



# Lexington Public Schools

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To: School Committee  
From: Paul B. Ash, Ph.D.  
Superintendent of Schools  
Re: Report on Superintendent Mid-Year Goals  
Date: February 20, 2014

Next Tuesday, I look forward to sharing with you my mid-year report on the Superintendent goals you voted last fall.

I have attached to this memorandum the DESE document that lists all of the indicators on the Superintendent rubric and the seven specific indicators you voted that I focus on this school year. I have also attached my report for each of the seven indicators that list the evidence and shows what has been accomplished.

Please note that whenever I alone took steps to accomplish the goal I used the pronoun "I." In other cases, I shared the work with others and noted that, or I noted that the work of others who accomplished the seven goals. As a team, I worked with central office administrators, school administrators, teachers, parents, and residents to accomplish the goals you voted.

## Superintendent Rubric At-A-Glance

Standard I: Instructional Leadership	Standard II: Management & Operations	Standard III: Family and Community Engagement	Standard IV: Professional Culture
<p><b>A. Curriculum Indicator</b></p> <ol style="list-style-type: none"> <li>Standards-Based Unit Design</li> <li>Lesson Development Support</li> </ol> <p><b>B. Instruction Indicator</b></p> <ol style="list-style-type: none"> <li>Instructional Practices</li> <li>Quality of Effort &amp; Work</li> <li>Diverse Learners' Needs</li> </ol> <p><b>C. Assessment Indicator</b></p> <ol style="list-style-type: none"> <li>Variety of Assessments</li> <li>Adjustment to Practice</li> </ol> <p><b>D. Evaluation Indicator</b></p> <ol style="list-style-type: none"> <li>Educator Goals</li> <li>Observations &amp; Feedback</li> <li>Ratings</li> <li>Alignment Review</li> </ol> <p><b>E. Data-Informed Decision Making Indicator</b></p> <ol style="list-style-type: none"> <li>Knowledge &amp; Use of Data</li> <li>School and District Goals</li> <li>Improvement of Performance, Effectiveness, and Learning</li> </ol>	<p><b>A. Environment Indicator</b></p> <ol style="list-style-type: none"> <li>Plans, Procedures, and Routines</li> <li>Operational Systems</li> <li>Student Safety, Health, and Social and Emotional Needs</li> </ol> <p><b>B. Human Resources Management &amp; Development Indicator</b></p> <ol style="list-style-type: none"> <li>Recruitment &amp; Hiring Strategies</li> <li>Induction, Professional Development, and Career Growth Strategies</li> </ol> <p><b>C. Scheduling &amp; Management Information Systems Indicator</b></p> <ol style="list-style-type: none"> <li>Time for Teaching and Learning</li> <li>Time for Collaboration</li> </ol> <p><b>D. Law, Ethics &amp; Policies Indicator</b></p> <ol style="list-style-type: none"> <li>Laws and Policies</li> <li>Ethical Behavior</li> </ol> <p><b>E. Fiscal Systems Indicator</b></p> <ol style="list-style-type: none"> <li>Fiscal Systems</li> </ol>	<p><b>A. Engagement Indicator</b></p> <ol style="list-style-type: none"> <li>Family Engagement</li> <li>Community and Business Engagement</li> </ol> <p><b>B. Sharing Responsibility Indicator</b></p> <ol style="list-style-type: none"> <li>Student Support</li> <li>Family Collaboration</li> </ol> <p><b>C. Communication Indicator</b></p> <ol style="list-style-type: none"> <li>Two-Way Communication</li> <li>Culturally Proficient Communication</li> </ol> <p><b>D. Family Concerns Indicator</b></p> <ol style="list-style-type: none"> <li>Family Concerns</li> </ol>	<p><b>A. Commitment to High Standards Indicator</b></p> <ol style="list-style-type: none"> <li>Commitment to High Standards</li> <li>Mission and Core Values</li> <li>Meetings</li> </ol> <p><b>B. Cultural Proficiency Indicator</b></p> <ol style="list-style-type: none"> <li>Policies and Practices</li> </ol> <p><b>C. Communications Indicator</b></p> <ol style="list-style-type: none"> <li>Communication Skills</li> </ol> <p><b>D. Continuous Learning Indicator</b></p> <ol style="list-style-type: none"> <li>Continuous Learning of Staff</li> <li>Continuous Learning of Administrator</li> </ol> <p><b>E. Shared Vision Indicator</b></p> <ol style="list-style-type: none"> <li>Shared Vision Development</li> </ol> <p><b>F. Managing Conflict Indicator</b></p> <ol style="list-style-type: none"> <li>Response to Disagreement</li> <li>Conflict Resolution</li> <li>Consensus Building</li> </ol>

**Diverse Student Needs  
Indicator I-B-3**

**Indicator I-B. Instruction: Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.**

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-B-3. Diverse Learners' Needs	Does not look for evidence of and/or cannot accurately identify ways that principals identify effective teaching strategies and practices that are appropriate for diverse learners.	While the superintendent may observe principal practice, s/he only occasionally looks for evidence that principals are identifying effective teaching strategies and practices that are appropriate for diverse learners when they observe practices and review unit plans.	While observing principal practice, ensures that principals look for and identify a variety of teaching strategies and practices that are effective with diverse learners when they observe practices and review unit plans.	Employs strategies that ensure that principals know and consistently identify teaching strategies and practices that are meeting the needs of diverse learners while teaching their content. Is able to model this element.

**Evidence:**

1. Classroom Visitations

I formally visited all principals as we observed teachers using the new supervision and evaluation process (Bowman, January 28; Bridge, January 31; Fiske, January 10; Estabrook, January 10; Hastings, January 27, Harrington, January 22; Clarke, January 28; Diamond, January 21; and LHS, January 22).

I discussed with each principal their classroom observations, what strengths and weaknesses they observed, the strategies they identified to support teacher growth, and how each teacher is meeting diverse student needs. I received and reviewed classroom observation forms for the teachers' classrooms we observed.

2. Data teams

On February 12, I visited the Bowman School data team to observe how the school is using school-based formative assessments information to discuss student academic and/or social progress since the last data team meeting, and to see how the team develops revised intervention strategies, if needed. These teams, in all K-5 schools, meet regularly to discuss students who struggle, in order to improve student academic performance or behavior in the classroom. I will visit to the Bridge School data team on February 26 and other data team meetings later this year.

3. The district has offered or will be offering the following courses this school year that will increase educator capacity to meet the needs of students with diverse need:

- a. Instructional Strategies and Response to Intervention (RtI) Models for Struggling English Language Learners (PreK-12)
- b. Allies, Achievers, and Risk-Takers: Tapping the Social and Academic Potential of ALL Students (PreK-5)

- c. Responsive Classroom - Special 1-Day Session: Responding to Misbehavior (K-5)
  - d. Responsive Classroom for Paraprofessionals, Effective Strategies for Paraprofessionals support teaching and learning
  - e. Finding the Sweet Spot: Using Data to Differentiate Instruction in Literacy and Mathematics (Grades K-2)
  - f. Effective Teaching Strategies for Classroom Support Personnel (PreK-12)
  - g. Many Ways to Communicate: Supporting Students with AAC (Augmentative and Alternative Communication) Needs Across the School Day
  - h. Studying Skillful Teaching: Using Data Day to Day (K-12)
  - i. K-5 Mathematics for Classroom Support Personnel: Content, Programs/Materials, and Instructional Strategies
4. The special education department took significant steps this year to strengthen programs for students with diverse learning needs. At the K-5 level, the Therapeutic Learning Programs will be improved in FY 15 by adding positions in the approved FY 15 budget. At the middle school level, two social worker positions will be added (one per school), which will improve their Therapeutic Learning Programs.

An expanded Intensive Learning Program (ILP) will be implemented at Lexington High School next fall. A two-phase project was approved by Town Meeting. Phase I consists of new modular units to be built in the summer 2014 to house general education classrooms and classrooms for the new ILP program for students transitioning from Clarke Middle School. Staffing levels have been identified and approved through the FY15 budget process. Phase II consists of an additional modular units that will be built during the summer of 2015 to house a second ILP program (grade 9 through age 22), which will include space and staffing for students who previously attended the Diamond ILP.

The K-5 Math Coordinator held meetings with the Evaluation Team Supervisors (ETs) to support the achievement in mathematics for students with special needs. Mathematics specialists provided professional support and one-to-one coaching to special education teachers and instructional assistants, as needed.

The special education department held a parent training on how to use LoTTIE Kits for secondary school students. These kits, which parents can use at home include low-tech assistive technology tools that students can use to access the curriculum.

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6. Listed below are examples of specific efforts in each school (from the mid-year School Improvement Plans)

a. Bowman –

- Lecture Series (Four different expert speakers) on meeting the needs of students of cultural and linguistic diversity
- Faculty meeting time on Feedback, Differentiation, and Student differences
- Implementation of Data Team Cycle to replace the 3 times per year whole school student data examination
  - Use of a common forum to share data
  - Two completed data cycles by Jan. The third cycle will be held in February
  - Refinement of reporting systems
  - Identification of all students not meeting benchmark in areas of literacy, math, pro-social behaviors
  - Extension of original research-based intervention: Do the Math; LLI; Just Words; Read Live.
  - Addition of sciences pilot intervention for students around Executive Functioning

b. Bridge –

- Two cycles of Data Meetings have occurred. Students are discussed utilizing data and action plans are formed. Interventions occur on an 8-week cycle. Students who meet benchmark are dismissed from the cycle.
- Use of intervention teams
  - Added 30-minute blocks of time in the master schedule to allow for interventions in grades k-2, and 3-5, as needed.
  - Staff members (including special educators, the Assistant Principal, Instructional Assistants, Kindergarten Assistants, literacy and mathematics specialists) provide the interventions (2-3 students per group)
  - Use pre and post-formative assessments.
  - Meet bi-weekly with the team to discuss interventions and progress.

c. Estabrook –

- The data teams run in eight-week cycles to improve learning.
- The data teams use formative assessment, varied data and collaboration to improve and monitor student performance through personalized learning plans.
- Individual and/or team literacy and/or mathematics coaching to disaggregate standards, design instruction, select strategies, plan implementation, analyze data and monitor student progress.

d. Fiske –

- Two rounds of data team meetings were held and plans were developed for those students needing intervention.
- A draft Fiske RtI guide has been produced.

e. Harrington –

- Two rounds of data team meetings were held and plans were developed for those students needing intervention in mathematics, literacy, and behavior.
- Mathematics training was provided for Instructional Assistants who provide interventions and classroom support.

f. Hastings –

- Data Team meetings were held in October and December using assessment data to develop short-term interventions.
- Faculty meeting were held in November to discuss the workshop model in all grades.

g. Clarke –

- The school is in its 9th rotation of intervention and enrichment. Informal staff feedback has been positive.
- Intervention teachers meet in the same classroom and students circulate to each teacher with whom they need to work.
- In the mathematics department, grade level content teams implement common summative assessments for every unit, with some teams implementing common formative assessments as well.
- Each grade level team reviewed assessment data and planned instruction accordingly.
- The Grade 6 mathematics teachers worked collaboratively with the middle school mathematics specialist who modeled instruction, planned differentiated lessons, and coordinated intervention with students. Team members participated in formal data team meetings each quarter to examine student progress (particularly among our most struggling learners)

h. Diamond -

- We are continuing our Teaching All Kinds of Minds (TAKOM) pilot. Teams of teachers met several times with our consultant to look at student work and identify student strengths and weaknesses, based on the neuro-developmental framework of the program. Teachers then used the program materials to find effective supports, in addition to partnering with the student to learn about his/her developmental profile. While we are still just beginning this work, the results have been promising.
- This winter, we started an afterschool session to help teachers better meet student needs. Some faculty/administrators who were TAKOM

trained made themselves available to consult with any teacher who wanted another lens into a student's learning.

- The RtI (Response to Intervention) Committee continued to meet with the consultant to clarify the process/procedures general education supports and the role of the Child Study Team(s).
- The school continued to use its other student supports: Guided Study, Learning Center, Reading, Mega Math, METCO Extended Day, Math Homework Support.
- We piloted a reading assessment in grades 7 and 8, to learning more about the reading profiles of students who were struggling. We intend to pilot this assessment in grade 6 as well. The information gleaned is being used to determine placement in our reading intervention program, in addition to helping us design in-class strategies.

i. LHS –

Approximately 50% to 60% of teacher student learning goals identify a specific population of struggling learners.

- The Principal, Associate Principal and two department leaders established Student Learning Goals that are directly related to raising achievement for Black & Hispanic students.
- Individual Student Intervention Plans were developed for six students. Four of the six students had an improved grade from Q1 to Q2.
- Thirty-six METCO students received increased access to the Academic Support Teacher and were assigned to one or more support blocks.
- Grade 9 METCO students participated in the METCO Achiever's Club and met weekly with academic teachers.

**Variety of Assessments  
Indicator I-C-1**

**Indicator I-C. Assessment: Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning.**

I-C. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-C-1. Variety of Assessments	Does not communicate or monitor a strategy for assessments, leaving it up to administrators to design and implement their own strategies.	Provides administrators with some formal assessment options and suggests that they coordinate their assessment practices within their teams and include a variety of assessments but does not monitor this practice.	<b>Supports administrator teams to use a variety of formal and informal methods and assessments, including common interim assessments that are aligned across grade levels and subject areas.</b>	Leads administrator teams to develop and implement a comprehensive assessment strategy that includes ongoing informal assessment and common interim assessments that are aligned across grade levels and subject areas. Is able to model this element.

**Evidence:**

1. In the spring, we will offer the course *Implementing the Standards for Mathematical Practice (Grades K-5)*. In the course, educators will learn to expand their knowledge of how the Standards for Mathematical Practice can be identified, encouraged, developed and assessed.
2. In the spring, we will offer the course *Instructional Strategies and Response to Intervention (RtI) Models for Struggling English Language Learners*. In the course, educators will review four types of assessment to develop instruction and select interventions.
3. In the fall and spring, we offered and will offer the full-year course titled *Studying Skillful Teaching: Using Data Day to Day (K-12)*. In the course, educators will learn a variety of assessments to inform planning, teaching, and reflecting on lessons. Participants will learn both how to collect and analyze data and how to respond to data, by drawing on research-based instructional strategies. In addition, a strong theme throughout the course is strengthening understanding and respect for our students' diverse cultural backgrounds.
4. The district is preparing for the implementation of state-mandated District Determined Measures (DDMs) for the 2014-2015 school year. By June 1, all Massachusetts districts must submit to the Department of Elementary and Secondary Education their DDM plans for next year. DDMs are a form of common assessment, which all school districts will need to identify for each grade, course and program. Currently, all program leaders are working to complete this requirement.
5. In July 2013, fifty LPS educators participated in the Writers Workshop run by Columbia University to learn better ways to improve student writing skills in accordance with the Common Core Standards. In addition, educators learned ways to improve student assessment practices that will inform their instruction.

6. In the fall and on February 13, teachers met to calibrate their assessments of student writing samples to increase inter-rater reliability.
7. In the spring, one elementary school will pilot the use of BaselineEdge technology software to combine school and district student data into one system, in order to permit educators to sort and filter data to identify at-risk students. Currently, student data is housed in multiple locations: district files, school files, and teacher PLC teams.
8. The special education department has continued to update or purchase new assessment tools to measure and assess student needs and their progress. This year, the department is now using the Kaufman Test of Educational Achievement, and the Verbal Behavior Milestones Assessment and Placement Program.

## Student Safety, Health/Emotional Needs Indicator II-A-3

**Indicator II-A. Environment: Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, and emotional and social needs.**

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-A-3. Student Safety, Health, and Social and Emotional Needs	Does not develop consistent procedures for student discipline; district disciplinary practice varies from school to school; often tolerates discipline violations and/or enforces district policies or procedures inconsistently.	May urge administrators to demand good student behavior but allows varying standards to exist in different schools. Supervises and supports administrators in addressing student discipline and bullying matters on a case-by-case basis in the absence of a system of procedures and consequences.	<b>Supports administrator teams in developing systems and procedures for positive student behavior; models high expectations for student behavior and provides appropriate training for administrators to uphold these expectations. Establishes district-wide routines and consequences, including policies and systems to prevent and address bullying and other behaviors that threaten students' social and emotional well-being.</b>	Guides administrators and teams to develop practices that consistently showcase high expectations for student behavior and invest staff and students in upholding these expectations. Successfully implements district-wide routines and consequences such that students take ownership over addressing bullying and other behaviors that threaten students' social and emotional well-being. Is able to model this element.

### Evidence:

1. In the spring, the school system will offer a workshop called *From Head Bumps to First Aid: Effective Decisions for Students Under Our Care Every day*. The course description states:

This workshop is designed for staff in Unit D who support and provide oversight, guidance and safety for students in all of our schools. In this 2-hour workshop participants will have an opportunity to explore and discuss typical and unexpected student events that take place throughout the school day. The course will cover how staff members should respond to occurrences that happen on the playground, during transition time, in the cafeteria, and at dismissal.

2. In the fall and spring, we offered and will offer again a workshop called *CPR & AED for Workplace, Family & Friends – Complete Certification Course (All Staff)*. The course description states:

A mini-course in training for Cardiopulmonary Resuscitation (CPR) and the use of the Automated External Defibrillator (AED) device that is located at every school in the district and at the Central Administration Building. This three-hour session will provide an overview of:

- Adult CPR
- Adult AED use
- Child CPR/AED use
- Infant CPR

Adult, child and infant relief of choking

3. In the fall, we offered a full course called *Crisis Prevention Institute (CPI) Full Training*. The course description states:

*CPI (Crisis Prevention Institute) Full Training* is a 12-hour course that teaches participants how to prevent or manage disruptive behavior. The first half of the course emphasizes early intervention and nonphysical methods for de-escalating a potentially escalating situation. The second half of the course expands on crisis intervention methods to include the study and practice of non-harmful Nonviolent Physical Crisis

Intervention<sup>SM</sup>. These techniques are taught to be used as a last resort when an individual becomes an immediate danger to self or others. Upon successful completion of the CPI Full Training, participants are fully certified in CPI, and that certification remains in effect for one full year.

4. In the fall, we offered a full course called *Crisis Prevention Institute (CPI) Refresher Training*. The course description states:  
CPI (Crisis Prevention Institute) Refresher Training is a 4-hour course that reinforces and builds upon the concepts taught during the CPI Full Training. This course is open only to people whose CPI certification is still active. Participants will have the opportunity to practice proactive, verbal de-escalation strategies, as well as non-harmful Nonviolent Physical Crisis Intervention<sup>SM</sup> techniques. The course is tailored toward the specific needs and concerns of participants.
5. Under the direction of Mary Ellen Dunn, the Assistant Superintendent for Business and Finance, the school district offered a full day of instruction this past summer on a program designed to increase student safety if a school is threatened by a potentially dangerous intruder. All school administrators learned about a new program called ALICE. (Alert, Lockdown, Inform, Counter, Evacuate) by trainers from the Wilmington Police Department and our local police force. Since the summer meeting, the district's safety advisory committee (REMS) held multiple meetings, which included teachers and administrators from throughout the school system, representatives from Town departments (Police, Fire, Recreation, Human Services) and a parent representative.
6. The School Health Services Department has improved student safety this school year by the following means:
  - a. The School Health Department implemented iPad technology in the nurses' offices to improve communication between students and families with language barriers. The iTranslate app is used to improve both verbal and written communication.
  - b. All school nurses were refreshed in CPR with AED skills. School Nurse CPR Skills Guideline were written and adopted by school nurses.
  - c. Plans are underway to implement a "return to academics" post concussion protocol. The protocol is in draft form and will be reviewed by a district task force this spring. All nurses are trained in concussion management annually.
  - d. The department coordinated school-based flu clinics with the town Health Division. Over 1100 students were vaccinated at school-based clinics.
  - e. LPS School Nurses attended professional development with our collaborative (EDCO): Infectious Diseases Program, CPI Training program, Neurological System, Medication Administration and Delegation in schools programs.
  - f. A quality improvement study was conducted at the elementary level to understand absenteeism in the first grade and whether a nurse's contact with family improves attendance.
  - g. School nurses implemented evidence-based strategies with staff to understand student visits with non-crisis, psychosomatic complaints to increase time in classroom learning.
  - h. A procedure for processing the student with a Life-Threatening Allergy was adopted by school nurses.
  - i. A school incident report reviewed monthly by Director of Student Services.

7. On August 28, 2013, the Superintendent, in consultation with the Department of Public Facilities, published an internal set of procedures regarding school building security systems. The procedure identifies roles and responsibilities for staff members, contractors, and visitors using buildings of the Lexington Public Schools (LPS) in support of maintaining a safe and secure environment. This procedure is intended to identify responsibilities in the proper operation of the major building security systems that are installed in all school buildings. The major security systems include employee identification cards, visitor login and identification badges, security cameras, exterior door electronic access control, and exterior and interior door locking hardware.
8. In the fall, the special education department developed a plan to improve the Therapeutic Learning Programs at the elementary and middle levels in 2014-2015. The improvements were approved by the School Committee in the FY 15 budget.
9. The K-12 Guidance Department is actively engaged in the first full year of the curriculum review process to identify how the department members and others can more effectively teach pro-social skills and provide more effective intervention strategies when needed. The FY 15 budget includes an additional 0.5 administrative position, which will expand the Director and Assistant Director's capacity to develop and implement a K-12 guidance curriculum with clearer pro-social outcomes at each grade level, and a strategy to achieve the goals with other educators in the Lexington Public Schools. The full curriculum review process is expected to take three years.

**Time for Collaboration  
Indicator II-C-2**

**Indicator II-C. Scheduling and Management Information Systems: Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff.**

	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
II-C-2. Time for Collaboration	Sets unrealistic expectations for administrator team meetings if at all and/or does not create a schedule that provides adequate meeting time for teams. Does not work to prevent or deflect time-wasting activities. Does not establish norms for the administrator team meetings.	Sets inconsistent expectations for administrator team meetings and/or creates a schedule that only provides adequate meeting time for some team meetings. Works to prevent or deflect activities with limited success. Norms for team behavior are unclear and/or not consistently practiced.	Sets expectations for administrator team meetings and creates a schedule that provides sufficient meeting time for all team meetings. Prevents or deflects activities that interfere with administrators' ability to focus on the agenda during team time. Establishes norms for effective team behavior.	Is transparent and forthcoming about expectations for all administrator team meetings; creates and implements a schedule that maximizes meeting time for all team members. Collaborates with team members to develop team norms. Is able to model this element.

During the past six years, all nine schools have revised their schedules to build in more time for educators to collaborate with one another (establishment of Professional Learning Communities in all schools, creating data teams in all K-5 schools, beginning the data team process in the secondary schools, and the frequent use of faculty meetings and professional days for collaboration). The areas listed below demonstrate further efforts to expand professional collaboration.

**Evidence:**

1. In order to more effectively and harmoniously implement the new educator evaluation system, we created many collaborative opportunities this year for teachers and administrators to work together. Examples include the Lexington Education Association (LEA)/Administration Ad Hoc Committee on Supervision and Evaluation, the work of the Joint Council (all administrators), and the Administrative Council (principals and central office administrators) to share observation reports, establish common practices, solve implementation problems, and build trust and supervisory skills.
2. In collaboration with the Lexington Education Association and the Lexington School Committee, we agreed to set aside 7.5 hours during the school year for educators to work on formulating and implementing student learning goals and professional practice goals.
3. In all schools, time is set aside every week for teachers to collaborate with one another to use data to examine student progress and plan next steps.

**Family Collaboration  
Indicator III-B-2**

**Indicator III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community.**

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-B-2. Family Collaboration	Does not set clear expectations or provide support for administrators to regularly communicate with families on ways to support their children's learning at home and at school.	Sets general expectations and provides occasional support for administrators to engage families in supporting their children's learning at school and at home and/or supporting their children with disabilities or limited English proficiency.	Sets clear expectations for and supports administrators to regularly engage families in supporting learning at school and home, including appropriate adaptation for students with disabilities or limited English proficiency.	Sets clear expectations and provides differentiated resources to support administrators to consistently and regularly engage all families in supporting their children's learning at school and home, including families and children with limited English proficiency and/or children with disabilities. Is able to model this element.

**Evidence:**

1. Since the opening of school this year, I attended school events in eight of the nine schools as part of my plan to look for opportunities to meet with parents and engage in two-way dialogue. In particular, I met with parents at Fiske and Bridge to discuss school overcrowding. A similar meeting will take place at the Estabrook School on March 6 and at the Hastings School on March 10. I also attended a meeting of the Special Education Parent Advisory Committee on February 6 to discuss the FY 15 budget, enrollment concerns, changes in the administrative structure, and participate in a Q and A session.
2. Due the increased the number of homeless families in Lexington and their needs, we recently established a half-time social worker position to act as the district's homeless education liaison. One major role for the new social worker is to strengthen the home-school partnership and communication with these families. The social worker is housed at the Estabrook School and will work with the Town's Department of Human Services other Town departments (as needed) and outside agencies.
3. The special education department formed a task force of parents, staff and administrators to study transition services for students 14 to 22 years of age. This task force used the work conducted by the Special Education Parent Advisory Council (SEPAC) last year. The task force developed a Transition Coordinator job description and recommended that this position be added to the FY15 budget request. The position was approved in the School Committee's FY 15 budget.

The special education department also provided training to 30 administrators and staff in the area of transition planning and services. The training was provided by Dr. Joseph Madous of the University of Connecticut. The transition task force will continue to meet in order to address additional recommendations from the reports and surveys.

As a result of a second parent survey conducted by the SEPAC, the special education department continued to strengthen family communication by holding informational meetings with parents to address questions and concerns. The "Coffees" were facilitated by the Evaluation Team Supervisors in each building with special education staff present.

In March, the department will hold a parent meeting to address outside evaluations, which is another topic identified by the survey. Dr. Erik von Hahn, a developmental pediatrician from Tufts Floating Hospital, will be our guest speaker.

4. All nine schools regularly sent out frequent communications to parents and guardians to keep them informed about their child's school and upcoming events.
5. All nine schools held regular PTA/PTO meetings and Site Council meetings that provided parents and other community stakeholders opportunities to engage in regular, two-way communication with families about their schools and student learning. In addition, all nine schools held a "Back to School" night and parent conferences that furthered parent-teacher communication.
6. The PTA/O Presidents Council and I met with Chinese American Association of Lexington (CAAL) representatives to begin a discussion about ways the school community can work more closely with CAAL. Based on this discussion, the PTA/Os and the Site Councils will hold a community meeting for members of CAAL at Estabrook School on February 26. The flyer states *"The PTA/Os are excited to strengthen bridges with Lexington's Chinese American community by engaging in a roundtable discussion..."*
7. Bowman, Bridge, and Estabrook Schools provided special communications to keep parents informed about their building projects and how the projects impacted their schools.
8. Parents have been encouraged to join listservs. PTAs/PTOs used this vehicle to push out daily announcements. Many teachers used their teacher pages to post homework, conduct on-line discussion groups, and communicate with students (where appropriate).
9. The special education department held a parent training on how to use LoTTIE Kits for secondary school students. These kits, which parents can use at home, include low-tech assistive technology tools that students can use to access the curriculum.

## Culturally Proficient Communication Indicator III-C-2

**Indicator III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.**

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-C-2. Culturally Proficient Communication	Does not set clear expectations for or provide support to administrators regarding culturally sensitive communication and/or allows inappropriate disrespectful communication with families that ignores different family cultural norms.	May set expectations for administrators regarding culturally sensitive communication but does not provide support to them; and/or occasionally communicates in ways that are culturally insensitive to some families' home language, culture, and values.	Sets clear expectations for and provides support to administrators regarding culturally sensitive communication. Ensures that district-wide communication with families is always respectful and demonstrates understanding of and sensitivity to different families' home language, culture, and values.	Sets clear expectations for, models, and provides differentiated support regarding culturally sensitive communication. Ensures that district-wide communication with families is always respectful and demonstrates understanding and appreciation of different families' home language, culture, and values. Is able to model this element.

### Evidence:

1. In the summer and fall, the district offered the course titled *Allies, Achievers, and Risk-Takers: Tapping the Social and Academic Potential of ALL Students* that includes topics and activities that focus on culture/race, ally/bully behavior, and character building. The course will be offered again this spring. This course focuses on developing ways to create an empathetic and caring community and to become culturally proficient in a manner that will foster mutual respect and trust among the classroom students and teachers. Literacy units and resources are shared as ways for students to further explore about these topics through characters and settings of the books.
2. In January, I met with ten Bowman faculty members to discuss the graduate course *Difficult Conversations: Talking About Race and Racism* and ways the district can improve the multicultural learning environments in our schools.
3. Six administrators attended a workshop entitled *Cross Cultural Awareness: Promoting Student Success in a Diverse Environment through Family and Community Engagement*, which was offered on January 30, 2014.
4. The ELL department provided 26 translators to families from November 1 to 11 during parent conferences (Mandarin, Cantonese, Japanese, and Korean)
5. I met with Chinese American Association of Lexington (CAAL) representatives at a PTA President Council meeting to begin a discussion about ways the PTAs/PTOs can work more closely with CAAL. A second meeting will be held on February 26 at the Estabrook School. At this meeting, the PTAs/PTOs invited members of CAAL and other interested residents to discuss ways the schools and CAAL can work cooperatively to increase Chinese participation in the schools.
6. iPad technology was implemented in health offices to improve communication between students and families with language barriers. The iTranslate app is now used to improve both verbal and written communication.
7. The K-5 standards-based report card has now been translated into four languages.
8. Kindergarten orientation materials have been translated in four languages.
9. This past fall, a meeting was held with all parents of English Language Learners (ELL) students to familiarize them with the school department's ELL program and to answer parent questions.

**Response to Disagreement, Conflict Resolution, and Consensus Building  
Indicators IV-F-1, 2, and 3**

**Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community.**

IV-F. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-F-1. Response to Disagreement	Does not respond to disagreement or dissent and/or does not use appropriate, respectful, non-confrontational approaches.	May respond respectfully to disagreement and dissent, but responds inconsistently and does not always employ a non-confrontational approach	Employs a non-confrontational approach for responding respectfully and appropriately to disagreement and dissent, using both as opportunities for learning. Models this practice for the administrator team.	Models a variety of strategies for responding respectfully and effectively to disagreement and dissent, using both as opportunities for learning. Provides professional development for the administrator team to build these conflict resolution strategies. Is able to model this element.
IV-F-2. Conflict Resolution	Does not address conflicts in a solution-oriented and/or respectful manner.	May attempt to respectfully resolve conflicts as they arise, but employs only a limited range of strategies.	Consistently employs a variety of strategies to resolve conflicts in a constructive and respectful manner. Models this behavior for the administrator team.	Consistently employs a variety of strategies to resolve conflicts in a constructive and respectful manner and empowers and supports administrators to use these approaches. Is able to model this element.
IV-F-3. Consensus Building	Does not attempt to build consensus within the district community, or attempts at consensus-building around critical school decisions are unsuccessful.	Employs a limited number of strategies to build consensus within the school district community, with varying degrees of success.	Builds consensus within the school district community around critical school decisions, employing a variety of strategies.	Employs a variety of strategies to build consensus within the school district community around critical school decisions, while encouraging dialogue and different points of view. Is able to model this element.

**Evidence:**

1. The LEA president and I worked collaboratively to identify potential faculty member worries/concerns regarding the new evaluation system. In the fall, we co-wrote three letters and sent them to the faculty to answer common questions, reduce anxiety and potential conflict during the implementation phase of the new evaluation system.
2. The LEA president and I jointly established the Ad Hoc Committee on supervision and evaluation. The purpose of the Ad Hoc Committee is to examine the implementation of the new evaluation system and recommend to the collective bargaining teams whatever interventions may be needed this year and whatever changes may be needed next year when full implementation will take place.
3. In November, four administrators and I participated in a 3 ½ hour workshop run by EDCO titled *Giving Feedback: The “Good Judgment” Approach*. Based on research, the workshop presented a technique for providing feedback that involved using direct observational statements, sharing one’s own judgment, and asking open-ended questions to uncover another person’s “frames” of reference.
4. In December, I established a Superintendent’s Working Group on enrollment forecasting in order to refine the school system’s methodology for enrollment forecasting and build community support for actions that may be required to address school overcrowding. Five Lexington residents with strong mathematical skills were appointed to this committee. The Working Group will present its report to the School Committee on March 11, 2014.