

2015-2016 District Improvement Plan

Goal 1 – Improve Academic Performance for All Students				
1. <u>Supervision and Evaluation</u>	Completed	On-Going	No Action	<u>Evidence</u>
<ul style="list-style-type: none"> Implement the third year of the new supervision and evaluation system for professional staff members, including the new provisions that will be included in the 2015-2018 teachers’ contract. 	X			<ul style="list-style-type: none"> New Educator Orientation program in August includes a 3 hour session on DESE’s Supervision & Evaluation model and Lexington’s implementation of that model AdCouncil meetings were held to address contract changes Re-design of the district’s Better Beginnings program for newly hired educators to better meet their expressed needs and respond to feedback
<ul style="list-style-type: none"> Provide on-going professional support for all administrators and teachers in the implementation of the state’s new educator evaluation system. 		X		<ul style="list-style-type: none"> Revision of timelines for all educators Joint Council meetings addressing matters related to supervision and evaluation Faculty meetings at each school
<ul style="list-style-type: none"> Monitor the collaborative implementation process and recommend refinements to the State, Lexington Education Association, and School Committee. 		X		<ul style="list-style-type: none"> A District Determined Measures (DDMs) agreement was made with the LEA and shared with the DESE to continue the development of common assessments by teacher PLCs and content alike/grade level groups Pilot to eliminate use of “exemplary” ranking in teacher performance
2. <u>Curriculum, Instruction, and Assessment</u>	Completed	On-Going	No Action	<u>Evidence</u>
<ul style="list-style-type: none"> Examine ways educators can more effectively use homework as an instructional strategy (e.g., value, purpose, relevancy, feedback, appropriate level of engagement, and time). 		X		<ul style="list-style-type: none"> Multiple discussions on this topic were held at Coalition and AdCouncil meetings District Homework Policy is being analyzed and discussed with District Leadership and the Community at large All nine (9) schools engaged in discussions on this topic during various school-based meetings A review of current research and articles relating to homework policies was shared A collection of survey data on the topic of homework was gathered from teachers, parents, and some students
<ul style="list-style-type: none"> Continue with Year 3 of Guidance program review. 		X		<ul style="list-style-type: none"> Ongoing work at seven (7) all-day meetings and multiple small task force meetings End-of-year 3 Counseling report delivered to School Committee on May 24, 2016

<ul style="list-style-type: none"> Continue with Year 2 of the World Language program review. 	X		<ul style="list-style-type: none"> A series of seven (7) all-day meetings to provide vertical and horizontal articulation of program in 7 different languages currently taught in the Lexington Public Schools End-of-year 2 report scheduled to be presented to the school committee on June 7, 2016
<ul style="list-style-type: none"> Assure that the Lexington Public Schools is compliant with the newly edited Massachusetts Framework that meets the Common Core. 	X		<ul style="list-style-type: none"> Preliminary work and planning has been on-going as the state earlier released its DRAFT for Next generation Science Standards (NGSS). The FINAL version of the draft was recently approved in spring and will create the foundation of the scheduled Science curriculum review beginning in Summer of 2016
<ul style="list-style-type: none"> Further design and refine targeted student interventions at all levels to ensure more consistent and coherent district-wide protocols for all tiers of RtI, both academic and pro-social. 	X		<ul style="list-style-type: none"> RTI all-district committee met twice during the summer months, and nine times during the school year Focus of the work was centered on synthesizing and assembling common vocabulary into a glossary for LPS educators, examining and consolidating research about best practices in progress monitoring, compiling a database of available intervention resources, outlining procedures and/or systems that are in place in each school, sharing best practices among the schools, and creating an in-house tech-based platform that will allow teachers and administrators access to documents, websites, professional articles, and databases created by the district-wide task force. RTI work is currently being addressed and implemented in each of our district's 9 schools Multiple meetings were held with the Superintendent, District leadership, and LEA to implement Middle School pilots for intervention blocks during 2015-16 school year. MOA language is now in place for the full implementation of intervention blocks going forward through FY18 Through multiple meetings with the Superintendent, District Leadership, and the LEA the District gained support for the implementation of the "I-Block" at the High School for 2016-17 school year Begin to develop intervention supports for students who enter the Lexington Public Schools from other school districts
<ul style="list-style-type: none"> Deepen the systemic use of data-driven decision-making and research-based accountability measures in the selection and evaluation of programs and services in order to bring about the continuous improvement of student, school, and district outcomes. 	X		<ul style="list-style-type: none"> Utilized historical data as part of developing a three-year budget model for discussions at Budget Summit I Conducted Financial Operations Review to review processes and procedures of the Finance and Operations Office to ensure resources are being properly managed Utilized data from ASPEN on student population to ensure proper SPED staffing ratios were maintained while developing the 2016-17 budget
<ul style="list-style-type: none"> Begin the process to develop an elementary world language program and other curriculum options to be implemented in 2017-2018. 	X		<ul style="list-style-type: none"> Budgeted a 0.25 FTE position and \$50,000 in stipends for curriculum workshops in 2016-17 to assist with development and recommendations Multiple meetings held between Superintendent, Administrative Leadership Team, and curriculum leaders to begin mapping out the process for possible implementation

3. <u>Professional Learning</u>	Complete	On-Going	No Action	<u>Evidence</u>
<ul style="list-style-type: none"> Continue to provide high quality, research-based, job-embedded professional learning that expands the repertoire of assessment strategies, responsive instructional skills, and content knowledge to increase student academic and pro-social learning. 		X		<ul style="list-style-type: none"> Lexington Learns Together (LLT) 2015, was the Professional Learning highlight of the year. Now in its second year, LLT was an inspirational day of learning created BY faculty and staff, FOR faculty and staff. This year, in response to many requests from LPS staff, LEA members from Units C and D were invited to both participate and present at the event. Approximately 900 faculty and staff members participated in a total of 114 different workshops offered over 150 sessions and led by 194 of their colleagues across the district. The feedback was very positive - when asked to rate the effectiveness of the professional learning that day on a scale of 1 (least effective) to 5 (most effective), the average response was 4.68 – a powerful testament to the creative thinking and thoughtful planning by the many individuals who volunteered to lead a session or helped to plan the day’s events On March 11 and 12, 2016, twenty-four LPS educators participated in the 31st Annual Learning Differences Conference at the Harvard Graduate School of Education, hosted by the Research Institute for Learning and Development. This annual national conference focuses on strategies for individualizing teaching methods to meet the needs of a wide variety of learners. The conference theme for 2016 was "Executive Function, Emotional Regulation, and Attention: Fostering Independent Learners" Many LPS faculty and staff members took advantage of the courses offered in our LPS Professional Learning catalogs throughout this past year (Summer, Fall, and Spring). There were 901 registrations for catalog offerings (516 enrollments for full graduate courses and 385 enrollments for multi-day workshops and single session offerings) An additional 161 faculty members completed SEI Endorsement graduate-level courses (RETELL); LPS hosted five sections of these courses, taught by LPS faculty There were also 100 participants in the LPS Better Beginnings new educator induction program this year who attended both core workshops and elective sessions throughout the year. The district continues to seek out and support opportunities for our own LPS faculty to propose, develop, and implement graduate courses and workshops for colleagues. Once again, well over half of the courses and workshops offered in the Professional Learning catalogs were taught by LPS faculty members In an effort to build capacity in the area of basic reading skill awareness and instruction, the special education department offered courses in Orton-Gillingham, Telian, and LiPs Lindamood last summer. Thirty-seven teachers participated in these courses, which has resulted in an increased amount of students being able to receive direct basic reading instruction this year
<ul style="list-style-type: none"> Provide training to all employees who are impacted by new or changed School Committee policies. 		X		<ul style="list-style-type: none"> SPED Restraint Policy Update, Implementation, and Training conducted Expanded training conducted by Finance Office on pertinent policies and procedures

4. <u>Technology</u>	Completed	On-Going	No Action	<u>Evidence</u>
<ul style="list-style-type: none"> Develop and implement additional strategies to address current educational and operational needs for mobile learning, collaboration, socially interactive instructional opportunities, and digitally-rich learning environments. 		X		<ul style="list-style-type: none"> Successful deployment of Google Apps for Education for every Lexington staff member district wide and for every student grades 4 through 12 Successfully planned, implemented, and supported 1:1 iPad program for all 8th grade students and teachers at Clarke & Diamond Middle Schools. Developed and implemented assessments for 8th grade students, teachers, and parents for the program Implementation of student centers with iPads for all primary grade classrooms for the purpose of increasing skill levels in ELA and mathematics concepts Supported and implemented initiatives at different grade levels for using technology tablets and laptops for formative assessments Purchase, training, and implementation of new district wide communication system: Blackboard Connect 5i
<ul style="list-style-type: none"> Address the policy and infrastructure required to fully take advantage of our existing technology and expand our capacity to more effectively use mobile devices. 	X			<ul style="list-style-type: none"> Significant upgrade of the wireless network in our high school and two middle schools by doubling the number of access points in each school and increasing the capacity of these access points Installation of a wider network highway connecting the district’s head end to the high school and to the two middle schools Provided open access for teachers and administrators so they can update software and maintain their school laptops on their own Instituted new wireless Mobile Device Management for iPads (Air Watch) to create self-serve model for students and staff to download and upgrade, on their own, apps from the “Lexington Catalog” and manage their mobile technology environment Purchased time and attendance system (NOVATIME) to collect time, process payroll and accruals
<ul style="list-style-type: none"> Build the capacity of the school district to use technology for student assessments and the means for educators to utilize and analyze this information. 		X		<ul style="list-style-type: none"> Identification and regular archival of key data files to support longitudinal analysis; stored on secure network drive Further development of practices to support planning for individual student instruction and intervention through data teams Use of Google Drive to more efficiently collect and share key student performance data among instructional staff and leaders Increased use of student information system (i.e. ASPEN) to store student performance indicators Created smoother, more efficient access to data with automated transmissions to other data management systems (Example: between ELL assessment systems and ASPEN). Use of Google Drive to more efficiently collect and share key student performance data among instructional staff and leaders

Goal 2 – Improve Social and Emotional Program Supports for All Students

	Completed	On-Going	No Action	<u>Evidence</u>
<ul style="list-style-type: none"> Continue to provide increased supports for students’ emotional and behavioral needs and, for all students, to decrease unhealthy student stress and promote greater resilience. 		X		<ul style="list-style-type: none"> Educators were provided the opportunity to take courses to support students’ social, emotional, and behavioral needs: <ul style="list-style-type: none"> <i>Cultural Aspects in Education</i> <i>Social Cognition in the Classroom</i> <i>Executive Functioning – Levels 1 and II</i> <i>Providing Safe and Supportive Learning Environments for All Students via Classroom and Individual Supports</i> <i>Positive Psychology: Pursuit of Happiness</i> <i>From Empathy to Action: Students Creating Positive Changes in tTheir Schools, Communities, and the World</i> <i>From Oops to Aha: Leveraging Mistakes in Classroom Learning and Teaching</i> <i>Understanding Nonverbal Learning Disabilities: Cognitive, Social, and Emotional Needs</i> <i>Allies, Achievers, and Risk Takers: Tapping the Social and Academic Potential of ALL Students</i> <i>The Impact of Trauma on Learning</i> Increased social work support was provided by the FY16 budget in each of our schools Analysis of the Youth Risk Behavior Survey at both the middle schools and high school were shared with multiple stakeholders Individual schools have engaged in school-based professional learning throughout the year, on a wide variety of topics including: cultural proficiency, adult learning theory, ALICE protocols, Teaching All Kinds of Minds, Growth Mindset, to name just a few
<ul style="list-style-type: none"> Work with the School Committee, Board of Selectmen, and residents to improve Lexington programs that support students with significant emotional needs. 				<ul style="list-style-type: none"> Four meetings were held with the Lexington Community Coalition and three target goals for the work of the group were decided: <i>Student stress, Mental Health, and Substance Abuse</i> Community Coalition meetings included many stakeholders: School Committee, Police, Fire, Human Services, Public Health

Goal 3 – Improve Safety for All Students and Staff

	Completed	On-Going	No Action	<u>Evidence</u>
<ul style="list-style-type: none"> Continue to improve the security of buildings through physical infrastructure changes and by updating procedures. 		X		<ul style="list-style-type: none"> FY17 Capital request to evaluate the high school and improve campus safety Design and construct porous pathway from Lexington Children's Place Preschool site at Central Office to the LCP Playground to facilitate safer travel to and from the playground
<ul style="list-style-type: none"> Implement further steps in all school buildings to increase safety if there is a potentially dangerous intruder or major hazardous event. 		X		<ul style="list-style-type: none"> Continued emergency training both district-wide and school-based School-based collaboration with safety personnel (fire and police) during faculty meetings, site-based council meetings, and school-based discussions
<ul style="list-style-type: none"> Adopt and implement the School Traffic and Mitigation Policy and continue district-wide traffic design and infrastructure improvements. 		X		<ul style="list-style-type: none"> School Traffic and Mitigation policy adopted Continued work surrounding traffic design and infrastructure improvements Implementation of Bridge traffic and infrastructure improvements Continuation of Five Year plan to address all sites.

Goal 4 – Refine and Implement the First Phase of the District’s Facilities Master Plan

	Completed	On-Going	No Action	<u>Evidence</u>
<ul style="list-style-type: none"> Work with DiNisco Design, educators, School Committee, Town Boards, and residents to identify cost-effective options that will address preK through grade 12 space and educational needs. 		X		<ul style="list-style-type: none"> Presented overview of district recommendation at July 14, 2015 Budget Summit with School Committee recommendation Continued to provide updates at September and November Budget Summits Establish plan for adaptation and utilization of existing Central Office space to accommodate growth within Lexington Children's Place for the 2016-17 school year and beyond
<ul style="list-style-type: none"> Work with the DiNisco Design, the Permanent Building Committee and the Department of Public Facilities to implement the first phase of the construction plan. 		X		<ul style="list-style-type: none"> First phase plan, prefabricated buildings at Bridge, Bowman, and Fiske, was presented at July 2015 Summit and was not supported for further design, eliminated ability to provide space for September 2016
<ul style="list-style-type: none"> Present a school construction plan at both the fall and spring Special Town Meetings. 	X			<ul style="list-style-type: none"> Comprehensive plan for pre-k, elementary, and middle school projects was reviewed at December 7, 2015 Special Town Meeting Appropriation of \$5.386M approved for middle school design and elementary modulars

			<ul style="list-style-type: none"> • Appropriation of \$62,197.2M approved for middle school construction at spring 2016 Special Town Meeting • Investigated building requirements for a 30 section school with and without the preschool on the Hastings School site • Held community forums to present options to abutters, parents, staff at the school • January 2016 MSBA voted to invite Lexington to partner in the Eligibility Process Phase • May 2016 MSBA voted to invite Lexington into the Feasibility Study Phase
<ul style="list-style-type: none"> • Continue the work to update enrollment forecasts. 		X	<ul style="list-style-type: none"> • Continue updating enrollment forecasts • Reinstate the Enrollment Working Group as Enrollment Advisory Group with modified goals
<ul style="list-style-type: none"> • Continue to study redistricting options and administrative alternatives that may be needed to address short-term space needs. 		X	<ul style="list-style-type: none"> • 16 meetings were conducted with the Superintendent's Student Assignment Committee • Consultant was retained to assist with developing options. A student reassignment plan was presented to the LSC and a modified version was approved for implementation in 2016-17

Voted by the School Committee on June 16, 2015