. I was pleased with the outcome of the pilot. In addition to its solid alignment with the Common Core, I believe that EM4 will meet the needs of all elementary students across all ability levels and learning profiles (SPED, ELL, RTI, etc.).

All students in grade 3 -5 have learned Google Drive. Students use Google Drive for a variety of digital writing projects, at school and at home, as well as for digital presentations. Expanding on the use of digital tools, iPads are used in kindergarten and first grade classrooms. In K and grade 1, students use the iPads to practice handwriting (Handwriting Without Tears), to generate writing (Book Creator App), and to practice phonemic skills (Lexia). In the music room, iPads are used as part of the general music curriculum.

K-2 students will utilize various software (Book Creator App, Kid Pix, Google docs) to publish their written work.

Students in grades 2 – 5 engage in research tasks that promote curiosity and critical thinking through research, analysis, and synthesis. In many cases, students collaborate with peers as they engage in their research. Across all grade levels, collaboration between and among students is promoted in all content areas. A variety of innovative learning opportunities occur such as creating musical instruments with recycled materials (Bash the Trash), wiring dollhouses in third grade, a simulation activity for grade 4 Immigration Day, Chinese Poet-in-Residence, Junior Great Books Program, and digital projects in the library. Outside of the school day, some children participate in extracurricular activities such as Scratch and the Willard Newspaper Club that enrich their educational experience.

Students in grades 3 -5 have participated in Track My Progress to monitor progress and to increase their familiarity with digital tools that offer authentic opportunities to implement strategies (i.e. drag and drop) that are required in the PARCC Assessment. In addition, teachers in Grades 3 -5 incorporate Test A – Z in their literacy curriculum. This platform provides students with literacy tasks that are rigorous and aligned to the Common Core. This platform is also aligned with the PARCC Assessment and requires students to use of digital tools that are similar to those in PARCC.

One Willard teacher served on the K-12 Science Committee this year. In addition to her collaborative work with the Committee, she kept the Willard staff informed about the Committee's work throughout the year. A Willard third grade teacher collaborated with the K-5 Science Specialist and piloted a new science unit. Another Willard teacher served on the K-12 STEM Committee. She informed teachers about the work of the group at WPI and the implementation plan for the 2016-2017 school year.

While the Willard Technology Specialist and Willard Librarian provide tremendous leadership in the delivery of digital citizenship skills to students, all teachers reinforce appropriate digital citizenship behaviors across the curriculum.

Throughout the fall and winter, all Willard teachers have participated in job-embedded staff development relating to Gmail and Google Docs. During Tech Tuesdays, all teachers participated in professional development to support the use of ATLAS Curriculum Mapping software and the transition to new teacher webpages in connection with new school websites.

Goal 3: Foster a positive learning environment in which all students become more responsible citizens.

Willard School is fully committed to the Open Circle Program. All teachers implement Open Circle with fidelity. This means that students understand and follow Open Circle principles. During the summer of 2015, several Willard staff members collaborated on a Mindfulness Summer Work Project. At the start of the 2015-2016 school year, this team presented a plan for a year-long Mindfulness initiative to the Willard staff. As part of the plan, a Mindfulness Committee Member shares a specific Mindfulness theme during the Willard Faculty Meeting. Classroom resources and thematic ideas are also shared with the staff. Every Monday, as part of Morning Announcements, a 5th grade student reads the Mindful Monday Message and a reflective moment of silence occurs throughout the building. As a result, many Willard teachers have embraced the concept of Mindfulness and are incorporating Mindfulness principles into their work with students and into their classroom routines. The implementation of Open Circle and Mindfulness principles combine to foster increased levels of respect, self-awareness, self-regulation, and responsibility. As a result of the ongoing implementation of Open Circle and Mindfulness, combined with the pro-active and reactive efforts of the Mental Health Team, Willard has experienced a reduction in referrals to the principal/mental health team.

In addition, Willard students have collaborated on several successful community service projects: Trick or Treat for UNICEF, Costumes for Kids, Coats for Kids, Willard SOUPER Bowl soup drive, Valentines for Emerson Hospital & Minuteman ARC, and the Willard Food Drive in the spring.

Each grade level at Willard plans and leads a school-wide assembly during the school year. These gatherings promote school spirit, a positive sense of community, and provide students with healthy and memorable leadership opportunities.

Finally, Willard teachers have the opportunity to participate in various leadership opportunities: curriculum committees, the Willard Leadership Team, Willard School Advisory Council (SAC), Professional Learning Council, Elementary Steering Committee, building based leadership roles in Willard Google Training, and their own grade level teams.

Goal 4: Effectively implement the new Educator Evaluation with a focus on continuous improvement in teaching and learning.

Willard professional staff members are well established in the third year of implementation of the new Educator Evaluation system. Most Willard teachers collaborated as members of a grade level or job-alike team to establish their goals. To monitor progress, they collaborate regularly to discuss their goals and monitor their progress. This year, Developing Educators and those staff members beginning the first year of a new evaluation cycle are using OASYS, a component of My Learning Plan, as the record keeping platform for the Supervision & Evaluation process. The district will transition to full implementation of OASYS at the start of the 2016-2017 school year for all professional staff. Until then, staff members in Year 2 of their Educator Plans will complete their plan using the *Baseline Edge* platform.

Both platforms have proven to be an effective tool for completing and reviewing the various forms that are required with the Evaluation system: Goal Setting, Educator Plan, Observation Forms, etc. During staff meetings, Progress Meetings, and SPED Meetings, we have discussed all aspects of the system. The Administrative Team has participated in professional development activities this year to improve inter-rater reliability.

After implementing DDMs, each educator will collect and track Year 1 student growth.

Goal 5: Provide students and staff with the resources, materials, and infrastructure to support high quality learning environments.

Supporting the needs of Willard students and staff is an important responsibility that I value. Having worked collaboratively with the district administrative team to develop the CPS Budget, I work collaboratively with the Willard staff throughout the school year to administer the budgeted funds in order to support the needs of students and deliver the best instructional and support programs and materials in order to meet students' needs. In response to staff interest and students' needs, I have supported the purchase of additional materials for the Junior Great Books program, updated materials for Open Circle, additional materials to support the delivery of the Leveled

Literacy Intervention program, additional materials to support Close Reading strategies, and teacher licenses for Testing A- Z platform in grades 3 – 5.

Goal 6: Build support, consensus, and community engagement for the district mission, core values, challenges, and accomplishments, and critical decisions using multiple communication strategies.

Working with the Willard IT Specialist and the district IT Team, I have collaborated on the development of a new Willard website that is clear and user friendly and has the look and feel of the new district website. This website will launch very soon.

In order to increase parent awareness and involvement, I have held a variety of school events for parents, such as Parent Coffees, a Welcome Meeting for Parents of ELL Students, three Back to School Nights, a Panel Discussion for Parents of Special Education students, Information Night to Meet Special Subject Teachers, Parent Presentation about Early Literacy, and a Math Presentation about the Math program & the EM4 Math Pilot, and the 2015 PARCC results. In addition, along with Willard Teacher Reps, I participate in monthly meetings of the Willard PTG Board. This forum allows for open communication and the sharing of information between and among school staff and parents. Likewise, the Willard School Advisory Council provides another venue for parents and school staff to meet regularly to discuss curriculum, student achievement, and school initiatives and activities. In an effort to promote communication and foster a sense of community, I share school information on a weekly basis by collaborating with the Willard PTG to publish a weekly school newsletter. I write a weekly letter that informs parents about school activities, school and district initiatives, community service projects, special events, and other topics of relevance. I also write a monthly letter for the Willard Student Newspaper. I use *Blackboard Connect* to send out specific and timely announcements of importance to Willard families as needed.

School Improvement Plan 2015-2016 Midyear Report

Lynne Beattie, Principal

CMS SMART GOAL 1: Growth and Achievement

By June 2016, students in grades 6-8 will master critical academic standards at each grade level and subject.

Key Actions:

Refine use of student performance data to guide interventions and revision/development of differentiated curriculum (units and lessons) that lead to improved learning for all students.

- Term 1 grade reports showed an overall average score of 87%-92% in academics (ELA, FL, math, Sci, SS)
- At least 80% of students are meeting the benchmark B- (80%) target in all subjects and at all grades except 6th grade math at 79%
- In courses where midyear assessments are administered, at least 80% of students are on track to meet EOY achievement goals in academic subjects.
- High needs data shows in Sped: that 88% of ELA students and 74% of math students are scoring an average of 80% or better on assessments. Targeted instruction for these students needs to continue.
- A more urgent focus remains for Low Income and ELL students based on Term 1 grade reports: Percentages of Low Income students' scores meeting benchmark are 59% in ELA and 64% in math while 78% of ELL students meet benchmark in ELA and 66% in math.

Implement RTI in English and math

- Leveled Literacy Initiative: Five teachers have completed training, 6th grade course has been implemented, enrolling students recommended by K5 Literacy Specialists; teachers are seeing improvements and have requested to implement the program in 7th and possibly 8th grade in Fall 2016.
- Study Island and iReady are being included in math instruction for Sped students in LC and in Math Strategies classes.

Restructure technology curriculum and staffing.

- 2x/6-day cycle Digital Literacy course has been implemented and curriculum mapped.
- Digital Literacy blends aspects of former Instructional Technology and Fundamentals classes.
- Technology integration is included in the three-year plan to complete Atlas curriculum maps; all teachers have been trained on additional capacities of Atlas software.
- Staffing includes one teacher, one staff support, and one IT professional.

CMS Administrators facilitate the faculty evaluation of year 2 of the schedule pilot and A CMS working group explores and identifies viability of alternate schedule models to include, 1) rebalancing academics and non-academic time in the overall program, and 2) revisiting the potential for one 6th and one 7th/8th building.

- An expanded workgroup comprised of 25 stakeholders including Teaching & Learning team members, additional teachers, parents and administrators worked from October through mid-January to complete evaluation of all items listed above.
- A 6-day, 7-period master schedule was selected which yields 42 blocks per cycle (48 mins each, 38 minutes on Tuesday)
- Academic classes will return to daily meetings; this provides additional academic instruction time, revises the balance of non-academic and academic classes, and retains time for flexible interventions, as well as creating more flexibility in the schedule to accommodate traveling and cross-grade teachers.
- The restructuring of the buildings to a 6th and 7th/8th format was placed on hold due to increased enrollments and the upcoming feasibility study of the physical plant.
- The evaluation of the current model was integrated into the study conducted by three subcommittees: space, schedule, and best practice.
- Both outcomes articulated for the actions on schedule and program have been met.
- At this time, staffing and course assignment is nearly complete. Electives will be determined and scheduled by the first week of March. Student schedules will then begin to be built.

CMS SMART GOAL 2: Professional Practice

During the 2015-2016 school year, CMS principal, assistant principal, department chairs and teachers will refine components of instructional practice in order to achieve improved results in student learning.

Key Actions:

Administrators and teachers will continue development of collaborative inquiry for the purpose of improving student growth and achievement through revised curriculum and instruction.

- Atlas curriculum maps will be updated to include DI within the three-year continuum articulated for CPS.
- Teaching and Learning Tem has embarked on formation of a model for data teams at CMS that will involve an interdisciplinary approach to improving performance in math and English Language Arts

Differentiated Instruction strategies are employed in unit and lesson planning.

- Math teachers have actively participated in a four-part professional development workshop with Teachers 21 on Differentiated Instruction. All teachers have increased their repertoire of DI strategies to include stations, menus of problems, and assignments by readiness.
- One math teacher is developing and piloting a project based learning curriculum for 8th grade math. She has attended workshop training, and with the department chair has visited other schools.
- Math department chair is working with CCHS chair to develop a portfolio of rigorous extension tasks that will be used with advanced students and is intended to become the foundation of an honors level course at CMS.

CMS SMART GOAL 3: Community and School Climate

During the 2015-2016 school year, CMS will improve school climate and citizenship through increased student responsibility and participation in the community.

Key Actions:

Expand and connect community and citizenship experience for students through Student Leaders, Peer Mentors, Peer Tutors, and CMS Stands Together with increased focus on positive community action and support.

- Student Leaders, Peer Mentors, and CMS Stands Together have worked since September.
- House huddles have been re-instituted, and include team building tasks from a database created by two CMS teachers during the summer of 2015.
- Homeroom meets four times per week.
- Peer tutoring is conducted during supplemental blocks.
- The Iron Giraffe Challenge taken on by grade 7 teachers and students has so far raised over \$11,000 for "Water for South Sudan." Additional funds will come from a student-coordinated dance. The impetus for the actions was the reading of "A Long Walk to Water," a true story of a Sudanese boy, that 7th graders studied together. This book was new to the curriculum this year.
- Following the model that Burlington middle school uses, 8th grade Student Leaders are carrying out various activities to build community. They have posted an origami quilt constructed by students about the meaning of community, coordinated a turkey trot, and are currently crafting a trivia contest to earn funds for Harlem Lacrosse, a non-profit organization to involve students in a team sport who might otherwise be unable to do so.
- Faculty PLCs (professional learning communities) were organized in early February. Included are groups focused on mindfulness, positive behavior, and community-building among both staff and students.

CMS SMART GOAL 4: Community and School Climate

During the 2015-2016 school year, CMS administration will integrate a new administrative team and structure to effectively support teaching and learning at CMS.

Key Actions:

Two new assistant principals integrate into our team into our school to effectively support staff and students; faculty and administration work together to articulate a shared vision.

Integrated with:

Faculty and administration work to improve perception of shared vision and inclusion of all voices.

- Assistant principals attend weekly house meetings on a regular basis.
- Regular classroom visits have been conducted throughout the year.
- Group decision making processes were used to determine recommendations for the configuration committee.
- PLCs were introduced and suggestions of topics were collected at the February faculty meeting; up through December break, most of faculty meeting time was used for technology training and the configuration committee work.

