

**Holyoke Public Schools
Accelerated Plan
2012 - 2013**

Section 1: Summary of Key Issues and Strategic Objectives

Background

In March 2011, Holyoke Public Schools (HPS) was designated as a Level 4 district by the MA Department of Elementary and Secondary Education (ESE) and a variety of issue areas and opportunities were cited in a District Review conducted by ESE. During the 2011-12 school year, HPS articulated and implemented a district-wide Accelerated Improvement Plan to address the issues and opportunities highlighted by the ESE District Review. In particular, this Plan was designed to address:

- Persistently low student achievement across the district (CPI 20 points lower than the state average in Math and ELA)
- An exceptionally high number of special education and LEP students in the warning/failing category on the MCAS (double the state-wide average)
- A lack of consistent district-wide instruction, assessment and intervention policies and procedures
- A lack of clear expectations for use and dissemination of data, monitoring procedures, and sufficient professional development support for the analysis and use of data
- Insufficient levels of training and staffing to support high needs populations

The district believes that great progress was made through the implementation of the Accelerated Improvement Plan in 2011-12. The successful implementation of the plan has built capacity across the district and established conditions upon which broader reform can be achieved. Despite this progress, even more significant work remains to embed change in every classroom to dramatically increase student achievement. The students of Holyoke deserve a better school system and so we must continue to accelerate change with a sense of urgency. This document articulates a new one year plan for accelerated improvement. It builds upon the SY11-12 plan - adjusting based upon lessons learned and investing further in areas of strength.

Progress Achieved and Lesson Learned During SY2011-12

Progress achieved

Significant progress was achieved over the past school year across each of the four strategic objectives of the AIP.

- **Strategic Objective #1: Building instructional leadership capacity:** The district built systems and structures to drive implementation of instructional initiatives. A District Instructional Leadership Team (DILT) met on a monthly basis to drive alignment and implementation of the AIP. A system of classroom walkthroughs developed a common vision for rigorous instruction and provided actionable feedback to teachers and principals. School Improvement Plans (SIPs) were tightly linked to the AIP and SIPs were monitored through monthly meetings between principals and district leadership.
- **Strategic Objective #2: Building a district-wide system of assessment and inquiry:** The district adopted an inquiry-based approach for using data – particularly from walkthroughs and assessments - to address areas of student need and promote continuous improvement. For the first time the entire district implemented common assessments and collected and analysed the data in a uniform fashion.

- **Strategic Objective #3/#4: Focusing on literacy in K-3 and 4-12:** The District increased its focus on literacy as the year progressed and data from the ELA Benchmark Assessment System became available. Administrators, ELA and ELL coaches received in-depth training on administering and analyzing benchmarks, then action planning and adjusting instruction based on the data. In addition, the district's balanced literacy model was clarified and significant professional development was conducted for administrators and coaches.

Lessons learned

The district believes in continuous improvement and on-going learning. A process of analysis and reflection informed the development of this year's AIP. Principals and Directors discussed progress made during the year and identified areas for future growth. Data, benchmarks, and the ESE Quarterly Progress Reports were reviewed and analysed in order to establish goals and action steps for the upcoming school year.

Throughout the 2011-12 school year a number of important lessons were learned during the implementation of the AIP, most importantly:

- *Structures and systems can help align stakeholders and drive implementation.* Progress in Strategic Objectives 1 and 2 was based on the development and consistent use of structures and systems to define expectations, increase communication, and learn from one another.
- *A constant focus on making a difference in the classroom is critical.* District leaders recognize the importance of building through-lines from the district plan to classroom instruction.
- *Transparent monitoring systems can focus implementation:* Initiatives that showed significant progress were those that were routinely and clearly tracked and monitored. For example, walkthroughs were tracked closely and reported on publicly at monthly DILT meetings which.

Four Strategic Objectives for SY2012-13

Building upon the supports, processes and structures that have been developed this past year, the district has set the same four Strategic Objectives for SY2012-2013. These Objectives are all focused on the central task of **IMPROVING CORE READING AND MATH INSTRUCTION FOR ALL STUDENTS, WITH A FOCUS ON STUDENTS WITH DISABILITIES AND STUDENTS WITH LIMITED ENGLISH PROFICIENCY.** We believe the Strategic Objectives complement and reinforce one another to provide a powerful plan for improvement.

- **Strategic Objective #1: IMPROVE INSTRUCTIONAL QUALITY** by building leadership capacity throughout the district to continuously improve teaching and learning.
 - Continue to build structures and systems for building instructional leadership at the district level, within schools, and within every classroom
 - Improvement Plans (District, Schools, Departments) and monitoring
 - High performing teams (DILT and SILT)
 - Classroom walkthroughs/observations and feedback
 - Focus capacity building on key areas of need including increasing instructional rigor and targeting high need ELL and Students with Disabilities (SWD) populations.
- **Strategic Objective #2: USING DATA EFFECTIVELY** through a cycle of inquiry to examine and improve practice on a continuous basis especially in ELA and Mathematics
 - Continue to create uniformity in district common assessments, data systems, and data collection
 - Deepen district use of data to improve instruction through a data cycle
 - Through a collaboration with the District Management Council and the Achievement Network the district will:
 - Administer 4 interim assessments in Math and ELA for grades 3-8

- Be provided with in-depth assistance in analyzing the assessment results including: student summaries by whole school, class, grade and student level and item analysis by grade
 - Be supported in goal setting for student performance and implementation strategies for re-teaching essential standards
- **Strategic Objective #3: 85% of all Holyoke children will be proficient readers by the end of third grade by 2014**
 - Continue to improve implementation of best practices in literacy
 - Define expectations for implementation of standards based balanced literacy model using readers/writers workshop
 - Use formative and summative ELA assessments to identify strengths and areas of need and analyze data to plan instruction.
 - Focus on making effective use of instructional time
 - Focus on five elements of good teaching
 - Develop a system to teach teachers how to improve their practice
 - Increase focus on providing supports to struggling students
 - Ensure ELL students and SWD have access to core literacy program
 - Implement and monitor appropriate tier II and/or tier III intervention programs
 - Increase the number of skilled teachers of reading available to students
 - With support from DMC the district will use the budget cycle to develop criteria based staffing guidelines based on desired student outcomes
- **Strategic Objective #4: Focus on literacy in grades 4-12**
- In grades 4 – 8 the initiatives and activities designed to focus on literacy will be identical to those in Strategic Objective #3
- At the high schools in grades 9-12 HPS will
 - Focus on improving best practices in literacy
 - Mirror the quarterly assessment process used by the Science Department with the ELA and/or Social Studies Departments to identify strengths and areas of need through the analysis of data to plan instruction
 - Focus on making effective use of instructional time
 - Focus on five elements of good teaching
 - Increase the number of skilled teachers of reading available to students
 - With support from DMC the district will use the budget cycle to develop criteria based staffing guidelines based on desired student outcomes

Theory of Action

The HPS Theory of Action continues to be a guiding framework for our improvement efforts:

Holyoke Public Schools Theory of Action

We believe that if we work as a cohesive system focused on:

- *Improving the instructional core as the key variable in improving student achievement;*
- *Continuously advance rigorous instruction through a collaborative culture and continuous data analysis; and*
- *Involve all stakeholders in supporting a literacy-focused curriculum across core subjects and grade levels, then*

Every student will graduate from high school ready for college success without remediation and for career success as a citizen in a global society.

New initiatives of the Accelerated Plan

While the basic structure of the District Plan will be the same this school year, there will be several new initiatives or areas of further focus designed to accelerate improvement efforts and target areas of high need:

- **Educator evaluation:** The district is implementing the state's new teacher evaluation framework and aligning it to the other systems and structures for improving instruction.
- **Capacity building:** The district is continuing its investment with the District Management Council to provide district-level strategic implementation support and has partnered with the Achievement Network to build school level capacity to use data. The Superintendent and Assistant Superintendent are also focused on identifying and cultivating talented leaders across the district.
- **Implementation of five instructional best practices:** Much of the district's literacy work in 2011-12 benefited district administrators. This school year will bring an increased focus on implementing five elements of good teaching at the classroom level.
- **Supporting struggling students:** This year's plan clarifies the approach for addressing the needs of struggling students, particularly English Language Learners (ELLs) and Students with Disabilities (SWDs).
- **Increased monitoring:** Reporting on AIP progress at the DILT, monitoring School Improvement Plans, and conducting classroom walkthroughs provided mechanisms for measuring progress and creating accountability. The district will increase and strengthen these efforts by more closely monitoring AIP benchmarks (SMART goals), implementing the educator evaluation system, monitoring Department – as well as School – Improvement Plans, and increasing the district's use of data to identify student and teacher needs.
- **Department Improvement Plans:** Last year each School built an improvement plan tightly linked to the district's accelerated improvement plan. This year each Department at Central Office is creating a similar plan which will be monitored by the Superintendent.

Section 2: Plan Summary

<p>Strategic Objective 1: IMPROVE INSTRUCTIONAL QUALITY by building leadership capacity throughout the district to continuously improve teaching and learning.</p>	
<p>Strategic Initiatives</p> <p>Build the instructional leadership capacity of</p> <ul style="list-style-type: none"> • district leaders • school leaders • and teachers <p>by using and building upon the systems and structures developed in 2011-12 in order to improve the rigor of instruction, close achievement gaps for students with limited English proficiency and students with disabilities</p> <p>High Performing Teams: Regular meetings of high functioning, data driven instructional leadership teams to advance critical instructional initiatives</p> <ul style="list-style-type: none"> ○ District Instructional Leadership Team (DILT) ○ School Instructional Leadership Teams (SILT) ○ Administrative/Directors Team ○ Principal Instructional Team <p>Improvement Plans: Establish and regularly monitor focused improvement plans that are aligned to the district accelerated improvement plan for each school (SIPs) and central office department (DIPs) that identify SMART goals and key strategic activities.</p> <p>Observation and Feedback: Utilizing the educator evaluation requirements to build upon the walkthrough process that was developed to observe & monitor instruction and to provide frequent feedback to teachers and principals.</p>	<p>Early Evidence of Change, Short-term Outcomes, and Final Outcomes</p> <p>Early Evidence</p> <ul style="list-style-type: none"> • 100% of Principals and Directors score proficient/exemplary in 75% of the standards measured by the instructional leadership self-reflection rubric as reported during the January SIP and DIP monitoring meetings • 100% of Principals and Directors' have color coded at least 70% of their Improvement Plan goals as In Progress or On Track as evidenced during the January SIP and DIP monitoring meetings • Walkthroughs/Observations <ul style="list-style-type: none"> ○ 100% of walkthroughs are integrated/aligned with teacher evaluation ○ 100% of teachers establish two evaluation goals by November 2012 • 75% of teachers are implementing 3 of the 5 instructional best practice elements as evidenced by observations conducted through January • 100% of DILT members report that monthly DILT meetings have increased their leadership capacity as evidenced by monthly evaluation forms <p>Short-term Outcomes</p> <ul style="list-style-type: none"> • 75% of mild/moderate SWD and ELD 3-5 students close the gap with their peers (grow faster than regular ed average) as evidenced by interim assessments • 90% of students at or above reading level (as of Fall 2012 BAS) achieve expected growth (3 months) by Winter 2013 BAS • 85% of students below reading level (as of Fall 2012 BAS) achieve 1.5 expected growth (5 months) by Winter 2013 BAS • 75% of all teachers (including ELL and Special Education teachers) use assessment results to adapt instruction as evidenced by observation data collected from January through May • Steady increase on the percentage of students scoring proficient on interim assessments over the course of the year in grades 2-8 in Math and grades 3-8 in ELA <ul style="list-style-type: none"> ○ Interim assessment 1 (A1): 15% ○ Interim assessment 2 (A2): 30% ○ Interim assessment 3 (A3): 50% ○ Interim assessment 4 (A4): 75%

<p>Strategic Objective 2: USING DATA EFFECTIVELY through a cycle of inquiry to examine and improve practice on a continuous basis especially in ELA and Mathematics.</p>	
<p>Strategic Initiatives</p>	<p>Early Evidence of Change, Short-term Outcomes, and Final Outcomes</p>
<p>Build the capacity of</p> <ul style="list-style-type: none"> • district leaders • school leaders • and teachers <p>to use assessment data to inform instruction and to close the achievement gap for students with limited English proficiency and those with special needs.</p> <p>Common Assessments: Administer common district assessments in ELA and Math using uniform data systems and data collection.</p> <ul style="list-style-type: none"> • Introduce Achievement Network interim assessments in Math (grades 2-8) and ELA (grades 3-8) to compliment benchmark assessment system introduced district-wide in 2011-2012 school year • Implement Rigby assessments for ELD 1-2 students • Implement quarterly assessments at high school level <p>Data Cycle: Deepen district use of data to improve instruction through an inquiry-based data cycle</p> <ul style="list-style-type: none"> • Implement a data cycle that includes pre-planning, instruction, assessment, analysis, reteaching, and reflection • Achievement Network to directly partner with seven schools to embed data cycle • Pilot data cycle work at the high school level to improve literacy. 	<p>Early Evidence</p> <ul style="list-style-type: none"> • 95% of students are administered interim assessments <ul style="list-style-type: none"> ○ HPS interim assessments in Math and ELA (<i>no baseline</i>) ○ Benchmark or Rigby Assessment (<i>baseline: 77%</i>) ○ Measures of Academic Progress (<i>baseline: 84%</i>) ○ Mild moderate SWD and ELD 3-5 (<i>baseline: TBD</i>) • 85% of all teachers (including ELL and Special Education teachers) are using standards-based curriculum planning resources and pacing guides to plan instruction as evidenced by observations conducted November and December • 80% of all teachers (including ELL and Special Education teachers) focus their re-teaching on priority standards identified during data cycle meetings as evidenced by observations conducted through January • 100% of all students including students with special needs and those with limited English proficiency who are below reading level and considered “at risk” will be placed in appropriate supplemental intervention as measured by intervention progress monitoring <p>Short-term Outcomes</p> <ul style="list-style-type: none"> • 75% of mild/moderate SWD and ELD 3-5 students close the gap with their peers (grow faster than regular ed averages) • 90% of students at or above reading level (as of Fall 2012 BAS) achieve expected growth (3 months) by Winter 2013 BAS • 85% of students below reading level (as of Fall 2012 BAS) achieve 1.5 expected growth (5 months) by Winter 2013 BAS • Steady increase on the percentage of students scoring proficient on interim assessments over the course of the year in grades 2-8 in Math and grades 3-8 in ELA <ul style="list-style-type: none"> ○ Interim assessment 1 (A1): 15% ○ Interim assessment 2 (A2): 30% ○ Interim assessment 3 (A3): 50% ○ Interim assessment 4 (A4): 75%

<p>Strategic Objective 3: 85% of all Holyoke children will be proficient readers by the end of third grade by 2014.</p>	
<p>Strategic Initiatives</p> <p>Implement best practices: Deepen expectations for implementing the HPS literacy model</p> <ul style="list-style-type: none"> • Maximize use of instructional time through pacing guides aligned to MA curriculum frameworks and HPS schedule of assessed standards • Focus on implementing five best practice elements of good instruction • Reinforce expectations for the balanced literacy model using readers/writers workshop <p>Strengthen ELL and SPED strategy: Ensure ELL and SPED students have access to core literacy strategy</p> <ul style="list-style-type: none"> • Align Central Office and school-based efforts • Increase the number of skilled teachers of reading available to students by using the budget cycle to develop criteria based staffing guidelines based on desired student outcomes <p>Professional learning: Continue to develop and implement a system to teach the teachers the HPS literacy model</p> <ul style="list-style-type: none"> • Implement consistent data cycle to focus teachers on using data to inform instruction • Align other district resources (coaches, curriculum, PD days, school grade level meetings) to support literacy model and instructional best practices <p>Interventions: Improve achievement of struggling students through implementation and monitoring of appropriate intervention programs</p>	<p>Early Evidence of Change, Short-term Outcomes, and Final Outcomes</p> <p>Early Evidence</p> <ul style="list-style-type: none"> • 95% of students are administered interim assessments <ul style="list-style-type: none"> ○ HPS interim assessments in Math and ELA (<i>no baseline</i>) ○ Benchmark or Rigby Assessment (<i>baseline: 77%</i>) ○ Measures of Academic Progress (<i>baseline: 84%</i>) ○ Mild moderate SWD and ELD 3-5 (<i>baseline: TBD</i>) • 85% of all teachers (including ELL and Special Education teachers) are using standards-based curriculum planning resources and pacing guides to plan instruction as evidenced by observations conducted November and December • 80% of all teachers (including ELL and Special Education teachers) focus their re-teaching on priority standards identified during data cycle meetings as evidenced by observations conducted through January • 100% of all students including students with special needs and those with limited English proficiency who are below reading level and considered “at risk” will be placed in appropriate supplemental intervention as measured by intervention progress monitoring <p>Short-term Outcomes</p> <ul style="list-style-type: none"> • 75% of mild/moderate SWD and ELD 3-5 students close the gap with their peers (grow faster than regular ed averages) • 90% of students at or above reading level (as of Fall 2012 BAS) achieve expected growth (3 months) by Winter 2013 BAS • 85% of students below reading level (as of Fall 2012 BAS) achieve 1.5 expected growth (5 months) by Winter 2013 BAS • Steady increase on the percentage of students scoring proficient on interim assessments over the course of the year in grades 2-8 in Math and grades 3-8 in ELA <ul style="list-style-type: none"> ○ Interim assessment 1 (A1): 15% ○ Interim assessment 2 (A2): 30% ○ Interim assessment 3 (A3): 50% ○ Interim assessment 4 (A4): 75%

Strategic Objective 4: Focus on literacy grades 4-12.	
Strategic Initiatives	Early Evidence of Change, Short-term Outcomes, and Final Outcomes
<p>NOTE: In grades 4 – 8 the initiatives and activities designed to focus on literacy will be identical to those in Strategic Objective #3</p> <ul style="list-style-type: none"> • <i>See above – all data will be collected on activities in SO #3 for grades K-8</i> • <i>Early Evidence and Short-term outcomes in SO #3 are applicable for grades K-8</i> <p>At the high schools in grades 9-12 HPS will:</p> <ul style="list-style-type: none"> ○ Focus on improving best practices in literacy <ul style="list-style-type: none"> ▪ Focus on five elements of good teaching ▪ Mirror the quarterly assessment process used by the Science Department with the ELA and/or Social Studies Departments to identify strengths and areas of need through the analysis of data to plan instruction ○ Increase the number of skilled teachers of reading available to students <ul style="list-style-type: none"> ▪ With support from DMC the district will use the budget cycle to develop criteria based staffing guidelines based on desired student outcomes 	<p>Early Evidence</p> <ul style="list-style-type: none"> • 85% of all teachers (including ELL and Special Education teachers) are using standards-based curriculum planning resources and pacing guides to plan instruction as evidenced by observations conducted November and December • 80% of all teachers (including ELL and Special Education teachers) focus their re-teaching on priority standards identified during data cycle meetings as evidenced by observations conducted through January <p>Short-term Outcomes</p> <ul style="list-style-type: none"> • 75% of mild/moderate SWD and ELD 3-5 students close the gap with their peers (grow faster than regular ed averages) • Steady increase on the percentage of students scoring proficient on interim assessments over the course of the year in grades 9 – 12 in ELA and/or Social Studies <ul style="list-style-type: none"> ○ Interim assessment 1 (A1): 15% ○ Interim assessment 2 (A2): 30% ○ Interim assessment 3 (A3): 50% ○ Interim assessment 4 (A4): 75%

Final Outcomes
(All four strategic objectives will aim to achieve these final outcomes)

The district will meet its PPI targets for 2013 by:

- * Increasing CPI in ELA from 67.1 to 73.7 (6.6 gain)
- * Increasing median student growth in ELA from 46 to 51
- * Decreasing the number of students in Warning/Failing in ELA by 591 students
- * Increasing the number of students scoring Advanced in ELA by 366 students
- * Increasing CPI in Math from 58.3 to 66.6 (12.6 gain)
- * Increasing median student growth in Math from 51 to 54
- * Decreasing the number of students in Warning/Failing in Math by 591 students
- * Increasing the number of students scoring Advanced in Math by 366 students
- * Increasing CPI in Science from 54 to 61.2 (10.4 gain)
- * Decreasing the number of students in Warning/Failing in Science by 405 students
- * Increasing the number of students scoring Advanced in Science by 151 students
- * Increasing the yearly percentage of students who graduate within 4 years from 49.5% (2011 data) to 80%
- * Decreasing the drop out rate from 9.8% (2010 data) to 8.7%

Project the 2013 annual PPI and 2013 cumulative PPI		PPI Points Awarded			
		2010	2011	2012	Projected 2013
English language arts	Narrowing proficiency gaps (Composite Performance Index)	50	50	25	75
	Growth (Student Growth Percentiles)	50	50	50	50
	Extra credit for decreasing % Warning/Failing (10% or more)	25			25
	Extra credit for increasing % Advanced (10% or more)			25	25
Mathematics	Narrowing proficiency gaps (Composite Performance Index)	50	50	50	75
	Growth (Student Growth Percentiles)	75	75	75	75
	Extra credit for decreasing % Warning/Failing (10% or more)	25			25
	Extra credit for increasing % Advanced (10% or more)	25			25
Science	Narrowing proficiency gaps (Composite Performance Index)	50	25	50	25
	Extra credit for decreasing % Warning/Failing (10% or more)				25
	Extra credit for increasing % Advanced (10% or more)			25	25
High School	Cohort Graduation Rate	50	25	25	25
	Annual Dropout Rate	25	50	50	75
Points awarded for narrowing proficiency gaps, growth, and high school indicators		350	325	325	400
Points awarded for extra credit		75	0	50	150
Total points awarded		425	325	375	550
Number of proficiency gap narrowing, growth, and high school indicators		7	7	7	7
Actual 2010, 2011, 2012, & Projected 2013 Annual PPIs = (Total points / number of indicators)		61	46	54	79

Section 3: Activities

<p>Strategic Objective 1: IMPROVE INSTRUCTIONAL QUALITY by building leadership capacity throughout the district to continuously improve teaching and learning.</p> <p>Build the instructional leadership capacity of</p> <ul style="list-style-type: none"> • district leaders • school leaders • and teachers <p>by using and building upon the systems and structures developed in 2011-12 in order to improve the rigor of instruction, close achievement gaps for students with limited English proficiency and students with disabilities</p> <p>High Performing Teams: Regular meetings of high functioning, data driven instructional leadership teams to advance critical instructional initiatives</p> <ol style="list-style-type: none"> a. District Instructional Leadership Team (DILT) b. School Instructional Leadership Teams (SILT) c. Administrative/Directors Team d. Principal Instructional Team <p>Improvement Plans: Establish and regularly monitor focused improvement plans that are aligned to the district accelerated improvement plan for each school (SIPs) and central office department (DIPs) that identify SMART goals and key strategic activities.</p> <p>Observation and Feedback: Utilizing the educator evaluation requirements to build upon the walkthrough process that was developed to observe & monitor instruction and to provide frequent feedback to teachers and principals.</p>			
Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
<p>High Performance Teams</p> <p>Continue to build and increase the capacity of high performing teams that focus on instructional practice and use student data in an inquiry data cycle to improve student achievement including:</p> <ul style="list-style-type: none"> ○ Plan and execute the District Instructional Leadership Team (DILT) that <u>meets one full day per month</u>, focuses on implementation of the AIP, building instructional improvement and using data. <ul style="list-style-type: none"> ▪ A <u>team of principals and central staff meet twice per month</u> to plan the DILT materials and monitor AIP implementation 	<p>Implementation Team</p>	<p>August 2012</p>	<p>July 2013 (occurs monthly)</p>

<ul style="list-style-type: none"> ○ Plan and execute the Principal Instructional Team that meets twice a month with the Assistant Superintendent to brainstorm, share ideas and learn from each other ways to address the barriers to implementing the AIP ○ Plan and execute the Administrative Leadership Team that meets weekly with all curriculum directors, ELL, SPED, and Student Services directors and the Level 4 schools Liaison to share information and identify areas where collaboration is needed to implement the AIP. ○ Plan and execute School Instructional Leadership Teams (SILTs) that meet regularly in each building to review student data and implement the SIP. 	<p>Asst. Supt.</p> <p>Directors</p> <p>Principals (ANet support)</p>	<p>August 2012</p> <p>August 2012</p> <p>August 2012</p>	<p>July 2013 (occurs 2x/month)</p> <p>July 2013 (occurs weekly)</p> <p>July 2013 (occurs at least 1x/month at each school)</p>
<p>Improvement Plans</p> <p>School Improvement Plans (SIPs) will be written and implemented that are focused on increasing student achievement and closing the gap for students with limited English proficiency and those with special needs by improving instructional practices of classroom and support teachers.</p> <ul style="list-style-type: none"> • Plans will be reviewed and approved by the Assistant Superintendent to ensure they include SMART goals, specify strategies that will be used and identify the systems that will be used for monitoring and measuring implementation. • Progress toward goals will be monitored through principals participating in monthly meetings with the Superintendent and Assistant Superintendent where they will use a color-coded system to report on status of each goal. <p>Department Improvement Plans (DIPs) will be written and implemented that are focused on increasing student achievement and closing the gap for students with limited English proficiency and those with special needs.</p> <ul style="list-style-type: none"> • Plans will be reviewed and approved by the Assistant Superintendent to ensure they include SMART goals, specify strategies that will be used and identify the systems that will be used for monitoring and measuring implementation. • Progress toward goals will be monitored through directors participating in monthly meetings with the Assistant Superintendent where they will use a color-coded system to report on status of each goal. 	<p>Principals</p> <p>Principals & Supt/Asst Supt</p> <p>Directors</p> <p>Directors & Asst Supt</p>	<p>July 2012</p> <p>September 2012</p> <p>June 2012</p> <p>September 2012</p>	<p>Sept 2013</p> <p>June 2013 (occurs monthly)</p> <p>Sept 2013</p> <p>June 2013 (occurs monthly)</p>

<p>Observations and Feedback Utilize the opportunity presented by the Educator Evaluation process to continue to build and refine the walkthrough and feedback processes developed in 2011-2012 designed to improve instructional leadership including:</p> <ul style="list-style-type: none"> • Goal setting that is aligned to district’s Accelerated Improvement Plan and School Improvement Plans • Monthly self reflection by Principals and Directors to assess strengths and areas for improvement • Negotiation of the educator evaluation system and tool, including a new observation tool that reflects HPS definition of rigor • Communication of and training on system • Implementation of observations with accompanying feedback to teachers • Monitoring of and reporting on presence of best practices in instruction on a monthly basis 	<p>Superintendent/ Asst. Supt. & Principals</p> <p>Teachers/ Principals</p> <p>Principals/ Directors</p> <p>Superintendent</p> <p>Superintendent Asst Supt & Principals</p> <p>Asst Supt & Principals</p>	<p>September 2012</p> <p>September 2012</p> <p>September 2012</p> <p>Spring 2012</p> <p>Fall 2012</p> <p>September 2012</p>	<p>June 2013</p> <p>November 2012</p> <p>June 2013 (occurs monthly)</p> <p>ASAP</p> <p>June 2013 (on-going)</p> <p>June 2013 (monthly)</p>
<p>Ensure ELL students benefit from instructional improvement efforts of the AIP</p> <p>Ensure that systems and structures for instructional improvement target ELL students</p> <ul style="list-style-type: none"> • Ensure School and Department Improvement Plans target ELL students and set goals for improvement for struggling students • Ensure observations and feedback are provided to all teachers including ELL staff • ELE Director and staff work with ELA, Early Childhood and Math Director to support implementation of instructional initiatives including coordinating a new coaching model that supports schools based on student data • ELL Director and coaches monitor data (assessments and walkthroughs) and communicate needs to principals and coaches 	<p>ELE Director</p> <p>Monitored via:</p> <ul style="list-style-type: none"> • <i>DIP monitoring meetings w/Asst Supt.</i> • <i>DILTs</i> • <i>Monthly Coaching Team meetings</i> 	<p>July 2012</p>	<p>June 2013</p> <p>October 2012 – SIPs/DIPs approved</p>

<p>Ensure students with disabilities benefit from instructional improvement efforts of the AIP</p> <p>Ensure that systems and structures for instructional improvement target students with disabilities</p> <ul style="list-style-type: none"> • Ensure Improvement Plans target students with IEPs and set goals for improvement for struggling students • Ensure observations and feedback are provided to all teachers including special education staff • Special Education Director and staff work with ELA, Early Childhood and ELE Director to support implementation of instructional initiatives including participating in cross-training opportunities on WIDA sheltering techniques to ensure consistency across the district • Special Education Director and staff monitor data (assessments and walkthroughs) and communicate needs to principals 	<p>SPED Director and Principals</p> <p>Monitored via: <i>As a member of the Implementation Team, the Special Education Director will be monitoring on a monthly basis that the AIP implementation specifically benefits students with special needs</i></p>	<p>July 2012</p>	<p>June 2013</p>
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Strategic Objective 2:

Foster a cycle of continuous improvement and accountability by using data to effectively examine and improve practice.

Build the capacity of

- district leaders
- school leaders
- and teachers

to use assessment data to inform instruction and to close the achievement gap for students with limited English proficiency and those with special needs.

Common Assessments: Administer common district assessments in ELA and Math using uniform data systems and data collection.

- Introduce Achievement Network interim assessments in Math (grades 2-8) and ELA (grades 3-8) to compliment benchmark assessment system introduced district-wide in 2011-2012 school year
- Implement Rigby assessments for ELD 1-2 students
- Implement quarterly assessments at high school level

Data Cycle: Deepen district use of data to improve instruction through an inquiry-based data cycle

- Implement a data cycle that includes pre-planning, instruction, assessment, analysis, reteaching, and reflection
- Achievement Network to directly partner with the seven k-8 schools to embed data cycle
- District Management Council to support the central office and department heads to pilot data cycle work focused on literacy at the high school level.

Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
<p>Common assessments</p> <ul style="list-style-type: none"> • Develop the assessment calendar • Communicate the assessment calendar to schools • Design logistics plan for collecting and analyzing data 	Director Student Support, Asst Supt, DMC/ANet	Spring 2012 Summer 2012 Summer 2012	Summer 2012 Summer 2012 September 2012
<p>Implement interim data cycles at each K-8 school to promote standards-based and data-driven instruction in ELA and Math</p> <p><i>Plan from standards</i> - plan and align instruction to curriculum scope and sequence</p> <ul style="list-style-type: none"> ○ Align curriculum planning resources and new curriculum textbooks to standards assessed on HPS quarterly assessments 	Principals, Math Director, ELA Director & Anet	July 2012 July 2012	June 2013 October 2012

<ul style="list-style-type: none"> ○ Build re-teaching time into all HPS pacing guides to enable re-teaching ○ Lead curriculum writing team to identify priority standards using previous MCAS data and standards assessed on HPS interim assessments ○ Share schedule of assessed standards (SAS) with all principals to ensure teachers can plan lesson plans appropriately <p><i>Administer assessments</i> as per the agreed upon assessment calendar</p> <ul style="list-style-type: none"> ○ Identify Data and Assessment Coordinators at each school ○ Implement student data verification process that includes Principals, district leaders and data clerks ○ Monitor the number of students who are administered each assessment ○ Actively maintain student data from interim assessments so students that move from school to school still benefit from interim assessment system <p><i>Analyze data</i> to identify big picture trends, develop and test hypotheses, and define and address priority standards and sub-skills</p> <ul style="list-style-type: none"> ○ Schedule data meetings following each HPS interim assessment ○ Support and plan with Principals and Math and ELA teacher leaders to facilitate data leadership meetings ○ Confirm trends at school and grade level with Directors <p><i>Adapt instruction</i> to scaffold and re-teach priority standards for students</p> <ul style="list-style-type: none"> ○ Draft specific reteach lesson plans to reteach high-impact standards ○ Identify tools to monitor adjustments in lesson plans during classroom visits ○ Differentiate professional development based on teachers' progression during the data cycle throughout the year <p><i>Reflect</i>, learn and adjust instructional practice based on assessment data</p> <ul style="list-style-type: none"> ○ Evaluate student progress/gaps and root causes using data and student evidence ○ Monitor lesson plans to ensure continued support for students who are behind ○ Evaluate reassessment data (post re-teaching) and reflect on re-teaching effectiveness 	<p>ELA & Math teacher leads</p>	<p>Quarterly Math: ELA: <i>Oct.</i> <i>Nov.</i> <i>Dec.</i> <i>Jan.</i> <i>Feb.</i> <i>April</i> <i>April</i> <i>June</i></p> <p>Monthly at Data cycle meetings</p> <p>Daily</p> <p>Monthly at Data cycle meetings</p>	
<p>Ensure ELL students benefit from instructional improvement efforts of the AIP</p> <p>Ensure that ELL students are expected to meet grade level standards</p> <ul style="list-style-type: none"> ● Administer appropriate interim assessments to all students ● Ensure ELL staff participates in data cycle and curriculum planning <p>Ensure that assessment data for ELLs (including Rigby assessment) is analysed and instructional changes are identified in the data cycle</p>	<p>ELE Director and Principals</p>	<p>July 2012</p> <p>Rigby: Fall – by 10/18/201 Winter – by 1/31/2013 Spring – by 6/13/2013</p>	<p>June 2013</p>

<ul style="list-style-type: none"> • DILT analyzes ELL data and identifies instructional opportunities as part of data cycle • Grade level teams of classroom teachers and ELL staff analyze student data and plan instructional changes for both the classroom setting and the ELL services setting as part of data cycle 		Quarterly: Math: ELA: <i>Oct.</i> <i>Nov.</i> <i>Dec.</i> <i>Jan.</i> <i>Feb.</i> <i>April</i> <i>April</i> <i>June</i>	
<p>Ensure students with disabilities benefit from instructional improvement efforts of the AIP</p> <p>Ensure that students with special needs are expected to meet grade level standards</p> <ul style="list-style-type: none"> • Administer appropriate interim assessments to all students • Ensure special education staff participates in data cycle and curriculum planning <p>Ensure that assessment data for students with special needs is analysed and instructional changes are identified in the data cycle</p> <ul style="list-style-type: none"> • DILT analyzes special education data and identifies instructional opportunities as part of data cycle • Grade level teams of classroom teachers and special education staff analyze student data and plan instructional changes for both the classroom setting and the special education services setting as part of data cycle 	SPED Director and Principals	July 2012 Quarterly: Math: ELA: <i>Oct.</i> <i>Nov.</i> <i>Dec.</i> <i>Jan.</i> <i>Feb.</i> <i>April</i> <i>April</i> <i>June</i>	June 2013

<p>Ensure ELL students benefit from instructional improvement efforts of the AIP</p> <p>Ensure that systems and structures for instructional improvement target students with limited English proficiency</p> <ul style="list-style-type: none"> • ELE Director and staff work with ELA, Early Childhood and Special Education Director to support implementation of 5 best practice instructional strategies and implementation of workshop model • ELE Director conducts joint walkthroughs with ELA, Early Childhood, and Math Directors to inform planning and coordination • ELE Director and coaches monitor data (assessments and walkthroughs) and communicate needs to principals and coaches <p>Ensure that ELL students have access to the most effective teachers</p> <ul style="list-style-type: none"> • Identify opportunities to ensure academic support is provided by effective trained reading specialists • Utilize the budget process to increase the number of teachers skilled in teaching reading 	<p>ELE Director</p> <p>Directors & Principals</p> <p>Directors & Coaches</p> <p>ELE and ELA Directors</p> <p>Asst. Supt., ELL and SPED Directors w/support from DMC</p>	<p>July 2012</p> <p>October 2012</p> <p>October 2012</p> <p>October 2012</p> <p>September 2012</p> <p>December 2012</p>	<p>June 2013</p> <p>Monitored via:</p> <ul style="list-style-type: none"> • <i>Monthly Coaches meeting</i> • <i>Scheduled observations w/principals</i> • <i>Budget cycle</i> <p>June 2013</p>
<p>Ensure students with disabilities benefit from instructional improvement efforts of the AIP</p> <p>Ensure that all mild/moderate Special Education students have access to the core HPS literacy program</p> <ul style="list-style-type: none"> • SPED Director and staff work with ELA, Early childhood and ELL directors to support implementation of 5 best practice instructional strategies and implementation of workshop model • SPED Director conducts joint walkthroughs with ELA, Early Childhood, and ELL Directors to inform planning and coordination <p>Ensure that mild/moderate students have access to the most effective teachers</p> <ul style="list-style-type: none"> • Prioritize the work of special education teachers to be focused on providing supplemental re-teaching outside the core of prioritized essential standards based on data from the interim assessments and producing required accommodations for teachers to be using with students during the core instructional period • Utilize the budget process to increase the number of teachers skilled in teaching reading 	<p>SPED Director</p> <p>Directors & Principals</p> <p>Directors & Coaches</p> <p>Asst. Supt. ELL and SPED Directors w/support from DMC</p>	<p>July 2012</p> <p>October 2012</p> <p>October 2012</p> <p>December 2012</p>	<p>June 2013</p> <p>Monitored via:</p> <ul style="list-style-type: none"> • <i>Monthly Coaches meeting</i> • <i>Scheduled observations w/principals</i> • <i>Budget cycle</i> <p>June 2013</p>

<p>Professional learning:</p> <ul style="list-style-type: none"> Utilize quarterly assessment data cycle to focus teachers on using data to target priority standards for re-teaching (see Strategic Objective #2) Develop a plan to align district resources to “teach teachers” about literacy model and 5 best practices, including but not limited to: <ul style="list-style-type: none"> <u>Coaching plan:</u> Develop a clear plan for how the new district-wide coaches will support school improvement efforts through implementation of data cycles, instructional best practices, and core literacy program <u>Data Cycle Leads:</u> Develop a plan for how the school level ELA and Math data cycle leads can assist in the implementation of the instructional best practices and core literacy program. Leadership Teams: Ensure DILT and SILT agendas focus on building capacity to implement data cycles and implement instructional best practices <u>Observation and Feedback:</u> Develop alignment between walkthrough and ed evaluation processes so that they reinforce the instructional best practices, core literacy program, and data cycles <u>Professional Development Days:</u> Ensure PD time is devoted to instructional best practices, core literacy program, and data cycles <u>Director / Central Office coordination:</u> Conduct joint walkthroughs and execute weekly Director meetings to ensure joint implementation of Strategic Objectives at the classroom level. Monitor implementation of plan via: <ul style="list-style-type: none"> <i>Monthly coaching team meetings</i> <i>Observation data</i> <i>Feedback from teachers and administrators on PD, DILT and SILT meetings</i> 	<p>Principals w/support from Anet</p> <p>ELA, ELL, Math and Early Childhood Directors</p> <p>Principals w/support from Anet</p> <p>Principals w/support from DMC</p> <p>Principals w/support from Anet</p> <p>Assist. Supt.</p> <p>Directors w/principals</p> <p>Implementation Team</p>	<p>Quarterly Math: Oct. Dec. Feb. April ELA: Nov. Jan. April June</p> <p>October 2012</p> <p>October 2013</p> <p>July 2012</p> <p>July 2012</p> <p>July 2012</p> <p>October 2012</p> <p>September 2012</p>	<p>June 2013</p> <p>June 2013</p> <p>June 2013</p> <p>June 2013</p> <p>October 2012 (alignment complete) June 2013 (observation data collected monthly)</p> <p>June 2013</p> <p>June 2013 (data collected monthly)</p> <p>June 2013 (data collected and reviewed monthly)</p>
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<p>Interventions</p> <ul style="list-style-type: none"> • Re-establish expectations for what Tier 2 and 3 interventions should be in use across the district and how they should be implemented for maximum effectiveness (e.g. using effective teachers) • Produce a monitoring report to be shared with the Asst. Supt and individual principals of their intervention implementation that ensures “at risk” students receive an intervention, with a particular focus on ELL and Special Education students • Conduct needs analysis to determine what changes could improve intervention support • Provide training, as necessary, to address teacher needs related to effective implementation of interventions 	<p>ELA Director</p>	<p>August 2012</p> <p>September 2012</p> <p>September 2012</p> <p>On-going</p>	<p>August 2012</p> <p>October 2012</p> <p>October 2012</p> <p>On-going</p>
<ul style="list-style-type: none"> • Implement at all of the K-8 schools an outreach program between teachers, counselors, and families on the literacy needs of Grade 3 students and supports available within and outside of school to assist students with reaching proficiency in reading by the end of third grade 	<p>ELA Director & Director of Student Services</p>	<p>September 2012</p>	<p>June 2013</p>

