

Mission

A school and community partnership that creates excited learners, inspires excellence, and fosters integrity.

District Goal #1: Advance Standards Based Learning

To refine and continue to put into practice a system of curriculum, instruction, and assessment that enables each student to be engaged in challenging academic experiences that are grounded in clearly defined standards.

Objective #1:

Essential content and learning expectations that are aligned to state standards will be clearly identified for each grade level/subject area, and will be clearly communicated to teachers, students, and parents.

Objective #2:

Common assessments, collaborative data analysis and specific student feedback will become a part of the instructional practice of all teachers.

Objective #3:

Students in all classrooms have the opportunity to increase their achievement because they experience instruction that is differentiated and grounded in best research practices.

Objective #4:

Students (and parents) receive explicit feedback regarding progress towards meeting identified learning objectives on a regular basis.

Objective #5:

The professional development and teacher supervision programs ensure learning opportunities that: are job-embedded; enable teachers to acquire rigorous and relevant content knowledge; enable them to implement best instructional strategies; provide support and guidance; and are directed towards individual teacher career growth.

District Goal #2: Develop the social and emotional skills of all students.

To ensure that students have the social and emotional competencies that enable them to be self-aware, to have social and relationship skills, to self-manage, and to make responsible decisions.

Objective #1:

All students will have a meaningful connection to an adult in the school system.

Objective #2:

Strong school cultures will promote a sense of participation, safety, and security for all students.

Objective #3:

Schools will partner with parents to provide consistent social and emotional experiences for students.

Objective #4:

Students will improve social and emotional skill development through consistent, layered, and effective instruction at all levels.

District Goal #3: Promote Active Citizenship

To ensure students have the knowledge and skills necessary to participate productively in the local and global communities and commit them to action as learners and citizens.

Objective #1:

Students will engage in age appropriate service activities that enable them to contribute to or act on local or global social needs and that provide them opportunities to develop social, civic, and academic skills through reflection and analysis of their efforts.

Objective #2:

Students will develop competencies to enable them to understand and effectively address matters of diversity, racism, ethnocentrism, and bias in the context of the pluralistic communities in which they live.

Objective #3:

Students will develop proficiency in a language other than English and develop the cultural, technological, and civic skills necessary to adapt and respond to the conditions of 21st century global change.

District Goal #4: Ensure infrastructure supports district values and learning goals.

To build and carry out a sustainable plan for financial, building, technological, and human resources that enables our learning goals and is responsive to student and school needs.

Objective #1:

Long-range resource planning documents will support a sustainable school infrastructure and operations.

Objective #2:

The technological infrastructure, including hardware, software, support, and training, will be sufficient to meet 21st century needs for accessibility and reliability in order to enhance communication, enrich collaboration, and sustain teaching, learning, and administrative environments.

Objective #3:

Modern and efficient information systems and training opportunities will be in place and used regularly to manage school and district operations that support staff, parents, and students, and will be aligned to programmatic and curriculum initiatives.

Objective #4:

Core services including staff recruitment, compensation and benefits management, employee relations and human resource information management will promote a safe and healthy work place that facilitates and promotes a positive work ethic and reflects the district's core values.

District Goal #1: Advance Standards Based Learning

To refine and continue to put into practice a system of curriculum, instruction, and assessment that enables each student to be engaged in challenging academic experiences that are grounded in clearly defined standards.

Objective #1:

Essential content and learning expectations that are aligned to state standards will be clearly identified for each grade level/subject area, and will be clearly communicated to teachers, students, and parents.

Action Steps	Facilitator(s)	Status
<p>Identify learning expectations at each grade level:</p> <ul style="list-style-type: none"> • Ensure documents are in place that detail elementary math and science essential content and learning expectations and begin process for the identification of ELA and Social Studies content. • Ensure documents are in place that detail middle and high school essential content and learning expectations for each subject area. • Commence K-12 English Language Arts curriculum review. • Develop an action plan for addressing the viable recommendations from the Fine and Performing Arts Program Review. 	<p>Principals Director Program Dev.</p> <p>Department Directors/Chairs /Science/Math Curriculum Leaders</p>	<ul style="list-style-type: none"> • K-5 Writing maps developed, science maps developed as units are piloted and modified. Social studies maps modified for grades 4-5. • ATLAS curriculum mapping system implemented 6-12. Substantial progress made in developing maps for each course. Guidelines for mapping established. • K-12 ELA curriculum review data collected, data analysis in process, report completion planned for Oct 2010 • FPA Dept implemented following program review recommendations: <ul style="list-style-type: none"> -Theater elective added at HS for 2010/11 -Theater Arts society revitalized: <i>Arsenic & Old Lace</i> -MS Musical coordinated by FPA dept. -Increased student engagement in ensembles -Increased press coverage via email releases and web notices.

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Objective #2:

Common assessments, collaborative data analysis and specific student feedback will become a part of the instructional practice of all teachers.

Action Steps	Facilitator(s)	Status
<p>Ensure common assessments that help teachers to gain insight into student learning are in place in each grade level and subject area:</p> <ul style="list-style-type: none"> • Develop two common assessments and pilot in at least one grade, subject area or course at each level. • Discuss results of these common assessments and modify assessment and instructional practices. <p>Provide teachers with the opportunities to learn, practice, and receive specific feedback on instructional methods that are grounded in best practice.</p> <ul style="list-style-type: none"> • Provide opportunities for teachers to learn/practice/share skills in collaborative groups within a Professional Learning Community model. 	<p>Director Program Dev.</p> <p>Principals</p> <p>Department Directors/ Chairs Assistant Principals Curriculum Leaders</p>	<ul style="list-style-type: none"> • Grade 1-5 Reading assessment in place • K-3 phonics assessments in place • Grade 1-5 Math common unit assessments in place • K-Literacy assessment piloted • Grade level teams examining data from district, & school grade level assessments. • Common Assessments HS SIP goal (2010-12)—planning began Spring 2010. • Common Assessments MS SIP continuing goal to ensure assessments in place in all areas. • Formalized PLC work continued at Newman, Eliot, & Broadmeadow. Planned for Pollard (FY'11). Informal opportunities provided across the district.

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Objective #3:
Students in all classrooms have the opportunity to increase their achievement because they experience instruction that is differentiated and grounded in best research practices

Action Steps	Facilitator(s)	Status
<p>Provide differentiated instructional opportunities for students.</p> <ul style="list-style-type: none"> • Provide middle and high school students with opportunities to learn in an online environment within the framework of existing courses. • Begin to use online tools in collaborative learning environments to enhance the current classroom curriculum. • Incorporate into Professional Development program: <ul style="list-style-type: none"> • opportunities that help teachers to acquire the skills to collaboratively examine student work (LASW) • opportunities that help teachers to learn how to differentiate instruction and implement these practices into their lessons. 	<p>Director Program Development</p> <p>Director Student Development</p> <p>Principals Directors Curriculum Leaders</p> <p>HS Principal, Assistant Principal, Director of Technology</p>	<ul style="list-style-type: none"> • Moodle tools introduced, teachers trained & online units piloted. • Two high school online courses developed. Offered through TEC Online High School in fall 2010. Student fees supported with NEF grant. • Google Apps introduced & implemented at high school • “Instruction for All”, “Skillful Teaching”, “Effective Small Group Literacy Instruction” graduate level courses offered and well subscribed

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Objective #4:

Students (and parents) receive explicit feedback regarding progress towards meeting identified learning objectives on a regular basis.

Action Steps	Facilitator(s)	Status
Examine, plan, and implement standards based feedback systems at each level: <ul style="list-style-type: none"> • Implement standards-based report card for grade 4. • Pilot standards-based report card at Grade 5. • Ensure that each school develops a plan to implement a standards-based student feedback system and that it pilots the practice in at least one area/grade level, or course. 	Director Program Development Principals Assistant Principals SPED Directors Literacy Curriculum Leader	<ul style="list-style-type: none"> • Grade 4 report card implemented • Grade 5 report card piloted at Hillside & Eliot • 6-Traits rubric for feedback on student writing introduced and supported K-12 • MS Study committee developed action plan for 2010-11.

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To refine and continue to put into practice a system of curriculum, instruction, and assessment that enable each student to be engaged in challenging academic experiences that are grounded in clearly defined standards.

Objective #5:

The professional development and teacher supervision programs ensure learning opportunities that: are job-embedded; enable teachers to acquire rigorous and relevant content knowledge; enable them to implement best instructional strategies; provide support and guidance; and are directed towards individual teacher career growth.

Action Steps	Facilitator(s)	Status
<p>Implement comprehensive professional development and supervision and evaluation programs:</p> <ul style="list-style-type: none"> • Form a committee of administrators and NEA representatives to consult current research, solicit input from staff, and develop new model of supervision and evaluation to pilot. • Develop common professional development plan that is required for staff to complete prior to receiving professional status. 	<p>Principals Assistant Principals</p> <p>Director Human Resources Department Directors/Chairs</p>	<ul style="list-style-type: none"> • Committee representing school administration and Needham Education Association met this past year to study best practices, visit model programs, and plan for next steps. • Pilot program for school year 2011-2012

District Goal #2: Develop the social and emotional skills of all students

To ensure that students have the social and emotional competencies that enable them to be self-aware, to have social and relationship skills, to self-manage, and to make responsible decisions.

Objective #1:
All students will have a meaningful connection to an adult in the school system.

Action Steps	Facilitator(s)	Status
<p>Establish structures (advisory, mentoring, etc.) at all levels that facilitate adult/student relationships:</p> <ul style="list-style-type: none"> • Document current practices that facilitate adult/student relationships in each building. Determine how best to improve or establish adult/student relationships for all students, particularly for special populations (e.g., students of color, students with disabilities, students in transition - grade 6, 7, 9, ELL). • Implement a plan for effective adult/student structures in each building. 	<p>Director of Student Development</p> <p>Principals</p> <p>Assistant Principals</p> <p>Department Directors/Chairs</p>	<p>Pollard Advisory assessed through student and faculty focus groups and parent survey. Results indicate these promising practices:</p> <ul style="list-style-type: none"> • Student generated, student-selected and student-led activities most effective • These led to community building and skills in listening, presenting and leading <p>Almost all teachers and students suggested shifting aspects of academic advisement and conferencing</p> <p>April 2010 Parent Survey – 180 respondents</p> <ul style="list-style-type: none"> • 57% - phone call rated highly favorable • 43% - phone call favorable or neutral • 66% - rated students experience with advisory as highly favorable or favorable • 81% said they would attend a face-to-face mini-conference even during mid-day

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Objective #2:
Strong school cultures will promote a sense of participation, safety, and security for all students.

Action Steps	Facilitator(s)	Status																
<p>Ensure school cultures are healthy and positive:</p> <ul style="list-style-type: none"> • Analyze school culture data (from student, teacher, parent perspective) and identify areas for improvement. • Develop a response to identified areas as indicated by analysis. • Develop consistent anti-bullying definitions, procedures, and data systems. 	<p>Director of Student Development Principals Assistant Principals</p>	<p>Parent survey data reveals that schools are increasingly considered safe and healthy learning environments.</p> <ol style="list-style-type: none"> 1. The school maintains high standards for student behavior: <table style="margin-left: 40px; border: none;"> <tr> <td style="text-align: center;"><u>2007</u></td> <td style="text-align: center;"><u>2009</u></td> </tr> <tr> <td style="text-align: center;">88.8%</td> <td style="text-align: center;">90.6%</td> </tr> </table> 2. There are places in the school where my child feels unsafe: <table style="margin-left: 40px; border: none;"> <tr> <td style="text-align: center;"><u>2007</u></td> <td style="text-align: center;"><u>2009</u></td> </tr> <tr> <td style="text-align: center;">13.8%</td> <td style="text-align: center;">11.0%</td> </tr> </table> 3. Student discipline issues are handled fairly: <table style="margin-left: 40px; border: none;"> <tr> <td style="text-align: center;"><u>2007</u></td> <td style="text-align: center;"><u>2009</u></td> </tr> <tr> <td style="text-align: center;">84.1%</td> <td style="text-align: center;">90.6%</td> </tr> </table> 4. Students are encouraged to be responsible citizens: <table style="margin-left: 40px; border: none;"> <tr> <td style="text-align: center;"><u>2007</u></td> <td style="text-align: center;"><u>2009</u></td> </tr> <tr> <td style="text-align: center;">93.7%</td> <td style="text-align: center;">97.0%</td> </tr> </table> 	<u>2007</u>	<u>2009</u>	88.8%	90.6%	<u>2007</u>	<u>2009</u>	13.8%	11.0%	<u>2007</u>	<u>2009</u>	84.1%	90.6%	<u>2007</u>	<u>2009</u>	93.7%	97.0%
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Objective #2:
Strong school cultures will promote a sense of participation, safety, and security for all students.

Action Steps	Facilitator(s)	Status
<p>Ensure school cultures are healthy and positive:</p> <ul style="list-style-type: none"> • Analyze school culture data (from student, teacher, parent perspective) and identify areas for improvement. • Develop a response to identified areas as indicated by analysis. • Develop consistent anti-bullying definitions, procedures, and data systems. 	<p>Director of Student Development Principals Assistant Principals</p>	<p>All school handbooks have revised codes of conduct that include:</p> <ul style="list-style-type: none"> • Bullying definition • Discipline procedures <p>District Bullying Policy and Procedures being readied for vetting by stakeholders</p> <p>Anti-bullying Training being planned for all district staff at the beginning of the school year. (Including bus drivers, custodians, KASE/NEDP teachers, food service workers, office aids, teacher assistants and teachers.</p>

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Objective #3:

Schools will partner with parents to provide consistent social and emotional experiences for students.

Action Steps	Facilitator(s)	Status
<ul style="list-style-type: none"> • Establish parent programs at all levels to educate parents about the social and emotional skill development of their children and to involve them in supporting these efforts: • Partner with PTCs and community groups/coalitions involved in youth substance abuse prevention and suicide prevention. 	<p>Director Student Development Principals</p> <p>Department Directors/Chairs</p> <p>Director of Community Education</p>	<ul style="list-style-type: none"> • School PTC’s partnered with the Needham Coalition for Youth Substance Abuse Prevention to present the MWAHS results to various stakeholder groups. They also partnered to present speakers, such as Joseph Califano on “How to Raise a Drug-Free Kid”. The Broadmeadow PTC partnered with the Needham Coalition to Prevent Suicide to present Dr. Robert Brooks speaking on “The Power of Resilience”. • Preschool staff provided educational programs to both community nursery school staff and preschool parents in the areas of “play dates”, “fine motor skills” and “toilet training”. • The Superintendent and school staff participated in parent and community forums focused on drug/alcohol abuse prevention.

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Objective #4:

Students will improve social and emotional skill development through consistent, layered, and effective instruction at all levels.

Action Steps	Facilitator(s)	Status
<p>Improve current instruction by ensuring fidelity, consistency, and quality of instruction:</p> <ul style="list-style-type: none"> • Conduct a needs assessment to determine what skills are being taught and practiced, where, and how effectively. • Develop plans based on the results of the needs assessment to address areas of inadequacy. 	<p>Director of Student Development</p> <p>Principals</p> <p>Department Directors/ Chairs</p>	<p>Social Emotional Learning Survey of all PreK-5 classroom teachers completed in June 2009.</p> <ul style="list-style-type: none"> • Professional Development being tailored to results • Training 2nd Step teacher trainers in each building • Summer curriculum work to extend lesson plans for 2nd Step for pre- and re-teaching students with autism and Asperger’s syndrome. Will be disseminated in all elementary schools in the fall. • Exploring school-based leadership for Responsive Classroom. • PreK-12 SEL Steering Committee will begin work in the fall to develop continuum of SEL programming across buildings and levels.

District Goal #3: Promote Active Citizenship

To ensure students have the knowledge and skills necessary to participate productively in the local and global communities and commit them to action as learners and citizens.

Objective #1:

Students will engage in age appropriate service activities that enable them to contribute to or act on local or global social needs and that provide them opportunities to develop social, civic, and academic skills through reflection and analysis of their efforts.

Action Steps	Facilitator(s)	Status
<p>Design learning components to accompany service opportunities:</p> <ul style="list-style-type: none"> • Assess the current status of service activities, programs, and expectations in the Needham Public Schools. • Develop a framework and guide to help teachers integrate service and service learning opportunities appropriately within the Needham Public Schools. 	<p>Superintendent Principals Department Directors/Chairs</p>	<ul style="list-style-type: none"> • The District Leadership Team (DLT) assessed the status of community service and service learning activities in the NPS and learned that during the 2009-2010 school year over 125 projects occurred in the schools. • The DLT recommends establishing a <i>Service Learning Coordinator</i> beginning in the 2010-2011 school year for each school to assist the principal and faculty in the creation of community service learning projects tied to the curriculum and school programs.

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To ensure students have the knowledge and skills necessary to participate productively in the local and global communities and commit them to action as learners and citizens.

Objective #2:

Students will develop competencies to enable them to understand and effectively address matters of diversity, racism, ethnocentrism, and bias in the context of the pluralistic communities in which they live.

Action Steps	Facilitator(s)	Status
<p>Ensure programs and practices allow students and staff to develop multiple perspectives, strategies, and opportunities to understand and work with a diverse population</p> <ul style="list-style-type: none"> • Survey staff, parents and students regarding safety, teaching and learning practices, interpersonal relationships, school environment, and respect for diversity. • Develop plan to institute best practices. 	<p>Director of Student Development</p> <p>Human Resource Director</p> <p>METCO Director</p>	<ul style="list-style-type: none"> • Survey data indicates that parents of Black / Hispanic students have a high degree of satisfaction regarding their child’s education: <ul style="list-style-type: none"> - 95.5% believe the schools set high standards for behavior. - 100% believe the schools set high academic standards. - 76% believe the schools promote an appreciation of diversity. - Students and staff will be surveyed in the 2010-2011 school year. • The District Leadership Team (DLT) established a Diversity Planning Team to improve the educational opportunities for our students of color.

District Goal #3: Promote Active Citizenship

To ensure students have the knowledge and skills necessary to participate productively in the local and global communities and commit them to action as learners and citizens.

Objective #3:

Students will develop proficiency in a language other than English and develop the cultural, technological, and civic skills necessary to adapt and respond to the conditions of 21st century global change.

Action Steps	Facilitator(s)	Status
<p>Articulate standards, competencies and experiences that reflect the skills required to be successful in today’s global environment:</p> <ul style="list-style-type: none"> • Assess the efficacy of the current middle school foreign language model. • Identify the knowledge, skills and experiences that students should have to function in the 21st century global environment. • Identify opportunities for students to engage in experiences that develop civic, health, economic, STEM (Science, Technology, Engineering, Math), and intercultural awareness and skills. 	<p>Director Program Development</p> <p>Middle School Principals</p> <p>Department Director</p>	<ul style="list-style-type: none"> • This year we discussed a second model of world language instruction. That model would have the world language classes in 7th and 8th grade meet every day (currently 7th grade meets every other day and 8th grade meets every day). The context for the discussion was adding a cluster to each grade at Pollard and adding a fifth teacher (a world language teacher) to the cluster. The advantages of this model for world language instruction include: <ul style="list-style-type: none"> - Especially for students who struggle, the continuity of language class every day would help them be more successful (we already see this benefit when 7th graders move to 8th grade). - Students would all be in the immersion environment of the dedicated language classroom. - Students would have the benefit of increased opportunities for interdisciplinary work within their cluster. <p>Additional discussions and planning will occur in the 2010-11 school year.</p>

Continued

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Action Steps	Facilitator(s)	Status
<p>Articulate standards, competencies and experiences that reflect the skills required to be successful in today’s global environment:</p> <ul style="list-style-type: none"> • Assess the efficacy of the current middle school foreign language model. • Identify the knowledge, skills and experiences that students should have to function in the 21st century global environment. • Identify opportunities for students to engage in experiences that develop civic, health, economic, STEM (Science, Technology, Engineering, Math), and intercultural awareness and skills. 	<p>Director Program Development</p> <p>Middle School Principals</p> <p>Department Director</p>	<ul style="list-style-type: none"> • Global competency skills promoted to be part of any new curriculum unit that is developed. • Three teams of elementary students participate in First Lego League robotics competition and win 5 trophies for the robots they designed, built and programmed. • Family science night focuses on Engineering: <ul style="list-style-type: none"> - Over 900 participants - Over 85 volunteers; 20 more than 2009 • Plans in place for NHS robotics team to participate in First Tech Challenge robotics competition in Sept 2010. Students prepared for competition. Logistics being finalized. • NHS students participated in Botball/Robotics competition • Engineering class introduced for all students in grades 7 & 8. MS Engineering students develop CSL project to build math manipulatives for surrounding elementary schools & assist students to use them in classes.

District Goal #4: Ensure infrastructure supports district values and learning goals.

To build and carry out a sustainable plan for financial, building, technological, and human resources that enables our learning goals and is responsive to student and school needs.

Objective #1:
Long-range resource planning documents will support a sustainable school infrastructure and operations.

Action Steps	Facilitator(s)	Status
<p>Articulate and disseminate information and plans that detail school needs:</p> <ul style="list-style-type: none"> • Develop and share long-range forecast of school operating expenditures, to better understand the “big picture” and inform the resource allocation process. • Develop budget that is correlated to school district’s adopted goals and objectives. • Develop long-range space needs and maintenance plans for school facilities which reflect educational priorities. • Update Town Facilities Master Plan to reflect current capital priorities together with realistic financing plan (Mitchell, Hillside, Newman, Administration). • Develop sustainable technology plan that addresses 21st century skills and modern administrative systems. • Assess special education programs, Pre-K-12, to ensure an appropriate level of services and efficient use of resources. 	<p>School Committee Superintendent</p> <p>Director of Financial Operations</p> <p>Director of Public Facilities</p> <p>Director of Student Development</p>	<p>Completed for FY11-15, Sept 2009</p> <p>Completed.</p> <p>Ongoing.</p> <p>Ongoing.</p> <p>Pending.</p> <p>Pending. RFP to be issued June 2010.</p>

District Goal #4: Ensure infrastructure supports district values and learning goals.

To build and carry out a sustainable plan for financial, building, technological, and human resources that enables our learning goals and is responsive to student and school needs.

Objective #2:

The technological infrastructure, including hardware, software, support, and training, will be sufficient to meet 21st century needs for accessibility and reliability in order to enhance communication, enrich collaboration, and sustain teaching, learning, and administrative environments.

Action Steps	Facilitator(s)	Status
<p>Implement the district’s technology plan to support learning:</p> <ul style="list-style-type: none"> • Expand access to technology-embedded learning opportunities by maintaining more mobile computer access in all instructional settings, including special education. • Provide Science, Foreign Language, Fine & Performing Arts, Media/Technology, and Libraries with specialized hardware, dedicated instructional facilities, and associated technology tools as required by the respective curriculum programs. • Plan for the deployment and support of a pilot 1:1 computing model in the secondary grades. • Advance communication and collaboration among teachers, parents, administrators, and the larger community through regular use of listservs, wikis, blogs, calendaring, and cable programming. • Provide web site contributors with training and tools to update content on the district web site. 	<p>Superintendent</p> <p>Director of Media and Technology Services</p> <p>Permanent Public Building Committee</p>	<ul style="list-style-type: none"> • Laptop carts added at Newman, Mitchell, Pollard, High Rock (one per cluster). SPED at Pollard and NHS also added mobile carts. • Upgraded math and science software at middle and high school. Middle school using probe ware tools. • Expanded subscription database tools at middle and high school for research work. • Purchase, use and evaluation of some netbook models and iPads. • Google Apps for Education implemented at NHS and K-8 staff. More use of collaborative tools – wikis – for project based work of staff and students. • Expansion of RWD web site training, 95% completion of web site development. To be completed summer 2010.

District Goal #4: Ensure Infrastructure Supports District Values and Learning Goals

To build and carry out a sustainable plan for financial, building, technological, and human resources that enables our learning goals and is responsive to student and school needs.

Objective #3:

Modern and efficient information systems and training opportunities will be in place and used regularly to manage school and district operations that support staff, parents, and students, and will be aligned to programmatic and curriculum initiatives.

Action Steps	Facilitator(s)	Status
<p>Ensure administrative technology and training facilitates efficient school operations:</p> <ul style="list-style-type: none"> • Develop a human resource information management system. • Streamline and centralize student registration process. • Implement system to permit on-line and electronic payments of school fees, in conjunction with the Town. • Update financial policies and procedures manual to reflect current practices and new policies. • Develop a handbook for administrative staff on administrative systems (Aesop, HTE, etc.) 	<p>Director of Human Resources</p> <p>Director of Media and Technology Services</p> <p>Director of Student Development</p> <p>Director of Financial Operations</p>	<ul style="list-style-type: none"> • The development of a human resources information management system continues with a focus on updating multiple databases to ensure integrity. • Central registration will be moved from the schools to administration building in August 2010. • Town developing RFP for release in Summer 2010. Fall 2010 target implementation. • Under development. Target completion August 2010. • Under development. Target completion August 2010.

District Goal #4: Ensure Infrastructure Supports District Values and Learning Goals

To build and carry out a sustainable plan for financial, building, technological, and human resources that enables our learning goals and is responsive to student and school needs.

Objective #4:
 Core services including staff recruitment, compensation and benefits management, employee relations and human resource information management will promote a safe and healthy work place that facilitates and promotes a positive work ethic and reflects the district's core values.

Action Steps	Facilitator(s)	Status
<p>Ensure human resource management programs meet district needs:</p> <ul style="list-style-type: none"> • Identify critical areas where staff turnover is likely and work with affected departments to develop a comprehensive retention and succession plan. • Develop a professional development needs assessment for clerical staff and build a comprehensive professional development program serving those staff. 	<p>Director of Human Resources</p>	<ul style="list-style-type: none"> • To date this year, the district will need to fill approximately 46 positions due to retirement, non-renewal and leave of absences. With the exception of three positions, the candidate pool has been strong. The district will have at least two, one-year interim positions. A focus on recruitment in late fall/early winter will be planned. • The district continues to prepare teaching assistants and long-term substitutes to fill vacancies. • An online needs assessment was conducted with all members of the clerical staff who indicated a strong desire for additional professional development in Excel, PowerSchool, Aesop and Pages/Word. A program will be developed for the 2010-2011 school year.

Glossary

Academic Achievement: The relative success of students in learning and mastering the school subjects that they study, as measured by tests of the knowledge and skills that were taught. Some educators believe that academic achievement should include a broader sample of performances than just test scores.

Achievement Gap: Persistent differences in achievement among different groups of students as indicated by scores on standardized tests, grades, levels of educational attainment, graduation rates, and other data. Narrowing or closing this gap is one of the rationales for standards-based reform, which aims to ensure that additional attention is paid to low-performing students and that expectations are similar for all students.

Action Research: The systematic investigation by teacher of some aspect of their work to help them improve their effectiveness. Action research requires that the participants identify a question or problem and then collect and analyze relevant data. It differs from conventional research in that the participants study an aspect of their own work in the classroom and intend to use the results themselves.

Assessment: A test. An assessment may be part of a system for testing and evaluating individual students, groups of students, schools, or districts. Different types of assessment instruments include achievement tests, minimum competency tests, developmental screening tests, aptitude tests, observation instruments, performance tasks, and authentic assessments. Assessment may contain questions in any number of formats—multiple-choice, short response, and open-ended response.

Benchmarks: Any specific, measurable goals or objectives for students to meet at various points during the school year. Benchmarks are sometimes represented by samples of student work either from current students or from students from previous years. A set of benchmarks can be used as checkpoints to monitor student progress in meeting performance goals within and across grade levels.

Common Assessments: An evaluation developed by a group of teachers who teach the same grade, subject, or course on a common unit of study for the purpose of using the data for making decision about improving instructional practice.

Content Standards: Standards that describe what students should know and be able to do in core academic subjects at each grade level. The purpose of content standards is to create a common curriculum, so that all students have access to the same curriculum and so that teachers know what they are supposed to teach.

Curriculum Frameworks: A grade-by-grade description of the curriculum that will be taught in each of the subject areas as determined by a state's educational agency. They determine what teachers will teach and what students are expected to learn.

Data-Based Decision Making: The process of making decisions about curriculum and instruction on the basis of analysis of classroom data, school data, or the results of standardized tests.

Differentiated Instruction: A form of instruction that seeks to maximize each student's growth by recognizing that students have different ways of learning, different interests, and different ways of responding to instruction. In practice, it involves offering several different learning experiences in response to students' varied needs.

Formative Assessment: Evaluation carried out, often continuously or periodically, for the purpose of gathering information to improve student performance; teacher performance; and instructional methods, programs, and products.

Global Education: Academic programs devoted to the study of the histories, cultures, geography, economics, and governments of the world. The emphasis is on the study of cultures over the study of political history and struggles for power between and within nations.

Learning Outcomes/Expectations: An objective that states a goal or benchmark that students are expected to meet at a particular grade level in a particular subject. Specific expectations of what students are supposed to know or be able to do as a result of a specific course or learning activity.

Professional Development: Learning opportunities that are designed to increase the professional knowledge and skills of teachers who are currently working in the schools.

Research-Based: A descriptor of a program or policy that relies on credible, long-term studies of its effectiveness in practice.

Service Learning: Service learning refers to community service by students in a non-school setting. It aims to deepen students' social learning and to promote problem solving by having them engage in socially useful activities in the local community. It also provides them opportunities to discuss their experiences and to frame their learning within the context of current social issues.

Social and Emotional Skills/Competencies: Social-emotional skills, or 'emotional intelligence', is the name given to the set of abilities that allows students to work with others, learn effectively, and serve essential roles in their families, communities and places of work. Research shows that social-emotional skills can be taught to students and that their presence in classrooms and schools improves academic learning.

Standards-Based Learning:

Unified system of research based practices in curriculum, instruction, and assessment that are focused on student learning. It is characterized by clearly defined expectations for students (i.e. standards), instructional strategies that give students multiple ways to learn and assessment practices that provide meaningful feedback for students.

Summative Assessment: Evaluation used to document students' achievement at the end of a unit or course or and evaluation of the end product of a student's learning activity.

* Excerpted from Diane Ravitch, *Ed Speak* (Alexandria, VA: ASCD, 2007)