

Level 4 District Accelerated Improvement Plan Template

District: SALEM PUBLIC SCHOOLS

Date: FALL, 2012

Section 1: Explanation of key issues and how the district will address them (maximum 1,000 words)

In this section, summarize the key issues arising from District Review findings and recommendations, Monitoring Reports, external or internal evaluations, and any other pertinent available quantitative and qualitative evidence. Note which issues you are prioritizing and why.

Over the course of the 2011-12 school year, a team of district leaders and key stakeholders, reviewed and analyzed a wealth of data in an effort to better understand the challenges facing the district and their impact on student learning and growth. The team set out not only to understand the data but to also identify root causes of underperformance as a precursor to developing a comprehensive district improvement plan. The review team analyzed a data set including but not limited to the following reports:

- ESE's 2011 District Level 3 Review
- Trends in student achievement and growth for both the aggregate and subgroups
- Enrollment patterns
- Staffing patterns across schools
- Staff attendance and turnover rates
- Data related to use of class time
- Observation data on the quality of instruction
- Professional development offerings and attendance
- Student performance in relation to other districts with a student demographic similar to Salem's

At times the discussions of the review team were challenging and difficult, but members agreed to review the data objectively and without making excuses. It is fair to say that the review team quickly acknowledged a significant gap between the district's stated goals of being committed to the success of all students and the reality evident in the data. A summary of key issues arising from the review of the data follows:

- Patterns of underperformance are both consistent and deep.
- Student performance in Salem lags behind districts with comparable student demographics for both the aggregate and for subgroups.
- The district goal of "success for all" is not supported by expectations, policies, or practices.

While data reviewed exposed many unpleasant realities, rather than feeling defeated the district has a renewed sense of urgency and is committed to developing a plan that will rebuild Salem Public Schools into a district characterized by strong programs and initiatives that result in high levels of learning and growth for each child in the district.

Understanding the data and what it means is a necessary step first step, but if the goal is building a

corrective action plan that addresses current conditions, understanding the data in and of itself is not enough. Therefore, the review team spent significant time conducting a root cause analysis of what has led to current inconsistencies and gaps in practice. The following list provides a synopsis of the team's analysis of what they believe to be the underlying causes for underperformance in the Salem Public Schools. Helpful to the review team during this phase of the work were two ESE's documents: the *Conditions for School Effectiveness* and *District Standards and Indicators*. These documents served as touchstones and helped the review team focus their analysis on those areas of practice which research indicates are characteristic of high performing schools and districts. Root causes identified as key contributors underlying the history of underperformance in the Salem Public Schools are indicated below:

- The district does not have a strategic plan to guide improvement. There is a tendency to seek “magic bullets” to “fix” issues, rather than relying on building a data-driven plan that is monitored and revised accordingly as it is implemented.
- The district has significant issues related to leadership capacity. High rates of administrative turnover have had a significant impact on the quality and consistency of leadership experienced at the school level and across the district.
- Schools operate independent of each other and the district. Due to a lack of district infrastructure, schools function in silos and make their own decisions about curriculum and instruction resulting in vast inequities and inconsistencies from school to school.
- The district lacks a common vision for quality teaching and learning. Structures to support instructional consistency such as routine classroom observations and feedback (e.g. Instructional Rounds and educator evaluation) are not in place.
- The district lacks a PreK-12 curriculum that is aligned to the Massachusetts Curriculum Frameworks. In addition, the district lacks a system of common and interim assessments to assess whether students are learning what they have been taught.
- Professional learning experiences for teachers are uncoordinated and not strategically linked to the district improvement plan. Overall, professional learning is not relevant, high quality, or job-embedded. Professional learning experiences for teachers lack follow-up.
- Schools do not practice a system of tiered instruction that is aligned to meet the needs of all learners. Staffing and scheduling do not support tiered instruction, and teachers and leaders lack necessary training and specialized materials needed to deliver targeted interventions and extensions.
- Structures to support the learning of high need populations (e.g. ELL, SPED, and low income) have not been consistently developed, resourced, implemented, and monitored by the district.
- The use of data to inform instruction is in the developing stage districtwide. Staff expertise in data analysis is uneven and data analysis practices are inconsistent across the district. Few teachers are skilled in analyzing and interpreting data, and the district does not have the technology infrastructure in place to provide teachers with real-time data.
- The district has done little to properly engage diverse populations within the community.
- A culture tolerant of low performance and uneven expectations exists in the district. Low expectations for students manifest in educators failing to take responsibility for teaching that supports the learning of a diverse student population. Teachers and administrators too frequently blame low performance on the cultural and economic background of the students, including limited English proficiency, mobility, and lack of family engagement.

Following the root cause analysis, the district review team challenged itself to agree to a theory of action or a set of assumptions about what it will take to lead Salem Public Schools from its current reality to a future of better outcomes. The review team landed on the following framework:

If the district is clear about what students should know and are able to do, and they regularly monitor student progress and adjust instruction and supports (for students and educators) accordingly, student achievement and growth will improve.

Once the theory of action was agreed upon, the review team went about identifying objectives and initiatives that would frame the district’s accelerated improvement plan. Given the emphasis of the theory of action, the following domains became the focus of the district improvement plan:

Theory of Action	District Acceleration Plan Strategic Objectives
What do we want students to know and be able to do?	1. Establish and implement and aligned curriculum and high-level instructional practices and expectations across the district.
How will we know they have learned what they have been taught and what supports are in place for students striving to learn?	2. Establish a data-driven system that assesses and supports learning and instructional practices throughout the district.
What leadership support is needed to enact quality teaching and learning?	3. Establish high quality leadership teams across the district that support and monitor the continuous improvement of teaching and learning.

What do we want students to know and be able to do?

Root Cause Analysis –The following items extend from the review team’s root cause analysis. The review team believes that these issues are major contributing factors to the current status of underperformance particularly as they relate to the first part of the district’s theory of action—*What do we want student to know and be able to do?* Unless these underlying causes are addressed directly, they will present significant barriers to any improvement effort. That said, the following root cause analysis provides a rationale for why Strategic Objective 1 and corresponding initiatives and action steps are seen as a priority lever for change.

- The district lacks a common vision for quality teaching and learning. Structures to support instructional consistency such as routine classroom observations and feedback (e.g. Instructional Rounds and educator evaluation) are not in place.
- The district lacks a PreK-12 curriculum that is aligned to the Massachusetts Curriculum Frameworks. In addition, the district lacks a system of common and interim assessments to assess whether students are learning what they have been taught.
- Structures to support the learning of high need populations (e.g. ELL, SPED, and low income) have not been consistently developed, resourced, implemented, and monitored by the district.

Strategic Objective 1 – Develop and implement an aligned curriculum and high quality instructional practices and expectations across the district

Initiatives:

- 1.1 Align the preK-12 curriculum with the MA common core
- 1.2 Implement a common set of high quality instructional expectations and practices on behalf of all

students.

Vision for Change—When the district successfully implements elements in the district improvement plan related to Strategic Objective 1, the following conditions and practices would be evident...

Both the *District Standards & Indicators* and the *Conditions for School Effectiveness* documents point to the importance of an aligned curriculum, and at present Salem Public Schools does not have one in place. The review team, however, recognizes the central importance of having curriculum maps that are aligned to the MA Curriculum Frameworks and Common Core Standards, therefore Strategic Objective 1 addresses the steps necessary to establishing a guaranteed, viable curriculum to guide teaching and learning across district schools.

The vision is for district core maps to include—a unit rationale, intended learning objectives, suggested resources and materials, and embedded assessments. District curriculum maps will ensure that grade-level priority standards are taught to a sufficient level of depth and rigor at each school in the district thereby affording all students, no matter which school they attend, access to a high quality standards-based curriculum.

Establishing an aligned curriculum is necessary yet not sufficient. Salem Public Schools acknowledges that teachers and school and district leaders will require support to ensure that district curriculum maps are utilized efficiently and effectively. Teachers will access support for implementing the district curriculum through a grade-level/content professional learning community. Specifically, teachers will regularly engage in unit preview sessions where they will have the opportunity to review upcoming units with grade-level colleagues and content leaders. These sessions will focus on what is important in the new standards, what materials are available to teach the unit and what is needed, and which instructional practices are best matched to implementing the unit of study. Teachers and school data teams will review data from aligned assessments and will routinely use this data to guide and adjust instruction. A major focus for the district in this effort is to support teachers with instructional planning that, as an end result, ensures all students, including English language learners and students with special needs, have access to the core curriculum.

School and district leaders will use district curriculum maps to ground classroom visits and feedback to teachers, and curriculum maps will be reviewed and discussed frequently during routine district leadership meetings and conferences with principals. Regular classroom visits will allow leaders to assess whether the district curriculum is being implemented with fidelity. Further, data collected from classroom visits will guide school and district leaders in framing meaningful professional development on instructional practice that will support skillful implementation of the district curriculum.

While having a road map for what will be taught and when is essential, it is not the end game. Curriculum maps are nothing without expert instruction to guide their implementation therefore support for the instructional core is at the heart of this plan. Rather than offering a “silver bullet” approach, the district improvement plan proposes a coordinated set of action steps focused on strengthening the quality of instruction district wide. These action steps prioritize support for teachers at the classroom level but also address systems outside of the classroom that have an impact on instruction and therefore are equally important to develop. The list below highlights some of the key action steps in the plan focused on ensuring that high quality instruction is evident in all classrooms in the Salem Public Schools:

- Establish practices to ensure that SPS attracts, hires, and retains expert teachers
- Provide regular collaboration time for teachers to work with the grade-level/content colleagues to

plan instruction and monitor learning

- Implement a job-embedded model of professional support by ensuring each school has access to math and literacy coaches
- Offer targeted professional development opportunities that match student learning needs and what teachers want to know more about to strengthen their instructional repertoire
- Communicate clear expectations for instructional effectiveness and provide regular feedback, through instructional rounds and the supervision and evaluation process, on the degree to which these are evident in classrooms

Not all students learn the same way or at the same pace, so differentiated instructional practices and tiered systems of support must be in place at each school to ensure the success of each student. Particular attention will be given to school schedules, grouping practices, availability of specialized materials to support interventions/extensions, and targeted training for staff who are responsible for delivering interventions/extensions.

How will we know students have learned what they have been taught and what supports are in place for students striving to learn?

Root Cause Analysis – The following items extend from the review team’s root cause analysis. The review team believes that these issues are major contributing factors to the current status of underperformance particularly as they relate to the second part of the district’s theory of action—*How will we know students have learned what they have been taught and what supports are in place for students striving to learn?* Unless these underlying causes are addressed directly, they will present significant barriers to any improvement effort. That said, the following root cause analysis provides a rationale for why Strategic Objective 2 and corresponding initiatives and action steps are seen as a priority lever for change.

- Schools do not practice a system of tiered instruction that is aligned to meet the needs of all learners. Staffing and scheduling do not support tiered instruction, and teachers and leaders lack necessary training and specialized materials needed to deliver targeted interventions and extensions.
- The use of data to inform instruction is in the developing stage district wide. Staff expertise in data analysis is uneven and data analysis practices are inconsistent across the district. Few teachers are skilled in analyzing and interpreting data, and the district does not have the technology infrastructure in place to provide teachers with real-time data.

Strategic Objective 2 – Build a data-driven system that assesses and supports learning and improves instructional practices throughout the district

Initiatives:

- 2.1 Develop and implement a system of district wide interim assessments aligned to the core curriculum
- 2.2 Implement an inquiry-based data cycle to adapt instruction and provide support to all learners
- 2.3 Build and implement support systems and practices to improve the performance of high need student populations

Vision for Change—When the district successfully implements elements in the improvement plan related to Strategic Objective 2, the following conditions and practices would be evident...

There is a wealth of research to support the use of data to inform instruction as a lever for improving

student outcomes. Salem Public Schools acknowledges that it must build and/or strengthen the district systems that will facilitate the following practices at the school level: administration of standards-based assessments, access to timely data about student learning, and skillful use of data to drive instructional adjustments and delivery of added supports for students as necessary.

The district is working with Achievement Network (ANet), a partner with a proven track record of building district capacity to institute a system of assessments for gauging and improving student learning. In addition to the interim assessments administered by ANet, the district will establish a schedule of diagnostic assessments particularly in the area of literacy (reading and writing) and work on developing curriculum embedded assessments for each unit of study.

Schools will establish professional learning communities, that is, school and grade level/content data teams with every teacher in the district participating in regular data meetings. The goal is for teachers and school data teams to have access to student learning data so that they can effectively monitor learning and adjust instruction accordingly throughout the course of the year. Student learning data will assist teachers and data teams in reteaching important concepts to mastery, regrouping students for intervention/extension, and using professional learning time to refine teaching practices and research those that are proven effective in producing desired student learning results.

The new educator evaluation system provides a context for teachers and leaders to continuously collaborate on issues related to teaching and learning through regular, on-going classroom visits and collegial dialogue. Teachers and leaders will spend significant time unpacking the teacher and principal rubrics paying particular attention to *Standard I: Curriculum, Planning, and Assessment* and *Standard II: Teaching All Students*. As evaluators implement the new evaluation model, regular network meetings will afford them the opportunity to discuss and calibrate how they are processing Evaluation Walk-throughs and artifacts to support the feedback they are writing/presenting to teachers. The district will pay particular attention to the feedback and support provided to teachers on Standards I and II from the teacher rubric.

What leadership support is needed to enact quality teaching and learning?

Root Cause Analysis— The following items extend from the review team’s root cause analysis. The review team believes that these issues are major contributing factors to the current status of underperformance particularly as they relate to the third part of the district’s theory of action—*What support is needed to enact quality teaching and learning?* Unless these underlying causes are addressed directly, they will present significant barriers to any improvement effort. That said, the following root cause analysis provides a rationale for why Strategic Objective 3 and corresponding initiatives and action steps are seen as a priority lever for change.

- The district has significant issues related to leadership capacity. High rates of administrative turnover have had a significant impact on the quality and consistency of leadership experienced at the school level and across the district.
- Schools operate independent of each other and the district. Due to a lack of district infrastructure, schools function in silos and make their own decisions about curriculum and instruction resulting in vast inequities and inconsistencies from school to school.
- The district lacks a common vision for quality teaching and learning. Structures to support instructional consistency such as routine classroom observations and feedback (e.g. Instructional Rounds and educator evaluation) are not in place.
- Professional learning experiences for teachers are uncoordinated and not strategically linked to the

district improvement plan. Overall, professional learning is not relevant, high quality, or job-embedded. Professional learning experiences for teachers lack follow-up.

Strategic Objective 3 – Establish high quality leadership across the district that support and monitor the continuous improvement of teaching and learning

Initiatives:

- 3.1 Implement leadership structures and processes for the support and accountability of teaching and learning
- 3.2 Establish a system of embedded professional development that provides administrators and teachers with the capacity to implement the new teaching and learning expectations
- 3.3 Implement the new educator evaluation system with fidelity throughout the district.
- 3.4 Provide adequate support and oversight at the district’s Level 4 school—Bentley Elementary School

Vision for Change—When the district successfully implements elements in the improvement plan related to Strategic Objective 3, the following conditions and practices would be evident...

Building systems and routines that nurture consistency, communication, follow-through, high expectations, and accountability for results is a priority in the district’s improvement plan. The district leadership team believes that these systems and routines will enhance innovation and site-based management approaches, not stifle them, and lead to better overall results for schools and the district as a whole. Schools working in isolation, apart from district systems of support, has not positioned the district for success or led to desired results.

It is time for the district to establish common ground and a sense of coherence and collaboration across the district. To that end, the district will take steps to strengthen a nested learning community where the quality of the work of teachers is a lens into the quality of the work of principals, and the quality of the work of principals is a lens into the quality of the work of the Superintendent and senior central office leaders. Regular district leadership meetings, where agendas focus on issues of teaching and learning not administrivia, will occur bimonthly. At these meetings, principals and district leadership will review data, discuss implementation of district programs and initiatives, and collaboratively problem solve issues that present challenges to high quality teaching and learning. Programs and services that support the learning of high need populations such as English language learners and students with special needs will be an on-going focus of the district leadership team.

Instructional Rounds will be a standing feature of leadership practice in the Salem Public Schools. The goal of Instructional Rounds will be the following—high quality instruction for all with a sharp focus on how core instruction in the regular classroom is adjusted to meet the needs of English language learners and students with special needs. Principals, assistant principals, district leaders and teacher leaders will frequently collaborate to conduct focused classroom visits or Instructional Rounds. Prior to visits, the district will establish clear expectations for instructional practice and provide professional learning opportunities to teachers to refine their practice in delineated areas. Then Instructional Rounds will help leadership understand what is working and what steps are needed to drive instruction to the next level of practice.

A review of student performance data and what is learned through Instructional Rounds will drive the development of a coordinated district professional development plan. The district’s professional development plan will afford teachers time to meet with their grade-level/content colleagues while at the

same time providing them the opportunity to access new learning through meaningful trainings and workshops.

Professional development for leaders will be thoughtful and relevant to their work. This year targeted support will be provided to evaluators to enable their success with implementing the new model for educator evaluation. Training will include an overview to elements in the new model but will also include opportunities for evaluators to share their experiences and get feedback and coaching along the way. District administrators will pay particular attention to the regularity and quality of feedback provided to teachers through protocols called for in the new model.

Senior district leaders will meet weekly with the Superintendent to tackle logistics and other management issues as they present themselves. The goal is to minimize unforeseen disturbances so that principals and assistant principals can focus their time on teaching and learning.

The district accepts its responsibility in ensuring the successful turnaround of Bentley Elementary School. Senior district leadership will meet bimonthly with the principal of the Bentley Elementary School to review the status of implementation of the school turnaround plan paying close attention to progress toward meeting intended outcomes. These meetings will be data-driven and assist district leaders in adjusting the level of district support required to facilitate success of the school's turnaround efforts. Classroom visits will be a regular part of these sessions.

Create the Theory of Action that will drive the development of the Plan.

Please see the Theory of Action discussion above.

District improvement is not linear. Instead turnaround work requires skillful leadership to guide and adjust steps forward. In order to assist district leadership in facilitating and monitoring the process of district improvement, the review team has drafted an accelerated improvement plan to guide steps forward. The team fully recognizes that as circumstances and the environment change, so too will the plan need to be adjusted, but as a starting point the district accelerated improvement plan includes a set of coordinated action steps to support the implementation of each of the above strategic objectives.

Next, identify the Strategic Objectives and Initiatives upon which the Plan will focus and why they are important.

Salem Public Schools are committed to raising the performance of all students by continuously improving teaching and learning and creating a culture of high expectations and accountability for all.

C
u
l
t
u
r
e
o
f
H
i
g
h
E
x
p
e
c
t
a
t
i
o
n
s
a
n
d
A
c
c
o
u
n
t
a
b
i
l
i
t
y

WHAT DO WE WANT STUDENTS TO KNOW AND BE ABLE TO DO?

Strategic Objective 1 – Develop and implement an aligned curriculum and high quality instructional practices and expectations across the district

Initiatives:

- 1.1 Align the preK-12 curriculum with the MA common core
- 1.2 Implement a common set of high quality instructional expectations and practices on behalf of all students

HOW WILL WE KNOW STUDENTS HAVE LEARNED WHAT THEY HAVE BEEN TAUGHT AND WHAT SUPPORTS ARE IN PLACE FOR STUDENTS STRIVING TO LEARN?

Strategic Objective 2 – Build a data-driven system that assesses and supports learning and improves instructional practices throughout the district

Initiatives:

- 2.1 Develop and implement a system of district wide interim assessments aligned to the core curriculum
- 2.2 Implement an inquiry-based data cycle to adapt instruction and provide support to all learners
- 2.3 Build and implement support systems and practices to improve the performance of high need student populations

WHAT LEADERSHIP SUPPORT IS NEEDED TO ENACT QUALITY TEACHING AND LEARNING?

Strategic Objective 3 – Establish high quality leadership across the district that support and monitor the continuous improvement of teaching and learning

Initiatives:

- 3.1 Implement leadership structures and processes for the support and accountability of teaching and learning
- 3.2 Establish a system of embedded professional development that provides administrators and teachers with the capacity to implement the new teaching and learning expectations
- 3.3 Implement the new educator evaluation system with fidelity throughout the district.
- 3.4 Provide adequate support and oversight at the district’s Level 4 school—Bentley Elementary School

Describe the specific, measurable, final end-of-year outcomes the district aims to achieve by implementing the Plan. Include dates for each outcome.

In addition to inspiring our students to realize their full potential and prepare them to function successfully in a complex world...

The District will meet or exceed the annual PPI target of 75 for 2013 for all students. This is comprised of reaching a CPI of 82.1 in ELA, 74 in math and 73.6 in science; a SGP of 51 in ELA and math; and receiving extra credit points in ELA, math and science.

The District will meet or exceed the PPI target of 75 for 2013 for the High Needs student population. This results from reaching a CPI of 75.5 in ELA, 66 in math and 66.2 in science; a SGP of 49 in ELA and 51 in math and achieving extra credit points in ELA, math and science.

For details on how these targets were determined, please see the worksheets included in [Appendices A and B at the end of this plan](#).

Section 2: Plan Summary

Strategic Objective 1:

Develop and implement an aligned curriculum and high quality instructional practices and expectations across the district.

Strategic Initiatives	Early Evidence of Change, Short-Term Outcomes, Final Outcomes
<p>Establish structures to ensure that all students have access to rigorous learning experiences that extend from a common set of district expectations for teaching and learning by—</p> <p>1.1 Aligning the PreK-12 curriculum with the MA Common Core Standards</p> <ul style="list-style-type: none"> • <u>Establish Curriculum Maps:</u> District-wide curriculum maps for PreK-12 ELA and mathematics include <ul style="list-style-type: none"> ○ Unit rationale ○ Intended learning objectives ○ Suggested resources and materials ○ Embedded assessments • <u>Align Instructional Materials:</u> Existing instructional materials match the curriculum scope and sequence; needs are identified and resolved. • <u>Support Use of Maps:</u> Regular unit previews orient teachers to the learning expectations of the Common Core Standards and how to use district curriculum maps as a tool for instructional planning. <p>1.2 Implementing a common set of high quality instructional expectations and practices on behalf of all students</p> <ul style="list-style-type: none"> • <u>Establish a focus on teaching and learning across the district:</u> Systems, e.g. Instruction Consistency Expectations, regular Instructional Rounds with a directed focus, or on-going unit previews, will be established to bring a greater pervasiveness of teaching and learning to be more pervasive and provide a deeper understanding of the components of quality instruction. • <u>Enact Strong Instructional Leadership:</u> Principals, assistant principals, and district leaders use Instructional Rounds and the 	<p>Early Evidence of Change—</p> <ul style="list-style-type: none"> ✓ 100% of the notes from unit preview sessions reveal teachers engaged in discourse related to curriculum maps and implications for instructional planning as reported quarterly to District Monitoring Team. ✓ 100% of evaluators include feedback to teachers about the alignment of instruction to the goals outlined in the district curriculum through the educator evaluation system at least one time prior to the end of the evaluation cycle as monitored by a review of sample feedback by the District Monitoring Team. ✓ 100% of district and school PD plans directly support strengthening instruction aligned to the Conditions of School Effectiveness as reviewed by District Monitoring Team. ✓ 80% of teachers demonstrate the Components of Instructional Consistency as evidenced by Instructional Rounds feedback reviewed by District Monitoring Team by March, and 90% by May. <p>Short Term Outcomes---</p> <ul style="list-style-type: none"> ✓ Professional staff report that the instructional monitoring and feedback provided by their evaluator has been useful. By survey, 50% satisfied in March; 80% satisfied in May. ✓ 90% of principals and assistant principals receive proficient on 3 out of 5 elements for indicators I-A (Curriculum) and I-B (Instruction) from the administrator rubric as assessed in their formative assessment <p>Student Outcomes:</p> <ul style="list-style-type: none"> • The percentage of all students, grades 2-8, meeting proficiency on the quarterly interim assessments will

evaluation process as vehicles to guide consistent implementation of the district curriculum.

- *Develop a plan to establish a job-embedded curriculum and instructional support and PD(e.g. through the implementation in 2013-14 of ELA and Math Coaching and Coaching model):* Research points to the effectiveness of coaches embedded in a school to improve the teachers' ability to deliver the curriculum and use appropriate instructional practices.

Build a PD Plan: Targeted professional development strengthens instructional practices used to support rigorous teaching and learning experiences for students as outlined in district curriculum maps.

increase by 15% each quarter using A1 results as the baseline. (15% of the original percentage)

- The percentage of ELL students, grades 2-8, meeting proficiency on the quarterly interim assessments will increase by 15% each quarter using A1 results as the baseline. (15% of the original percentage)
- The percentage of Special Education students, grades 2-8, meeting proficiency on the quarterly interim assessments will increase by 15% each quarter using A1 results as the baseline. (15% of the original percentage)
- The percentage of students, grades K-5, at “meets expectations” or “exceeds expectations” text levels, as measured by BAS, will increase by 10% in the winter (2013) administration over the spring (2012) administration, and by 10% in the spring (2013) administration over the winter (2013) administration. (these data will also be reported for High Needs students)
- The percentage of students, grades 1-3 at “low risk” as measured by DIBELS Oral Reading Fluency will increase by 10% in the winter (2013) administration over the fall (2012) administration, and by 10% in the spring (2013) administration over the winter (2013) administration. (these data will also be reported for the High Needs students)
- The percentage of students, grades 6-8, who are “proficient” or “advanced”, as measured by the SRI, will increase by 10% assessment over assessment. (these data will also be reported for the High Needs students)
- 80% of all students will meet or exceed a 70% benchmark on the quarterly high school common assessments in ELA, math and biology. (these data will also be reported for the ELL or SpEd subgroups)
- In middle and high school grades, the percentage of students with one or more failures at the end of the 2nd and 3rd marking periods will be reduced by 20% as compared to 2011-12 totals. (will also be written for the ELL or SpEd

	subgroups) <ul style="list-style-type: none"> • In grades 3-5, the percentage of students with one or more “not-exhibiting” at the end of the 2nd and 3rd marking periods will be reduced by 20% as compared to 2011-12 totals. (will also be written for the ELL or SpEd subgroups)
--	---

ACTIVITIES

Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
1.1 Align the PreK-12 curriculum with the MA Common Core Standards <u>Establish Curriculum Maps:</u> <ul style="list-style-type: none"> ✓ Draft maps aligned to the MA Curriculum Frameworks, Common Core Standards, and ANet’s schedule of assessed standards using the <i>Understanding by Design</i> framework (Stage 1 only) 	Asst Supt T&L Curriculum Directors	January 2012	June 2013
<ul style="list-style-type: none"> ✓ Develop a monthly schedule outlining when PreK-8 and Gr. 9-12 ELA and math maps will be complete 	Asst Supt T&L Curriculum Directors	December 2012	January 2013
<ul style="list-style-type: none"> ✓ Engage a partner to conduct a quality review of draft maps 	Asst Supt T&L Curriculum Directors	January 2013	June 2013
<u>Align Instructional Materials:</u> <ul style="list-style-type: none"> ✓ Work with grade-level teams across schools to align instructional materials to the goals and expectations of the curriculum maps 	Asst Supt T&L Curriculum Directors	January 2013	June 2013
<u>Support Use of Maps:</u> <ul style="list-style-type: none"> ✓ Develop and implement a rollout plan for introducing curriculum maps to teachers and leaders 	Asst Supt T&L	December 2012	January 2013
<ul style="list-style-type: none"> ○ Engage a partner to build district capacity for facilitating unit previews 	Asst Supt T&L	December 2012	January 2013

○ Plan and launch regular unit previews with teachers around ELA and math maps	Curriculum Directors Principals	February 2013 (starting w/math)	June 2013
○ Focus on contents of maps and use of unit previews during regular District Leadership Team (Senior Administration, Principals and Directors) meetings	Asst Supt T&L Curriculum Directors	February 2013	June 2013
○ Sr. Leadership reviews quarterly feedback provided to teachers by evaluators relative to Standard I, Indicators I-A and I-B.	Supt. & Asst. Supts.	February 2013	June 2013
✓ Make maps available to users through and online system (e.g. Build Your Curriculum, Atlas Rubicon, etc.)	Asst Supt T&L Curriculum Directors IT Director Administrative Assts.	February 2013	June 2013

1.2 Implement a common set of high quality instructional expectations and practices on behalf of all students			
<u><i>Establish a focus on teaching and learning across the district:</i></u> ✓ Examine the Common Core Curriculum in Math and ELA for consistency of understanding with the District Leadership Team	Asst Supt T&L	December 2013	January 2013
✓ Unpack “Instructional Consistency Expectations”, at a regular DLT meeting	Asst Supt T&L	December 2013	January 2013
✓ Look at multiple sources of data (Instructional Rounds, teacher feedback, assessment data) to determine a deeper focus of content and instructional action steps	Asst Supt T&L and Principals	January 2013	February 2013
✓ Develop a plan to provide quality instruction in the identified area of focus	Asst Supt T&L	December 2013	June 2013

<p><i>Enact Strong Instructional Leadership:</i> (note: these activities are also included as part of Initiative 3.1 and Initiative 3.3 to reflect the interrelationship of the initiatives of the AIP)</p>			
<ul style="list-style-type: none"> ✓ Conduct Instructional Rounds with feedback to all staff on the implementation of practices outlined in the district’s Instructional Consistency Expectations, on the directed teaching and learning focus; 	<p>Principals, District Monitoring Team</p>	<p>October 2012</p>	<p>June 2013</p>
<ul style="list-style-type: none"> ○ Launch a program of Instructional Rounds at Bentley (Level 4), Collins Middle School (January) and Salem High School, with expectation that all other principals will participate in these walks as PD and that each school may conduct at least one learning walk in 2012-13 and will conduct regular instructional rounds in FY14.. 	<p>Principals</p>	<p>October 2012</p>	<p>June 2013</p>
<ul style="list-style-type: none"> ○ Establish a Salem model for Instructional Rounds and provide training on the purpose, protocol, feedback and follow up for the process to administrators and teachers 	<p>Ass’t Sup’t</p>	<p>January 2013</p>	<p>February 2013</p>
<ul style="list-style-type: none"> ○ Principals submit their Learning Walk feedback and action plan provided to teachers to the District Monitoring Team following each Instructional Rounds 	<p>Asst. Supts.</p>	<p>December 2012</p>	<p>January 2013</p>
<ul style="list-style-type: none"> ✓ Evaluators use the teacher rubric from the Ed. Evaluation system to provide teachers with targeted feedback related to curriculum and instruction following evaluation walkthroughs. 	<p>Principals</p>	<p>December 2012</p>	<p>June 2013</p>
<ul style="list-style-type: none"> ○ Principals share samples of feedback at DLT meetings or with PLC Partner contracted to coach evaluators as part of a collegial coaching PD. 	<p>Principals</p>	<p>January 2013</p>	<p>June 2013</p>
<p><i>Develop a plan to establish embedded ELA and Math instructional support (e.g. Coaching and the Coaching Model)</i></p> <ul style="list-style-type: none"> ✓ Develop a plan for embedded instructional support in all schools 			

	Ass't Supt	March 2013	April 2013
✓ Identify funding in 2013-14 for implementation	Superintendent	April 2013	May 2013
✓ Hire coaches with expectation of PD for coaching during summer and implementation in August	Principals	May 2013	July 2013
<i>Build a PD Plan: (also included in Initiative 3.2)</i>			
✓ Develop school and district PD plans focusing on strengthening teacher ability to implement the Common Core Standards, quality tiered instructional practices	Asst Supt T&L & Principals	April 2013	May 2013
○ Identify priorities for summer and SY2014 PD based on AIP benchmark data and feedback from principals, Evaluation Walk-throughs, instructional rounds,	Asst Supt T&L	January 2013	April 2013

Strategic Objective 2:

Build a data-driven system that assesses learning and informs adaptive instruction and tiered systems of student support throughout the district.

Strategic Initiatives	Early Evidence of Change, Short-term Outcomes, and Final Outcomes
<p>Establish structures and practices to monitor student learning of core concepts and content, to guide adaptive instruction, and to focus the consistent delivery of targeted interventions by—</p> <p>2.1 Develop and implement a system of district wide interim assessments aligned to the core curriculum</p> <ul style="list-style-type: none">• <u>Identify partners to support use of local interim assessments:</u> Secure partners to support the implementation of K-8 assessments in ELA and math and Gr. 9-12 assessments in ELA, math, and biology• <u>Ensure technology and logistics are managed to facilitate effective implementation of assessments and timely report generation:</u> Technical aspects of administering assessments are attended to so that the process is seamless and data is available to teachers within 48 hours. <p>2.2 Implement an inquiry-based data cycle to adapt instruction and provide support to all learners</p> <ul style="list-style-type: none">• <u>Build data teams:</u> Launch District AIP Monitoring Team, District Special Populations Data Team, and School-based Data Leadership Teams• <u>Provide coaching on all aspects of the data-inquiry cycle:</u> Guide the implementation of data cycle through embedded coaching <p>2.3 Build and implement support systems and practices to improve the performance of high need student populations</p> <ul style="list-style-type: none">• <u>Communicate a vision for tiered instruction:</u> Guide district	<p>Early Evidence of Change—</p> <ul style="list-style-type: none">• 100% of sampled action plans resulting from the data cycle specifically articulate steps for re-teaching key content and concepts as reviewed quarterly by District Monitoring Team.• Each principal receives 2 pieces of written feedback within the educator evaluation system relative to the quality of school-based data meetings and the principals' role within the meetings.• 100% of sampled school-based data meetings are effectively planned and facilitated as measured v. ANet rubric by District Monitoring Team.• 90% of teachers report stronger ability to conduct item analysis as measured in March and May survey.• 90% of teachers report stronger skills in adapting instruction as measured in March and May survey.• 100% of grades 2-8 students are administered interim assessments.• 100% of students in sub-separate classroom will have a folder review completed by 10/1/2012, those flagged as concerning will have team reconvened and evaluation and less restrictive environments considered. <p>Short-term Outcomes</p> <ul style="list-style-type: none">• 100% of schools conducting Instructional Rounds this year will conduct at least one Instructional Round with the engagement and instruction to special education and ELL students as a focus by April 1, 2013.• At least 40% of teachers observed in Instructional Rounds will demonstrate some evidence of differentiated instruction and

leadership team in developing a common understanding of what effective tiered instruction looks like

- Assess current practices and structures: Identify and address gaps in schools' ability to deliver tiered instruction
- Plan and implement district-wide supports for ELLs and students with special disabilities: Strengthen district system of supports for high-need populations.

the ongoing use of accommodation. Results to be used as baseline for future benchmarks

- Requests for 1 to 1 paraprofessionals and student moves to more restrictive environments will decrease by 20% over year over year as measured in January and June.
- 100% of sampled IST minutes will show that the team utilized not only special education related data points but also consider benchmark and curriculum related assessments in placement decision making as measured quarterly.
- The percentage of K-8 Students with Disabilities (SWD) participating in general education environments will increase by 20% year-over-year as measured in January and June.
- The percentage of K-5 SWD assigned to sub-separate behavior programs will decrease by 30% year-over-year as measured in January and June.

Student Outcomes

- The percentage of ELL students, grades 2-8, meeting proficiency on the quarterly interim assessments will increase by 15% each quarter using A1 results as the baseline. (15% of the original percentage)
- The percentage of Special Education students, grades 2-8, meeting proficiency on the quarterly interim assessments will increase by 15% each quarter using A1 results as the baseline. (15% of the original percentage)
- The percentage of students, grades K-5, at "meets expectations" or "exceeds expectations" text levels, as measured by BAS, will increase by 10% in the winter (2013) administration over the spring (2012) administration, and by 10% in the spring (2013) administration over the winter (2013) administration. (these data will also be reported for High Needs students)
- The percentage of students, grades 1-3 at "low risk" as measured by DIBELS Oral Reading Fluency will increase by 10% in the winter (2013) administration over the fall (2012)

administration, and by 10% in the spring (2013) administration over the winter (2013) administration. (these data will also be reported for the High Needs students)

- The percentage of students, grades 6-8, who are “proficient” or “advanced”, as measured by the SRI, will increase by 10% assessment over assessment. (these data will also be reported for the High Needs students)
- 80% of all students will meet or exceed a 70% benchmark on the quarterly high school common assessments in ELA, math and biology. (these data will also be reported for the ELL or SpEd subgroups)
- In middle and high school grades, the percentage of students with one or more failures at the end of the 2nd and 3rd marking periods will be reduced by 20% as compared to 2011-12 totals. (will also be written for the ELL or SpEd subgroups)
- In grades 3-5, the percentage of students with one or more “not-exhibiting” at the end of the 2nd and 3rd marking periods will be reduced by 20% as compared to 2011-12 totals. (will also be written for the ELL or SpEd subgroups)
- The average daily attendance of High Needs students will remain equal to, or exceed, the October 1 baseline as measured monthly
- 80% of all students will meet or exceed a 70% benchmark on the quarterly high school common assessments in ELA, math and biology. (will also be written for the ELL or SpEd subgroups)
- In middle and high school grades, the percentage of students with one or more failures at the end of the 2nd and 3rd marking periods will be reduced by 20% as compared to 2011-12 totals. (will also be written for the ELL or SpEd subgroups)
- In grades 3-5, the percentage of students with one or more “not-exhibiting” at the end of the 2nd and 3rd marking periods will be reduced by 20% as compared to 2011-12 totals. (will also be written for the ELL or SpEd subgroups)

ACTIVITIES

Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
<p>2.1 Develop and implement a system of district wide interim assessments aligned to the core curriculum</p> <p><i>Identify partners to support use of local interim assessments:</i></p> <ul style="list-style-type: none"> ✓ Identify partner to assist district in establishing a system of interim assessments in ELA and math in Gr. 2-8 	Supt.	June 2012	August 2012
<ul style="list-style-type: none"> ○ Secure contract and funding 	Supt.	June 2012	August 2012
<ul style="list-style-type: none"> ○ Launch partnership 	Supt	August 2012	August 2012
<ul style="list-style-type: none"> ○ Collaborate with partner to guide implementation (e.g. including all ELL and SpEd (not participating in MCAS Alt Assessment) students in assessments, schedule quarterly “step-back” meetings, bi-monthly phone conversations with Asst. Supt. T&L, routine large-scale project management meetings with Supt.) 	Supt Asst Supt T&L	Sept. 2012	June 2013
<ul style="list-style-type: none"> ✓ Identify partner to assist the high school in establishing a system of interim assessments in Gr. 9-12 for ELA, math, and biology <ul style="list-style-type: none"> ○ Establish criteria for priority specifications (what must the ideal product offer) 	H.S. Principal HS Dir of Curr	Sept. 2012	Jan. 2013
<ul style="list-style-type: none"> ○ Obtain 3 quotes for the system and included PD 	H.S. Principal HS Dir of Curr	Dec. 2012	Feb. 2013
<ul style="list-style-type: none"> ○ Prepare proposal to Supt. of which vendor is best aligned to the school’s expectations 	H.S. Principal HS Dir of Curr	Feb. 2013	March 2013
<ul style="list-style-type: none"> ○ Establish 2 year implementation plan with action steps, measures of implementation, and timeline; guide implementation of plan 	H.S. Principal HS Dir of Curr	March 2013	April 2013
<p><i>Ensure technology and logistics are managed to ensure effective implementation of assessments and timely report generation:</i></p> <ul style="list-style-type: none"> ✓ Coordinate upload of student and teacher information; ensure 	IT Director	Aug. 2012	Sept. 2013

ongoing update of database			
✓ Coordinate duplication of test booklets and answer sheets	Asst Supt T&L Admin Asst	Sept 2012	May 2013
✓ Collaborate with partner to produce timely data reports and make them accessible to teachers	Asst. Supt. T & L, Principals	Sept. 2012	May 2013
✓ Establish system to catalogue and archive teacher action plans developed as part of the data cycle.	IT Director	Jan. 2013	Feb. 2013

<p>2.2 Implement an inquiry-based data cycle to adapt instruction and provide support to all learners</p> <p><i>Build data teams:</i></p> <ul style="list-style-type: none"> ✓ Establish District AIP Monitoring Team (also reflected in Initiative 3.1 as model of High Performing Team) <ul style="list-style-type: none"> ○ Monitor implementation of AIP action steps through regular meetings <ul style="list-style-type: none"> ▪ Ensure compliance with timelines ▪ Oversee level of quality and fidelity of implementation ▪ Use data dashboards as a monitoring tools 	Supt.	Dec. 2012	June 2013
<ul style="list-style-type: none"> ○ Meet regularly with principals to provide targeted support <ul style="list-style-type: none"> ▪ Review ANet (grade and class level) data and action plans ▪ Participate in Instructional Rounds and review feedback provided to faculty ▪ Attend data cycle meetings ▪ Review samples of feedback provided to teachers through educator evaluation process ▪ Provide principals with feedback 	Supt. Asst Supts.	Jan. 2013	June 2013
<ul style="list-style-type: none"> ○ Continuously problem solve issues with implementation and manage mid-course corrections 	Supt. Asst Supts.	Jan. 2013	June 2013

<ul style="list-style-type: none"> ✓ Establish District Special Populations Data Teams <ul style="list-style-type: none"> ○ High need student data is monitored by these teams comprised of ESL and special educators 	Asst. Supt. PPS & ELL Director	January 2013	June 2013
<ul style="list-style-type: none"> ○ Analyze interim assessment data Gr. 2-12 	Asst. Supt. PPS & ELL Director	January 2013	June 2013
<ul style="list-style-type: none"> ○ Formulate recommendations for district supports (e.g. professional development, instructional materials, staffing, etc.) and present them to the District AIP Monitoring Team 	Asst. Supt. PPS & ELL Director	January 2013	June 2013
<ul style="list-style-type: none"> ✓ Establish School Data Leadership Teams <ul style="list-style-type: none"> ○ Recruit a representative group of teachers from across grade levels and include members who can provide instructional leadership in ELA, math, ESL and Special Education (include biology at high school) 	Principals	Aug. 2012	Aug 2012
<ul style="list-style-type: none"> ○ Establish schedules to support data cycle meetings 	Principals	Dec 2012	Dec. 2012
<ul style="list-style-type: none"> ○ Prepare for and facilitate high quality data meetings 	Principals	Sept 2012	June 2013
<ul style="list-style-type: none"> ○ Review and provide feedback on action plans 	Principals	Nov. 2012	June 2013
<ul style="list-style-type: none"> ○ Oversee implementation of action plans 	Principals	Nov. 2012	June 2013
<ul style="list-style-type: none"> ○ Assess grade level and teacher level data; plan strategic supports 	Principals	Nov. 2012	June 2013
<ul style="list-style-type: none"> ○ Maintain data rooms 	Principals	Nov. 2012	June 2013
<p><u>Provide coaching on all aspects of the data-inquiry cycle:</u></p> <ul style="list-style-type: none"> ✓ Collaborate with ANet to deliver embedded coaching at each school <ul style="list-style-type: none"> ○ Provide ANet with schedule of data meetings ○ Support ANet with resolving issues of implementation 	Supt. & Asst. Supt. T & L	Aug. 2012	June 2013
<ul style="list-style-type: none"> ✓ Regularly solicit feedback from principals about quality and effectiveness of coaching 	Supt. & Asst. Supt. T & L	Aug. 2012	June 2013

<p>2.3 Build and implement support systems and practices to improve the performance of high need student populations</p> <p><i>Establish and communicate with DLT, a vision for tiered instruction:</i></p> <ul style="list-style-type: none"> ✓ Build a common language and understanding of the elements of a high functioning tiered instructional model <ul style="list-style-type: none"> ○ Read research ○ Visit model programs 	Supt. & Asst. Supt. PPS & Asst. T & L	Dec. 2012	June 2013
<ul style="list-style-type: none"> ○ Provide guidance to DLT members on this vision in preparation for their roll-out to all staff in FY14 	Asst. Supt. PPS & Asst. T & L	May 2013	June 2013
<p><i>Assess current practices and structures:</i></p> <ul style="list-style-type: none"> ✓ Conduct self assessment of strengths and gaps of each school's system of tiered instruction <ul style="list-style-type: none"> ○ Use survey to assess status of tiered instruction in each school 	Asst Supt PPS Principals	Feb. 2013	March 2013
<ul style="list-style-type: none"> ○ Identify trends across schools and address at district level 	Asst Supt. PPS	April 2013	June 2013
<ul style="list-style-type: none"> ○ Inventory available literacy and math screening tools and interventions <ul style="list-style-type: none"> ▪ Determine adequacy of teacher training to implement screening tools and interventions (Tier 2 & 3) ▪ Address needs in PD plan and budget 	Asst. Supt. PPS & Asst. T&L	Feb. 2013	June 2013
<p><i>Plan and implement district-wide supports:</i></p> <ul style="list-style-type: none"> ✓ All Students <ul style="list-style-type: none"> ○ Strengthen the systems that support core instruction (see action steps under Objective 1) 	Asst. Supt. T & L	Aug. 2012	June 2013
<ul style="list-style-type: none"> ○ Determine PD priorities intended to strengthen core instruction considering the following topics differentiated instruction, sheltering content instruction (WIDA), PBIS, cultural proficiency, etc. 	Asst. Supt. PPS & Asst. T & L	April 2013	June 2013
<ul style="list-style-type: none"> ○ Assess district-wide implementation of IST 	Asst Supt. PPS	Sept 2012	June 2013
<ul style="list-style-type: none"> ○ Plan and implement programs to stem summer learning loss 	Asst. Supt. PPS & Asst. T&L	April 2013	June 2013

<ul style="list-style-type: none"> ○ Revise the District Accommodation Plan to reflect vision of tiered instruction 	Asst. Supt. PPS & Asst. T&L	April 2013	June 2013
<ul style="list-style-type: none"> ✓ ELL Students <ul style="list-style-type: none"> ○ Review and determine next steps regarding the portfolio of services for ELLs <ul style="list-style-type: none"> ▪ co-teaching model ▪ SEI ▪ SIFE 	Supt., ELL Director	Aug. 2012	June 2013
<ul style="list-style-type: none"> ○ Provide ACCESS data to School-based Data Leadership Teams and District Special Populations Data Team and support analysis of data to inform instruction and services for ELLs 	ELL Director	Jan 2013	June 2013
<ul style="list-style-type: none"> ○ Conduct WIDA and RETELL training <ul style="list-style-type: none"> ▪ Support implementation of training into classroom practice 	ELL Director	Sept. 2013	Feb. 2013
<ul style="list-style-type: none"> ○ Support ELL Coordinators in providing instructional coaching 	ELL Director	Jan. 2013	June 2013
<ul style="list-style-type: none"> ○ Utilize data including language assessment, benchmark assessment, BAS & DIBELS for early detection of reading disability; utilize targeted diagnostic research based interventions to promote early reading development for ELL students. 	ELL Director	September 2012	June 2013
<ul style="list-style-type: none"> ○ Target improved attendance for ELL students <ul style="list-style-type: none"> ▪ Implement a system of home communication and visits for ELL students with 5 or more unexcused absences 	ELL Director Principals, Attendance Officer	September 2012	June 2013
<ul style="list-style-type: none"> ✓ Special Education will promote and adopt effective inclusive practices district-wide. 	Asst. Supt. PPS	September 2012	June 2013
<ul style="list-style-type: none"> ○ HS special education professional development calendar will be set with Landmark school reflecting learning walk outcomes by 11/1/2012 	Asst. Supt. PPS HS Principal	Sept. 2012	Nov. 2012

<ul style="list-style-type: none"> ○ Support the transition to a more inclusive model of instruction in which all students K-8 are included in general education homerooms, specials, & non-academic times regardless of the nature and severity of their disability. 	Asst. Supt. PPS & Principals	September 2012	December 2012
<ul style="list-style-type: none"> ○ All students with disabilities in K-8 schools will be assigned to a general education homeroom by September 2012 	Asst. Supt. PPS & Principals	September 2012	September 2012
<ul style="list-style-type: none"> ○ All teachers and paraprofessionals will confirm in writing having read the IEPs of all their students by October 1, 2012 	Asst. Supt. PPS & Principals	September 2012	December 2012
<ul style="list-style-type: none"> ○ Implement a review of the appropriateness & equity of the placement of all students in sub-separate environments district wide. 	Asst Supt. PPS	September 2012	June 2013
<ul style="list-style-type: none"> ○ Establish monthly meetings of Professional Learning Communities for related services personal, inclusion teachers, and special education teachers with focus on inclusive practices. 	Asst. Supt. PPS & Principals	September 2012	November 2012
<ul style="list-style-type: none"> ○ Support learning of SWD through the infusion of technology in all settings <ul style="list-style-type: none"> ▪ Create Assistive Technology Specialist position to support teachers and students ▪ Purchase hardware and software including computers, iPads, software, and apps ▪ Provide ongoing formal and informal PD related to assistive technology 	Asst Supt. PPS & IT Director	September 2012	June 2013
<ul style="list-style-type: none"> ○ Train general & special education faculty and paraprofessionals regarding knowledgeable & understanding of IEPs, disability related issues, accommodation, modification and specially designed instruction. 	Asst Supt. PPS	September 2012	June 2013

<ul style="list-style-type: none"> ○ Establish a cohesive structure to support students with social emotional & behavioral needs in the least restrictive environment. <ul style="list-style-type: none"> ▪ Hire and train a cadre of Behavioral Specialists supervised by a BCBA to provide positive behavioral support and assistance with tiered interventions in schools 	Asst Supt. PPS	September 2012	June 2013
<ul style="list-style-type: none"> ○ Utilize data including special ed. evaluation, benchmark assessment, BAS & DIBELS for early detection of reading disability; utilize targeted diagnostic research based interventions to promote early reading development for SWD. 	Asst Supt. PPS ELA Director	September 2012	June 2013
<ul style="list-style-type: none"> ○ Develop a plan with HS administration & Landmark Outreach, to implement Instructional Rounds with clear protocol & objectives, yielding data to define professional development activities. 	Asst. Supt. PPS & HS Principals	September 2012	October 2012
<ul style="list-style-type: none"> ○ Target improved attendance for student with disabilities <ul style="list-style-type: none"> ▪ Implement a system of home communication and visits for SWD with 5 or more unexcused absences 	Asst Supt. PPS, Principals, Attendance Officer	September 2012	June 2013

Strategic Objective 3: Establish high quality leadership across the district that support and monitor the continuous improvement of teaching and learning.	
Strategic Initiatives	Early Evidence of Change, Short-term Outcomes, and Final Outcomes
<p>Establish systems and routines that nurture consistency across schools, communications, follow-through, high expectations and accountability to ensure that all students have access to rigorous learning expectations —</p> <p>3.1 Implement leadership structures and processes for the support and accountability of teaching and learning.</p> <ul style="list-style-type: none"> • <u>High Performing Teams:</u> In order to model consistency, collaboration, and high expectations, district and school leaders must demonstrate the tenets of a high performing team and continue to build their leadership skills and capacity <ul style="list-style-type: none"> ○ Senior Leadership Team ○ Newly established leadership PLC ○ District Leadership Team (central administrators, principals, directors) ○ Newly established Critical Friends Group for Assistant Principals ○ District Monitoring Team • <u>Observation and feedback:</u> Frequent feedback to teachers and administrators is important in establishing high expectations, and a culture of continuous improvement. <ul style="list-style-type: none"> ○ Instructional rounds ○ Evaluation Walk-throughs through the evaluation process ○ District monitoring walks by district and school administrators 	<p>Early Evidence of Change—</p> <ul style="list-style-type: none"> • 100% of the DLT agendas starting in January reflect teaching and learning topics as the primary purpose of the meetings. • 100% of sampled teacher and administrator submitted SMART goals meet DESE and district criteria as reviewed by District Monitoring Team. • 100% of principals have completed at least one (1) evaluation walk-through with senior leadership to calibrate expectations on quality teaching and learning by March 1 • 100% of school administrators can identify at least 3 ways in which coaching received in the data cycle has built their capacity to effectively to lead instructional change in their school, as measured in March and May surveys. • 100% of DLT members will present a teacher’s evaluation portfolio to the DLT or to the contracted coaching partner for feedback and coaching by March. • 100% of the DLT and other school administrators will be trained in the Salem recruiting strategy by May 1. • 90% of principals and assistant principals receive proficient on 3 out of 5 elements for Indicators I-A (Curriculum) and I-B (Instruction) from the administrator rubric as assessed in their formative assessment. • 100% of principals and directors will have participated in at least 1 learning walk in his/her school or a colleague’s

- Recruit, hire, retain high quality staff: Research is clear that high quality teachers and school leaders are the most important factors impacting student achievement. Retaining quality teachers and administrators is important to establishing consistency and building a culture of high expectations and accountability.
 - Develop a recruitment strategy for quality and diversity.
 - Training on effective hiring processes
 - Restructure the teacher mentoring program
 - Establish an administrator induction program

3.2 Establish a system of embedded professional development that provides administrators and teachers with the capacity to implement the new teaching and learning expectations.

- Build a PD Plan: Targeted professional development strengthens instructional practices used to support rigorous teaching and learning experiences for students as outlined in district curriculum maps.
 - Driven by student data and Instructional Rounds
 - Planned, relevant, focused plan
 - Focused on learning needs and instruction
 - Includes paraprofessionals to support instruction
- Time: Identifying and creating additional time to implement state and federal mandates and the critical improvement initiatives in this plan is imperative.
 - Collaborative Time with protocols
 - Extended Day Recommendation

3.3 Implement the new educator evaluation system with fidelity throughout the district.

- Ensure teachers and evaluators have an understanding of, and the skills to, implement the process

school by March 1.

- Monthly feedback to the Bentley principal by Senior Leadership will reflect a progressing improvement in quality and outcome of indicators presented.

Short Term Outcomes---

- Professional staff reports that the instructional monitoring and feedback provided by their evaluator has been useful as indicated by survey: 50% satisfied by March, 80% by May.
- 100% of the leadership PLC participants report with Agree or Strongly Agree that the activities have improved their leadership capabilities as measured by a May evaluation survey.
- Bentley’s mid-year review by SchoolWorks will indicated appropriate progress is being made on the implementation of the turn-around plan.

Student Outcomes:

- In middle and high school grades, the percentage of students with one or more failures at the end of the 2nd and 3rd marking periods will be reduced by 20% as compared to 2011-12 totals. (will also be written for the ELL or SpEd subgroups)
- In grades 3-5, the percentage of students with one or more “not-exhibiting” at the end of the 2nd and 3rd marking periods will be reduced by 20% as compared to 2011-12 totals. (will also be written for the ELL or SpEd subgroups)
- The average daily attendance of High Needs students will remain equal to, or exceed, the October 1 baseline as measured monthly
- 80% of all students will meet or exceed a 70% benchmark on the quarterly high school common assessments in ELA, math and biology. (will also be written for the ELL or SpEd subgroups)

<ul style="list-style-type: none"> ○ Training ○ School based conversations ● <u>Ensure fidelity and quality of the implementation by engaging a partner to provide job embedded coaching for evaluators</u> <ul style="list-style-type: none"> ○ Co-Evaluation Walk-throughs with senior leaders and coach ○ Sharing artifacts and experience through collegial coaching opportunities ● <u>Enhance the quality of Evaluation Walk-throughs and feedback by creating an instructional and professional focus for goals and standards for 2012-13</u> <p>3.4 Provide adequate support and oversight at the district's Level 4 school -- Bentley</p> <ul style="list-style-type: none"> ● <u>Senior leadership monitoring monthly with principal</u> ● <u>Regular observation of data meetings with feedback</u> ● <u>Monthly classroom visits, with feedback, by superintendent and assistant superintendents</u> 	<ul style="list-style-type: none"> ● In middle and high school grades, the percentage of students with one or more failures at the end of the 2nd and 3rd marking periods will be reduced by 20% as compared to 2011-12 totals. (will also be written for the ELL or SpEd subgroups) ● In grades 3-5, the percentage of students with one or more “not-exhibiting” at the end of the 2nd and 3rd marking periods will be reduced by 20% as compared to 2011-12 totals. (will also be written for the ELL or SpEd subgroups)
---	---

ACTIVITIES

Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
3.1 Implement leadership structures and processes for the support and accountability of teaching and learning			

<u>High Performing Teams:</u>			
✓ Establish and execute weekly senior leadership (Supt, Asst Supts, Business Manager) meetings focused on coordination of major initiatives, accountability and communication activities, and longer term planning	Supt	November 2012	June 2013
✓ Establish and execute a monthly leadership PLC for principals and directors	Supt	December 2012	June 2013
○ Hire a facilitator and conduct a needs assessment to determine leadership capacity needs	Supt.	December 2012	Dec. 2012
○ Establish an agenda for the topics and issues that will support the leadership needs included in the AIP	Supt	January 2013	June 2013
✓ Develop the District Leadership Team (DLT) as a leadership team, meeting every two weeks, focused on teaching and learning.	Supt	December 2012	June 2013
○ Develop a planned agenda for the year that focuses at least 75% of available time on curriculum, instruction, assessment and leadership topics	Supt	December 2012	January 2013
✓ Establish and execute a critical friends group for Ass't Principals focused on leadership and management issues of the position	Principal Facilitator	October 2012	June 2013
✓ Establish District Monitoring Team (also reflected in Initiative 2.2)	Supt, Asst Supt T&L, Asst Supt PPS, Plan Monitor	December 2012	June 2013
○ Monitor implementation of AIP action steps through regular meetings <ul style="list-style-type: none"> ▪ Ensure compliance with timelines ▪ Oversee level of quality and fidelity of implementation ▪ Use data dashboards as a monitoring tools 	District Monitoring Team	December 2012	June 2013
○ Meet regularly with principals to provide targeted support <ul style="list-style-type: none"> ▪ Review ANet (grade and class level) data and action plans ▪ Participate in Instructional Rounds and review feedback provided to faculty ▪ Attend data cycle meetings ▪ Review samples of feedback provided to teachers 	District Monitoring Team	December 2012	June 2013

<ul style="list-style-type: none"> through educator evaluation process <ul style="list-style-type: none"> ▪ Provide principals with feedback 			
<ul style="list-style-type: none"> ○ Continuously problem solve issues with implementation and manage mid-course corrections 	District Monitoring Team	December 2012	June 2013
<p><i>Observation and Feedback</i></p> <ul style="list-style-type: none"> ✓ Conduct Instructional Rounds with feedback to all staff on targeted areas of focus as outlined in this AIP; (also included Initiative 1.2) 	Principals, District Monitoring Team	October 2012	June 2013
<ul style="list-style-type: none"> ○ Launch a program of Instructional Rounds at Bentley (Level 4), Collins Middle School (January) and Salem High School, with expectation that all other principals will participate in these walks as PD and that each school will conduct at least one learning walk in 2012-13. 	Principals	October 2012	June 2013
<ul style="list-style-type: none"> ○ Establish a Salem model for Instructional Rounds and provide training on the purpose, protocol, feedback and follow up for the process to administrators and teachers 	Ass't Sup't	January 2013	Feb. 2013
<ul style="list-style-type: none"> ○ Principals submit their Learning Walk feedback and action plan provided to teachers to the District Monitoring Team following each Instructional Rounds 	Asst Supt T&L	December 2013	Jan. 2013
<i>Recruit, hire and retain high quality staff</i>			
<ul style="list-style-type: none"> ✓ Senior Leaders develop a Salem recruiting and hiring strategy that provides maximum opportunity to build a talented and diverse workforce 	Supt	February 2013	June 2013
<ul style="list-style-type: none"> ✓ Conduct training with principals regarding recruiting and hiring practices and procedures to employ high quality teachers 	HR Director	April 2013	April 2013
<ul style="list-style-type: none"> ✓ Establish leadership needs, and set earliest calendar possible to recruit and hire new leaders 	Supt	January 2013	June 2013
<ul style="list-style-type: none"> ✓ Re-establish and the district mentoring program for implementation in 2013-14 	Asst Supt T&L	March 2013	June 2013
<ul style="list-style-type: none"> ○ Update program and guidance documents 	Asst Supt T&L	March 2013	April 2013
<ul style="list-style-type: none"> ○ Secure funding in 2013-14 budget to mentor stipends and for summer PD for lead mentors 	Supt	March 2013	June 2013

3.2 Establish a system of embedded professional development that provides administrators and teachers with the capacity to implement the new teaching and learning expectations.			
<i>Build a PD Plan:</i> (also included in Initiative 1.2)			
✓ Develop school and district PD plans focusing on strengthening teacher ability to implement the Common Core Standards, quality tiered instructional practices	Asst Supt T&L & Principals	April 2013	May 2013
○ Identify priorities for summer and SY2014 PD based on AIP benchmark data and feedback from principals, Evaluation Walk-throughs, instructional rounds,	Asst Supt T&L	January 2013	April 2013
<i>Time:</i>			
✓ Collaborate on methods to provide common planning time K-12 in next year's schedule	District Leadership Team	March 2013	May 2013
○ Expectations, objective and protocols for collaborative time are determined and communicated and training provided	Supt and principals	March 2013	June 2013
✓ Develop a recommendation for extended learning and collaboration time for 2013-14 based on needs, goals, funding, and school committee and union approval (as applicable)	Supt	February 2013	June 2013

3.3 Implement the new educator evaluation system with fidelity throughout the district.			
○ All evaluators trained on requirements and process of educator evaluation system	Supt	Sept 2012	Nov. 2012
○ Teachers trained in 1) unpacking the rubric, 2) self-assessment, and 3) SMART goals, by principals and union leaders	Supt and Union Leadership	Sept 2012	Nov 2012
○ All staff submit the SMART goals that promote high levels of student learning and in line with AIP or SIP; goals are reviewed for quality and consistency across district by DLT	Principals and Supt	November 2012	Feb 2013
○ Sr. Administrators and DLT establish expectations for number of Evaluation Walk-throughs with feedback to teachers and determine the targeted areas of focus for 2012-13 from the standards included in the rubric	Supt and Principals	January 2013	January 2013
○ Principals use teacher rubric from the Ed. Eval system to provide teachers with targeted feedback related to curriculum and instruction	Principals	December 2012	June 2013
○ An evaluation partner is contracted to provide coaching support for school evaluators throughout the process, especially focusing on quality of feedback and process implementation	Supt	December 2012	June 2013
○ Evaluators present artifacts of their work with teachers, including SMART goals, observation and feedback to DLT or with evaluation partner and colleagues for feedback and coaching	Supt	January 2013	June 2013

3.4 Provide adequate support and oversight at the district's Level 4 school -- Bentley	Principals	January 2013	June 2013
<ul style="list-style-type: none"> ○ Sr. Leadership conducts monthly visits to the school and to classrooms with principal providing feedback and support and determining resources needed for continued improvement 	Supt	October 2012	June 2013
<ul style="list-style-type: none"> ○ Sr. Leadership meets monthly with principal to <ul style="list-style-type: none"> ● discuss their school visits, ● barriers to success, ● learning walk results and feedback ● review assessment data, ● review staff Evaluation Walk-throughs and feedback, ● identify areas of support for principal and staff 	Supt	October 2012	June 2013