

**Gill-Montague Regional School District
Accelerated Improvement Plan
2012 - 2013**

Theory of Action: If the Gill-Montague Regional School District implements a curriculum aligned to new state frameworks, and utilizes standards based lesson plans to guide instruction; becomes a data driven system that collects, analyzes, and uses data to track the learning and performance of students; uses data to modify instructional practice and to determine professional development needs; and if the District holds teachers and administrators accountable for student learning through the implementation of the educator evaluation system aligned with Massachusetts regulations, then we will ensure more effective teaching and learning resulting in improved student outcomes.

Section 1: Summary of Key Issues and Strategic Objectives

These areas were identified following a review by Department of Elementary and Secondary Education:

- 1) Lack of complete, aligned curriculum
- 2) Professional development structures unable to support necessary professional development
- 3) Lack of common understandings regarding data use
- 4) Teacher evaluation instrument does not promote overall effectiveness.

Key Issue#1: The district's curriculum is not consistently aligned with state standards. An aligned curriculum is needed to ensure instruction is provided allowing students to master grade level standards. Student outcomes are below state averages and do not show significant growth

Key Issue#2: The professional development plan is not able to address district needs. Professional development time must be allocated to address curriculum alignment, use of best practices, and use of data. The district will establish various means of providing professional development, which is critical to district improvement

Key Issue#3: The district does not have a clear system for analyzing data. There is variation in understanding regarding the assessment initiatives. Necessary structures are not in place for effective use of data to assess curriculum or other programs. Use of data will be a key factor in curriculum decisions and resource allocation

Key Issue#4: The teacher evaluation tool does not promote growth or overall effectiveness. The teacher evaluation tool will be redesigned in alignment with new teacher evaluation guidelines. The goal will be increasing effective instruction as demonstrated by improved student outcomes

This Plan is a tool to support progress toward ambitious goals and consistency across the district. To this end, the Plan consists of the following Objectives and Initiatives that address the key issues noted above:

Strategic Objective 1: To improve the performance of all students through high quality instruction measured through an aligned curriculum and standards based lesson plans.

Initiatives:

1. To implement a Preschool - grade 12 curriculum aligned with the 2011 Massachusetts Curriculum Frameworks
2. All teachers will differentiate the use of research based instructional practices within each classroom leading to improved student outcomes
3. Support principals as instructional leaders by maintaining a structure of administrative mentoring
4. To conduct monthly Learning Walkthroughs identifying trends in the use of research based best practices which will guide instructional change and professional development
5. Leverage Common Planning Time to improve educator practice and student learning outcomes

Strategic Objective 2: To improve the performance of all students by thoughtfully analyzing student performance data and using the results to inform modifications to curriculum and instruction.

Initiatives:

1. Administer formative, interim and benchmark assessments PK – 12. Use the data to inform teacher specific instructional groupings
2. Grade/content, school and district based data teams will analyze varying sources of student level data, document themes, and use data to inform make decisions and changes in instruction
3. Teachers and administrators create collaborative structures for the ongoing collection and analysis of data to improve performance for identified students

Strategic Objective 3: To provide professional development resulting in improved teaching practice and student outcomes

Initiatives:

1. Through the support of academic coaches, teachers will increase the use of district wide, research based practices resulting in improved student outcomes
2. The district will implement a professional development plan that increases teachers' use of the district wide,

research based best practices to improve student outcomes and ensures that newly hired or previously untrained teachers receive targeted professional development

3. Administrators will receive professional development and mentoring improving their supervision and evaluation skills relating to the new educator evaluation standards
4. Staff will receive professional development improving their understanding of the new evaluation tool and the new educator evaluation standards

Strategic Objective 4: To function as a united, goal oriented, forward moving and civil School Committee that makes decisions around student needs

Initiatives:

1. To prioritize the Accelerated Improvement Plan, creating continuity across the district in supporting the needs and achievement of all students
2. To improve communication within the School Committee and among all stakeholders for the purpose of creating confidence, clarity and transparency
3. To become a more effective School Committee by adopting operational norms for agendas and School Committee practices.

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

School leaders and teachers are engaged in a focused effort to improve teacher-specific instructional strategies. Teaming structures were created and are being used to ensure continuous attention to the improvement of instruction in the classroom. These teaming structures along with the initiatives and objectives identified in this AIP will enable the district to meet or exceed the annual PPI target of 75 for SY12-13 for all students. This is comprised of reaching a CPI of 85 in ELA, 75 in math and 77 in science; with a SGP of 51 in ELA and math. Additionally, the district will receive extra credit points in ELA, math and science. Furthermore, the District will demonstrate rapid improvement by meeting or exceeding the PPI target of 75 for SY12-12 for the High Needs student population. This results from reaching a CPI of 78 in ELA, 66 in math and 62 in science; a SGP of 51 in ELA and math and achieving extra credit points in ELA, math and science. For details on how these targets were determined, please see the worksheet on pg40 of this document.

Section 2: Plan Summary

Strategic Objective 1: To improve the performance of all students through high quality instruction measured through an aligned curriculum and standards based lesson plans.

Strategic Initiatives	Early Evidence of Change, Short-term Outcomes, and Final Outcomes
<p>1. To implement a preschool through grade 12 curriculum aligned with the Massachusetts Frameworks</p>	<p>Early Evidence:</p> <p>100% of teachers, grades pre-school through 12, implement a curriculum aligned with state frameworks in ELA and math as evidenced by administrators’ weekly review of standards based lesson plans and weekly classroom observations.</p> <p>Short-term Outcomes:</p> <p>Analysis of classroom formative (assessment analysis matrices), interim (common unit assessments), and benchmark (DIBELS and NWEA) assessment data indicate that implementation of a standards based curriculum at all grade levels has resulted in increased student performance of 10 percentage points over baseline upon each administration in Math and ELA at all grade levels (Fall-to-Winter; Winter-to-Spring).</p> <p>Final Outcomes:</p> <p>Implementation of a standards based curriculum ensures all students are taught grade level standards resulting in the number of students scoring within the Advanced/Proficient range on MCAS increasing by 10% resulting in 69% scoring in Advanced/Proficient in ELA and 60% scoring in Advanced/Proficient in Math.</p>
<p>2. All teachers will differentiate the</p>	<p>Early Evidence:</p> <p>100% of teachers implement differentiated instruction in ELA and math as evidenced by administrators’</p>

<p>use of research based instructional practices within each classroom leading to improved student outcomes</p>	<p>weekly review of standards based lesson plans and weekly classroom observations.</p> <p>Short-term Outcomes:</p> <p>Analysis of classroom formative (assessment analysis matrices), interim (common unit assessments), and benchmark (DIBELS and NWEA) assessment data indicate that implementation of a standards based curriculum at all grade levels has resulted in increased student performance of 10 percentage points over baseline upon each administration in Math and ELA at all grade levels (Fall-to-Winter; Winter-to-Spring).</p> <p>Final Outcomes:</p> <p>Consistent use of research based best practices and differentiated instruction will result in the number of students scoring within the Advanced/Proficient range on MCAS increasing by 10% resulting in 69% scoring in Advanced/Proficient in ELA and 60% scoring in Advanced/Proficient in Math</p>
<p>3. Support principals as instructional leaders by maintaining a structure of administrative mentoring</p>	<p>Early Evidence:</p> <p>All principals improve in the quality of their feedback to teachers regarding differentiated instructional strategies, standards-based lesson plans and curriculum maps as evidenced by monthly supervision meetings with superintendent.</p> <p>Short-term Outcomes</p> <p>Analysis of classroom formative (assessment analysis matrices), interim (common unit assessments), and benchmark (DIBELS and NWEA) assessment data indicate that improved feedback to teachers has resulted in increased student performance of 10 percentage points over baseline upon each administration in Math and ELA at all grade levels (Fall-to-Winter; Winter-to-Spring).</p> <p>Final Outcomes</p> <p>Improved ability of staff to implement a standards based curriculum and use research based practices through effective administrative feedback will result in the number of students scoring within the Advanced/Proficient range on MCAS increasing by 10% resulting in 69% scoring in Advanced/Proficient in ELA and 60% scoring in Advanced/Proficient in Math</p>
<p>4. To conduct monthly Learning</p>	<p>Early Evidence :</p> <p>100% of teachers will participate in Learning Walkthroughs identifying trends in use of research based</p>

<p>Walkthroughs identifying trends in the use of research based best practices which will guide instructional changes and professional development.</p>	<p>best practices and identifying “quick wins” for immediate changes in instruction as evidenced by Learning Walkthrough summary documents and follow up administrative classroom observation documents.</p> <p>Short-term Outcomes:</p> <p>Analysis of classroom formative (assessment analysis matrices), interim (common unit assessments), and benchmark (DIBELS and NWEA) assessment data indicate that instructional changes based on learning walkthrough feedback have resulted in increased student performance of 10 percentage points over baseline upon each administration in Math and ELA at all grade levels (Fall-to-Winter; Winter-to-Spring).</p> <p>Final Outcomes:</p> <p>Ensuring district wide implementation of research based instructional practices will result in the number of students scoring within the Advanced/Proficient range on MCAS increasing by 10%; resulting in 69% scoring in Advanced/Proficient in ELA and 60% scoring in Advanced/Proficient in Math</p>
<p>5. Leverage Common Planning Time to improve educator practice and student learning outcomes.</p>	<p>Early Evidence:</p> <p>Teachers will use school-based common planning time to have discussions about best practices and to use data to drive instructional change as evidenced by agendas and meeting minutes with the superintendent and school administrators.</p> <p>Short-term Outcomes:</p> <p>Analysis of classroom formative (assessment analysis matrices), interim (common unit assessments), and benchmark (DIBELS and NWEA) assessment data indicate that strategic use of common planning time has resulted in increased student performance of 10 percentage points over baseline upon each administration in Math and ELA at all grade levels (Fall-to-Winter; Winter-to-Spring).</p> <p>Final Outcomes:</p> <p>A focused allocation of district resources to the goals of the AIP will result in the number of students scoring within the Advanced/Proficient range on MCAS increasing by 10%; resulting in 69% scoring in Advanced/Proficient in ELA and 60% scoring in Advanced/Proficient in Math</p>

Strategic Objective 2: To improve the performance of all students by thoughtfully analyzing student performance data and using the results to inform modifications to curriculum and instruction.

Strategic Initiatives	Early Evidence of Change, Short-term Outcomes, and Final Outcomes
<p>1. Formative, interim and benchmark assessments will be administered PK – 12 and used to inform teacher specific instructional groupings</p>	<p>Early Evidence:</p> <p>100% of principals and teachers will receive training in analysis of formative, interim and benchmark assessment data and will Incorporate the data into lesson planning and instructional practices.</p> <p>Short-term Outcomes:</p> <p>Analysis of classroom formative (assessment analysis matrices), interim (common unit assessments), and benchmark (DIBELS and NWEA) assessment data indicate that incorporating data into planning and teacher instructional practice has resulted in increased student performance of 10 percentage points over baseline upon each administration in Math and ELA at all grade levels (Fall-to-Winter; Winter-to-Spring).</p> <p>Final Outcomes:</p> <p>Accurate analysis of student performance data and instructional changes results in the number of students scoring within the Advanced/Proficient range on MCAS increasing by 10%; resulting in 69% scoring in Advanced/Proficient in ELA and 60% scoring in Advanced/Proficient in Math</p>
<p>2. Grade/content, school and district based data teams will analyze varying sources of student level data, document themes, and use data to</p>	<p>Early Evidence:</p> <p>100% of data teams will produce and implement a plan for instructional change, as evidenced by agendas, meeting minutes, and observations. Evidence will be monitored monthly by superintendent and school administrators.</p> <p>Short-term Outcomes:</p> <p>Analysis of classroom formative (assessment analysis matrices), interim (common unit assessments), and benchmark (DIBELS and NWEA) assessment data indicate that data teams' plans for instructional change</p>

<p>inform make decisions and changes in instruction</p>	<p>have resulted in increased student performance of 10 percentage points over baseline upon each administration in Math and ELA at all grade levels (Fall-to-Winter; Winter-to-Spring).</p> <p>Final Outcomes:</p> <p>Teachers' effective use of assessment data to make instructional changes results in the percentage of students scoring within the Advanced/Proficient range on MCAS increasing by 10%; resulting in 69% scoring in Advanced/Proficient in ELA and 60% scoring in Advanced/Proficient in Math</p>
<p>3. Teachers and administrators create collaborative structures for the ongoing collection and analysis of data to improve performance for identified students</p>	<p>Early Evidence:</p> <p>Student performance data will be utilized to identify needs for individual student level interventions for 100% of students below expected levels of performance, which will be implemented following fall benchmark and interim assessments</p> <p>Short-term Outcomes:</p> <p>Provision of student level, targeted interventions results in a 25% increase in performance on targeted skills as evidenced by interim and benchmark assessments for individual students.</p> <p>Final Outcomes :</p> <p>Providing individualized interventions based on performance data will result in the number of students scoring within the Advanced/Proficient range on MCAS increasing by 10%; resulting in 69% scoring in Advanced/Proficient in ELA and 60% scoring in Advanced/Proficient in Math</p>

<p>Strategic Objective 3: To provide professional development resulting in improved teaching practice and student outcomes</p>	
<p>Strategic Initiatives</p>	<p>Early Evidence of Change, Short-term Outcomes, and Final Outcomes</p>
<p>1.</p>	<p>Early Evidence:</p>

<p>Through the support of academic coaches, teachers will increase the use of district wide, research based practices resulting in improved student outcomes</p>	<p>100% of teachers embed research based instructional practices and strategies for differentiation into daily instruction as evidenced by classroom observations and administrative review of lesson plans and follow up feedback to teachers.</p> <p>Short-term Outcomes:</p> <p>Analysis of classroom formative (assessment analysis matrices), interim (common unit assessments), and benchmark (DIBELS and NWEA) assessment data indicate that instructional coaches' support of teacher practice has resulted in increased student performance of 10 percentage points over baseline upon each administration in Math and ELA at all grade levels (Fall-to-Winter; Winter-to-Spring).</p> <p>Final Outcomes:</p> <p>Teachers' use of district wide, research based best practices and differentiated instruction results in the number of students scoring within the Advanced/Proficient range on MCAS will increase by 10%; resulting in 69% scoring in Advanced/Proficient in ELA and 60% scoring in Advanced/Proficient in Math</p>
<p>2. The district will implement a professional development plan that increases teachers' use of the district wide, research based best practices to improve student outcomes and ensures that newly hired or previously untrained teachers receive targeted professional development</p>	<p>Early Evidence:</p> <p>100% of teachers receive introductory level professional development regarding differentiation of district wide, research based best practices evidenced by minutes of coach facilitated collaborative meetings; weekly principal communications and professional development agendas and sign in sheets.</p> <p>100% of newly hired and previously untrained staff are scheduled for training in established district wide instructional programs as evidenced by scheduling documents or attendance sheets from trainings.</p> <p>Short-term Outcomes:</p> <p>The district will implement a yearlong professional development plan utilizing 100% of professional development days targeting differentiated instruction and district wide research based best practices, supported by collaborative meetings and 1:1 coaching</p> <p>100% of trained teachers will utilize strategies consistent with effective, established district wide instructional programs as evidenced through classroom observations and review of lesson plans.</p>

	<p>Final Outcomes: On-going, targeted professional development related to differentiation of district wide research based best practices will result in students who score within the Advanced/Proficient range on MCAS will increase by 10%; resulting in 69% scoring in Advanced/Proficient in ELA and 60% scoring in Advanced/Proficient in Math.</p>
<p>3. Administrators will receive professional development and mentoring improving their supervision and evaluation skills relating to the new educator evaluation standards</p>	<p>Early Evidence: Administrators will complete weekly classroom observations to collect data based upon the new educator standards, as evidenced by their observation notes reviewed at monthly meetings with the Superintendent.</p> <p>Short-term Outcomes: Administrators will complete mid-cycle educator evaluations based on the new educator standards.</p> <p>Final Outcomes: Targeted feedback provided to teachers through effective supervision and evaluation practices will result in an increase of 10% over Spring 2012 MCAS scores for the percentage of students within the Advanced and Proficient ranges for English Language Arts and Math</p>
<p>4. Staff will receive professional development improving their understanding of the new evaluation tool and the new educator evaluation standards.</p>	<p>Early Evidence: 100% of staff will receive professional development regarding the new educator evaluation standards.</p> <p>Short-term Outcomes: 100% of staff will develop educational goals for the upcoming FY12-FY13 school year based upon the new educator evaluation standards. Staff identified as participants in year one will utilize the new educator evaluation tool to document goals.</p> <p>Final Outcomes: Targeted feedback provided to staff through effective supervision and evaluation practices through the use of both ongoing feedback and feedback provided through the new educator evaluation tool will result in an</p>

	increase of 10% over FY12 scores.
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Strategic Objective 4: To function as a united, goal oriented, forward moving and civil School Committee that makes decisions around student needs	
Strategic Initiatives	Early Evidence of Change, Short-term Outcomes, and Final Outcomes
<p>1. To prioritize the Accelerated Improvement Plan creating continuity across the district in supporting the needs and achievement of all students</p>	<p>Early Evidence of Change:</p> <p>AIP related agenda items will be on 100% of the routinely scheduled School Committee meetings. AIP agenda items will be listed as the first agenda item for discussion under School Committee Report, as evidenced by review of School Committee agendas.</p> <p>Short term Outcome:</p> <p>School Committee will prioritize the AIP through budget and policy discussions. Changes which allow or improve the ability of district staff to implement necessary instructional changes within the classrooms leading to improved student outcomes will be supported as a result of School Committee actions on policy and budget items. These changes will be evidenced in 75% of School Committee meeting minutes documenting discussions prior to votes specifically noting links to the AIP</p> <p>Final Outcomes:</p> <p>By prioritizing the implementation of the AIP, the School Committee will create the conditions that allow the district to sustain the changes and improvements that are required to meet the final AIP outcome of students scoring within the Advanced/Proficient range on MCAS increasing by 10%; resulting in 69% scoring in Advanced/Proficient in ELA and 60% scoring in Advanced/Proficient</p>

Strategic Objective 4: To function as a united, goal oriented, forward moving and civil School Committee that makes decisions around student needs	
Strategic Initiatives	Early Evidence of Change, Short-term Outcomes, and Final Outcomes
	in Math.
2. To improve communication within the School Committee and among all stake holders for the purpose of creating confidence, clarity and transparency	<p>Early Evidence of Change</p> <p>To improve district wide communication, the results of surveys and minutes from public forums will be posted on the School Committee website; copies of forum minutes will be readily available in the school and district administrative offices.</p> <p>Short Term Outcomes</p> <p>The School Committee will facilitate a series of public forums. Each session will have a specific topic and be scheduled, on a rotating basis, in each of the Gill Montague Regional School District communities. These forums will provide all stake holders with an opportunity to gain clarity on current district topics.</p> <p>Final Outcomes</p> <p>By improving communication within the School Committee and with all stake holders, the School Committee will create the conditions that allow the district to sustain the changes and improvements that are required to meet the final AIP outcome of students scoring within the Advanced/Proficient range on MCAS increasing by 10%; resulting in 69% scoring in Advanced/Proficient in ELA and 60% scoring in Advanced/Proficient in Math</p>
3. To become a more effective School	Early Evidence of Change:

Strategic Objective 4: To function as a united, goal oriented, forward moving and civil School Committee that makes decisions around student needs

Strategic Initiatives	Early Evidence of Change, Short-term Outcomes, and Final Outcomes
<p>Committee by adopting operational norms for agendas and School Committee practices.</p>	<p>The School Committee will provide evidence of more effective leadership as demonstrated in the School Committee agenda format; attendance at professional development sessions and through the creation of an annual School Committee calendar.</p> <p>Short term Outcomes:</p> <p>The School Committee will hold more effective and efficient meetings as demonstrated by a meeting agenda that includes a focus on student achievement; respectful exchanges between the committee members themselves and meeting attendees; and the implementation of operational norms as demonstrated in video recordings of meetings and the meeting minutes.</p> <p>Final Outcomes:</p> <p>By becoming more effective and efficient, the School Committee will create the conditions that will allow the district to sustain the changes and improvements that are required to meet the final AIP outcome of students scoring within the Advanced/Proficient range on MCAS increasing by 10%; resulting in 69% scoring in Advanced/Proficient in ELA and 60% scoring in Advanced/Proficient in Math</p>

Section 3: Activities

Objective 1: To improve the performance of all students through high quality instruction measured through an aligned curriculum and standards based lesson plans

Initiative 1: To implement a preschool through grade 12 curriculum aligned with the Massachusetts Frameworks

Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
Provide new teachers with curriculum maps and training needed for implementation	Director of Teaching and Learning	August 2012	June 2013 or completion of hiring
Administrators review lesson plans weekly to ensure teachers deliver a standards based curriculum to all students	Director of Teaching and Learning, Principals	September 2012	Ongoing weekly through June 2013
Administrators conduct weekly classroom observations to ensure a standards based curriculum is delivered in all classrooms.	Principals	September 2012	Ongoing weekly through June 2013
The Superintendent provides feedback to principals regarding: (a) observed instructional trends; (b) quality of principals' observations based on principals' weekly observation summaries	Superintendent	September 2012	Ongoing weekly through June 2013
Administrators provide feedback to staff based on administrative	Principals	October 2012	Ongoing

observations, review of lesson plans and Superintendent's feedback of observation summaries.			weekly through June 2013
Coaches reinforce implementation of standards based curriculum based on administrative feedback of classroom practices	Principals Director of Teaching and Learning	October 2012	Ongoing at weekly or twice monthly meetings through June 2013
Administrative team, Curriculum and Professional Development Committees review student assessment data and use the results to inform curriculum change and professional development planning	Superintendent Director of Teaching and Learning Principals	November 2012	June 2013

Objective 1: To improve the performance of all students through high quality instruction measured through an aligned curriculum and standards based lesson plans			
Initiative 2: All teachers will differentiate the use of research based instructional practices within each classroom leading to improved student outcomes.			
Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
Teachers receive professional development regarding differentiated	Director of	August 2012	June 2013

Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
instruction.	Teaching and Learning		
Teachers implement standards based lesson plans including district wide research based best practices and differentiated instruction	Principals Director of Teaching and Learning	October 2012	June 2013
Teacher teams (grade and department) review student assessment results and use to develop plans to address identified strengths and gaps	Director of Teaching and Learning Principals	October 2012 January 2013 March 2013 June 2013	June 2013
Administrators review lesson plans and conduct weekly observations to reinforce the implementation of best practices and differentiated instruction	Principals	October 2012	June 2013
Coaches reinforce implementation of best practices and differentiated instruction at staff, grade level and department meetings	Principals Director of Teaching and Learning	October 2012	Ongoing at weekly or monthly meetings through June 2013
Administrators provide feedback to staff based on administrative observations, lesson plans and Superintendent's feedback of observation summaries.	Principals	October 2012	June 2013

Objective 1: To improve the performance of all students through high quality instruction measured through an aligned curriculum and standards based lesson plans

Initiative 3: Support principals as instructional leaders by maintaining a structure of administrative mentoring

Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
Administrative mentors meet with principals and assistant principals to provide individualized support in supervision and evaluation	Superintendent	November 2012	Ongoing 5 times through June 2013
Administrators write personal goals for the 2012-2013 academic year, based on feedback from the Superintendent	Superintendent	October 2012	June 2013
Administrators attend weekly administrative meetings to reflect on effective supervision and evaluation practices.	Superintendent	September 2012	Ongoing weekly through June 2013
Mentors shadow administrators as they conduct classroom observations and provide feedback.	Superintendent	September 2012	Ongoing monthly through June 2013
Administrators incorporate feedback from mentors in providing feedback to staff regarding instructional practices and student outcomes	Principals	October 2012	Ongoing weekly through June 2013

Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
Administrators share weekly classroom observation summaries with mentors, Superintendent and colleagues to review practices for supervision.	Principals, Superintendent	October 2012	Ongoing weekly through June 2013
Administrators will modify evaluation practices based on mentor and Superintendent feedback.	Superintendent	October 2012	Ongoing through June 2013

Objective 1: To improve the performance of all students through high quality instruction measured through an aligned curriculum and standards based lesson plans

Initiative 4: To implement monthly Learning Walkthroughs identifying trends in the use of research based best practices which will guide instructional changes and professional development

Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
All teachers will receive professional development related to planning and conducting Learning Walkthroughs related to research based best practices	Director of Teaching and Learning	December 2012	Monthly through June 2013
Learning Walkthroughs will be conducted once a month with a focus of inquiry related to a district best practice.	Principals	October 2012	June 2013
Learning Walkthrough summaries include specific data and summary statements related to the focus of inquiry and are shared with building	Principals	October 2012	June 2013

staff.			
Teacher teams will reflect on Learning Walkthrough summaries and plan for instructional changes based on data	Team Leaders/ Curricular Chairs	October 2012	June 2013
Coaches will reinforce implementation of recommended instructional changes during grade level and department meetings.	Director of Teaching and Learning	October 2012	June 2013
Administrative classroom observations will focus on instructional changes recommended from Learning Walkthrough summaries	Principals	October 2012	June 2013
Administrative team, Curriculum and Professional Development Committees review Learning Walkthrough recommendations to inform curriculum change and professional development planning	Superintendent Director of Teaching and Learning Principals	October 2012	June 2013

Objective 1: To improve the performance of all students through high quality instruction measured through an aligned curriculum and standards based lesson plans

Initiative 5: Leverage Common Planning Time to improve educator practice and student learning outcomes

Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
Research best practices related to effective use of common planning time	Superintendent	August 2012	Oct 2012
Early implementation of common planning time using research-based practices	Principals	Sept 2012	Nov 2012
Identify research-based protocols to deepen the work done during common planning time	Superintendent	Sept 2012	Oct 2012
Train principals in identified protocols	Superintendent	Oct 2012	Dec 2012
Principals facilitate protocols during common planning time	Principals	Dec 2012	June 2013
Principals' facilitation of common planning time and other meetings is monitored and supported as part of Educator Evaluation process; superintendent conducts 1 announced observation and 2 unannounced observations of each administrator	Superintendent	Oct 2012	June 2013

Objective 2: Through the analysis and transparent communication of student performance data, the district will improve teaching and learning for all students by modifying curriculum and instruction, and providing targeted professional development

Initiative 1: Administer formative, interim and benchmark assessments PK – 12. Use the data to inform teacher specific instructional groupings

Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
Interim and benchmark assessments will be administered	Principals	October 2012 January 2013 June 2013	June 2013
Teachers create matrices based on unit assessments and access/analyze NWEA reports	Coordinator of Educational Data, Principals	October 2012 January 2013 June 2013	June 2013
Teacher teams (grade and department) review student assessment results and develop plans to address identified strengths and gaps in the curriculum and student knowledge; create intervention strategy	Director of Teaching and Learning Principals	October 2012 January 2013 June 2013	June 2013

Objective 2: Through the analysis and transparent communication of student performance data, the district will improve teaching and learning for all students by modifying curriculum and instruction, and providing targeted professional development

Initiative 2: Grade/content, school and district based data teams will analyze varying sources of student level data, document themes, and use data to inform make decisions and changes in instruction

Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
Assessment results and next steps are shared with stakeholders	Superintendent Principals	October 2012 January 2013 June 2013	June 2013
Administrative team, Curriculum and Professional Development Committees review assessments to inform curriculum change and professional development planning	Director of Teaching and Learning	October 2012	June 2013
Coaches and principals facilitate meetings with teachers to analyze trends in data	Principals	October 2012	June 2013
Teachers embed recommended instructional practices into lesson plans	Principals	October 2012	June 2013
Coaches support teachers' implementation of recommended practices	Director of Teaching and Learning	October 2012	June 2013

Administrators review lesson plans weekly to reinforce the implementation of recommended practices	Principals,	October 2012	June 2013
Administrators conduct weekly classroom observations ensuring implementation of recommended practices	Principals Superintendent	October 2012	June 2013

Objective 2: Through the analysis and transparent communication of student performance data, the district will improve teaching and learning for all students by modifying curriculum and instruction, and providing targeted professional development			
Initiative 3: Teachers and administrators create collaborative structures for the ongoing collection and analysis of data to improve performance for identified students.			
Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
These activities will occur in a cycle following assessment. The cycle will occur 3 times per year.			
Common interim and benchmark assessments are administered	Principals	September 2012	June 2013
Teachers use common planning time and afterschool meeting time to review the data in an effective way	Principals	October 2012	June 2013

Administrators and staff identify struggling students based on assessment.	Principals	October 2012	June 2013
Administrators model the use of the SST process and development of data based intervention plans.	Principals	October 2012	January 2013
Administrators monitor and support implementation of individual intervention plans	Principals	October 2012	June 2013
Administrators provide feedback to staff regarding the implementation of intervention plans	Principals	October 2012	June 2013

Objective 3: To provide professional development resulting in improved teaching practice and student outcomes			
Initiative 1: Through the support of academic coaches, teachers will increase the use of district wide, research based practices resulting in improved student outcomes			
Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
Coaches facilitate collaborative meetings discussing use of best practices and differentiated instruction	Director of Teaching and Learning	October 2012	June 2013
Coaches support development of standards based lesson plans	Principals	October 2012	June 2013
Principals conduct classroom observations regarding teachers' use of best practices	Principals	October 2012	June 2013
Given administrators' feedback, coaches will provide individual professional development for staff	Principals	October 2012	June 2013
Coaches provide follow up to district wide professional development	Director of Teaching and Learning	October 2012	June 2013
Coaches facilitate analysis of student assessments during common planning time	Director of Teaching and Learning	October 2012	June 2013
Administrative team, Curriculum and Professional Development Committees review recommended changes from assessment to inform curriculum change and professional development planning	Superintendent Director of Teaching and	October 2012	June 2013

	Learning Principals,		
Coaches facilitate implementation of instructional changes resulting from student assessment analysis	Director of Teaching and Learning	October 2012	June 2013
Learning Walkthroughs with a focus on best practice are conducted monthly	Principals	October 2012	June 2013

Objective 3: To provide professional development resulting in improved teaching practice and student outcomes			
Initiative 2: The district will implement a professional development plan that increases teachers' use of the district wide, research based best practices to improve student outcomes and ensures that newly hired or previously untrained teachers receive targeted professional development			
Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
The PD Committee will be established for the 2012-2013 academic year.	Director of Teaching and Learning	August 2012	September 2012
The PD committee will identify the district wide instructional programs	Director of Teaching and Learning	September 2012	October 2012

Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
A plan for PD in district wide instructional programs (including Responsive Classroom, Developmental Design, Tools of the Mind, and Keys to Literacy) will be presented to the Superintendent	Director of Teaching and Learning	September 2012	October 2012
Professional development is provided regarding differentiated instruction including use of data to make instructional change on district wide PD days	Superintendent Director of Teaching and Learning	August 2012	June 2013
Teachers will receive embedded professional development in analysis of student performance data and resulting instructional change during team and grade level time	Principals Director of Teaching and Learning	September 2012	June 2013
Coaches will provide professional development for staff in implementing best practices following district wide PD days	Director of Teaching and Learning	October 2012	June 2013
Using district databases, administrators will determine which staff require training	Director of Teaching and Learning	September 2012	June 2013
Administrators will review implementation of PD throughout the year to	Superintendent	September	June 2012

Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
ensure progress toward training goals		2012	
Program specific coaches (Tools of the Mind, Keys to Literacy) will be utilized to support teachers newly and previously trained in implementation of program elements	Director of Teaching and Learning	September 2012	June 2013
PD Committee will review staff and administrator feedback to build PD calendar for the following academic year.	Director of Teaching and Learning	September 2012	June 2013

Objective 3: To provide professional development resulting in improved teaching practice and student outcomes

Initiative 3: Administrators will receive professional development and mentoring improving their supervision and evaluation skills relating to the new educator evaluation standards.

Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
Administrators will attend training related to the DESE new educator evaluation system	Superintendent	Summer 2012	June 2013
Administrative mentors provide individualized support in supervision and evaluation	Superintendent	October 2012	June 2013

Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
Administrators write personal goals for the 2012-2013 academic year utilizing the new educator evaluation tool	Superintendent	September 2012	June 2013
Administrators attend weekly administrative meetings to reflect on effective supervision and evaluation practices.	Superintendent	September 2012	June 2013
Administrators incorporate feedback from mentors in providing feedback to staff regarding instructional practices and student outcomes	Superintendent	September 2012	June 2013
Administrators incorporate mentors' feedback into evidence collection and writing of staff evaluations using the new educator evaluation	Superintendent	September 2012	June 2013
Administrators share weekly classroom observation summaries with mentors, Superintendent and colleagues to review practices for supervision.	Superintendent	September 2012	June 2013
The Superintendent provides feedback to principals regarding feedback to staff and written midyear evaluations using the new educator evaluation	Superintendent	September 2012	June 2013
Administrators will reflect on and modify supervision practice based on mentor and Superintendent feedback.	Superintendent	September 2012	June 2013
Administrators modify personal goals for the 2013-2014 academic year, based on feedback from the Superintendent, mentors and observable changes in the classroom instruction.	Superintendent	September 2012	June 2013

Objective 3: To provide professional development resulting in improved teaching practice and student outcomes

Initiative 5: Staff will receive professional development improving their understanding of the new evaluation tool and the new educator evaluation standards.

Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
Staff will receive professional development regarding the new educator evaluation tool at district wide PD days and through staff and department meetings	Superintendent Director of Teaching and Learning	August 2012	Ongoing through June 2013
A sample group will participate in the new educator evaluation based on evaluation cycle	Superintendent Principals	September 2012	June 2013
Staff will draft goals for performance given the new educator evaluation tool	Principals	September 2012	June 2013
Administrators will conduct weekly classroom observations with a focus on components in the new educator evaluation tool	Principals	September 2012	June 2013
Administrators will provide feedback on instructional practices utilizing the new educator evaluation rubric and guidelines	Principals	September 2012	June 2013

Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
Administrators solicit feedback from staff regarding the new educator evaluation tool and supervision process	Superintendent Principals	November 2012	June 2013
Administrators, School Committee and Teachers' Association representatives will review feedback and incorporate changes as appropriate into the new educator evaluation tool and process	Superintendent	November 2012	June 2013

Objective 4: To function as a united, goal oriented, forward moving and civil School Committee that makes decisions around student needs

Initiative 1: To prioritize the Accelerated Improvement Plan creating continuity across the district in supporting the needs and achievement of all students

Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
All School Committee agendas will include updates, discussion and votes related to the AIP as the first agenda items for discussion in School Committee Report as reflected in all School Committee agendas for routinely scheduled meetings. This will ensure sufficient time is provided for decisions related to the AIP at each meeting.	Chairperson	Summer 2012	June 2013
SC will discuss research and best practices that support the AIP. An article will be presented for discussion or presentation arranged that is related to a topic related within the AIP. Discussion will be facilitated by SC members a minimum of once every three months.	School Committee member	Summer 2012	June 2013
The School Committee will be presented with or attend updates regarding various portions of the AIP to ensure School Committee is updated on progress to date.	Superintendent	Summer 2012	June 2013
100% of School Committee members will complete a survey drafted by the Superintendent, demonstrating their understanding of the AIP	Superintendent and a member of the School Committee	September 2012	June 2013

Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
The School Committee will identify the resources needed by staff to implement and maintain improvements.	School Committee and administration	Summer 2012	June 2013

Objective 4: To function as a united, goal oriented, forward moving and civil School Committee that makes decisions around student needs

Initiative 2: To improve communication within the School Committee and among all stake holders for the purpose of creating confidence, clarity and transparency

Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
The School Committee will maintain an ongoing list of school functions celebrating or emphasizing the importance of academics for students. Updates will be scheduled as an agenda item at future meetings. Updates to be presented by a member of the committee, staff member, community member or staff member.	School Committee chairperson	Summer 2012	June 2013
The School Committee will develop and implement a process for increased staff, student, parent and community discussions	School Committee chairperson	Summer 2012	June 2013
Surveys will be developed and utilized by the School Committee and administration on current topics for the purpose of encouraging improved communication amongst all stake holders (community members, students,	School Committee vice-chair	Summer 2012	June 2013

Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
staff etc.)			
Identify and utilize a variety of vehicles (Ed Line, etc...) for improved communication.	School Committee secretary	Summer 2012	June 2013

<p>Objective 4: To function as a united, goal oriented, forward moving and civil School Committee that makes decisions around student needs</p>			
<p>Initiative 3: To become a more effective School Committee by adopting operational norms for agendas and School Committee practices</p>			
Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
<p>School Committee will review current practices related to roles and responsibilities; operational and behavioural norms and protocols; and clarify micromanagement versus oversight resulting in the development of new/updated operational norms agreed upon by School Committee members. These operational norms will become the standard practice for all School Committee meetings.</p>	MASC	Summer 2012	June 2013
<p>The School Committee will establish norms for formatting discussions at School Committee meetings to improve School Committee communication and problem solving protocols</p>	MASC	Summer 2012	June 2013

Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
The School Committee will attend professional development related to team building	School Committee Secretary	Summer 2012	June 2013

Appendix: Gill-Montague Professional Development Plan FY 2012-2013

WHEN?	WHO?	WHAT?	HOW?	AIP	Funding
2012-2013	Administration and consultants	Plan for 2013 in-service days	Administrators & PD Committee	Obj.#3.2	Local
August 27 th District Inservice	All teachers and administrators	New Teacher Evaluation System and Required Annual Trainings	Presentations by School Administrators	Obj.#3.4 Obj.#3.5	Local
August 28 th School Based Inservice	All teachers and administrators	Introduction to Differentiated Instruction & Lesson Planning	Presentation by Dr. Kathy Porcaro Lesson Planning by Teachers	Obj.#1.2 Obj#2.3 Obj.#3.1	Local RTTT
September 13	All teachers and administrators	Accessing and using data reports to plan differentiated instruction	Presentation by Dr. Kathy Porcaro Lesson Planning by Teachers	Obj.#2.1 Obj.#2.2 Obj.#2.3	Local RTTT Title II
October 18	All teachers and administrators	Additional training on New Teacher Evaluation System	Presentations by School Administrators	Obj.#3.4 Obj.#3.5	Local Title II
November 1	All teachers and administrators	Differentiated Instruction – Focus on Tier 1	Presentation by Dr. Kathy Porcaro Lesson Planning by Teachers	Obj.#1.2 Obj#2.3 Obj.#3.1	Local RTTT Title II
December 6	All teachers and administrators	Additional training on New Teacher Evaluation System	Presentations by School Administrators	Obj.#3.4 Obj.#3.5	Local Title II
December 21	All teachers and administrators	Differentiated Instruction – Focus on Tier 1	Presentation by Dr. Kathy Porcaro Lesson Planning by Teachers	Obj.#1.2 Obj#2.3 Obj.#3.1	Local RTTT Title II
January 18	All teachers and administrators	Differentiated Instruction – Making It Work	Presentation by Dr. Kathy Porcaro Lesson Planning by Teachers	Obj.#1.2 Obj#2.3 Obj.#3.1	Local RTTT Title II

February 15	All teachers and administrators	Differentiated Instruction – Making It Work	Presentation by Dr. Kathy Porcaro Lesson Planning by Teachers	Obj.#1.2 Obj#2.3 Obj.#3.1	Local RTTT Title II
March 15	All teachers and administrators	Differentiated Instruction – Making It Work	Presentation by Dr. Kathy Porcaro Lesson Planning by Teachers	Obj.#1.2 Obj#2.3 Obj.#3.1	Local RTTT Title II

On our in-service days teachers will receive training in differentiated instruction and the new teacher evaluation system. We will also continue training in Tools of the Mind, Responsive Classroom, Developmental design, and Keys to Literacy. Note that our implementation of differentiated instruction will be aligned with our Massachusetts Tiered System of Support plans.

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)	25		75	75
	Growth (Student Growth Percentiles)	50	50	50	75
	Extra credit for decreasing % Warning/Failing (10% or more)		25		25
	Extra credit for increasing % Advanced (10% or more)	25	25	25	25
Mathematics	Narrowing proficiency gaps (Composite Performance Index)	100	75	25	50
	Growth (Student Growth Percentiles)	75	75	50	75
	Extra credit for decreasing % Warning/Failing (10% or more)	25			25
	Extra credit for increasing % Advanced (10% or more)				25
Science	Narrowing proficiency gaps (Composite Performance Index)	75	25		75
	Extra credit for decreasing % Warning/Failing (10% or more)		25		25
	Extra credit for increasing % Advanced (10% or more)			25	25
High School	Cohort Graduation Rate	75	75	75	75
	Annual Dropout Rate	25	25	50	50
Points awarded for narrowing proficiency gaps, growth, and high school indicators		425	375	325	475
Points awarded for extra credit		50	75	50	150
Total points awarded		475	450	375	625
Number of proficiency gap narrowing, growth, and high school indicators		7	7	6	7
Actual 2010, 2011, 2012, & Projected 2013 Annual PPIs = (Total points / number of indicators)		68	64	63	89
Cumulative PPI Weighting		10%	20%	30%	40%
Projected 2013 Cumulative PPI = (2010*1 + 2011*2 + 2012*3 + 2013*4 / 10)		74	Met Target		