

CONCORD PUBLIC SCHOOLS
CONCORD-CARLISLE REGIONAL SCHOOL DISTRICT

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May 27, 2014

TO: School Committees
FROM: Diana F. Rigby, Superintendent
RE: FY14 Annual Goals Progress Report

A. PROFESSIONAL PRACTICE GOAL

GOAL: By June 2014, communication strategies will be increased and varied for responding to disagreement and dissent, constructively resolving conflict, and building consensus throughout the school community.

Key Actions and Progress:

- 1. Lead principals and faculties to discuss TELL Mass data and implement site actions to improve teacher and school leadership conditions.**

During bimonthly Administrative team meetings, principals reported on their progress for improving the professional culture specifically teacher and school leadership conditions. (See attached 2014 TELL Mass results) The 2014 TELL Mass results show significant improvements in all teaching and learning conditions in the elementary schools from the 2012 results and an improvement in the overall satisfaction rate to 93% at Willard. There were significant improvements reported by the K5 faculty and some highlights of that include: 88% of the questions showed improvement, 71% of the 86 questions showed significant improvement and only two percent of the questions dropped significantly. Teacher leadership, school leadership, and professional development all showed dramatic improvements. The elementary principals worked closely with their faculties to implement positive changes for teacher support, school leadership and school climate this year.

ALCOTT – Implemented specific details from the Tell Mass Plan, and after each faculty meeting, conducted a check-in feedback form to guide their next steps. “Team Awesome” implemented fun activities at faculty meeting, as well as all school lunches and social gatherings. Sample data from recent Tell Mass Survey:

Tell Mass Category	90% or higher Agreement of statements	80%-89% Agreement	70% - 79% Agreement	69% - 60% Agreement
Use of Time	29%	43%	14%	14%
School Facilities	100%			
Student Conduct	71%	14%	14%	0%
Teacher	11%	88%	0%	0%

Leadership				
School Leadership	55%	45%	0%	0%
Professional Development	33%	25%	33%	8%
Instructional Practices	75%	8%	17%	0%

THOREAU - Recommendations from the 2012 TELL Mass survey results were implemented, and feedback was discussed during faculty and Communication Team meetings. Areas addressed included: Communication, Collaboration, School Vision and Leadership Opportunities. Thoreau's principal created a representative Communication Team that met monthly to discuss the school decision making process, electronic communications policy and use of district email, and to resolve school wide issues. Thoreau teachers provided leadership for professional development in RTI and the new Supervision and Evaluation process, during faculty meetings, and all school monthly meetings. The "3 Be's" are in place for reinforcing a Respectful, Responsible, and Safe school. 90% of Thoreau staff participated in the 2014 Tell Mass (up from 66%) and the following results show significant improvement:

Teacher Leadership Highlights:	2014	2012
Teachers are trusted to make sound professional decisions about instruction	71.1%	30.8%
Teachers are encouraged to participate in leadership roles	81.6%	66.7%
In this school we take steps to solve our problems	75.7%	33.3%
Teachers are effective leaders in this school	78.4%	44.4%

School Leadership Highlights:

There is an atmosphere of mutual trust and respect in this school	70.3%	10.3%
Teachers feel comfortable raising concerns	70.3%	17.2%
The school leadership consistently supports teachers	75.7%	18.5%
Teachers receive feedback that can help them improve teaching	84.4%	48.1%
Faculty are recognized for accomplishments	86.1%	30.3%
Overall, my school is a good place to work & learn	81.6%	51.9%

WILLARD– Working collaboratively as a staff, Willard implemented the following actions which were generated from the discussions and recommendations of the 2012 TELL Mass Survey data: inform staff about Administration Meeting information in a more timely manner in the Morning Bulletin; implement revised grade level meeting schedule with a six week rotation; provide common planning time for collaboration for Common Core planning in Persuasive Writing, Close Reading, and Math Practice Standards; foster trust and respect between and among the entire Willard community; promote

community-building activities (WOW Awards, Souper Bowl, Spirit Days, Assemblies, etc.); promote collaboration, communication, and sharing among grade levels; and provide flexibility within meeting structures to problem-solve issues that arise. The results of the 2014 TELL Mass Survey were quite positive with a significant increase in teacher participation (59.5% in 2012; 82.5% in 2014). In addition, the 2014 results showed many positive improvements in teacher satisfaction regarding: time, teacher leadership, and school leadership. Overall, 93.9% of Willard teachers reported that Willard is a good place to work and learn.

CONCORD MIDDLE SCHOOL - CMS faculty recommended five actions to improve school climate in response to the 2012 TELL Mass survey results: Principal and Asst. Principal provide 24-48 hour response time for emails and conduct school rounds 2x week; CMS principal worked with the School Leadership focus group to increase communication for staff input and teacher leadership opportunities; a new format for leadership meeting minutes has been implemented; a pilot for flexible use blocks was implemented 2x week and will be evaluated ; and Principal worked with the Schedule Task Force to develop schedule options to maximize student programming and teacher collaboration time. The CMS 2014 TELL Mass results indicate that four of eleven conditions showed improvement and overall satisfaction decreased from 83% to 72%. The CMS Principal and department chairs will continue to work with their faculty to identify the specific areas of improvement in school and teacher leadership and take actions to implement positive changes.

CONCORD –CARLISLE HIGH SCHOOL– CCHS implemented the following actions to address results of 2012 TELL Mass survey: further developed working norms at faculty, Dept. Chair, and Admin team level, hosted a voluntary faculty meeting on concerns, received feedback on better communication between DCG & the department members (utilizing a clear decision loop that is noted on every DCG Agenda), hosting 1-to-1 conversations with dozens of faculty members and presenting findings from interviews to the entire faculty at monthly meeting, improved visibility of Admin. in the building (halls, Dept. rooms and classrooms) and eating lunch with each Dept. multiple times per year, collaborating with DCG on every faculty meeting agenda, and continued training in the new educator evaluation system and on protocols for analyzing student work at the Department Chair level as well as within the departments. However, the 2014 TELL Mass the results did not show improvements. Compared to the 2012 results, the overall satisfaction decreased from 89% to 72%, 26% of the questions showed significant improvement, 26% showed a decline and 48% were essentially unchanged. CCHS Administration collaborated with the Executive Board of the CCTA to choose a facilitator to employ the TELLS MA Protocol, which was developed by the MTA. This work engages participants (Dept. Chairs, CCTA Executive Committee and Administrators) in a close examination of areas where improvement is most needed. Action items are being developed to address these areas; as well, these actions will inform the development of the 2014-2015 School Improvement Plan. Recommendations from the resulting Action Plan will be presented at the June 2014 School Committee Meeting.

2. Meet monthly with the CPS administration and CTA Executive Board to discuss and resolve labor issues using conflict resolution strategies.

CPS administrators and the CTA executive board have met 8x to discuss ways to increase non-instructional time to support professional collaboration and elementary specialists' planning time. There are no grievances.

3. Implement Dr. Donna Hick's Dignity model of conflict resolution to improve labor management relationships.

CPS administrators, 9 CTA members, and 2 SC members participated in Dignity training with Dr. Donna Hicks which included the following:

- Reviewed and discussed the core principles of the Dignity model;
- Reviewed and discussed the temptations that violate dignity;
- Engaged in an exercise that illustrated that both teachers and administrators feel most of the same dignity violations;
- Agreed that the Concord Teachers Association and Administration will author joint communications when working on things together; joint work will yield joint communication;
- Asked members of this committee to serve as dignity agents to assist in addressing dignity violations as they occur;
- Designed norms for a "principled partnership" that will allow us to move forward with a culture that prioritizes preserving each other's dignity and avoiding the temptations we often feel to violate each other's dignity;
- Established norms based on the Dignity Model for managing: expectations about roles and responsibilities, change, conflict resolution, communication, and decision-making. (See attached Summary of the Work of the Dignity Committee).

CPS administrators, Dr. Hicks, and Dignity Committee members attended spring K8 faculty meetings to share the Dignity Committee work and elements of the Principled Partnership with entire K8 faculty.

4. Meet monthly with CCHS administration, SC members, and CCTA to discuss and resolve labor issues using conflict resolution strategies.

CCHS administration, SC members, and CCTA have met monthly to discuss labor contract issues including guidance dept. ratios, TELL Mass survey results, labor-management relationships, communication, CCHS teaching conditions, and teacher leadership. There are no grievances.

5. Implement social media tools to engage school community in conversations over time.

Implemented "Your Voice Matters" and since January 2014 have received more than 175 responses. These responses were further discussed at the School Committee Community coffees. Implemented Twitter on the district website and now have more than 300 followers.

6. Held teacher and parent forums and responded to feedback during the Thoreau principal search.

7. Distributed monthly district updates and worked with Communications manager to submit weekly Building Committee and School Committee updates to Concord Journal and Carlisle Mosquito.

B. STUDENT LEARNING GOAL

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

Key Actions and Progress:

1. Implement district core curriculum K-12 incorporating CCSS in ELA, Math, SS, and Science literacy.
2. Implement common assessments in ELA and Math K5 and all subject areas grades 6-12.
3. Identify appropriate intervention and adjust instructional practice.

K5 Curriculum Maps in ELA, Math, Science and Social Studies have been aligned with the MA CCSS. In grades 6-8 in ELA and Math curriculum maps have been aligned and CMS teachers will continue to complete Social Studies. CMS Science Department Chair and science teachers will be working with the Director of Teaching and Learning and the K5 Science Curriculum Specialist to revise their curriculum based on the Next Generation Science Standards to complete their adoption of the MA CCSS Literacy Standards for Science. At CCHS, 9-12 Curriculum Maps are aligned with the MA CCSS in ELA and Math. Social Studies and Science departments will continue to align their curriculum with the MA CCSS Literacy Standards in Science and Social Studies.

NOTE: 2014 MCAS results will not be available until summer and will be reported in September 2014.

ALCOTT- Implemented common assessments (TC, GRADE, pre/post math assessments, Kathy Richardson, writing on-demand assessments) and piloted Track My Progress assessment for grades 3 – 5 in ELA and grade 3 for Math. Assessment data:

- a. Open Response – Grade 5 (beginning of the year = 23%; mid-year = 80% meeting benchmark on common OR; end of the year = 86%)

ELA (% above 80%)	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
DIBELS	93%					
TC		88%	86%	85%	80%	92%
Special Education	100%	38%	63%	53%	43%	46%
METCO	75%	100%	60%	60%	25%	67%

- a. Special education students made progress, with 11% meeting mid-year ELA benchmarks and 57% meeting end of the year benchmark.

- b. Boston students made progress, with 45% of the students meeting mid-year ELA benchmark and 65% meeting end of the year benchmark.

Math (% above 80%)	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	
Post- assessments			94%	81%	83%	94%	
Kathy Richardson	97%%	79%					
Special Education	100%	0%	83%	20%	50%	0% (all students not in TERC)	
METCO	100%	75%	83%	60%	25%	100% (2 students not in TERC)	

- c. Progress Report averages (based on benchmark data):

Progress Reports (% reached benchmark)	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
ELA	93%	88%	86%	85%	80%	92%
Math	97%	79%	94%	81%	83%	94%

To identify appropriate intervention and adjust instructional practice for students who are not meeting grade level standards, Alcott's principal met with each grade level every 6 weeks for two hours each to discuss individual student progress, develop a Personal Intervention Plan for each student, and adjusted instructional practices. Response to Intervention (RTI) groups were adjusted according to students' needs and online intervention programs, DREAMBOX and LEXIA were implemented to increase student achievement in ELA and math. Extended Enrichment Tuesdays were implemented for students in grades 1-3 to receive additional instruction in ELA and math. Every Boston Kindergarten student also received additional instruction during extended Thursdays. Common planning time and block scheduling were implemented to support the flexible grouping of students for targeted instruction.

THOREAU – Implemented common assessments: ELA – TC, GRADE, writing on demand and Math – pre/post math assessments (gr. 2-5), Kathy Richardson (K-1) and piloted Track My Progress, a computer adaptive test, for ELA in grades 1-5, as a universal screener and diagnostic tool and for math, piloted iReady Math, a computer adaptive test, grades 1-5. Teachers also developed an end of year assessment in grade 5 to monitor progress in answering open response questions in math.

ELA – Projected percentage of students meeting end-of-year benchmarks based on preliminary progress report data.

ELA (% above 80%)	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Clay DDM	80%					
TC		80%	93%	85%	92%	94%

ELA – Track My Progress (scaled scores) based on students' results in January 2014.

ELA	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
End of Year National Norm (scaled scores)		585	667	733	792	840
Thoreau (scaled scores)		658	772	845	876	903

Math – Projected percentage of students meeting end-of-year benchmarks based on available data as of 5/14/14.

Math (% above 80%)	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Post-assessments			91%	85%	96%	88%
Kathy Richardson (AMC)	84%	80%				
Special Education		0%	60%	75%	67%	44%
METCO	75%	100%	100%	25%	100%	67%

Progress Report Averages, based on teachers' projections of the number of students who will meet the critical standards in ELA and math in June.

Progress Reports (% at benchmark)	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
ELA	94%	80%	93%	85%	92%	94%
Math	95%	93%	91%	92%	96%	95%

Grade level teams met on a weekly basis to discuss student data and worked with a Response to Intervention (RtI) consultant to design a 6-week data team meetings and effective RtI interventions for students. Progress monitoring is accomplished through common assessments and grade level data meetings. The I-Ready program is being used throughout the building grades 1-5 for math and piloted in two third grade classrooms for Language Arts. The program provides instruction as well as progress monitoring. Track My Progress is being used to monitor progress in Language Arts.

WILLARD - Grade level teacher teams met regularly (at least every 2 weeks) and Facilitated Grade Level Progress Meetings were held every 6 weeks to monitor student progress. During these meetings, common assessments were reviewed and analyzed. Teachers used the assessment data to inform and improve their instruction, adjust their practice, and implement appropriate intervention. 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 were utilized as opportunities to discuss Progress Monitoring data throughout the school year in order to adjust RtI groups and to adjust the focus of the interventions. End of year Literacy Assessment data will not be available until late June. The following charts detail mid-year benchmark data by grade level:

Percent of Students Reaching Mid-Year ELA Benchmarks
2013-2014

Assessment	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
DIBELS	72.5					
Teachers College		71.7	87.6	90.3	89.2	96.9

Willard's Special Education students made progress with 26% reaching benchmark. Willard's Boston students also made progress with 38% reaching benchmark.

Based on current student performance, the following projections reflect the expected end-of-year literacy benchmarks for Willard students. While the DIBELS performance is lower than desired, 88 % of Willard Kindergarten students met the mid-year literacy benchmark in the Marie Clay Assessment (, which has been identified as the Kindergarten Common Assessment for 2014-15). I anticipate that 80% or more of Kindergarten students will reach the end-of-year literacy benchmark:

Projected Percent of Students Reaching End of Year ELA Benchmarks
2013-2014

Assessment	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
DIBELS	56					
Teachers College		81	90.1	89.3	85.2	95.4

The following charts capture the mid-year common assessment math data for K-5 Willard students, both regular education and special education students, who participate in the *Investigation* curriculum and whose progress is measured through Common Assessments. End of year data will not be available until late June. The post assessment average for grade 2 (62% met benchmark) reflects only one assessment. Second graders have three common assessments throughout the year.

	Kindergarten Counting Assessment	Grade 1 Changing Numbers
AMC (Kathy Richards on)	MID YEAR: Counts a pile to 21: 91% met benchmark Makes a pile to 18: 80% met benchmark One more to 12 w/o counters: 79% met benchmark One less from 8 w/o counters: 85% met benchmark	MID YEAR: Changes Numbers 86% met benchmark Describes Numbers 88% met benchmark
	METCO: Counts a pile to 21: 3 of 4 (75%) met benchmark Makes a pile to 18: 3 of 4 (75%) met benchmark One more to 12 w/o counters: 2 of 4 (50%) met benchmark One less from 8 w/o counters: 2 of 4 (50%) met benchmark	METCO: Changes Numbers 1 of 2 (50%) met benchmark Describes Numbers 1 of 2 (50%) met benchmark
	SpEd: Counts a pile to 21: 2 of 4 (50%) met benchmark Makes a pile to 18: 1 of 4 (25%) met benchmark One more to 12 w/o counters:	SpEd: Changes Numbers 1 of 3 (33%) met benchmark Describes Numbers 2 of 3 (66%) met benchmark

	1 of 4 (25%) met benchmark One less from 8 w/o counters: 1 of 4 (25%) met benchmark	
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	Grade 2	Grade 3	Grade 4	Grade 5
Post-Assessments (Benchmark = test average of 80% or better)	62% met benchmark	77% met benchmark	84% met benchmark	91% met benchmark
	METCO: 1 of 4 met benchmark (25%)	METCO: 0 of 2 met benchmark (0%)	METCO: 1 of 2 met benchmark (50%)	METCO: 1 of 3 met benchmark (33%)
	SpEd: 1 of 2 met benchmark (50%)	SpEd: 4 of 12 met benchmark (33%)	SpEd: 2 of 5 met benchmark (40%)	SpEd: 1 of 5 met benchmark (20%)

All teachers have implemented Response to Intervention(Rtl) strategies as needed in their classrooms. In addition, all teachers provided the level of scaffolding that students needed to access the curriculum successfully. The majority of Willard teachers have invested significant time in the Sarah Ward Executive Functioning Training at Willard during the 2012-2013 and 2013-2014 school years. Because of the training, the use of Sarah Ward strategies has been implemented broadly throughout the building (Get Ready-Do-Done, Future Glasses, Time Robbers, Language Expression Tool, etc.). Teachers have also provided differentiated opportunities for students through flexible reading groups, flexible math groups, differentiated writing opportunities, and the use of various digital tools to demonstrate their learning.

Concord Middle School -Teachers across all subject areas have implemented a variety of formal and informal formative assessments to monitor student progress, provide intervention, and to adjust instructional practices. A common humanities rubric is in place for assessments in English and social studies. More than 80% of CMS students earned report grades B- or higher across primary academic subjects:

Grade Level/Subject Aggregate Students Scoring $\geq 80\%$	6	7	8
English	94%	88%	90%
Math	74%	81%	83%
Science	99%	88%	80%
Social Studies	91%	91%	90%
Foreign Language	94%	97%	94%

Grade Level/Subject Students with IEPs Students Scoring $\geq 80\%$	6	7	8
English	95%	74%	85%
Math	73%	63%	69%
Science	87%	61%	46%
Social Studies	82%	86%	71%
Foreign Language	83%	99%	82%

Grade Level/Subject Metco Students Scoring $\geq 80\%$	6	7	8
English	50%	45%	50%
Math	66%	36%	75%
Science	50%	64%	50%
Social Studies	33%	64%	75%
Foreign Language	100%	80%	100%

CONCORD-CARLISLE HIGH SCHOOL - Administration and department teams analyzed "D and F" reports on a quarterly basis and revised instruction based on error analysis. During the professional day, each department reviewed midterm results to adjust instruction for the Spring semester. Teachers targeted interventions for individual students who needed additional instruction and support. An additional study strategies course has been provided for Boston freshmen and their GPA has increased during the past three quarters. All Boston students increased their GPA by .19. Administration worked with the Department Chairs and faculty to develop new courses for 2014-15 to meet the differentiated needs of students: Python, English in the Digital Age, AP Capstone, and Digital Photography. The Principal, CCHS Math Department, and the METCO Director collaborated to develop a unique math program to address academic growth opportunities for Boston students that will be offered in Summer 2014 to increase student achievement in higher-level math courses such as Statistics. The CCHS

Science Department will also provide a summer session to increase Boston students' achievement in Chemistry. The average GPA for CCHS students is 3.5 and 93.4% of students will earn a 2.5 GPA or higher. Ninety-nine percent of the 2014 Senior Class received a Competency Determination.

**Concord Carlisle High School GPA Statistics Summary Grid School
Year: 2013-2014 GPA Type: High School Standard Date Calculated:
April 29, 2014 April 29, 2014**

Breakout by Gender/SPED Status/Residence/YOG:

Cohorts			2014	2015	2016	2017	School
Female	NON-SPED	Concord-Carlisle	3.68 143	3.63 124	3.86 152	3.81 130	3.75 549
		METCO	3.12 10	3.14 6	2.93 7	3.00 8	3.05 31
	SPED	Concord-Carlisle	3.23 20	3.11 18	3.13 7	2.98 18	3.11 63
		METCO	2.41 1	2.41 4	2.88 1	0.00 0	2.49 6
	Female			3.59 174	3.52 152	3.78 167	3.67 156
Male	NON-SPED	Concord-Carlisle	3.47 105	3.47 111	3.55 105	3.48 119	3.49 440
		METCO	2.57 2	3.05 6	2.77 3	2.56 3	2.82 14
	SPED	Concord-Carlisle	3.06 18	2.90 27	3.00 34	2.81 35	2.93 114
		METCO	2.52 5	2.80 2	2.59 1	1.94 2	2.47 10
	Male			3.37 130	3.34 146	3.39 143	3.30 159
YOG			3.49 304	3.43 298	3.60 310	3.48 315	3.50 1227

Cohorts	NON-SPED	SPED	Totals
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Concord-Carlisle	3.63 989	2.99 177	3.54 1166
METCO	2.98 45	2.47 16	2.85 61
Totals	3.61 1034	2.95 193	3.50 1227

C: ADDITIONAL DISTRICT GOALS

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

CPS and CCHS teachers have implemented the Common Core Standards with a greater emphasis on informational texts, and literacy standards for social studies, and science and technology. The mathematical standards include attention to precision, ability to construct viable arguments and critique the reasoning of others, ability to reason abstractly and quantitatively, and modeling with mathematics. Elementary teachers implemented district wide grade level writing rubrics to analyze student writing with greater emphasis on the ability to work with informational texts and to write persuasive and informational essays. CPS students participated in the Math Olympiad and all three-school teams were named to the National Math Olympiad Honor Roll for scoring in the 90th percentile or higher. The CPS STEAM (Science, Technology, Art, and Mathematics) created a Professional Learning Community of classroom teachers, technology specialists, and art teachers collaborating with the Science Discovery Museum to create student interdisciplinary learning opportunities. Using the K5 Science curriculum as its foundation, teachers taught science units by integrating math, technology, media arts, and engineering. Elementary students used a variety of digital tools such as Keynote, Explain Everything, Pages, Google Drive, Wordpress, Kidblog iMovie, Garage Band, and Little Bird Tales to engage in daily online writing activities, multimedia projects, digital photography, and music creation. Kindergarten students began using the Book Creator App on iPads to create their own eBooks.

CMS teachers continued integrating critical and creative thinking skills across the curriculum to promote student engagement in the use of planning calendars, Noodle tools, Moodle, and scientific inquiry. In English, all students participated in the second annual *One School, One Book*, which, in addition to aligning bullying prevention education also provided the foundation of the baseline assessment of literacy skills for the year. In social studies, learning was enriched by events such as indoor “cave exploration,” India Day, the mock constitutional convention, and a culminating assessment at the MFA where students acted as docents presenting individual research of a chosen artifact. Students in all grade levels piloted the online *Discovery Learning Techbook*. Math instruction continued with three differentiated levels augmented by an Intensive math class and a CCHS Honors level geometry class. This year’s geometry class had an enrollment of 14 students, and was housed at CMS. Both the Math Counts and NELM Math Teams competed successfully in their leagues, with the Math Counts team placing 7th of 28 teams in a statewide competition. In science throughout the year 7th grade students compiled an instructional guide for cell anatomy and explored the

local flora and fauna through trees at Peabody and the vernal pool at Sanborn. 6th grade students focused on various aspects of Earth science, including the annual star watch, and in 8th grade studied physical science including the chemistry of dry ice. Science Olympiad students placed 15th in statewide competition and the newly formed engineering club designed and built machines, including go-carts. Foreign language students included 70 participants in National Language Exams in Spanish and French. Eighth grade students displayed 20 buildings at the Concord Public Library from Mandarin, French, and Spanish classes. French classes in 7th and 8th grade used a new online textbook, *Bien Dit*

At CCHS, every department monitored student progress in the core curriculum and the Common Core Standards. The Learning Commons provided a wide range of resources to support students in building critical thinking and research skills and understanding the ethical behavior in a digital world. *Computer Game Design* was introduced as a new course where students used Photoshop, Illustrator, Game-Salad, Unity, and Cinema-4D to design individual computer games and work in teams to create larger games. The Engineering program was expanded to include Mechanical and Electrical Engineering, and students designed solutions to engineering problems such as a wind tunnel for the Physics classrooms. In the Digital Recording Studio, students learned modern recording techniques, management skills, mixing principles, and design CD artwork. *Rivers and Revolutions*, a unique interdisciplinary program, completed its second successful year with more than 100 enthusiastic students and they displayed their culminating projects at the DeCordova Museum. At the beginning of the school year, all freshmen participated in a technology orientation course to become familiar with their Google Drive, First Class, X2, and Moodle accounts. Three hundred students and teachers used the Moodle site on a daily basis. Students used a variety of digital tools to access online course work, check email conference folders for class and school information, contribute to wiki forum discussions, and work with a variety of web-based platforms. Information literacy classes taught by the library media specialist instructed all students in advanced web searches, source evaluation, citation, and web-based tools for collaborating, synthesizing, and sharing work. Twenty-five students participated in Virtual High School classes each semester. Thirty Biology students participated in the Environmental Field Studies project to protect Blandings' turtles. The Robotics team built an amazing robot to successfully compete at the FIRST regional competition at WPI. The CCHS Meteorology students and teacher presented at the American Meteorological Society conference. CCHS continued the Global Literacy Certificate program and there were three international exchange programs in Ecuador, France, and new program in Denmark, and student study travel to Japan and Bolivia.

GOAL: Foster a respectful and empathic learning environment in which all students become more responsible citizens.

ALCOTT - Teachers continued to teach Open Circle and Bullyproofing curricula with the support of the School Counselor and School Psychologist. The School Psychologist and School Counselor provided lunch bunch groups for students, supported students in need, and completed initial/re-eval assessments. The Hallway Committee implemented expectations for hallway behavior and rewarded students with receiving feathers for their grade level owls. Alcott teachers continued to implement school-wide 'Give a Hoot' awards for students displaying 'caring, cooperative, and respectful' behaviors.

THOREAU - Teachers implemented the 3 Be's: Be Respectful, Be Responsible, Be Safe and ass positive reinforcement, students "caught" modeling the 3 Be's received both a Bee award which is displayed on a hallway board and a card to share with their family. The 3 Be's are announced by students every day during morning announcements. A second Open Circle Teacher Leader was trained this year. And The Open Circle curriculum is taught in all classrooms. The School Psychologist and Social Worker developed team goals focusing on social skills and positive student interaction and they have continued Lunch bunch groups for students recommended by teachers. Monthly "All School Meetings" celebrated the school and the work being done by the students. Data was gathered from behavior forms and" Think About it "Forms and here has been over a 5% reduction in hurtful behavior. Students were motivated to earn a Bee for pro-social behavior and the " Think About it" Form created a clear communication between home and school.

WILLARD - The staff embraced the topic of kindness and empathy after reading the book *Wonder* by R. J. Palacio during the summer of 2013. At the first school-wide assembly in September, the principal shared a picture book promoting Kindness. The Principal and teachers jointly challenged students to adopt **Choose Kind** as Wilard's yearlong goal. Throughout the year, students were recommended to receive a WOW Award when they demonstrated particular acts of kindness. Throughout the year, students were invited to document any and all acts of kindness on a kindness tree across from the gym. All K-5 teachers consistently implemented Open Circle throughout the school year. In addition to delivering the Open Circle curriculum, teachers used the language and concepts of Open Circle to guide their classroom routines, their interactions with students, and to promote pro-social behavior inside and outside the classroom. The School Counselor and School Psychologist partnered with classroom teachers to deliver Open Circle and Bullying Prevention lessons and programs as proactive strategies. With the School Psychologist or School Counselor facilitating, the Peace Table served as an optional approach to problem solving and conflict resolution. As a result of all of these efforts, Willard experienced a 50% reduction in reported Bus Incidents and Student Referrals to the Office for Behavior.

CONCORD MIDDLE SCHOOL – *CMS Stands Together* curriculum was completed in a five-plus-one format: the curriculum and goals were introduced at as assembly in each building which was followed by five instructional modules conducted between December and February. All students read *Wonder*, and the ELA baseline assessment was based on the book. Four new student initiated clubs have been introduced this year: debate, origami, dungeons and dragons, and engineering. A formal process by which students can be involved in the PTG grant request cycle has been introduced, and the student leaders will facilitate this process for 2014-15 school year. Baseline data was gathered on after-school program participation and final report will be available in June 2014.

CONCORD-CARLISLE HIGH SCHOOL– Faculty collaborated with the Advisory Coordinator to strengthen Advisory program for all students. Anti-Defamation League (ADL) provided training for faculty and 25 students leaders to address the issues of race and bias with proactive strategies. The student leaders completed a three-day seminar to prepare them to lead the ADL work during Advisory. School administrators collaborated with town organizations to sponsor Chris Herren who spoke to all students about making healthy decisions and avoiding substance abuse. Parents and students have been engaged as partners in school-wide decision making through Student Senate,

School Advisory Council, and Parents Association Executive Board. (Student Survey results will be available in June 2014).

GOAL: Develop professional collaboration by analyzing student work and assessment data, sharing instructional strategies, and providing job-embedded professional development that supports district teaching and learning goals.

At the elementary level, grade level teams met regularly with Principals and ELA and Math Specialists to monitor student progress, develop intervention strategies, and to review and plan curriculum and assessments. CMS grade level or department meetings were held 2x monthly to discuss formative and summative assessment data and to analyze student work. Teachers shared intervention strategies to increase student achievement. At CCHS, department teams analyzed student assessment data to inform instructional practices.

GOAL: Implement the new Educator Evaluation system with a focus on continuous improvement for teaching and learning.

CPS teams from each school site have completed training from Teachers 21 on the five-step cycle, rubrics, self-assessment, goal setting, and gathering evidence. Each school site team has successfully trained their respective staff in each stage of the new system. All aspects of the new evaluation system have been completed by CPS educators. Teachers21 worked with Concord Middle School Administrators and Department Chairs on calibrating observation reports. They have visited classrooms and learned new techniques for writing effective observations. A workshop with Teachers21 was held for all K-12 evaluators on calibrating observation reports and assessing performance for formative assessments. Baseline Edge was implemented as the technology platform for the CPS supervision and evaluation system. All educators have been trained and are successfully using the forms, evidence boards, and interactive features. The CTA and administration formed a joint committee to review implementation progress and it will continue to meet in 2014-15.

In September 2013, K5 teachers collaborated in district wide grade level teams to identify District-Determined Measures (DDM) for ELA and math. These DDMs were derived from the current ELA and math common assessments that have been part of the K5 assessment program since 2012. K5 Specials teachers have also identified DDMs for each of their subject areas (Music, PE, Art, Library/media). At CMS and CCHS, teachers worked with their department chairs to identify and pilot DDMs for all subject areas.

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

The district administration worked with school principals, central office, and both school committees during Fall 2014 to prepare FY15 budgets and to respond to the Finance Committee's budget data request. The core budgeting principles included the following:

- Students and their learning are at the center of decisions;
- Teaching and learning conditions matter for student success;

- Requested resources for programs, services, and activities reflect the districts' core values of academic excellence, respectful and empathic community, professional collaboration, educational equity, and continuous improvement;
- Maintain balance between responsive and reasonable operating budgets and taxpayers; funding for the new high school project.

We met regularly with the administrative team and school committees to discuss the FY15 budgets and presented at three Finance Committee meetings in October and November, and at the Town Coordination Meeting in December. The Concord Finance Committee adopted the final guidelines on November 21, and the School Committees adopted the FY15 budgets on December 10, 2013. Included in the budget book are the Finance Committee presentations and the School Committee adopted budgets for FY15.

The districts continue to maintain excellent academic programs while meeting challenging funding goals. We have been able to sustain current programs without exceeding finance committee guidelines while enrollment and special education costs have continued to increase. State funding levels have stabilized but have not been increased to reflect expanded State data and reporting requirements. While our core budgeting principle of focusing all resources to support student learning and growth remains unchanged, an increasing portion of FY2014 CPS resources continue to shift towards enrollment driven staffing, special education and transportation needs. Conversely in FY2013, the CCHS resources had seen decreasing needs in special education, and this occurrence is not continuing in FY2014 as former K8 students are now entering the 9-12 setting. The district goals approved by the school committees provided direction to the budget process to support student learning opportunities. The district administration and school committees' work was reflective of the new \$92.5M high school project's cost impact on taxpayers and collaboratively worked with the finance committees to develop responsible FY2014 budgets. The FY2014 CPS school budget at \$31,140,538 represented a 4.65% increase above the FY2013 appropriation, and the FY 2014 operating budget for CCHS, \$23,886,464, increased 1.01% above the FY2013 level. Both the CPS and CCHS budget requests were below levy limits and matched guidelines developed by the finance committees, and for the seventh consecutive year did not require overrides. Both school districts managed successful year-end closings, and the Regional School district will increase the CCHS Technology Stabilization Fund by \$245,000. The Regional School District also committed \$300,000 towards its OPEB liability in the year-end closing process. CCRSD's strong Excess and Deficiency (E&D) fund balance for the previous fiscal year has been certified at the 4.9% level. The AAA bond rating has been maintained and the December 2012 \$32,500,000 Bond sale was assigned the highest possible rating by Moody's Investors Service on the borrowed funds at an effective interest rate of 3.0%.

In regard to the FY2015 budget development process we are pleased to extend our no override budget requests to an eighth year with a 3.0% CCRSD operating budget increase, and a 4.17% CPS increase. The five-year average operating budget increase for the high school district decreases from 2.97% to 2.58%, and the CPS five-year average increases from 2.75% to 3.23%. When contrasted to override driven five year average increases for Fiscal Years 2000 to 2004 of 7.6% for CPS and 7.1% for CCRSD the districts have demonstrated their commitment to developing budgets that support high academic achievement while recognizing fiscal constraints. The historical trends demonstrate the commitment to bring budget increase requests in as low as possible while maintaining strong academic programs.

The FY2015 budget development process began with identification of escalating needs and cost drivers. Our process encompassed the aggregate needs of our two-school district, K12 system, the K8 Concord Public Schools and the 9 – 12 Concord-Carlisle Regional School District. Each district is distinct and legally requires a separate budget. There are eight collective bargaining units within the K12 system and the cost escalation within the contractual labor agreements must be reflected in the budget development process along with other cost increases in utilities, equipment, materials, enrollment changes, and other operating requirements. The most significant cost drivers in each district and representing the largest cost component in our system are the Concord Teachers Association (CTA) and the Concord-Carlisle Teachers Association (CCTA) contracts. The FY2015 Finance Committee approved and CPS School Committee adopted budget requests a 4.17% increase of \$1,300,000, or \$32,440,538. \$732,178 is required for CTA contract obligations, \$265,029 is required for enrollment driven staffing and instructional material increases, replacement of technology devices (computers, Activeboards, network components, etc.) at Willard and CMS require \$365,000 and operating needs and utilities cost require \$187,358. Collective bargaining costs in the building service workers, bus drivers, secretarial, maintenance contracts require \$110,000, and \$35,483 is required for non-collective bargaining employee escalation.

The needs above total \$1,695,048 and exceed the Finance Committee Guideline of \$1,300,000 by \$395,048, To meet the Finance Committee Guideline CPS has built the following reductions into our FY2015 request: a reduction in the special education out-of-district tuitions budgets of \$217,681, a \$60,000 elimination of two secretarial support positions (1.0 FTE at CMS, and .6 FTE at Ripley), a reduction in increased requests for professional development and building maintenance of \$23,575 and \$18,792 respectively. In addition to these actions we requested voter approval at Town Meeting to use \$75,000 of existing monies in the Concord Public Schools Technology Stabilization to meet the technology replacement needs at the Concord Middle School and the Willard Elementary School. Please note that the Special Education Out-of-District tuition decrease is mainly associated with movement of students from the K8 level to the 9 – 12 level as reflected in the following CCRSD cost drivers information.

The FY2015 CCRSD budget development process identified the following cost drivers for the Regional High School budget: \$384,029 required for anticipated CCTA contract obligations, an increase of \$273,046 required for Other Post-Employment Benefits (future Retiree health insurance benefits) funding, an increase in Special Education Out-of-District tuitions of \$328,152, and a Transportation Services increase of \$61,249 for increased operating costs. These cost drivers total to \$1,046,476 and exceed our \$719,042 increase by \$327,434. The FY2015 Concord Finance Committee guideline operating budget allows a 3.01% increase of \$719,042 or \$24,605,506. The \$24,605,506 operating budget level was adopted by the Concord-Carlisle School Committee. In our initial operating budget request, the following reductions were made: \$50,000 in computer hardware, \$27,345 in utilities, \$50,000 in legal costs, \$62,500 in capital outlay and maintenance costs, \$20,500 in insurance, and a net decrease of \$59,795 in other line items were included in the Regional District's initial budget plan. Subsequently, in order to meet the Finance Committee Guideline, additional reductions were necessary to close the remaining \$57,294 shortfall. These included elimination of a Ripley based secretarial position at \$25,000, and reductions in several instructional materials and athletic accounts totaling \$32,294 were implemented.

The FY15 school budgets were approved at both Concord and Carlisle Town meetings. Additionally, Concord voters approved the Town's purchase of land for in-district transportation services as well as the use of CPS stabilization funds to build a new transportation facility.

The CCHS Building project remains on scope, budget, and timeline with the move in during April 2015, building demo and site work between Summer-December 2015, and project completion, December 2015. We have met weekly with the Project Team and monthly with the Building committee to review, discuss, and monitor the construction progress.

GOAL: Build Support, consensus, and community engagement around the district mission, core values, goals, challenges, accomplishments and critical decisions using a variety of communication strategies.

See responses #1-7 on pages #1-4 for evidence.