

Curriculum and Professional Development 2012-2013

Goal	Implementation	Timeline	Monitoring	Assessment
<p>Goal 1:</p> <p>CURRICULUM</p> <p>If the district continues its commitment to periodic curriculum reviews based on state and national standards, and if the district establishes curriculum with clear learning expectations for all students in all grades and subjects, then the overall learning for all students will increase.</p>	<p>The Office of Curriculum & Instruction will continue to focus on individual curricular areas in a systematized review process centered on identifying priority standards designed to: ensure vertical and horizontal articulation, identify required resources, provide accompanying content-based and instructional professional development, as well as identify appropriate assessment tools for student achievement monitoring purposes.</p> <p>The overarching and urgent work that needs to be completed prior to academic year 2014 is an assurance that the Lexington Public Schools is compliant with newly edited Massachusetts Framework that meet the Common Core standards as these have been outlined by the federal government.</p> <p>I. <u>Year 4</u> of the English Language Arts (E.L.A.) Review to address above expectations.</p>	<p><u>English Language Arts</u> Year 4. Completing the review of our district’s ELA program and uploading all the curricular and instructional information onto ATLAS (the district’s recently purchased web-based mapping tool) will require at least six additional months of work. The review committee dates: TBD.</p> <p><u>English Language Arts</u> Year 4 Up to 5 additional meeting dates for ALL district-wide ELA staff and ALL K-5 teachers to share findings and curricular plans. Dates: TBD</p> <p><u>Literacy Coaching for Content Specific Training</u>: continued training for the K-5 literacy specialists, classroom teachers, and K-5 principals in order to support and advance the literacy knowledge of classroom teachers to improve student literacy.</p> <p><u>Literacy Training</u> for new teachers and teachers new to a grade level K-5: 2 August dates TBD</p> <p><u>Implementation of a consistent word study /phonics program</u> for K-2 teachers and special education reading specialists.</p> <p>At the conclusion of the 2011-12 school year, it is anticipated that the ELA curriculum review committee will recommend the <u>Readers’ and Writers’ Workshop</u> for Literacy Instruction at grades K-5. Training is expected to commence in the summer of</p>	<p>The Assistant Superintendent for Curriculum, Instruction, and Professional Development will plan for and participate in the ELA, Social Studies, and Mathematics review meetings and convene regular intermittent meetings with each of the program leaders who is coordinating the work and facilitating meetings in order to monitor focus and progress.</p> <p>The Assistant Superintendent for Curriculum, Instruction, and Professional Development will meet monthly with each of the department heads and/or coordinators involved in fulfilling the on-going recommendations of the completed curricular reviews, as well as the current reviews in order to ensure that programmatic expectations are actively sustained and reflected accurately in the operating budget.</p> <p>The Assistant Superintendent for Curriculum, Instruction, and Professional Development (PD) will continue to work very closely with the district’s .5 PD Coordinator to support all the training necessary for the successful implementation of new curriculum and accompanying instructional practices. In addition to attendance at the PD Committee meetings, weekly scheduled meetings with the Assistant Superintendent are scheduled with the PD Coordinator.</p> <p>The Assistant Superintendent will meet four times per year each with the Elementary Curriculum Council, consisting of all K-5 principals, K-12 coordinators, and K-5 department heads and the Middle School Curriculum Cabinet to address curriculum, instruction, scheduling, and intervention and assessment strategies to ensure consistency and coherency in all</p>	<p>On-going monitoring will be conducted at the end of each meeting to assess work completed, determine necessary revisions to next steps, and outline future agendas.</p> <p>Data acquired through MCAS, DRAS, Assessing Math Concepts, SATs, AP exams, MELP, and many other assessments, including teacher developed formative and summative assessments will assist teachers, schools, and the district determine growth patterns, curricular, and instructional gaps.</p>

Curriculum and Professional Development 2012-2013

	<p>II. <u>Year 2</u> of the Social Studies Curriculum Review to address above expectations.</p> <p>III. <u>On-going</u> implementation and revising of recommendations for the completed processes in the areas of Science & Physical Education/Wellness.</p> <p>IV. Complete the revision and re-alignment of the Mathematics curriculum to align itself with the recently adopted Common Core standards into the Massachusetts State Framework.</p>	<p>2012 and throughout the 2012-2013 school year..</p> <p>In a concerted effort to support the newly revised standards and develop increased inter-rater reliability among all teachers cross district, an increased number of grade level meetings will be scheduled.</p> <p>Attendance at an intensive week long seminar at Teachers' College, Columbia University, by a team of literacy specialists to learn and become adept at the most recent research findings in the development and expansion of "best practices" in the field of literacy.</p> <p><u>Social Studies</u> Year 2 Curriculum Review Committee meetings: Six full-days TBD and at least 4 after school district-wide Social Studies meetings (K-12).</p> <p><u>Mathematics Curriculum Re-alignment</u> to meet the Common Core Standards (department meetings K-12).</p> <p><u>Mathematics Framework Study Group</u> K-5 including mathematics specialists and grade level teacher</p>	<p>programs among our all of our schools.</p> <p>The Assistant Superintendent will meet regularly with Lexington High School Leadership Team consisting of the HS principal, Associate Principal, 4 deans, and all departmental leaders every other Thursday of the academic year.</p> <p>The Assistant Superintendent will visit with up to 4 school-based PLCs on a monthly basis.</p>	
--	---	---	--	--

Curriculum and Professional Development 2012-2013

	<p>V. Continued trainings in the use of the recently adopted curriculum mapping tool: ATLAS Rubicon that will enhance the district's capacity to view all curricular standards by grade level both horizontally and vertically. This tool enables all administrators and faculty members to access any program at any grade level to ensure that required grade level standards are met; that there is transparency in the grade level transitions, and that knowledge transfer and</p>	<p>representatives Dates: TBD</p> <p><u>Mathematics Curriculum Training</u> for new teachers and teachers new to a grade level K-5: 2 dates in August 2012</p> <p><u>Mathematics Coaching</u> framework for K-5 mathematics specialists. 2 full days TBD.</p> <p><u>Mathematical Practices</u> K-12 to respond to the newly adopted Massachusetts State Framework K-12: 6 Dates: TBD</p> <p><u>Implementation of <i>Do the Math</i></u> (program for struggling students) training for special educators.</p> <p><u>Continued training for <i>Assessing Math Concepts</i></u> K-2 for any new teachers or those new to a grade level in order to assist in determining skill level and instructional needs of students.</p> <p><u>Continued training in the implementation of <i>Atlas Rubicon</i></u> as the district's curriculum mapping tool. 4 dates TBD</p>		
--	---	---	--	--

Curriculum and Professional Development 2012-2013

	<p>sharing is more easily and readily accessible.</p> <p>VI. In an effort to support our struggling students, the district has undertaken efforts to provide intervention blocks that address the specific learning needs of these students. The Data Cycle employed by our Professional Learning Communities' teams (PLCs) yields data that can help to clarify specific needs and instructional interventions.</p> <p>VII. In order to more accurately communicate to both parents and students growth in programmatic areas, a newly developed K-5 standards-based report will be scheduled for "pilot" implementation in academic year 2012-2013.</p>	<p>In order to advance the district's knowledge and understanding of various levels of interventions, we have contracted Mike Mattos, a <u>Response to Intervention</u> (RTI) specialist to join 100 teachers and administrators at a scheduled 2nd Annual Summit on June 21 & 22, 2012. The results and recommendations agreed to at this summit will assist the district in coordinating "next steps" for the 2012-2013 academic year.</p> <p>In order to enhance the effectiveness of our PLCs and the appropriate instructional "responses" to student data, continued efforts will be made to support data teams and the PLC work. This effort underscores the importance of faculty working to move from a "student deficit" model to one of proactive adult actions that respond to specific learning needs and challenges.</p> <p>A K-5 standards-based report card committee of 30+ teachers and administrators have convened over the course of the past two years to identify the essential standards for each programmatic area, determine the performance indicators that will be used to measure these standards and has included the following recommendations in the "roll-out" plan:</p> <ul style="list-style-type: none"> • A Parent/Teacher reference handbook will be created to enable greater 		
--	---	--	--	--

Curriculum and Professional Development 2012-2013

		<p>understanding and clarity of this paradigm shift;</p> <ul style="list-style-type: none">• Determine Fall dates for P.D. that will support K-5 teachers in this transition to a standards-based report card. Five Thursday afternoon meetings will be held for grade level teachers to increase inter-rater reliability in the understanding and measurement of the grade level standards;• Three parent meetings will be held to share this information with the community;• Summer workshops for a total of 6 days to plan for the above implementation plan.• Determine Summer & Fall 2012 meeting dates for further training in the use of X2/Aspen for inputting K-5 "performance indicators" (grades);		
--	--	---	--	--

Curriculum and Professional Development 2012-2013

Goal	Implementation	Timeline	Monitoring	Assessment
<p>Goal 2:</p> <p>PROFESSIONAL DEVELOPMENT</p> <p>If the district provides research-based high quality job-embedded professional development that enhances a teacher’s repertoire of assessment strategies, responsive instructional skills, and content knowledge, then student learning will increase.</p>	<p>I. In concert with the efforts of Professional Development Committee, the Office of Curriculum, Instruction, and Professional development will offer <u>optional</u> after-school courses in instructional and content-based areas designed to increase student achievement.</p> <p>II. Continued membership in Teachers As Scholars, EDCO, Primary Source, Project Alliance and the Making Freedom grant provide additional opportunities for teachers to expand their knowledge and practice.</p> <p>III. A series of <u>required</u> in-district workshops and trainings are scheduled during the course of the school day in those areas identified as needed, as a result of the various curriculum reviews Please see previous page under Curriculum & Instruction.)</p> <p>IV. This Office will work closely with each building principal and the Central Administrative team to build capacity in schools and at the district-wide</p>	<p>As reported to the School Committee at their September 20, 2011 meeting regarding Professional Development, the superintendent and the district are highly committed to a systematized professional development program that strongly links the effective training of teachers to improved performance for students. Given the 2 year history of our developing program, increasing numbers of teachers have been enrolled in after school courses and have also been the recipients of many embedded programs offered by our program leaders and consultants during the course of the school day. The district will pay very close attention to the differentiation required within such a professional development program that honors individual teacher needs, school-based needs, new teacher requirements, and those of veteran teachers. More in-depth embedded P.D. will be offered to teachers within the course of a school day so as to ensure that district expectations regarding curriculum, instruction, and assessment are addressed for all members of the faculty at the appropriate grade levels.</p> <p>Optional courses will include such topics as:</p> <ul style="list-style-type: none"> • <u>Practical Strategies in Reading and Writing Instruction Across the Curriculum</u> • <u>Mentor/Coach Institute</u> (consultant, Chuck 	<p>The Assistant Superintendent will meet regularly with principals and program leaders to share current research, articles, and observations, to coordinate resources and cross-school efforts where appropriate.</p> <p>She will plan with members of the Data Summit Team for necessary “next steps” in providing for any required training or new learnings that need to be shared with staff.</p> <p>The Assistant Superintendent will continue to work with the district’s Professional Development committee to develop and schedule courses for the 2012 Summer and Fall offerings, as well as the Spring 2013 courses, in keeping with the mission of the program to build job-embedded P.D. instructional practices that advance student learning based on scientifically researched best practices.</p>	<p>Regular feedback from the PD committee surveys, pre, mid, and post-course evaluation forms.</p> <p>Review of end of year data provided by AIMSweb, MCAS, EOY common assessments, End of unit assessments, and multiple other formative data tools to determine overall student progress/growth to help inform further professional training needs.</p> <p>Data will be collected by teachers/PLC groups at each school to ensure monitoring of student growth and appropriate response interventions. While individual school principals will supervise this work in each school building, it is the role of the Office of Curriculum & Instruction to help provide the resources needed to fulfill this expectation. The principals and the Assistant Superintendent will be in frequent and regular communication about this work and the accompanying supportive needs.</p>

Curriculum and Professional Development 2012-2013

	<p>level by providing research, collaborating and sharing best practices, allocating available resources, coordinating efforts among schools, coordinating cross-discipline or cross-school teams where appropriate, monitoring implementation, and identifying and providing organizational support.</p> <p>V. This Office will provide support and training for teachers in the collection of student data that will help inform instruction.</p> <p>VI. With one of the district goals focused on Pro-Social behavior, the district has begun to implement the Responsive Classroom model, an <u>integrative</u> learning approach designed to address these skills. Additionally, consultant Lynne Griffin, an expert in teaching and supporting self-regulatory behaviors in children will speak to parents and staff of all K-5 schools.</p> <p>VII. The key will be to provide teachers instruction in HOW to assess and collect data and then determine HOW to apply appropriate instructional interventions. These two ingredients need to walk hand-in-hand for successful and effective instruction that will advance student learning.</p>	<p>Christensen) to support the training of veteran teachers who assist teachers “new to Lexington teachers. Five dates in FY13.</p> <ul style="list-style-type: none"> • <u>Open and Honest Communication: Having Those Difficult Conversations:</u> This course will continue to be offered to assist in building positive relationships and sound communication strategies. • <u>Studying Skillful Teaching: Using Data Day to Day:</u> (consultant, Elizabeth Imende): This course is a requirement for all teachers new to the district who have taught in a previous district and have previously undergone a new teacher orientation. • Multiple <u>Technology</u> courses to support technology as an instructional tool. These courses and supports will be offered both in the classroom and after school hours. (See technology goals.) • Contracted with the Northeast Foundation for Children to run a summer, fall, and spring session of <u>Responsive Classroom</u>: Part I and Part II. <p>Aside from individual meetings with principals, agendas will be consistently designed to target the stated goals at each of the following meetings: Administrative Council, Elementary Curriculum Council, Middle School Council, and High School leadership Team. (Dates are listed on the FY12 month-to-month</p>		
--	--	--	--	--

Curriculum and Professional Development 2012-2013

	<p>VIII. Emphasize the critical need among the leadership team for coherent and consistent supervision and evaluation of teacher performance in meeting the goals of the district. This will be particularly significant, in that the state will be requiring the implementation of new supervision & evaluation standards in 2013-14.</p>	<p>calendar.)</p> <p>With the additional opportunity to have K-12 district-wide meetings on one Monday per month, agendas will be created by the various department heads to address the goals outlined by the department to build capacity in teacher effectiveness and improved student learning. (These dates will be listed on the FY13 month-by-month calendar.)</p> <p>Convene an administrative committee that will review the new supervision and evaluation standards to determine how Lexington will proceed in meeting these recently instated requirements.</p>		
--	--	---	--	--

Goal	Implementation	Timeline	Monitoring	Assessment
CURRICULUM/ STUDENT SERVICES Goal 1: If the district establishes criteria for special education eligibility and service delivery then special education students will be identified more appropriately and receive services commensurate with their level of disability(ies).	Three special education committees will continue to meet to answer specific questions that will guide their research for establishing criteria.	July 2012- December 2012	Progress reports will be submitted by each committee.	Answers to research questions will be formulated by December 2012.
	Each committee will conduct research.	July 2012- December 2012	Research will be monitored by reviewing proposals and research outcomes. The committees will be monitored to determine if additional research support is needed.	Research results will be submitted.
	Committee One will develop special education eligibility criteria for teams to use in the team evaluation process	July 2012- December 2012	Committees will meet over the summer and twice monthly during the school year and submit reports on progress. Progress reports will be reviewed by Student Services supervisors and director.	A guide will be written with special education eligibility criteria delineated.
	Committees Two and Three will develop criteria for service delivery.	July 2012- December 2012	Committees will meet over the summer and twice monthly during the school year and submit reports on progress. Progress reports will be reviewed by Student Services supervisors and director	A guide will be written with special education eligibility criteria delineated.
	Entrance and exit criteria will be submitted to legal counsel to ensure compliance with state and federal regulations.	January 2013	Legal counsel will examine proposed entrance and exit criteria to determine if they meet legal standards.	Legal counsel will make recommendations for changes in criteria and for implementation.

	Teachers will be trained in how to implement the new criteria.	January 2013	A training schedule and agenda will be developed.	Teacher training will be completed.
	The revised entrance and exit criteria will be developed and implemented.	February 2013	The committee will develop a rubric for monitoring the team decision making process to determine if and how criteria were applied.	Evidence on the rubric of Team meeting and IEP decisions based on established entrance and exit criteria will be reported.
STUDENT SERVICES Goal 2: a. If the district creates and implements a Positive Behavioral Supports Structure, then more students will develop the capacity to fully participate successfully in an educational environment to experience academic achievement and positive, emotional and behavioral health (e.g. manage and self-regulate behavior)	The Bridge School and other schools participating in the positive behavioral support structure will continue to develop a school-wide positive behavior support program that will include: <ol style="list-style-type: none"> 1. Common purpose & approach to discipline 2. Clear set of positive expectations & behaviors 3. Procedures for teaching expected behavior 4. Continuum of procedures for encouraging expected behavior 5. Continuum of procedures for discouraging inappropriate behavior 6. Procedures for on-going monitoring & evaluation (George Sugi) 	July 2012-June 2013	How specific behavioral expectations are communicated and taught to students will be monitored through observation and reports. Implementation of steps 1-5 of the implementation steps in column 2 will be monitored through progress reports and observation.	A guide with a description of a positive behavior support structure will be developed.
	A Behavior Committee will continue to investigate research based strategies for an intervention system (Response to Intervention) that focuses on increasing the repertoire of teachers.	July 2012-June 2013	Building level protocols and strategies will be examined as part of a peer review process by the Behavior Committee.	Results of Intervention strategies implemented will be submitted.
	Strategies will be compiled and indexed as part of a comprehensive research-based intervention guide.	September 2012 –June 2013	Progress reports will be submitted on a monthly basis.	A written description of screening, assessment and progress monitoring system will be submitted. Results of student progress will be reported.

	<p>Interventions to be utilized by classroom teachers will be identified. Teachers providing interventions will be trained in utilization of interventions based on best practice.</p>	<p>Spring 2012- June 2013</p>	<p>The training schedule and agenda will be reviewed by the Behavior Committee.</p> <p>The development of interventions will be monitored by the Behavior Committee.</p>	<p>Teacher training will be completed.</p> <p>A manual of interventions will be written.</p>
	<p>The Bridge Elementary School will continue to pilot The BESS (Behavior and Emotional Screening System) for all 3rd grade students. Action plans will be created for students who receive interventions.</p>	<p>September 2012 – June 2013</p>	<p>Ecove will be utilized to track student progress as well as re-screening using the BESS.</p> <p>The Bridge School will then monitor the students who exhibit elevated scores in any sub category the following school year. Interventions will continue as needed.</p>	<p>Data reports, intervention plans, and intervention results for identified students will be completed.</p>
	<p>Clarke Middle School will continue to use the BESS assessment for 6th grade students and other screening tools as deemed appropriate.</p> <p>Various elementary schools will utilize a screening tool/system (i.e., the BESS) to identify students at risk.</p>	<p>September 2012 – February 2013</p>	<p>Clarke School will monitor the students who exhibit elevated scores on the screening or assessment tools.</p> <p>Ecove will be utilized to track student progress as well as re-screening using the BESS.</p> <p>Principals and administrators will observe teachers and students during implementation of prescribed interventions.</p>	<p>Student data regarding effectiveness of strategies will be reported.</p>

<p>STUDENT SERVICES Goal 3 If the new K-12 Director of Guidance develops a comprehensive guidance program that is aligned with the Massachusetts and National models of guidance then students will be prepared to make healthy choices, build resilience, acquire a sense of personal and civic responsibility and possess the skills necessary to realize their individual goals.</p>	<p>The newly hired K-12 Director of Guidance will conduct a comprehensive review of the department to determine the current status and needs of the department and compare the current status with the newly developed state standards for guidance.</p> <p>Interviews with principals and other administration and faculty will be conducted.</p>	<p>July 2012 – April 2013</p>	<p>The Director of Guidance will meet regularly with the Director of Student Services to monitor implementation steps.</p>	<p>Guidance Director and Assistant Director hired to begin July 1, 2012</p>
	<p>The guidance department will develop an action plan with timelines and monitoring steps in response to recommendations from the review.</p>	<p>May 2013</p>	<p>Progress reports will be submitted to the Director of Students Services.</p>	<p>The action plan will be implemented. Results of monitoring steps will be submitted with recommendations.</p>
	<p>The guidance department will align their practice and program to comply with the new state standards by establishing goals and action plans to meet compliance.</p>	<p>June 2013</p>	<p>Progress on goals and action plans will be submitted.</p>	<p>A written report with recommendations will be submitted.</p>

District Technology Goal # 1

Goal	Implementation	Timeline	Monitoring	Assessment
<p>Goal 1: If we further support promising practices for utilizing technology in classroom instruction through professional development activities, and if we provide appropriate technology materials to our schools, then all teachers in Grades 1 through 12 will utilize technology in their instructional practices to improve student learning.</p>	<p>Dir. of Ed. Tech. & Assess. along with Instruct. Tech. Spec. meet with building principals and appropriate curriculum leaders to review tech materials in place at the buildings and to determine strategies for professional development for next months.</p>	6/12-9/12	<p>Set up process with building leadership to review the use of technology through looking at student work products, walkthroughs, etc.</p>	<p>Focus group meetings with teachers and administrators in 1/13-2/13</p> <p>In May 2013, a Survey Monkey questionnaire to teachers with selected questions (paralleling the questions in earlier surveys). Questions would focus on the type of instructional practices employed for technology, frequency of use, academic areas of use.</p>
	<p>These same individuals continue to meet periodically with building principals and curriculum leaders to monitor strategies and recommend changes.</p>	10/12-6/13		
	<p>Instructional Technology Specialists provide mentoring/coaching in following areas:</p> <ul style="list-style-type: none"> • all appropriate grade levels: use of interactive whiteboards in different instructional practices, use of tablet technology (iPads) to support different curriculum objectives • K-2: Technology to support early reading/phonics, math, and communications • Gr. 3-5: Technology to support writing (writing with word processors, graphic organizers (Inspiration), Open Classroom (reading response journals). • Middle Schools and High School: Technology to support <ul style="list-style-type: none"> - student writing, communications, and research across the curriculum areas - utilization of specialized technology instruct. materials in the different academic departments - SPED resource room instructions 	9/12-6/13	<p>Building leadership/curriculum leaders meet periodically with Instruct. Tech. Spec. and Dir. of Educ. Tech. to review progress.</p>	
	<p>Appropriate workshops will be provided after school to support technology use in different instructional practices.</p>	fall 2012 and spring 2013		
	<p>Educators share successful technology practices regularly through professional learning groups and at selected faculty meetings at the building level and department level.</p>	10/12-6/13		
	<p>Groups of educators (curriculum leaders, instructional tech specialists, and Director of Educ. Technology) develop first draft of core technology curriculum experiences for middle schools & elementary schools.</p> <p>High school groups develop first draft of core technology curriculum experiences for 9th grade courses.</p>	<p>10/12-2/13</p> <p>3/13-6/13</p>		

District Technology Goal # 2

Goal	Implementation	Timeline	Monitoring	Assessment
<p>Goal 2: If key formative and summative data is provided to teachers and administrators through software tools and if teachers and administrators are provided appropriate training in interpreting this data, then these educators will use this data to modify instruction to improve student learning.</p>	<p>FASTT Math and Fraction Nation- Gr. 3, 4, and 5 teachers provided with appropriate training in looking at data from FASTT Math and Fraction Nation student data. Inst. tech specialists and math specialists review use of FASTT Math data with teachers.</p>	10/12-3/13	<p>K-5 Math Dept. Head, math specialists, instructional tech specialists, and Dir. of Educ. Tech. monitor and facilitate different aspects of FAST Math and Fraction Nation training and coaching.</p>	<p>Review of progress by Director of Educational Technology and Assessment</p>
	<p>Gr. 3, 4, and 5 teachers participate in district workshops to become more expert at looking at data and exchange with each other findings.</p>	1/13-2/13		
	<p>Utilization of Student Information System (Aspen - X2) Appropriate AimsWeb and DRA elementary student data entered into Aspen system.</p> <p>MCAS data from spring 2012 testing entered into Aspen system (System already contains previous 5 years of all MCAS data).</p> <p>Appropriate longitudinal data for entry into Aspen system determined for other grade levels and subjects.</p> <p>Building leadership trained in accessing Aspen student data.</p>	2/12-7/12	<p>Dir. of Educ. Tech., Data Management team, and appropriate administrators from the district meet periodically to assess data needs and determine next steps for use of Aspen.</p>	
	9/12-10/12			
	9/12-6/13			
	<p>Data Warehouse – Building Principals and key curriculum leaders participate in training facilitated by Dir. of Educ. Tech. on looking at MCAS achievement and growth data.</p>	8/12-11/12	<p>Dir. of Educ. Tech. ascertains who is in need of training or additional training and provides this training.</p>	
<p>Broadening Use of Data – Key district personnel continue to investigate the use of current data tools and additional data software tools in order to better incorporate the assessment of student data by teachers and administrators.</p>	9/12-6/13	<p>Dir. of Educ. Tech., building principals, and key curriculum leaders meet periodically to discuss their ideas and research.</p>		

District Technology Goal # 3

Goal	Implementation	Timeline	Monitoring	Assessment
<p>Goal 3: If the Technology Department periodically solicits feedback regarding the use of technology to improve instruction and if the department and school district uses the appropriate feedback to provide personnel, materials, and support, then the use of technology will improve student learning and educator productivity.</p>	<p>Joint Council Meeting on Technology- Through November meeting and follow-up of individuals district technology needs brought forth in areas of educational environment (hardware, software), professional development, curriculum, communications, and data culture.</p> <p>Follow up meetings with different small focus groups.</p> <p>Technology Action plan presented to School Committee.</p>	<p>11/11-12/11</p> <p>12/11</p> <p>1/12</p>	<p>Dir. of Educ. Tech. & Assess.</p>	<p>Review of progress by Director of Educational Technology and Assessment</p>
	<p>Hardware, software, and other technology materials purchased with FY13 funds installed by technology personnel and outside vendors.</p>	<p>7/12-10/12</p>	<p>Dir. of Educ. Tech. & Assess. and Dir. of Tech.</p>	
	<p>Additional technology staffing requirements recommended by the Director of Educational Technology and Assessment through the budget process, hired and deployed by the school district.</p>	<p>7/12-8/12</p>	<p>Dir. of Educ. Tech. & Assess. and Dir. of Tech.</p>	
	<p>Lexington educators, students, and parents participate in national survey (2012 Speak Up) sponsored by non-profit group Project Tomorrow.</p>	<p>10/12-12/12</p>	<p>Dir. of Educ. Tech. & Assess.</p>	
	<p>District and state data from 2012 Speak Up survey provided to the district by Project Tomorrow analyzed.</p>	<p>2/13-3/13</p>		
	<p>Survey Monkey questionnaire to teachers with selected questions (paralleling the questions in earlier surveys). Questions would focus on the type of instructional practices employed for technology, frequency of use, academic areas of use.</p>	<p>4/13</p>	<p>Dir. of Educ. Tech. & Assess and Tech Dept. members</p>	
	<p>Meetings with dept heads, building administrators, and curriculum leaders to analyze current situation and future needs.</p>	<p>4/13-5/13</p>		

Human Resources 2012 - 2013

Goal	Implementation	Timeline	Monitoring	Assessment
<p>Goal 1:</p> <p>WELLNESS</p> <p>If our employees participate in a Staff Wellness Program, then they will lead healthier life-styles, feel better about themselves and their work, perform at higher levels in their jobs; and, based on studies conducted by Harvard University and the John Hancock Insurance Co., the Town of Lexington may reduce the growth of health insurance costs by 3% per year for school employees (estimated to be \$510, 000 per year).</p>				
	Obtain support from the School Committee.	February 2012		Program goal approved by the School Committee.
	<p>Establish a system-wide Staff Wellness Steering Committee</p> <p>Appoint a "Wellness Champion" at each school and the CO.</p>	March – June 2012		<p>Steering Committee convenes first meeting and meets regularly thereafter.</p> <p>Wellness Champions appointed.</p>
	Conduct a comprehensive needs assessment to identify where to start the Wellness Program, e.g., Health Risk Survey, review attendance data, review medical claims, retention rates, Workers' Compensation claims, etc.	April – June 2012		When the needs assessment is completed, the information collected during this phase will be used by the Steering Committee to design a program that meets system-wide goals and the employee interests.

Human Resources 2012 - 2013

Goal	Implementation	Timeline	Monitoring	Assessment
	<p>Steering Committee will meet to finalize 2012-2013 goals and make a recommendation to the Superintendent.</p> <p>Develop strategies for marketing and optimizing staff participation.</p> <p>Align program to areas of interest of participants.</p> <p>Develop an incentive program.</p>	July – September 2012		Goals and objectives for the 2012 – 2013 school year are completed and approved by the Superintendent.
	<p>Conduct a system-wide program kick-off event.</p> <p>Communicate program goals system-wide.</p> <p>Distribute promotional material using a variety of media, such as posters, e-mail, and paycheck inserts.</p> <p>Introduce Wellness Programs within individual schools.</p> <p>Implement system-wide Staff Wellness Program.</p>	October – December 2012		Staff Wellness Program implemented.