

Randolph Public Schools Accelerated Plan 2012 - 2013

Section 1: Summary of Key Issues and Strategic Objectives

After a careful review of the Level 4 District Review, district data review, classroom visits, parent and community forums, teaching staff forums, and administrative retreats we have concluded that the major core issue that has resulted in the Randolph Public Schools being a level four school district is: We (administrators, teachers, parents, students, and the community) have not worked together effectively in educating all stakeholders to engage and prepare all of our students for academic, social, emotional success for the 21st Century and beyond. Further, we have not yet aligned resources, practices and policies through public engagement to get all students to reach their full potential.

Some of the specific issues that has led us to conclude this are:

- A disproportionate number of students across grade levels are not achieving at high levels. As a result, students are not prepared for college and career.
- Literacy and numeracy skills, as demonstrated on MCAS, are below state averages.
- Significant gaps in academic achievement are evident among student sub-groups; Asian and White student groups demonstrate greater levels of proficiency on MCAS in contrast to their Black peers. Gaps in performance also exist between students of low income in comparison to students of moderate income.
- Efforts to improve performance of Special Education students have not resulted in improved results on MCAS.
- The development of 21st century skills (critical thinking & problem-solving, creativity, communication and collaboration) has not been the focus of attention in curriculum planning and implementation; a MA DESE review found that limited evidence of instruction that fosters higher-order thinking skills.
- Professional Development offerings have not been explicitly aligned to data to address student needs.
- Accountability systems have not been put in place to ensure effective supervision and evaluation of district actions.

As a result of these data sources, we have identified three Strategic Objectives to ensure that all of our students reach their full potential. These Strategic Objectives provide a clear and targeted focus on high quality learning and teaching for all students. They focus on administrator and teacher development through targeted and embedded professional development, student support through systematic interventions and ensure accountability. Most importantly, these objectives authentically involve parents, and all learning and teaching stakeholders with clear expectations, support and accountability for all.

Objective 1: Ensuring Success for All Students Through High Quality Learning and Teaching

Initiatives

1. Fully implement curriculum and assessments programs aligned to MA Common Core Standards for ELA and Math
2. Revise and fully implement “The Randolph Way” set of instructional practices to improve learning for all students
3. Fully implement systems and practices to ensure the growth of target student populations

Objective 2: Ensuring Success for All Students Through High Quality Professional Development

Initiatives

1. Provide training and support in implementing newly aligned curriculum materials
2. Provide training and support in understanding and “The Randolph Way” set of instructional practices to improve learning for all students
3. Provide training and support to ensure academic growth of targeted student populations

Objective 3: Ensuring Success for All Students Through High Quality Accountability Systems

Initiatives

1. Accountability for implementation of instructional materials (curriculum and assessments) aligned to new MA Frameworks for Math and ELA.
2. Accountability for implementing “The Randolph Way” set of instructional practices to improve learning for all students
3. Accountability for implementing new systems and practices to ensure the growth of target student populations

Theory of Action:

If we align resources, practices and policies through public engagement to relentlessly focus on the instructional core through student centered learning at all levels of the district with each person in the organization sharing responsibility for our work, then we will get all students to reach 100% proficiency in their academic, personal and social emotional endeavours.

Final Outcomes

The District’s goal is to meet or exceed the PPI target of 75 for 2013 school year by reaching the targets listed below. See Appendices A and B for the PPI and CPI calculations.

- The district will meet its CPI targets for the 2013- 80.26 for ELA (2.36 gain), 71.35 for Mathematics (3.06 gain) and 68.52 for Science (3.22 gain)

- Median student growth profile will increase to 47 in ELA (a 2% gain) and 49 in Math (a 2% gain) for all students
- The district will meet the CPI targets for High Needs Students 75.5 for ELA (3.0 gain) , 66.26 for Mathematics (3.66 gain) and 63.78 Science (3.68 gain)
- Median student growth profile will increase to 46 in ELA (a 2% gain) and 49 in Math (a 2% gain) for High Needs Students
- The Cohort Graduation Rate will increase to 71.8% (2.5 increase)
- The aggregated dropout rate will decrease to 3.96 (.44 decrease)

Section 2: Plan Summary

Strategic Objective 1: Ensuring Success for All Students Through High Quality Learning and Teaching	
Strategic Initiatives	Early Evidence of Change, Short-term Outcomes, and Final Outcomes
<p>1. Fully implement curriculum and assessments programs aligned to MA Common Core Standards for ELA and Math</p>	<p>Early Evidence</p> <ul style="list-style-type: none"> • 100% of students, K-12, participate in Math and ELA interim/unit assessments that are fully aligned to MA Common Core Standards • 100% of K - 12 grade level weekly Common Planning Time (CPT) agendas and minutes are focused on using assessment data to inform curriculum mapping and lesson planning aligned to MA Common Core Standards for ELA and math as evidenced by District Leadership’s observation of meetings and review of agendas and minutes, by Nov. 15 • 100% of teachers are conducting lessons aligned to the revised curriculum maps as evidenced by classroom observations and review of lesson plans, by Dec. 1 <p>Short-term Outcomes</p> <ul style="list-style-type: none"> • District Monitoring Observation data shows at least a 20% improvement each quarter (over Sept. baseline data) in the effective implementation of curriculum and instructional practices aligned to MA Common Core Standards for ELA and math. (100% effective implementation by June) • The percentage of K-8 students meeting proficiency on interim assessments will increase by 10% each quarter over Sept. baseline data. • HS end of unit assessments will continually show that 75% of students are on target for completing all grade level course/graduation requirements
<p>2. Revise and fully implement “The Randolph Way” set of instructional practices to improve learning for all students</p>	<p>Early Evidence</p> <ul style="list-style-type: none"> • 100% of teachers and administrators, K–12, are using common language during CPT to discuss instruction and planning lessons that incorporate the district’s instructional expectations as evidenced by District Leadership’s observation of meetings and review of agendas and minutes, by Nov. 15 • 100% of administrators are providing teachers with formative feedback that is specific and grounded in districts instructional expectations as evidenced by review of observation feedback, by Nov. 15. • 100 % of administrators’ monthly dashboards show continued improvement in teachers’ implementation of the seven instructional focus areas over Sept baseline data <p>Short-term Outcomes</p> <ul style="list-style-type: none"> • District Monitoring Observation data shows at least a 20% improvement each quarter (over Sept. baseline data) in the effective implementation of curriculum and instructional practices aligned to MA Common Core Standards for ELA and math. (100% effective implementation by June) • The percentage of K-8 students meeting proficiency on interim assessments will increase by 10% each quarter over Sept. baseline data. • HS end of unit assessments will continually show that 75% of students are on target for completing all grade level course/graduation requirements

<p>3. Fully implement systems and practices to ensure the growth of target student populations</p>	<p>Early Evidence</p> <ul style="list-style-type: none"> • 100% of weekly OTL meetings are led by a designated administrator and result in action plans that address identified needs of student(s) based on RTSS process as evidenced by as evidenced by District Leadership’s observation of meetings and review of agendas and minutes, by Nov. 15 • 100% of administrators’ conduct co-observations with ELL and Sp. Ed. Directors to calibrate expectations for continuum of supports along with establishing baseline data on supports needed for High Needs Students, by Oct. 1 • 50% of teachers (over baseline data) are differentiating their instruction and materials for ELL and Special Education students as evidenced by classroom observations, OTL meetings and reviewed of lesson plans, by Dec. 1 and 100% by May 1 <p>Short-term Outcomes</p> <ul style="list-style-type: none"> • ELL and Sp.Ed. Director’s Quarterly Reports show, at least, a 20% increase each quarter (over baseline data) in the effective implementation of the RTSS components that support continuous improvement of High Needs student. • District Monitoring Observation data shows at least a 20% improvement each quarter (over baseline data) in the effective implementation of the Tier components of RTSS • 80% of High Needs students will demonstrate a 10% gain on each quarterly assessment • Data on the Early Warning Indicators for High School Students show the following changes over base line data from the previous school year: <ul style="list-style-type: none"> ○ 20% decrease each quarter in the number of students failing ○ 10 % increase each quarter in attendance rate ○ 15% decrease each quarter in the number of suspensions
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Strategic Objective 2: Ensuring Success for All Students Through High Quality Professional Development

Strategic Initiatives	Early Evidence of Change, Short-term Outcomes, and Final Outcomes
<p>1. Provide training and support in implementing curriculum and assessments programs aligned to MA Common Core Standards for ELA and Math</p>	<p>Early Evidence</p> <ul style="list-style-type: none"> • 100% of administrators attended professional development sessions on revised curriculum and assessment programs aligned to MA Common Core Standards for ELA and math, by Sept. 1 • 100% of teachers have participated in district professional development sessions on revised curriculum and assessment programs aligned to MA Common Core Standards for ELA and math by Nov. 1 • 100% of K - 12 grade level weekly Common Planning Time (CPT) agendas and minutes are focused on using assessment data to inform curriculum mapping and lesson planning aligned to MA Common Core Standards for ELA and math as evidenced by District Leadership’s observation of meetings and review of agendas and minutes, by Nov. 15 <p>Short-term Outcomes</p> <ul style="list-style-type: none"> • District Monitoring Observation data shows at least a 20% improvement each quarter (over Sept. baseline data) in the effective implementation of curriculum and instructional practices aligned to MA Common Core Standards for ELA and math. (100% effective implementation by June) • The percentage of K-8 students meeting proficiency on interim assessments will increase by 10% each quarter over Sept. baseline data. • HS end of unit assessments will continually show that 75% of students are on target for completing all grade level course/graduation requirements
<p>2. Provide training and support in understanding and using “The Randolph Way” set of instructional practices to improve learning for all students</p>	<p>Early Evidence</p> <ul style="list-style-type: none"> • 100% of teachers and administrators, K–12, are using common language during CPT to discuss instruction and planning lessons that incorporate the district’s instructional expectations as evidenced by District Leadership’s observation of meetings and review of agendas and minutes, by Nov. 15 • 100% of administrators are providing teachers with formative feedback that is specific and grounded in districts instructional expectations as evidenced by review of observation feedback, by Nov. 15. • 50% of teachers survey results show that feedback provided by administrators has been useful, by Dec. 1 and 80% satisfied by May 1 • 100 % of administrators’ monthly dashboards show continued improvement in teachers’ implementation of the seven instructional focus areas over Sept baseline data <p>Short-term Outcomes</p> <ul style="list-style-type: none"> • District Monitoring Observation data shows at least a 20% improvement each quarter (over Sept. baseline data) in the effective implementation of curriculum and instructional practices aligned to MA Common Core Standards for ELA and math. (100% effective implementation by June) • The percentage of K-8 students meeting proficiency on interim assessments will increase by 10% each quarter over Sept. baseline data. • HS end of unit assessments will continually show that 75% of students are on target for completing all grade level

	course/graduation requirements
<p>3. Provide training and support in implementing systems and practices to ensure the growth of target student populations</p>	<p>Early Evidence</p> <ul style="list-style-type: none"> • 100% of administrators’ conduct co-observations with ELL and Sp. Ed. Directors to calibrate expectations for continuum of supports along with establishing baseline data on supports needed for High Needs Students, by Oct. 15 • ELL Director’s monthly dashboards show continuous improvement in implementing the components of RTSS that support ELL and FLEP students learning • Sp.Ed. Director’s monthly dashboards show continuous improvement in implementing the components of RTSS that support Sp. Ed students learning • 50% of teachers (over baseline data) are differentiating their instruction and materials for ELL and Special Education students as evidenced by classroom observations, OTL meetings and reviewed of lesson plans, by Dec. 1 and 80% by May 1 <p>Short-term Outcomes</p> <ul style="list-style-type: none"> • ELL and Sp. Ed. Director’s Quarterly Reports show, at least, a 20% increase each quarter (over baseline data) in the effective implementation of the RTSS components that support continuous improvement of High Needs student. • District Monitoring Observation data shows at least a 20% improvement each quarter (over baseline data) in the effective implementation of the Tier components of RTSS • 80% of High Needs students will demonstrate a 10% gain on each quarterly assessment • Data on the Early Warning Indicators for High School Students show the following changes over base line data from the previous school year: <ul style="list-style-type: none"> • 20% decrease each quarter in the number of students failing • 10 % increase each quarter in attendance rate • 15% decrease each quarter in the number of suspensions

Strategic Objective 3: Ensuring Success for All Students Through High Quality Accountability Systems

Strategic Initiatives	Early Evidence of Change, Short-term Outcomes, and Final Outcomes
<p>1. Accountability for implementation of instructional materials (curriculum and assessments) aligned to new MA Frameworks for Math and ELA.</p>	<p>Early Evidence</p> <ul style="list-style-type: none"> • 100% of students, K-12, participate in Math and ELA interim/unit assessments that are fully aligned to MA Common Core Standards • 100% of K - 12 grade level weekly Common Planning Time (CPT) agendas and minutes are focused on using assessment data to inform curriculum mapping and lesson planning aligned to MA Common Core Standards for ELA and math as evidenced by District Leadership’s observation of meetings and review of agendas and minutes, by Nov. 15 • 100% of teachers are conducting lessons aligned to the revised curriculum maps as evidenced by classroom observations and review of lesson plans, by Dec. 1 <p>Short-term Outcomes</p> <ul style="list-style-type: none"> • District Monitoring Observation data shows at least a 20% improvement each quarter (over Sept. baseline data) in the effective implementation of curriculum and instructional practices aligned to MA Common Core Standards for ELA and math. (100% effective implementation by June) • The percentage of K-8 students meeting proficiency on interim assessments/unit assessments will increase by 10% each quarter over Sept. baseline data. • HS end of unit assessments will continually show that 75% of students are on target for completing all grade level course/graduation requirements
<p>2. Accountability for implementing “The Randolph Way” set of instructional practices to improve learning for all students</p>	<p>Early Evidence</p> <ul style="list-style-type: none"> • 100% of teachers and administrators, K–12, are using common language during CPT to discuss instruction and planning lessons that incorporate the district’s instructional expectations as evidenced by District Leadership’s observation of meetings and review of agendas and minutes, by Nov. 15 • 100% of administrators are providing teachers with formative feedback that is specific and grounded in districts instructional expectations as evidenced by review of observation feedback, by Nov. 15. • 100 % of administrators’ monthly dashboards show continued improvement in teachers’ implementation of the seven instructional focus areas over Sept baseline data <p>Short-term Outcomes</p> <ul style="list-style-type: none"> • District Monitoring Observation data shows at least a 20% improvement each quarter (over Sept. baseline data) in the effective implementation of curriculum and instructional practices aligned to MA Common Core Standards for ELA and math. (100% effective implementation by June) • The percentage of K-8 students meeting proficiency on interim assessments will increase by 10% each quarter over Sept. baseline data. • HS end of unit assessments will continually show that 75% of students are on target for completing all grade level course/graduation requirements
<p>3. Accountability for</p>	<p>Early Evidence</p> <ul style="list-style-type: none"> • 100% of weekly OTL meetings are led by a designated administrator and result in action plans that address identified

<p>implementing new systems and practices to ensure the growth of target student populations</p>	<p>needs of student(s) based on RTSS process as evidenced by as evidenced by District Leadership’s observation of meetings and review of agendas and minutes, by Nov. 15</p> <ul style="list-style-type: none"> • 100% of administrators’ conduct co-observations with ELL and Sp. Ed. Directors to calibrate expectations for continuum of supports along with establishing baseline data on supports needed for High Needs Students, by Oct. 1 • 50% of teachers (over baseline data) are differentiating their instruction and materials for ELL and Special Education students as evidenced by classroom observations, OTL meetings and reviewed of lesson plans, by Dec. 1 and 80% by May 1 <p>Short-term Outcomes</p> <ul style="list-style-type: none"> • ELL and Sp. Ed. Director’s Quarterly Reports show, at least, a 20% increase each quarter (over baseline data) in the effective implementation of the RTSS components that support continuous improvement of High Needs student. • District Monitoring Observation data shows at least a 20% improvement each quarter (over baseline data) in the effective implementation of the Tier components of RTSS • 80% of High Needs students will demonstrate a 10% gain on each quarterly assessment • Data on the Early Warning Indicators for High School Students show the following changes over base line data from the previous school year: <ul style="list-style-type: none"> ○ 20% decrease each quarter in the number of students failing ○ 10 % increase each quarter in attendance rate ○ 15% decrease each quarter in the number of suspensions
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Section 3: District Strategy Sheet

District Strategic Objective 1: Ensuring Success for All Students Through High Quality Learning and Teaching	Overall Lead (Objective): Superintendent		
Initiative Number and Description: 1.1 Fully implement curriculum and assessment programs aligned to MA Common Core Standards for ELA and Math	Overall Lead (Initiative): Directors		
Which recommendations from the District Review or other evidence does this initiative address? <ul style="list-style-type: none"> Literacy and Numeracy skills, as demonstrated by MCAS, are below state averages The present curriculum does not include the development of 21st century skills 			
Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
Revise roles and responsibilities for district administrative staff in implementing curriculum alignment revisions to address new leadership structures	Superintendent	Aug. 2012	Aug. 2012
Revise K-1 assessment program aligned to MA Common Core Standards for ELA and Math based on data from previous year	Content Directors	Aug.2012	Sept. 2012
Revise 9-12 assessment program aligned to MA Common Core Standards for ELA and Math based on data from previous year	Content Directors	Aug.2012	Sept. 2013
Introduce administrators to new ANET and revised assessments and revised scope and sequence for (Gr.2-8) ELA and math	Math & ELA Dir.	Aug.2012	Aug. 2012
Develop an assessment calendar for all K-12 assessments (4 tests between September-June)	Content Directors	Aug.2012	Aug. 2012
Revise K-12 Math and ELA curriculum documents to more fully align with Common Core	Math & ELA Dir.	Aug. 2012	Ongoing
Redesign District Leadership Team (DLT) meetings to provide more effective meetings based on feedback from the team. To build leadership capacity and shared ownership, administrators will rotate leading meetings – preparing agendas and facilitating discussions.	Superintendent	Aug. 2012	Aug. 2012
Revise meeting norms and agenda templates and create an end of meeting evaluation for DLT	Superintendent	Aug. 2012	June 2013
Opening launch and building based roll outs to introduce new assessment programs and revised scope and sequence to all staff	Superintendent Principals	Sept. 2012	Sept. 2012
CPT meetings begin (twice weekly) with required focus on curriculum, assessment and instruction. Minutes and agendas are submitted to building administrators for review. Though capacity building efforts, teacher	Principals	Sept. 2012	June 2013

leaders, will be identified and trained to facilitate meetings.			
Implement School Improvement Plans aligned to 2012-2013 Accelerated Plan and revise as needed throughout the year based on new data	Principals	Sept. 2012	June 2013
Administer interim assessments (4 tests between Sept. and June)	Math & ELA Dir.	Sept. 2012	June 2013
Grade level teams use weekly CPT sessions to review and reflect on interim assessment results and develop action plans to address identified strengths and weaknesses	Principals	Sept. 2012	June 2013
DLT reviews school and grade level interim assessments results to inform curriculum, instruction and accelerated plan revisions	Content Directors	Sept. 2012	June 2013
To build capacity and shared ownership, members of the DLT will provide monthly updates to School Committee on accelerated plan progress	Superintendent	Sept. 2012	June 2013
Monthly District Newsletter provides updates to the community on progress of AIP	Dir. Family and Community Relations	Sept. 2012	June 2013
District implements Randolph Educator Evaluation Process	Superintendent	Aug. 2012	Sept. 2012
Administrators submit self-assessment and proposed goals based on self-assessment and a review 2012 data	Superintendent	Aug. 2012	Sept. 2012
Teachers submit self-assessment and establish goals that support AIP and SIP	Principals	Sept. 2012	Oct. 2012
Administrators meet with teacher teams to establish Educator Plans that support SIP (collaborative student achievement goal(s) along with a professional goal)	Principals	Sept. 2012	Nov. 2012

District Strategic Objective 1: Ensuring Success for All Students Through High Quality Learning and Teaching	Overall Lead (Objective): Superintendent		
Initiative Number and Description: 1.2 Revise and fully implement “The Randolph Way” set of instructional practices to improve learning for all students	Overall Lead (Initiative): Superintendent		
F. Which recommendations from the District Review or other evidence does this initiative address? <ul style="list-style-type: none"> The District Review Team along with the superintendent, principals and program directors’ observations of instruction across all schools identified a need to improve teacher effectiveness in providing rigorous and engaging learning for students. 			
Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
Revise “The Randolph Way” set of instructional expectations to provide more explicit guidance on expectations and align language to new educator evaluation rubric. To build leadership capacity, the Middle School Principal will chair this committee that includes principals, and directors.	Middle School Principal	July 2012	Jan. 2012
DLT reviews the components of “The Randolph Way” expectations for learning and teaching and develops collective agreement for this year’s seven key focus areas	Middle School Principal	Aug. 2012	Aug. 2012
Principals develop script for introducing the seven instructional elements that support common core curriculum and receive feedback from the superintendent to ensure more consistent messaging to staff.	Superintendent	Aug. 2012	Aug. 2012
Building-based roll outs to introduce teaching staff to the seven instructional focus areas (Sept. focus on mastery objectives)	Principals	Sept. 2012	Sept. 2012
Building administrators use Common Planning Time (CPT) to reinforcing expectations for the seven instructional practices to be fully implemented this year.	Principals Content Directors	Sept. 2012	June 2012
Administrators design a process/schedule that allow teachers to participate in Learning Walkthroughs	Principals	Sept. 2012	Sept. 2012
Teachers participate in Learning Walkthroughs on a quarterly basis to build shared understanding of instructional expectations	Principals	Sept. 2012	June 2012

District Strategic Objective 1: Ensuring Success for All Students Through High Quality Learning and Teaching	Overall Lead (Objective): Superintendent
Initiative Number and Description: 1.3 Fully implement systems and practices to ensure academic growth of targeted student populations	Overall Lead (Initiative): Superintendent
Which recommendations from the District Review or other evidence does this initiative address?	
<ul style="list-style-type: none"> • A disproportionate number of students across grade levels are not achieving at high levels • Significant gaps in academic achievement are evident among sub groups 	

MTSS

Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
Develop Randolph's Tiered Systems of Support Guide (RTSS), which outlines the continuum of integrated supports for Gen. Ed., Sp. Ed. and ELL students based on MTSS. To build leadership capacity, the Donovan School Principal will co-chair this committee that includes principals and directors.	Donovan Principal	July 2012	Nov. 2012
ELL Director and ESL teachers will create formative assessments, aligned to WIDA standards to evaluate ongoing language development and academic success	ELL Director	Aug. 2012	Sept. 2012
Committee members identified and purchase researched based intervention materials that will support the identified needs of students.	Title 1 Director	July 2012	Dec. 2012
Committee revises Opportunity to Learn (OTL) Structure and Protocol to support RTSS model and ensure consistent implementation K-12. OTL teams will include counselors and representatives from ESL and Sp.Ed. staff.	Donovan Principal Dir. St. Services	July 2012	Aug. 2012
Develop progress monitoring tool to track growth of targeted student populations and inform future interventions needed	Title 1 Director	Aug. 2012	Oct. 2012
Introduce administrators to RTSS model (including revised OTL Protocol) and expectations for implementation	Donovan Principal Dir. of St. Services	Aug. 2012	Aug. 2012
Provide administrators with an overview of Tier 2 interventions being implemented	Title 1 Director	Aug. 2012	Nov. 2012
Develop elementary school schedules to provide a Tier 2 intervention block for all students	Principals	Aug. 2012	Aug. 2013
Administrators introduce all building staff to RTSS model and new intervention programs	Principals	Sept. 2012	Oct. 2012
Introduce teachers to new expectations for the Tier 1 inclusion to ensure all students have access to grade level	ELL & Sp.Ed. Dir.	Sept. 2012	Nov. 2012

curriculum			
Designated building administrators will lead all OLT meetings and monitor implementation of action plans to support struggling students.	Principals	Sept. 2012	June 2013

Freshman Academy

Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
Finalize plans for Freshman Academy	Dir. Freshman Academy	July 2012	Aug. 2012
Create an early warning indicator data system to identify students at risk of failing/dropping out and develop appropriate interventions	Dir. Freshman Academy	July 2012	Oct. 2012
Establish an advocacy group that includes all stakeholders to support the new Freshman Academy model	Dir. Freshman Academy	July 2012	Sept. 2012
Community Launch for Freshman Academy	Dir. Freshman Academy	Sept. 2012	Sept. 2012
Develop Individual Learning Plans with all 9 th grade students	Dir. Freshman Academy	Sept. 2012	Oct. 2012

Alternative Program

Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
Finalize redesign of Alternative Program for Gr 7-12	Dir. Alt. Program	July 2012	Sept. 2012
Create an early warning indicator data system to identify students at risk of failing/dropping out and develop appropriate interventions	Dir. Alt. Program	Aug. 2012	Sept. 2012
Establish an advocacy group that includes all stakeholders to support the new Alternative program	Dir. Alt. Program	Aug. 2012	Sept. 2012
Establish entrance and exit criteria	Dir. Alt. Program	July 2012	Sept. 2012
Meet with students and their families to develop Individual Learning Plans	Dir. Alt. Program	Sept. 2012	Oct. 2012

District Strategic Objective 2: Ensuring Success for All Students Through High Quality Professional Development	Overall Lead (Objective): Superintendent		
Initiative Number and Description: 2.1 Provide training and support in implementing curriculum and assessment programs aligned to MA Common Core Standards for ELA and Math	Overall Lead (Initiative): Directors		
Which recommendations from the District Review or other evidence does this initiative address? <ul style="list-style-type: none"> • Literacy and Numeracy skills, as demonstrated by MCAS, are below state averages • The present curriculum does not include the development of 21st century skills has not previously been a focus in developing curriculum 			
Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
Team building training led by John D'Auria to create a high functioning District Leadership Team (DLT) that leads and supports implementation of Randolph's Accelerated Plan	Superintendent	Aug. 2012	June 2013
PD for administrators on new and revised assessments and revised scope and sequence for ELA and math.	ELA & Math Directors	Sept. 2012	June 2013
PD for DLT to deepen administrators' capacity to lead school data teams. PD provided by ANET coach and DSAC Data Specialist.	ANET coach DSAC Data Specialist	Sept. 2012	June 2013
Data coaches will provide on-going, embedded support to building based administrators, using a gradual release model, to build administrator capacity to lead data driven instruction	ANET coach DSAC Data Specialist	Sept. 2012	June 2013
PD for teachers on revised assessments and scope and sequence for ELA and math.	Content Directors	Sept. 2012	Sept. 2012
PD for teachers on revising curriculum units	Content Directors	Sept. 2012	June 2013
PD for teachers on data analysis and creating action plans to address identified needs of students	Content Directors	Sept. 2012	June 2013
Building administrators review all CPT agendas and minutes and provide feedback to teams to improve quality of meetings	Principals	Sept. 2012	June 2013
Content Directors conduct weekly observations with feedback to support implementation of curriculum (6-12 Directors - every teacher once a month - K-5 Director 15 a month)	Content Directors	Sept. 2012	June 2013

District leadership conducts Quarterly Reviews of SIPs implementation and provides formative feedback for next steps	Superintendent	Nov. 2012	June 2013
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Educator Evaluation

PD for administrators on roles and responsibilities for implementing new educator evaluation system. PD provided by John D’Auria, Teachers 21	Superintendent	Aug. 2012	June 2013
PD for administrators on developing their smart goals and building their capacity to support teachers in creating goals. PD to build administrators’ capacity to lead this work will be provided by John D’Auria. Teachers 21	Superintendent	Aug. 2012	Nov. 2012
PD for teachers on new educator evaluation system (goal setting, evidence collection)	Principals	Sept.2012	Nov. 2012
PD for teachers on developing team and individual smart goals	Principals	Sept. 2012	Nov. 2012
District Leadership provides support to administrators in goal attainment through on site observations, classroom co-observations and formative feedback	Superintendent	Oct. 2012	June 2013
Administrators conduct frequent observations (minimum of 6 per teacher a year) and provide written feedback to teachers to support goal attainment	Superintendent	Oct. 2012	June 2013

District Strategic Objective 2: Ensuring Success for All Students Through High Quality Professional Development	Overall Lead (Objective): Superintendent
Initiative Number and Description: 2.2 Provide training and support in implementing “The Randolph Way” set of instructional practices.	Overall Lead (Initiative): Superintendent
Which recommendations from the District Review or other evidence does this initiative address? <ul style="list-style-type: none"> The district review team identified the need to provide professional development on improving instructional practices and administrators skills and supervision and evaluation. 	

Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
Administrator PD provided by Sid Smith on the seven instructional elements	Superintendent	Aug. 2012	June 2013
Onsite coaching support led by Sid Smith to build administrator capacity to lead and support teachers in implementing high quality instruction	Superintendent	Aug. 2012	June 2013
PD for administrative staff on observing teacher practice and providing specific feedback to support effective implementation of the agreed upon high quality instructional practices (PD provided during DLT sessions, Learning Walkthroughs, co -observations)	Superintendent	Sept. 2012	June 2013
PD for teachers on implementing the agreed upon seven high quality instructional practices that support common core curriculum as outlined in the Randolph Way Instructional Guide	Superintendent	Sept. 2012	June 2013
All administrators conduct observations with written feedback to support teachers in implementing the district’s instructional expectations	Principals	Sept. 2012	June 2013
Administrative teams conduct monthly Learning Walkthroughs to continue to build a shared understanding of high quality instruction and calibrate expectations across all schools. Building principals will select the “Focus of Inquiry” for their schools based on their observation trend data and identified their problem of practice.	Superintendent	Oct. 2012	June 2013
Teachers participate in Learning Walkthrough to build shared understanding of instructional expectations and also to monitor progress toward team goal attainment.	Principals	Fall 2012	June 2013

District Strategic Objective 2: Ensuring Success for All Students Through High Quality Professional Development	Overall Lead (Objective): Superintendent		
Initiative Number and Description: 2.3 Provide training and in implementing systems and practices to ensure academic growth of targeted student populations	Overall Lead (Initiative): Superintendent		
Which recommendations from the District Review or other evidence does this initiative address? <ul style="list-style-type: none"> • A disproportionate number of students across grade levels are not achieving at high levels • Significant gaps in academic achievement are evident among sub groups 			
Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
Representatives from the DLT participate in UDL course at Harvard to build leadership capacity to lead district implementation of RTSS.	Dir. St. Services	July 2012	July 2012
Representatives from building administrators and teaching staff attend CAST workshops on UDL to build leadership capacity to support implementation of RTSS	Dir. St. Services	Aug. 2012	Aug. 2012
Representatives from K-12 administrative staff participate in the Sp. Ed. Leadership Academy sponsored by ESE to strengthen the planning and implementation of new RTSS model	Superintendent	Oct. 2012	June 2013
ELL Director uses CPT to model collaborative planning and teaching for ESL and classroom teachers	ELL. Dir.	Sept. 2012	June 2013
Sp. Ed. Director uses CPT to model collaborative planning and teaching for Sp.Ed. and classroom teachers	Sp.Ed. Dir.	Sept. 2012	June 2013
Principals and teachers from each elementary school partner with Commendation Schools to learn successful strategies for supporting at risk students.	Elem. Principals	July 2012	Nov. 2012
Key learning from Commendation School partnerships will be shared during principal meetings	Elem. Principals	Sept. 2012	Nov. 2012
PD for all teaching staff on how to scaffold Tier 1 instruction to support ELL and FLEP students	ELL Dir.	Sept. 2012	June 2013
PD for all teaching staff on how to scaffold Tier 1 instruction to support Sp.Ed. students	Sp.Ed. Dir.	Sept. 2012	June 2013
ESL teachers, and their collaborative teaching partners will participate in in the WIDA standards training	ELL Dir.	Sept. 2012	Jan. 2013
Administrators, ESL teachers, and their collaborative teaching partners will participate in online ACCESS	ELL Dir.	Sept. 2012	Jan. 2013

training			
Model ESL lesson plans, aligned to WIDA and the common core, will be written and serve as models of instruction for both ESL and SEI teachers as well as classroom teachers.	ELL Dir.	Aug. 2012	June 2013
ELL Director conducts monthly co-observations with build administrators to calibrate expectations and provide formative feedback to teachers to strengthen implementation of new tiered systems	ELL Dir.	Sept. 2012	June 2013
Sp. Ed. Director conducts monthly co- observations with build administrators to calibrate expectations and provide formative feedback to teachers to strengthen implementation of new tiered systems	Sp.Ed. Dir.	Sept. 2012	June 2013
Administrators will conducted focused classroom observations to support effective implementation of OTL action plans	Principals	Sept. 2012	June 2013
Freshman Academy Staff visit select schools with effective 9 th grade programs to support design of Randolph model	Dir. Freshman Academy	Sept. 2012	Jan. 2013
Alternative staff participate in a daily Professional Learning Circle to monitor student progress using specific criteria	Dir. Alt. Program	Sept. 2012	June 2013
Develop Community TV programs that will continue to build parent and community capacity to support implementation of AIP initiatives	Dir. Family and Community Relations	Sept. 2012	June 2013

District Strategic Objective 3: Ensuring Success for All Students Through High Quality Accountability Systems	Overall Lead (Objective): Superintendent
C. Initiative Number and Description: 3.1 Develop K-12 quarterly assessments aligned to new curriculum	Overall Lead (Initiative): Directors
Which recommendations from the District Review or other evidence does this initiative address?	
<ul style="list-style-type: none"> The District Review team recommended that Randolph should use data analysis to improve curriculum and instruction in ELA and math. 	

Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
DLT reviews school and grade level interim assessments results to monitor student progress across the district both horizontally and vertically	Superintendent	Sept. 2012	June 2013
Superintendent reviews administrator goals to ensure alignment with SIP and AIP	Superintendent	Aug. 2012	Oct. 2012
Principals review teacher goals and plans to ensure alignment with SIP and AIP	Principals	Sept. 2012	Nov. 2012
Directors conduct co-observations to build administrators capacity to monitor implementation of curriculum	Directors	Sept. 2012	June 2013
Directors submit monthly report to superintendent that provide assessment of progress and next steps based on observation and student assessment data	Directors	Sept. 2012	June 2013
District Leadership conducts Quarterly Reviews with Directors to assess implementation of aligned curriculum	Superintendent	Oct. 2012	June 2013
Superintendent conducts Quarterly Reviews with each principal to assess implementation of SIPs which will include a comparison of teacher observation data and student performance data	Superintendent	Oct. 2012	June 2013
Building administrators complete mid-cycle Formative Assessment Reports for teachers on year 1 plans	Principals	Jan. 2013	Feb. 2013
Building administrators complete Summative Evaluation Reports for teachers on year 1 plans	Principals	Apr. 2013	May 2013
Superintendent provides administrators with quarterly assessments of goal attainment using the administrator rubric	Superintendent	Oct. 2012	June 2013

District Strategic Objective 3: Ensuring Success for All Students Through High Quality Accountability Systems	Overall Lead (Objective): Superintendent
Initiative Number and Description: 3.2 Build district system of support and accountability to ensure that identified learning and teaching behaviors in the Randolph Way are implemented effectively.	Overall Lead (Initiative): Superintendent
F. Which recommendations from the District Review or other evidence does this initiative address?	
<ul style="list-style-type: none"> The district review team identified the need to improve supervision and evaluation in order to develop administrators and teachers knowledge and skills 	

Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
Building administrators conduct a minimum of 5 classroom observations weekly (a minimum of 6 per teacher for the year)	Principals	Sept. 2012	June 2013
Building administrators submit monthly dashboards on observation data identifying trends, patterns and next steps for improvement	Principals	Sept. 2012	June 2013
As part of the administration supervision process, the District Leadership conducts co-observations with building administrators and reviews observation feedback forms to assess identified trends, patterns and effectiveness of next steps.	Superintendent	Sept. 2012	June 2013
District Leadership conducts observations to gather baseline data on the seven instructional practices teachers will be expected to implement this year.	Superintendent	Sept. 2012	Sept. 2013
DLT reviews monthly dashboards along with district quarterly monitoring observations data to assess implementation of instructional expectations across the district both vertically and horizontality	Superintendent	Sept. 2012	June 2013
DLT reviews PD evaluations to inform future PD needs	Superintendent	Sept. 2012	June 2013
District Leadership conducts quarterly monitoring observations to assess progress in implementing the seven instructional expectations	Superintendent	Sept. 2012	Feb. 2013
District Leadership conducts mid-year and end of year surveys (teachers, administrators) to assess understanding of this year's instructional expectations and inform necessary next steps (Baseline data from June 2012 surveys)	Superintendent	Dec. 2012	June 2013
Improvement plans will be developed for all teachers not demonstrating proficiency in implementing Randolph's instructional expectations	Principals	May 2013	June 2013

District Strategic Objective 3: Ensuring Success for All Students Through High Quality Accountability Systems	Overall Lead (Objective): Superintendent
Initiative Number and Description: 3.3 Build district system of support and accountability to ensure academic growth targeted student populations	Overall Lead (Initiative): Superintendent
F. Which recommendations from the District Review or other evidence does this initiative address?	
<ul style="list-style-type: none"> • A disproportionate number of students across grade levels are not achieving at high levels • Significant gaps in academic achievement are evident among sub groups 	

Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
Building administrators and Directors conduct focused observations to monitor effectiveness of implementation of RTSS	Principals	Sept. 2012	June 2013
Building administrators and Directors review progress monitoring data to assess effectiveness of tiered interventions	Principals	Sept. 2012	June 2013
District Leadership reviews Opportunity to Learning (OTL) agendas, minutes and action plans, as part of onsite supervision	Superintendent	Sept. 2012	June 2013
Freshman Academy staff meet with students monthly to monitor their progress in meeting learning goals	Dir. Freshman Academy	Sept. 2012	June 2013
Alternative School staff meet with students monthly to monitor their progress in meeting learning goals	Dir. Alt. Program	Sept. 2012	June 2013
ELL Director conducts co-observations with building administrators to monitor effective implementation of RTSS	ELL. Dir.	Sept. 2012	June 2013
Sp. Ed. Director conducts co-observations with building administrators to monitor effective implementation of RTSS	Sp.Ed. Dir.	Sept. 2012	June 2013
The ELL Director meets monthly with principal and vice-principals at each school to review assessment data and monitor progress of ELL and FLEP students	ELL. Dir.	Sept. 2012	June 2013
The Sp. Ed. Director meets monthly with principal and vice-principals at each school to review assessment data and monitor progress of Sp.Ed. students	Sp.Ed. Dir.	Sept. 2012	June 2013
The ELL Director submits monthly dashboard to superintendent that provide assessment of progress and next steps to support RTSS implementation	ELL. Dir.	Sept. 2012	June 2013

Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
The Sp. Ed. Director submits monthly dashboard to superintendent that provide assessment of progress and next steps to support RTSS implementation	Sp.Ed. Dir.	Sept. 2012	June 2013
District leadership conducts Quarterly Reviews with ELL Director to assess implementation of RTSS and progress of ELL and FLEP students	Superintendent	Oct. 2012	June 2013
District leadership conducts Quarterly Reviews with Sp.Ed. Director to assess implementation of RTSS and progress of Sp.Ed. students	Superintendent	Oct. 2012	June 2013
District leadership conducts Quarterly Reviews with Freshman Academy and Alternative School Directors to assess progress of these new programs	Superintendent	Oct. 2012	June 2013

APPENDIX A: PPI PROJECTION WORKSHEET

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		25	50
	Growth (Student Growth Percentiles)	50	50	50	50
	Extra credit for decreasing % Warning/Failing (10% or more)				25
	Extra credit for increasing % Advanced (10% or more)	25		25	25
Mathematics	Narrowing proficiency gaps (Composite Performance Index)	75	0	50	50
	Growth (Student Growth Percentiles)	100	50	50	50
	Extra credit for decreasing % Warning/Failing (10% or more)	25			25
	Extra credit for increasing % Advanced (10% or more)	25		25	25
Science	Narrowing proficiency gaps (Composite Performance Index)	75	0	75	50
	Extra credit for decreasing % Warning/Failing (10% or more)	25		25	25
	Extra credit for increasing % Advanced (10% or more)			25	25
High School	Cohort Graduation Rate	75	25	50	50
	Annual Dropout Rate	0	50	25	75

Points awarded for narrowing proficiency gaps, growth, and high school indicators	425	200	325	375
Points awarded for extra credit	100	0	100	150

Total points awarded	525	200	425	525
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)	75	29	61	75

Cumulative PPI Weighting	10%	20%	30%	40%
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Projected 2013 Cumulative PPI = (2010*1 + 2011*2 + 2012*3 + 2013*4 / 10)	61			
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APPENDIX B: CPI PROJECTION WORKSHEET

								Points away from goal	Average yearly gain needed
All students	2011	2012	2013	2014	2015	2016	2017	11.8	2.36
ELA	79.4	77.9	80.26	82.62	84.98	87.34	89.7	15.3	3.06
Math	67.2	68.3	71.36	74.42	77.48	80.54	83.6		
ELA growth		45	46.2	47.4	48.6	49.8	51	6	1.2
Math Growth		47	47.8	48.6	49.4	50.2	51	4	0.8
Science	62.8	65.3	68.52	71.74	74.96	78.18	81.4	16.1	3.22
High Needs	2011	2012	2013	2014	2015	2016	2017		
ELA	74.9	72.5	75.5	78.5	81.5	84.5	87.5	15	3
Math	61.7	62.6	66.26	69.92	73.58	77.24	80.9	18.3	3.66
ELA growth		44	45.4	46.8	48.2	49.6	51	7	1.4
Math Growth		47	47.8	48.6	49.4	50.2	51	4	
Science	56.9	60.1	63.78	67.46	71.14	74.82	78.5	18.4	3.68
SPED	2011	2012	2013	2014	2015	2016	2017		
ELA	59.6	57.7	62.12	66.54	70.96	75.38	79.8	22.1	4.42
Math	67.2	47.3	52.5	57.7	62.9	68.1	73.3	26	5.2
ELA growth		40.5	42.6	44.7	46.8	48.9	51	10.5	2.1
Math growth		43	44.6	46.2	47.8	49.4	51	8	1.6
	2011	2012	2013	2014	2015	2016	2017		
4 yr. Grad rate	66.7	69.3	73.44	77.58	81.72	85.86	90	20.7	4.14
5yr. Grad rate	68	70.1	75.08	80.06	85.04	90.02	95	24.9	4.98
drop out	4.4	4.4	3.96	3.52	3.08	2.64	2.2	2.2	0.44