

**CONCORD PUBLIC SCHOOLS
CONCORD-CARLISLE REGIONAL SCHOOL DISTRICT**

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May 26, 2015

TO: School Committees
FROM: Diana F. Rigby, Superintendent
RE: End of Year FY15 Goals Report

A. PROFESSIONAL PRACTICE GOAL

GOAL: By June 2015, administration will provide multiple opportunities for teacher leadership and collaboration in building consensus for a shared vision, addressing teacher concerns, and making critical school/district decisions.

Key Actions and Progress:

- 1. Lead CMS and CCHS principals to implement 2014 TELL MASS survey recommendations to improve teacher and school leadership conditions and professional satisfaction.**
 - Based on the joint CCTA and Administration TELL MASS survey recommendations, CCHS Principal created a Time and Learning (T and L) Committee to identify ways to better use time. The School Leadership team defined a process for the T and L Committee, and ideas were generated during ten meetings with teachers from every department, department chairs and school administrators. A new school schedule will be implemented in Fall 2016.
 - CCHS Administration continued to improve communication with faculty through “Department Chair Loop” -by meeting 2x week with Department Chairs to discuss issues raised by teachers, ex. teacher duties , time on learning, progress reports, “the move” ,program of studies, achievement gap, scheduling/sectioning for 2015-16, faculty meeting agendas. Weekly Department Chairs’ written feedback indicated positive responses to the communication “loop”.
 - CCHS Administration worked with each department to clearly communicate the “Move “ process resulting in a seamless transition to the new building in April.
 - CCHS/ CCTA TELL MASS Committee recommended actions to improve student conduct: Clarifying guiding principles in the Code of Conduct (clarified in September 2014), decreasing tardiness to school (6% decreased to 3%), identifying one’s self on first request (one report of student noncompliance). School leaders re –set student conduct expectations for all students during the April tours of the new building.

- CCHS TELL MASS Survey May 2015 Survey results for Teacher Leadership, School Leadership, and Student Conduct: Faculty reported 1/13 areas with more than 50% positive response; Department Chairs reported 10/13 areas with more than 50% positive response.
- Based on CMS TELL MASS recommendations, CMS Schedule Task Force developed and implemented 6x6 block schedule to provide intervention time, Administration eliminated before/after school duties, increased teacher collaboration time, implemented a teacher decision making process, increased access and visibility of admin., provided a variety of teacher-determined professional learning days, and secured an additional assistant principal position to improve availability of admin. support in two buildings.
- CMS TELL Mass Survey May 2015 Survey results for Time, Teacher Leadership, School Leadership, and Professional Development: Faculty reported 3/25 areas with more than 50% positive response.

2. Promote a professional culture of self-reflection and continuous learning by increasing opportunities for formal and informal teacher leadership.

- At the elementary level, teacher leadership teams met monthly with school principals to discuss school wide issues, plan faculty meetings, and address teacher/student concerns.
- At the elementary level, grade level teams met regularly with curriculum specialists to monitor student progress.
- At the elementary level, grade level team chairs and curriculum specialists met monthly as the Elementary Steering Committee with the Director of Teaching and Learning to discuss a new K5 math curriculum to align with the Common Core Standards. A five step process for selecting one of the new curricula was designed by ESC, and more than 70 teachers are piloting Everyday Math.
- During K5 district wide grade level meetings, grade level chairs planned and facilitated these teacher meetings to discuss core curriculum, common assessments, and instructional strategies.
- At the elementary level, grade level teams develop and implement school wide assemblies.
- At the elementary level, Thoreau teachers participated in the selection process of the new principal.
- A K12 teacher committee met with the Director of Teaching and Learning to explore the possibility of adding Spanish instruction into the elementary schools.
- A K12 teacher committee was formed and began to meet to consider changes to the K12 science and engineering curriculum that would align with the Next Generation Science Standards.
- A K12 teacher committee was formed to collaborate with WPI to develop a district wide plan for STEM education.
- A K12 Mental Health team met monthly with the Director of Teaching and Learning to discuss Mindfulness, YRBS, and social /emotional student concerns.

- At CMS, the Teaching and Learning Team, comprised of Department Chairs and teacher Liaisons met regularly with teachers to discuss student learning, curriculum, DDMs, PARCC, instructional strategies, and technology integration.
- At CMS, House teacher leaders met regularly to discuss student progress.
- At CMS, the Technology Advisory Group met regularly to discuss technology integration in the 1:1 learning environment.
- At CMS, the Student Support Team and teacher leaders facilitated the CMS Stands Together Bullying prevention program.
- At CCHS, Department Chairs met regularly with teachers to discuss student learning, curriculum, school wide rubrics, and DDMS.
- At CCHS, teacher leaders facilitated the NEASC accreditation process.
- At CCHS, the mental health team met regularly to monitor student social/emotional progress.
- At CCHS, teacher leaders met regularly as the Technology Committee to discuss and plan for the transition to 1:1 learning environment.
- A CCHS teacher led the Person of Color (POC) Professional Learning Community.
- K12 teachers participated in the development of more than 80 curriculum projects led by teachers during the summer.
- At each school site, teacher teams participated in the hiring process of new faculty members.
- K12 Teacher leaders presented innovative teaching practices at department, faculty, and School Committee meetings.
- Eleven K12 teachers were awarded Concord Ed Fund grants for innovative practices.
- K12 Teachers agreed with the following survey question, “ Overall my school is a good place to work and learn”: Alcott 100%; Thoreau 90%; Willard 97%; CMS 78%; and CCHS 58%.

3. Meet regularly with staff as well as CTA/CCTA to engage in collaborative problem solving regarding critical school/district decisions.

- K12 Calendar Committee facilitated by HR Director Kelly McCausland met to determine K12 calendars for 2015-16.
- CPS administrators and CTA met more than seven times to discuss DDMs, student and staff feedback, and to monitor the implementation of the supervision/evaluation model. Other areas of teacher concerns were discussed.
- CCHS administrators and CCTA met more than six times to monitor the progress of the supervision and evaluation system and to discuss DDMs and student/staff feedback. Contract language for leaves of absence was also developed and agreed upon.
- The CCHS Principal and I met monthly with the CCTA leaders to facilitate communication and to resolve contractual issues. We resolved issues associated with the guidance ratios, placement on salary schedule, the move to the new building, and the new ActivBoard technology.

4. Strengthen administrative/staff relationships by increased visibility in classrooms, personalized communication, and respectful resolution to professional concerns.

- Visited K12 classrooms every week, attended weekly classroom/school events, and participated in teacher meetings.
- Resolved all union grievances with one CTA grievance in process.
- Met 2x month with administrators to discuss student achievement, curriculum, instruction, assessment, technology, mental health issues, professional climate and growth, budgets and resources, and school concerns.
- Facilitated monthly Ripley staff meetings.

5. Improve communication and outreach using a variety of tools including social and print media, improved school/district webpages, newsletters, and formal/informal meetings.

- Used Twitter to highlight daily student activities/ information with more than 500 followers.
- Responded to more than 50 submissions to “Your Voice Matters”.
- Informed parents of district events through Connect Ed notification system.
- Hired Sage Island to develop new district website by June 2015.
- Distributed monthly updates to employees.
- Published weekly Building and School Committee updates in Concord Journal and Carlisle Mosquito.
- Published 2015 Performance Report for Concord and Carlisle communities.
- Published FY16 Budget Book.
- Led monthly PTG presidents’ meetings.
- Met monthly with Town Manager and Finance Director.
- Participated in regular meetings as Board member of the Center for Parents and Teachers.

B. STUDENT LEARNING GOAL

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

Key Actions and Progress:

1. Elementary teachers will continue to implement Common Core Standards in reading, writing, and math.

- Principals report that 80% of K5 students are on track for mastering critical grade level standards in ELA and math, and 90% of fifth grade students are expected to achieve advanced/proficient on ELA and Math PARCC.
- Elementary teachers met regularly with the ELA Curriculum Specialists to discuss implementation of the ELA Common Core Standards.
- Elementary teachers and tutors in grades 1-5 participated in district wide professional development with Nancy Boyles on teaching “Closer Reading” strategies to increase reading comprehension of nonfiction materials.
- Elementary teachers piloted a new math program, Everyday Math that is more aligned to the Common Core Standards. Teachers and parents completed an online survey to provide feedback about the Everyday Math program.

- Elementary students produced three types of writing: narrative, persuasive, and informational to receive feedback. Students in grades 3-5 used Google Drive for a variety of digital writing projects.

2. Elementary teachers will continue to implement common assessments in ELA and math to monitor student progress.

- Elementary teachers implemented common assessments (TC, GRADE for ELA, pre/post unit math assessments, Kathy Richardson for math, and on-demand writing assessments as well as Track My Progress assessment for grades 3-5 in ELA.
- Grade level teams met every six weeks with curriculum specialists, mental health team, and principals to monitor student progress in ELA, math, and social/emotional growth. Teachers used the assessment data to inform and improve their instruction, adjust their practices, and implement targeted interventions. Students not meeting benchmarks were provided with additional support and targeted interventions (Rtl).
- Boston K students participated in an extended arts/science enrichment program focused on early literacy at the Umbrella Community Arts Center every Tuesday.

3. CMS will implement a 6x6 block schedule to provide intervention time.

- CMS Principal reports that 80% of CMS students are on track for earning B- or better in all subjects and 90% Grade 8 students will score ADV/Prof in ELA PARCC and 80% Grade 8 students will score Adv/prof in math PARCC.
- CMS implemented a new 6x6 block schedule to provide math intervention time for struggling students as well as flexible access to individual students by teachers in a variety of subject areas. Data was collected from faculty about the new schedule and recommendations were made for improvements/adjustments.
- Additional academic support in ELA was provided in the Developmental Language Arts Class.
- Boston students were provided with focused academic support in ELA and math, and their weekly progress was closely monitored by teacher leaders. A summer workshop was also provided to rising 6th grade Boston students to increase their success in middle school. Boston student assessment data indicates improved academic achievement in ELA.

4. CCHS teachers will continue to implement Common Core State Standards in their written and taught curriculum.

- CCHS Principal reports that more than 90% of the students are on track for earning more than 2.5 GPA, 95% will score Adv/prof in MCAS ELA, 92% will score Adv/prof in Math, and 100% of the graduating class will achieve competency determination.
- All grade 9 and 10 Boston students enrolled in Achievement Strategies to receive direct instruction in study skills and reading comprehension strategies.
- CCHS faculty developed a summer math program, “Algebridge” for incoming Boston students in an effort to increase participation in high-level math courses.
- Departments met regularly to discuss CCSS, student progress, and school wide rubric implementation.

C. District Improvement Goals

Goal: Provide students with a rigorous, coherent, and aligned preK-12 curriculum that includes a variety of authentic learning experiences, Common Core State Standards, assessment strategies, and use of digital tools.

Key Actions and Progress:

1. Continue to align K12 curriculum with the Common Core State Standards and implement K12 common assessments to monitor student progress.

- Elementary teachers provided all students with differentiated instruction to achieve the CCSS through flexible reading and math groups, Rtl (Response to Intervention) and use of digital tools to demonstrate their learning. Teachers used common assessment data to adjust instruction to meet the individualized needs of each student.
- Elementary teacher leaders and the Director of Teaching and Learning conducted the math curriculum review, and teachers are piloting new units from Everyday Math.
- K12 teacher committee and Director of Teaching and Learning met to consider adding an elementary Spanish Language program.
- CMS and CCHS Departments met regularly to discuss curriculum alignment with CCSS, common assessment data, and student progress.
- A K12 teacher committee was formed to consider revisions to the science and engineering curriculum in alignment with the Next Generation Science Standards. The committee will meet during the 2015-16 school year.
- A K12 teacher committee was formed to work with WPI to develop a plan for K12 STEM education and will meet regularly during the 2015-16 school year.

2. Continue appropriate integration of digital tools into the curriculum to enhance teaching and learning.

- All students in grades 3-5 used Google Drive for a variety of digital writing projects such as anthropod research, Native American research, weather brochures, narrative storytelling, and persuasive essays. Students in grades K-2 used iPads for math and reading.
- 100% of students in grades 6-12 used Google Apps for Education, eBooks, software, and online resources on a daily basis.
- The third year of the 1:1 laptop program was implemented at CMS for all students in grades 6-8.
- Students in grades 3-8 participated in the online PARCC assessments.
- CCHS has provided parents and students with the implementation plan for the 1:1 learning environment in grades 9-12 in Fall 2016. CCHS students used Google Apps to collaborate with classmates on projects, submitted work to teachers for online review and comment, created web sites to present information, and participated in class blogs. Many teachers used Moodle to provide students with an environment where they can access resources, ask and answer questions, and participate in online discussions. Foreign Language students used Voicethread to create slideshows, inserted audio and video

comments, and commented on each other's slideshows. Students in many social studies classes created video projects using video cameras and iMovie. iPads were used in the SPED Pathways program to create multimedia digital stories, practice math skills, and work on organizational skills. iPads were also used in the freshman Network World Cultures class to create video projects and to organize class resources in Evernote.

GOAL: Improve instructional strategies that promote student curiosity, critical thinking, communication, collaboration, and opportunities for innovation.

Key Actions and Progress:

1. Elementary teachers will participate in job-embedded professional development from curriculum specialists.

- Teachers met regularly with curriculum specialists to discuss common core standards, differentiated instructional strategies, scaffolding, curriculum enrichment, and interventions to meet the individualized needs of students.
- Teachers and tutors in grades 1-5 participated in district wide professional development in “close reading” with Nancy Boyles.
- Some teachers participated in a book study using Nancy Boyles’ book, Closer Reading.
- Primary elementary teachers participated in DESE Early Literacy Conference.
- All special education teachers participated in a monthly professional learning module.
- The elementary science and social studies curriculum specialists provided ongoing professional learning in project-based learning.
- Students in grades 3-5 engaged in research tasks and collaborative, innovative projects such as Wampanoog project, Bear project, Grade 4 Immigration Day, Chinese Poet in Residence, Junior Great Books program, LegoWedo projects, Genius projects, Personal Passion projects, Wax Museums, Blandings’ Turtle project Arcade projects, Sea Turtle project, Thoreau’s Maker’s Faire, and Robotics.

2. Middle and High school educators will identify innovative practices to share with colleagues.

- CMS and CCHS departments met monthly to discuss strategies for increased student engagement.
- At CMS, students created interdisciplinary projects in World Language and applied technology by building Spanish and French cities.
- At CMS, English Department expanded the “One School, One Book” summer reading assignment to include an anti-bullying book.
- At CCHS, students participated in the interdisciplinary Rivers and Revolutions program, Virtual High School classes, Environmental Field Studies project, Biostatistics project, Robotics, Meteorology projects, advanced video projects, and the Digital Recording Studio.

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

Key Actions and Progress:

- 1. Elementary Mental Health Team will provide support and leadership for teachers to implement Open Circle, Bully Proofing Curriculum, and mindfulness activities.**
 - Elementary teachers taught Open Circle, Bully Proofing, and Mindfulness in their classrooms to foster respect and responsibility. Students were recognized for kindness and exceptional examples of responsible behavior at Willard with the WOW award, at Alcott with the “Give a Hoot award for “caring, cooperative, and respectful behavior, and at Thoreau, “Bee” awards for safe, respectful, and responsible behavior.
 - Mental Health teams reported a reduction in behavior referrals.
 - District Mental Health team improved the process of student 504 plans.

- 2. CMS teachers continue to implement “CMS Stands Together”.**
 - “CMS Stands Together” bullying prevention and intervention program was revised to include racial and cultural issues. Students participated in five lessons during October-November, and all staff and students read “Freak the Mighty”, an anti-bullying book.
 - Increased student participation in after school activities and sports (88%)
 - 2014 YRBS results showed promising trends with levels of some risky behaviors declining such as cigarette use, alcohol use, binge drinking, and the number of students, who have offered, sold, given illegal drugs on school property.

- 3. Continue to develop Advisory program at CCHS.**
 - Fifty student leaders completed “A World of Difference” program with the Anti-Defamation League trainers, and they facilitated several sessions of the Advisory groups.
 - Faculty and students, “F Block “ Group, met more than a dozen times during lunch for discussion of racial issues across the country.
 - Student-led assemblies were implemented on race and bias in response to Ferguson event.
 - Student tardiness decreased from 6% to 3%.
 - 94.5% of the students are involved with a club, group, or athletic team at CCHS.
 - 2014 YRBS results showed promising trends with levels of some risky behaviors declining such as cigarette use, alcohol use, binge drinking, and the number of students, who have offered, sold, given illegal drugs on school property.

Goal: Increase professional collaboration including analyzing student work and progress, sharing instructional strategies, and providing job-embedded professional development that supports teaching and learning goals.

Key Actions and Progress:

- 1. Elementary grade level teams of teachers, curriculum specialists, and principal will meet every six weeks for student progress monitoring.**

- Elementary grade level teams of teachers, curriculum specialists, and principal met every six weeks to monitor student progress, analyze student data and work, plan targeted intervention and Rtl, adjust curriculum/instructional strategies, and to participate in job-embedded professional development in reading, writing, math, and technology integration provided by the curriculum specialists.
- Special education teams met regularly to monitor the progress of special education students and to prepare for IEP meetings.

2. CMS will revise schedule to a 6x6 block schedule for improved professional collaboration time.

- CMS departments and House teams met regularly to monitor student progress, provide targeted interventions, and to adjust curriculum/instructional strategies, and to share best practices.
- CMS teachers participated in Flipped Classroom workshop and Differentiated Instruction workshop.
- Twelve release days were provided to teachers for reviewing student assessment data and progress, and curriculum planning and adjustments.

3. CCHS teachers will incorporate strands of Learner Outcomes in both department and course specific rubrics.

- CCHS departments used school wide rubrics in assessing student work.

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

Key Actions and Progress:

1. All educators participate in the five-step evaluation cycle.

- All educators have completed the five -step evaluation cycle including self-assessment, goal setting, observations, formative assessment, and formative/summative evaluation, Educators and administrators have uploaded their evidence and artifacts of goal attainment and professional standards.

2. CTA/CCTA Joint Supervision/Evaluation Committees meet regularly to review and amend the new process including DDMs, student growth rating, and student/staff feedback.

- CTA and CCTA Joint Supervision /Evaluation Committees facilitated by HR Director Kelly McCausland met more than fourteen times to discuss and determine a process and contract language for DDMs, student growth ratings, and student/staff feedback. At CPS, relevant contract language was developed by a subcommittee, and agreed to by the CTA/Administration Committee for consideration by the negotiating team. The CCTA is still reviewing and revising draft language.

GOAL: Develop FY16 budgets to support educational excellence and enrollment growth while maintaining fiscal sustainability.

Key Actions and Progress:

- 1. Work with school administration, school committees, and both Concord and Carlisle Finance Committee to develop budgets that support FY16 school district goals and are within levy limits.**
 - Met regularly with the administrative team and school committees to discuss FY16 budgets and presented at three Finance Committee meetings and at the Town Coordination meeting in December 2014.
 - School committees adopted CPS and CCRSD FY16 budgets that support school district goals and are within the levy limits. CPS budget was \$700,000 higher than Concord Finance Committee guideline and the CCRSD budget met both the Concord and Carlisle Finance Committee guidelines.
 - Ninth year of no override requests with a 4.87% CCRSD operating budget increase, and a 6.48% CPS increase. Five-year average operating budget increase for the high school district increased from 2.58% to 2.9%, and the CPS five-year average increased from 3.23% to 4.52%.
 - Both town meetings approved CCRSD FY16b budget and Concord Town Meeting approved CPS FY 16 budget.

GOAL: Manage new CCHS Building project to completion and successfully move into the new building to resume classes on April 28, 2015.

- 1. Meet weekly with Project Team and monthly with Building Committee to review and reform project scope, budget, schedule, and completion.**
 - * Received Certificate of Occupancy in Feb. 2015 and moved in April 17-27.
- 2. Work with moving consultant, CCHS administration, and faculty to develop and implement successful moving plan.**
 - AA Moving Consultant met regularly with administration and faculty to develop moving plans for April 17-27.
 - Moved more than 3,000 crates and equipment during April 2015 vacation and students/faculty resumed classes in the new building on April 28.
 - * Held successful Community Open House on May 2 with more than 1500 visitors.

GOAL: Plan for bus parking and bus maintenance for uninterrupted services for 2015-16.

Key Actions and Progress:

1. Collaborate with Town Manager, Selectmen, and School Committee to secure interim parking and maintenance for transportation services for 2015-16.

- Lease contract in Acton was expanded to include bus parking and bus maintenance for 2015-16.
- Town purchased Knox Trail property and at April Town Meeting voters approved Building Renovations (\$200,000).
- Town Meeting voters approved Land Acquisition WR Grace Land by eminent domain with funding from 2012 Town Meeting and bus depot funding (\$950,000) for transportation facility.

GOAL: Complete collective bargaining contract settlements with CTA, Secretaries, CCHS and CPS Building Service Workers, and Maintenance.

Key Actions and Progress:

1. Negotiate successful contracts with CTA, Secretaries, CCHS and CPS Building Service Workers, and Maintenance.

- Secretaries successor contract was completed, and negotiations for the remaining contracts are in progress and will be concluded by June 30.

GOAL: Build support, consensus, and community engagement around the district mission, core values, goals, challenges, accomplishments, and critical decisions using multiple communication strategies.

Key Actions and Progress:

1. Continue communication with stakeholders through school meetings, PTG, district/school websites, monthly updates, school newsletters, local media, and the annual performance report.

- Hired consultant, Sage Island, to improve district website by June.
- Continued to collect community feedback on "Your Voice Matters".
- Conducted SC and Principal coffees.
- Published monthly Building and School Committee articles in local media.
- More than 500 followers on Twitter received daily updates.
- Met with CCHS and Carlisle Administration and parents to streamline communication to rising 8th grade families and will hold information night on June 11.
- School sites held a variety of parent coffees and information nights.
- Held K8 PARCC and 2014 Youth Risk Behavior Survey Results information nights.
- Met monthly with PTG presidents.
- Published monthly updates, 2015 Performance Report, and 2016 Budget Book.

