

Level 4 District Plan: Southbridge Public Schools

Section 1: Summary of Key Issues and Strategic Objectives

Southbridge Public Schools' district planning team reviewed student achievement data, the 2010 ESE Level 4 District Review, and engaged stakeholders in a planning process designed to identify the core issues underlying problems of practice and develop strategic initiatives to address these issues directly and to drive sustained improvement of outcomes.

The following key issues were identified:

- Inconsistent curriculum, quality of instruction and student support programs
- High turnover of curriculum programs and professional development initiatives
- Lack of integrated professional development systems
- Data only loosely informing practice
- Collaboration is not central to professional practice
- Accountability for outcomes is not real
- Too few students graduate and fewer are college and career ready
- Professional development is needed to support administrators' work to implement and sustain change initiatives

The team concludes that there is an immediate need to transform the district's culture to one of achievement. The focus must shift from excuses and finger pointing to data – from blame to constructive dialogue around specific evidence that, through structured and purposeful teamwork, we can use to plan and execute smartly to improve outcomes. We resolve to couple shared responsibility with mutual accountability as we rebuild our curriculum and instruction program to drive high achievement for all of Southbridge's students.

To achieve this goal we have set three objectives, each underpinned by three initiatives. We have designed the plan to be clear, aligned horizontally and vertically, and focused to bring swift and sustainable impact to our classrooms and the function of the instructional core dynamic therein.

Objective 1: Implement High Quality Curriculum and Instruction Programs to Support the Achievement of All Students

Initiatives

1. Develop and implement new math and ELA curriculum aligned to MA Common Core Standards
2. Develop and implement structures and processes to serve needs of all students
3. Develop and implement set of researched-based best practices for all Southbridge educators
4. Engage parents and community members to support implementation of the Accelerated Improvement Plan

Objective 2: Establish a Data Driven Culture to Support and Monitor the Achievement of All Students

Initiatives

1. Implement common benchmark assessments aligned to new common core standards for ELA and Math Grs. 2-8
2. Implement a district data inquiry model to monitor learning of all student
3. Implement new supervision and evaluation process to support and monitor professional growth
4. Establish parent and community committees to support and monitor student achievement

Objective 3: Provide High Quality Professional Development Programs to Support the Achievement of All Learners/Students

Initiatives

1. Provide training and support to district and school leadership and instructional staff in implementing new curriculum units and assessment cycle
2. Provide training and support to district and school leadership and instructional staff in implementing data inquiry analysis and action planning practices to support identified needs of all students
3. Providing training and support to district and school leadership and instructional staff in implementing new instructional expectations for research-based best practices
4. Provide training and support to parents and community partners to promote understanding of all components of the Accelerated Improvement Plan

We believe that by achieving our three objectives, we will lay a strong foundation of structures, systems, and practices – developing significant capacity in district and school leadership and instructional staff, bolstered by strong community partnerships – off of which we can build an instructional program with a strong core that will, progressively over the next five years, significantly improve outcomes for all students in Southbridge.

Theory of Action: If we focus tightly on the instructional core, developing content and targeting instruction to students’ needs, while sharing responsibility and holding one another mutually accountable, then we will realize the full potential of staff and students and significantly improve student achievement.

Section 2: Plan Summary

Strategic Objective 1: Implement High Quality Curriculum and Instruction Programs to Support the Achievement of All Students	
Strategic Initiatives	Early Evidence of Change, Short-term Outcomes, and Final Outcomes
1. Develop new math and ELA curriculum aligned to MA Common Core Standards	<p><u>Early Evidence of Change:</u></p> <ul style="list-style-type: none"> • 100% of agendas and minutes from Curriculum Development Team meetings evidence the development of curriculum units and resources aligned to Massachusetts Frameworks • 100% of agendas and minutes from DLT meetings evidence monitoring of progress of the curriculum unit development work, including review of agendas, presentations, work products and feedback from participants • Regular presentations to School Committee on curriculum design model <p><u>Short-term Outcomes:</u></p> <ul style="list-style-type: none"> • 85% of administrators classroom observation data evidence the implementation of the newly aligned curriculum units • The district monthly monitoring Learning Walk data evidences that 75% of teachers are effectively implementing the new curriculum units • Professional improvement plans will be initiated for 100% of teachers identified not to be implementing the curriculum units effectively • 80% of students demonstrate continued improvement on interim assessments • 2% increase (from baseline of 2011-12 MCAS levels) of students “on track to proficiency” for each six week testing cycle in mathematics and ELA in grades 2-8, including Ell special education subgroups <p><u>Final Outcomes:</u></p> <ul style="list-style-type: none"> • District will achieve MCAS CPI goals for ELA: 81.3, a gain of 9.3; and for math: 76, a gain of 12 • Median student growth profile (SGP) will increase from 40 in ELA and 41 in math to 55 • District will achieve MCAS CPI goals for Ells in ELA: 62.2, a gain of 18.9; and for math: 63.5, a gain of 18.3 • District will achieve MCAS CPI goals for special education students in ELA: 63.4, a gain of 18.3, and for math: 59.9, a gain of 20.0 • Median SGP for Ells will increase from 22 in ELA to 35, and from 35.5 in math to 50 • Median SGP for special education students will increase from 31 in ELA to 43, and from 33.5 in math to 45 • 5% yearly increase in high school graduation rate
2. Create structures and processes to serve needs of all students	<p><u>Early Evidence of Change:</u></p> <ul style="list-style-type: none"> • District leaders have disseminated the RtI and Integrated Service Model guiding documents to all staff • 100% of SBST meetings are led by administrators and result in action plans to target students’ identified needs

Strategic Objective 1: Implement High Quality Curriculum and Instruction Programs to Support the Achievement of All Students	
Strategic Initiatives	Early Evidence of Change, Short-term Outcomes, and Final Outcomes
	<ul style="list-style-type: none"> 100% of school schedules support implementation of the new RtI and Integrated Service Model plans <p><u>Short-term Outcomes:</u></p> <ul style="list-style-type: none"> 85% of agendas and minutes from SBST meetings evidence the monitoring of the effectiveness of action plans 80% of administrators classroom observation data evidences the implementation of action plans to meet targeted needs of students 80% of students demonstrate continued improvement on common assessment through each six week testing cycle <p><u>Final Outcomes:</u></p> <ul style="list-style-type: none"> Achievement gaps for both Ells and special education students will decrease by 20% District will achieve MCAS CPI goals for Ells in ELA: 62.2, a gain of 18.9; and for math: 63.5, a gain of 18.3 District will achieve MCAS CPI goals for special education students in ELA: 63.4, a gain of 18.3, and for math: 59.9, a gain of 20.0 Median SGP for Ells will increase from 22 in ELA to 35, and from 35.5 in math to 50 Median SGP for special education students will increase from 31 in ELA to 43, and from 33.5 in math to 45 5% yearly increase in high school graduation rate
3. Develop set of researched based best practices for all Southbridge educators	<p><u>Early Evidence of Change:</u></p> <ul style="list-style-type: none"> 100% of district administrators and teachers participate in training on Indicators of High Quality Instruction 100% of administrators have conducted a minimum of three co-observations with Superintendent to calibrate expectations for Indicators of High Quality Instruction Principals' informal observation data evidences the 75% of teachers are implementing the three priority Indicators of High Quality Instruction selected by the DLT for spring implementation <p><u>Short-term Outcomes:</u></p> <ul style="list-style-type: none"> DLT monthly Monitoring Learning Walk data evidences a continued 10 % increase of teachers demonstrating all of the Indicators of High Quality Instruction 80% of students demonstrate continued improvement on common assessment through each six week testing cycle <p><u>Final Outcomes:</u></p> <ul style="list-style-type: none"> District will achieve MCAS CPI goals for ELA: 81.3, a gain of 9.3; and for math: 76, a gain of 12 Median student growth profile will increase from 40 in ELA and 41 in math to 55 District will achieve MCAS CPI goals for Ells in ELA: 62.2, a gain of 18.9; and for math: 63.5, a gain of 18.3 District will achieve MCAS CPI goals for special education students in ELA: 63.4, a gain of 18.3, and for math: 59.9, a gain of 20.0

Strategic Objective 1: Implement High Quality Curriculum and Instruction Programs to Support the Achievement of All Students	
Strategic Initiatives	Early Evidence of Change, Short-term Outcomes, and Final Outcomes
	<ul style="list-style-type: none"> • Median SGP for Ells will increase from 22 in ELA to 35, and from 35.5 in math to 50 • Median SGP for special education students will increase from 31 in ELA to 43, and from 33.5 in math to 45 • 5% yearly increase in high school graduation rate
<p>4. Engage parents and community members to support implementation of the Accelerated Improvement Plan</p>	<p><u>Early Evidence of Change:</u></p> <ul style="list-style-type: none"> • 25% increase in parent participation in Parent Camp • 15% increase in response rate for each administration of parent and community survey <p><u>Short-term Outcomes:</u></p> <ul style="list-style-type: none"> • 5% increase in school attendance for Ells and special education students • Survey data from June to November demonstrates a 20% increase in community members reporting they are aware of changes in Southbridge Schools <p><u>Final Outcomes:</u></p> <ul style="list-style-type: none"> • District will achieve MCAS CPI goals for ELA: 81.3, a gain of 9.3; and for math: 76, a gain of 12 • Median student growth profile will increase from 40 in ELA and 41 in math to 55 • District will achieve MCAS CPI goals for Ells in ELA: 62.2, a gain of 18.9; and for math: 63.5, a gain of 18.3 • District will achieve MCAS CPI goals for special education students in ELA: 63.4, a gain of 18.3, and for math: 59.9, a gain of 20.0 • Median SGP for Ells will increase from 22 in ELA to 35, and from 35.5 in math to 50 • Median SGP for special education students will increase from 31 in ELA to 43, and from 33.5 in math to 45 • 5% yearly increase in high school graduation rate

Strategic Objective 2: Establish a Data Driven Culture to Support and Monitor the Achievement of All Students	
Strategic Initiatives	Early Evidence of Change, Short-term Outcomes, and Final Outcomes
1. Implement common benchmark assessments aligned to new common core standards for ELA and Math Grs. 2-8	<p><u>Early Evidence of Change:</u></p> <ul style="list-style-type: none"> • 100% of K-5 students take Galileo assessment in Spring 2012 • 80% of Building Leadership Teams' (K-5) agendas and minutes evidence analysis of Galileo assessment data to inform lesson planning and students supports and interventions • 100% of students in Grs. 2-8 take new common assessment in October 2012 <p><u>Short-term Outcomes:</u></p> <ul style="list-style-type: none"> • 80% of agendas and minutes from grade level data team meetings evidence the use of common assessment data to plan lessons • 80% of students demonstrate continued improvement on common assessment through each six week testing cycle <p><u>Final Outcomes:</u></p> <ul style="list-style-type: none"> • District will achieve MCAS CPI goals for ELA: 81.3, a gain of 9.3; and for math: 76, a gain of 12 • Median student growth profile will increase from 40 in ELA and 41 in math to 55 • District will achieve MCAS CPI goals for Ells in ELA: 62.2, a gain of 18.9; and for math: 63.5, a gain of 18.3 • District will achieve MCAS CPI goals for special education students in ELA: 63.4, a gain of 18.3, and for math: 59.9, a gain of 20.0 • Median SGP for Ells will increase from 22 in ELA to 35, and from 35.5 in math to 50 • Median SGP for special education students will increase from 31 in ELA to 43, and from 33.5 in math to 45 • 5% yearly increase in high school graduation rate
2. Implement a district data inquiry model to monitor learning of all students	<p><u>Early Evidence of Change:</u></p> <ul style="list-style-type: none"> • District leaders have disseminated the expectations for data team function to all staff • 85% of District Data Team's, Building Leadership Teams' and grade-level data teams' agendas and minutes evidence implementation of data inquiry model <p><u>Short-term Outcomes:</u></p> <ul style="list-style-type: none"> • 85% of grade-level data teams' agendas and minutes evidence development of action plans based on assessment data analysis • 80% of administrators classroom observation data evidences the implementation of action plans to meet

Strategic Objective 2: Establish a Data Driven Culture to Support and Monitor the Achievement of All Students	
Strategic Initiatives	Early Evidence of Change, Short-term Outcomes, and Final Outcomes
	<p>targeted needs of students</p> <ul style="list-style-type: none"> 80% of students demonstrate continued improvement on common assessments through each six week testing cycle <p><u>Final Outcomes:</u></p> <ul style="list-style-type: none"> District will achieve MCAS CPI goals for ELA: 81.3, a gain of 9.3; and for math: 76, a gain of 12 Median student growth profile will increase from 40 in ELA and 41 in math to 55 District will achieve MCAS CPI goals for Ells in ELA: 62.2, a gain of 18.9; and for math: 63.5, a gain of 18.3 District will achieve MCAS CPI goals for special education students in ELA: 63.4, a gain of 18.3, and for math: 59.9, a gain of 20.0 Median SGP for Ells will increase from 22 in ELA to 35, and from 35.5 in math to 50 Median SGP for special education students will increase from 31 in ELA to 43, and from 33.5 in math to 45 5% yearly increase in high school graduation rate
<p>3. Implement new supervision and evaluation process to support and monitor professional growth</p>	<p><u>Early Evidence of Change:</u></p> <ul style="list-style-type: none"> 85% of administrators are conducting weekly informal observations and providing specific feedback to teachers based on Indicators of High Quality Instruction Agenda and minutes from Grade level team meetings evidence the use of assessment data to develop collaborative goals <p><u>Short-term Outcomes:</u></p> <ul style="list-style-type: none"> 100% of administrators and teachers use district and school assessment data to establish collaborative and individual goals and plans DLT monthly Monitoring Learning Walk data evidences a continued 10 % increase of teachers demonstrating all of the Indicators of High Quality Instruction 80% of students demonstrate continued improvement on common assessment through each six week testing cycle <p><u>Final Outcomes:</u></p> <ul style="list-style-type: none"> District will achieve MCAS CPI goals for ELA: 81.3, a gain of 9.3; and for math: 76, a gain of 12 Median student growth profile will increase from 40 in ELA and 41 in math to 55 District will achieve MCAS CPI goals for Ells in ELA: 62.2, a gain of 18.9; and for math: 63.5, a gain of 18.3 District will achieve MCAS CPI goals for special education students in ELA: 63.4, a gain of 18.3, and for math: 59.9, a gain of 20.0 Median SGP for Ells will increase from 22 in ELA to 35, and from 35.5 in math to 50 Median SGP for special education students will increase from 31 in ELA to 43, and from 33.5 in math to 45

Strategic Objective 2: Establish a Data Driven Culture to Support and Monitor the Achievement of All Students	
Strategic Initiatives	Early Evidence of Change, Short-term Outcomes, and Final Outcomes
	<ul style="list-style-type: none"> • 5% yearly increase in high school graduation rate
4. Establish parent and community committees to support and monitor student achievement	<p><u>Early Evidence of Change:</u></p> <ul style="list-style-type: none"> • 50% increase in parents of Ells participating in English Language Learner Parent Advisory Committee <p><u>Short-term Outcomes:</u></p> <ul style="list-style-type: none"> • 5% increase in school attendance for Ells and special education students • Survey data from June to November demonstrates a 20% increase in community members reporting they are aware of changes in Southbridge Schools <p><u>Final Outcomes:</u></p> <ul style="list-style-type: none"> • District will achieve MCAS CPI goals for ELA: 81.3, a gain of 9.3; and for math: 76, a gain of 12 • Median student growth profile will increase from 40 in ELA and 41 in math to 55 • District will achieve MCAS CPI goals for Ells in ELA: 62.2, a gain of 18.9; and for math: 63.5, a gain of 18.3 • District will achieve MCAS CPI goals for special education students in ELA: 63.4, a gain of 18.3, and for math: 59.9, a gain of 20.0 • Median SGP for Ells will increase from 22 in ELA to 35, and from 35.5 in math to 50 • Median SGP for special education students will increase from 31 in ELA to 43, and from 33.5 in math to 45 • 5% yearly increase in high school graduation rate

Strategic Objective 3: Provide High Quality Professional Development Programs to Support the Achievement of All Learners/Students	
Strategic Initiatives	Early Evidence of Change, Short-term Outcomes, and Final Outcomes
1. Provide training and support in implementing new curriculum units and assessment cycle	<p><u>Early Evidence of Change:</u></p> <ul style="list-style-type: none"> • 95% of teachers participate in implementing the new curriculum units and new ATLAS platform • 95% of teachers in grades 2-8 receive training in administration of new assessments and use of online data platform <p><u>Short-term Outcomes:</u></p> <ul style="list-style-type: none"> • 85% of administrators classroom observation data evidence the implementation the newly aligned curriculum units • The district monthly monitoring Learning Walk data evidences that 75% of teachers are effectively implementing the new curriculum units • 80% of students demonstrate continued improvement on common assessments through each six week testing cycle <p><u>Final Outcomes:</u></p> <ul style="list-style-type: none"> • District will achieve MCAS CPI goals for ELA: 81.3, a gain of 9.3; and for math: 76, a gain of 12 • Median student growth profile will increase from 40 in ELA and 41 in math to 55 • District will achieve MCAS CPI goals for Ells in ELA: 62.2, a gain of 18.9; and for math: 63.5, a gain of 18.3 • District will achieve MCAS CPI goals for special education students in ELA: 63.4, a gain of 18.3, and for math: 59.9, a gain of 20.0 • Median SGP for Ells will increase from 22 in ELA to 35, and from 35.5 in math to 50 • Median SGP for special education students will increase from 31 in ELA to 43, and from 33.5 in math to 45 • 5% yearly increase in high school graduation rate
2. Provide training in data analysis and action planning to support identified needs of all students	<p><u>Early Evidence of Change:</u></p> <ul style="list-style-type: none"> • 95% of administrators and teachers participate in PD on data inquiry cycle, data analysis, and action planning • 95% of administrators and teachers participate in PD on Response to Intervention and district’s School Based Support Team model and practices • 95% of staff participate in PD on effective teaming • 90% of teachers receive training in strategies for meeting needs of targeted student populations (ELL and Sp. Ed. students) • 95% of teachers participate in grade level data team meetings <p><u>Short-term Outcomes:</u></p> <ul style="list-style-type: none"> • 85% of grade-level data teams agendas and minutes evidence development of action plans based on assessment

Strategic Objective 3: Provide High Quality Professional Development Programs to Support the Achievement of All Learners/Students	
Strategic Initiatives	Early Evidence of Change, Short-term Outcomes, and Final Outcomes
	<p>data analysis</p> <ul style="list-style-type: none"> 80% of administrators classroom observation data evidences the implementation of action plans to meet targeted needs of students 80% of students demonstrate continued improvement on common assessment through each six week testing cycle <p><u>Final Outcomes:</u></p> <ul style="list-style-type: none"> District will achieve MCAS CPI goals for ELA: 81.3, a gain of 9.3; and for math: 76, a gain of 12 Median student growth profile will increase from 40 in ELA and 41 in math to 55 District will achieve MCAS CPI goals for Ells in ELA: 62.2, a gain of 18.9; and for math: 63.5, a gain of 18.3 District will achieve MCAS CPI goals for special education students in ELA: 63.4, a gain of 18.3, and for math: 59.9, a gain of 20.0 Median SGP for Ells will increase from 22 in ELA to 35, and from 35.5 in math to 50 Median SGP for special education students will increase from 31 in ELA to 43, and from 33.5 in math to 45 5% yearly increase in high school graduation rate
3. Providing training and support in implementing new instructional expectations	<p><u>Early Evidence of Change:</u></p> <ul style="list-style-type: none"> 100% of administrators receive training in Indicators of High Quality Instruction 90% of teachers receive training in Indicators of High Quality Instruction 50% of teachers participate in Learning Walks to build common understanding of Indicators of High Quality Instruction 100% of administrators and teachers receive training in the new Educator Evaluation Framework <p><u>Short-term Outcomes:</u></p> <ul style="list-style-type: none"> DLT monthly Monitoring Learning Walk data evidences -a continued 10 % increase of teachers demonstrating all of the Indicators of High Quality Instruction 100% of principals and district administrators will conduct ongoing professional development in implementing Indicators of High Quality Instruction, addressing needs assessed through Learning Walks, informal observations and formal observation, including modelling the indicators and reviewing classroom video exemplars 80% of students demonstrate continued improvement on common assessment through each six week testing cycle 100 % of Principals are providing specific feedback to support teachers implementation for the Indicators of High Quality Instruction <p><u>Final Outcomes:</u></p> <ul style="list-style-type: none"> District will achieve MCAS CPI goals for ELA: 81.3, a gain of 9.3; and for math: 76, a gain of 12

Strategic Objective 3: Provide High Quality Professional Development Programs to Support the Achievement of All Learners/Students	
Strategic Initiatives	Early Evidence of Change, Short-term Outcomes, and Final Outcomes
	<ul style="list-style-type: none"> • Median student growth profile will increase from 40 in ELA and 41 in math to 55 • District will achieve MCAS CPI goals for Ells in ELA: 62.2, a gain of 18.9; and for math: 63.5, a gain of 18.3 • District will achieve MCAS CPI goals for special education students in ELA: 63.4, a gain of 18.3, and for math: 59.9, a gain of 20.0 • Median SGP for Ells will increase from 22 in ELA to 35, and from 35.5 in math to 50 • Median SGP for special education students will increase from 31 in ELA to 43, and from 33.5 in math to 45 • 5% yearly increase in high school graduation rate
4. Provide training and support to parents and community partners to promote understanding of all components of the Accelerated Improvement Plan	<p><u>Early Evidence of Change:</u></p> <ul style="list-style-type: none"> • 75% of parents rate workshops as 4 or 5 on scale assessing value <p><u>Short-term Outcomes:</u></p> <ul style="list-style-type: none"> • 5% increase in school attendance for Ells and special education students • Survey data from June to November demonstrates a 20% increase in community members reporting they are aware of changes in Southbridge Schools <p><u>Final Outcomes:</u></p> <ul style="list-style-type: none"> • District will achieve MCAS CPI goals for ELA: 81.3, a gain of 9.3; and for math: 76, a gain of 12 • Median student growth profile will increase from 40 in ELA and 41 in math to 55 • District will achieve MCAS CPI goals for Ells in ELA: 62.2, a gain of 18.9; and for math: 63.5, a gain of 18.3 • District will achieve MCAS CPI goals for special education students in ELA: 63.4, a gain of 18.3, and for math: 59.9, a gain of 20.0 • Median SGP for Ells will increase from 22 in ELA to 35, and from 35.5 in math to 50 • Median SGP for special education students will increase from 31 in ELA to 43, and from 33.5 in math to 45 • 5% yearly increase in high school graduation rate

Section 3: District Strategy Sheet

A. District Strategic Objective 1: Provide High Quality Curriculum and Instructional Programs that Support Achievement for All Students	B. Overall Lead (Objective): Superintendent
--	---



<p>C. Initiative Number and Description:</p> <p>1.1 Development new math and ELA curriculum aligned to MA Common Core Standards</p>	<p>D. Short term and Final Outcomes from the Initiative:</p> <p><u>Short-term Outcomes:</u></p> <ul style="list-style-type: none"> • 85% of administrators classroom observation data evidence the implementation of the newly aligned curriculum units • The district monthly monitoring Learning Walk data evidences that 75% of teachers are effectively implementing the new curriculum units • Professional improvement plans will be initiated for 100% of teachers identified not to be implementing the curriculum units effectively • 80% of students demonstrate continued improvement on interim assessments • 2% increase (from baseline of 2011-12 MCAS levels) of students “on track to proficiency” for each six week testing cycle in mathematics and ELA in grades 2-8, including Ell special education subgroups <p><u>Final Outcomes:</u></p> <ul style="list-style-type: none"> • District will achieve MCAS CPI goals for ELA: 81.3, a gain of 9.3; and for math: 76, a gain of 12 • Median student growth profile (SGP) will increase from 40 in ELA and 41 in math to 55 • District will achieve MCAS CPI goals for Ells in ELA: 62.2, a gain of 18.9; and for math: 63.5, a gain of 18.3 • District will achieve MCAS CPI goals for special education students in ELA: 63.4, a gain of 18.3, and for math: 59.9, a gain of 20.0 • Median SGP for Ells will increase from 22 in ELA to 35, and from 35.5 in math to 50 • Median SGP for special education students will increase from 31 in ELA to 43, and from 33.5 in math to 45 • 5% yearly increase in high school graduation rate 	<p>E. Overall Lead (Initiative):</p> <p>Director of Curriculum, Instruction and Assessment</p>
--	--	---

F. Which recommendations from the District Review or other evidence does this initiative address? <ul style="list-style-type: none"> • Average MCAS ELA and Mathematics scores below state averages and on decline in 2011 • Current curriculum is not aligned to Massachusetts' Frameworks for ELA and Literacy and Mathematics that incorporate Common Core • The district review and the planning team identified the need for continued curriculum development. 	
G. What are the key indicators for this initiative to show early evidence of change? <ul style="list-style-type: none"> • 100% of agendas and minutes from Curriculum Development Team meetings evidence the development of curriculum units and resources aligned to Massachusetts Frameworks • 100% of agendas and minutes from DLT meetings evidence monitoring of progress of the curriculum unit development work, including review of agendas, presentations, work products and feedback from participants • Regular presentations to School Committee on curriculum design model 	H. By when? Fall 2012

Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?	What Resources are Needed?
Develop district guiding document for curriculum revisions and new unit design work	Dir. of CIA	Mar. 2012	April 2012	
Establish Curriculum Development Teams (two teams of eleven teacher leaders for math and ELA, representing K-5 and 6-12)	Program Directors	Mar. 2012	Mar. 2012	
Contract with ANET to facilitate curriculum mapping with teams	Superintendent	Mar. 2012	Mar. 2012	
Purchase ATLAS curriculum software for new curriculum units	Superintendent	Mar. 2012	Mar. 2012	
Develop district guiding document for new curriculum unit design	Dir. of CIA	Mar. 2012	April 2012	
Present update to School Committee on curriculum alignment and resource development	Superintendent	May 2012	May 2012	
Plan introduction for teachers on new curriculum unit design and ATLAS tool	Dir. of CIA	May 2012	July 2012	
Begin development of curriculum units - Curriculum Development Teams meet monthly with program directors to develop units and identify and develop resources based on common core and new curriculum maps	Program Directors	May 2012	Ongoing	

Quarterly Progress Rating (QPR) of the Strategic Initiative

Key: P = Process, O = Outcome

	Oct 2011	Jan 2012	April 2012	July 2012	Oct 2012	Jan 2013	April 2013	July 2013	Oct 2013
--	----------	----------	------------	-----------	----------	----------	------------	-----------	----------

P									
O									

A. District Strategic Objective 1: Provide High Quality Curriculum and Instructional Programs that Support Achievement for All Students	B. Overall Lead (Objective): Superintendent
--	---

<p>C. Initiative Number and Description:</p> <p>1.2 Create structures and processes to serve needs of all students</p>	<p>D. Short term and Final Outcomes from the Initiative:</p> <p><u>Short-term Outcomes:</u></p> <ul style="list-style-type: none"> • 85% of agendas and minutes from SBST meetings evidence the monitoring of the effectiveness of action plans • 80% of administrators classroom observation data evidences the implementation of action plans to meet targeted needs of students • 80% of students demonstrate continued improvement on common assessment through each six week testing cycle <p><u>Final Outcomes:</u></p> <ul style="list-style-type: none"> • Achievement gaps for both Ells and special education students will decrease by 20% • District will achieve MCAS CPI goals for Ells in ELA: 62.2, a gain of 18.9; and for math: 63.5, a gain of 18.3 • District will achieve MCAS CPI goals for special education students in ELA: 63.4, a gain of 18.3, and for math: 59.9, a gain of 20.0 • Median SGP for Ells will increase from 22 in ELA to 35, and from 35.5 in math to 50 • Median SGP for special education students will increase from 31 in ELA to 43, and from 33.5 in math to 45 • 5% yearly increase in high school graduation rate 	<p>E. Overall Lead (Initiative):</p> <p>Director of Curriculum, Instruction and Assessment</p>
---	---	---

<p>F. Which recommendations from the District Review or other evidence does this initiative address?</p> <ul style="list-style-type: none"> • MCAS performance of special education, LEP and FLEP subgroups significantly below district averages • The district review and the planning team identify the need to improve the continuum of services available, especially coordinating interventions and strengthening Response to Intervention model

<p>G. What are the key indicators for this initiative to show early evidence of change?</p> <ul style="list-style-type: none"> • District leaders have disseminated the RtI and Integrated Service Model guiding documents to all staff • 100% of SBST meetings are led by administrators and result in action plans to target students' identified needs • 100% of school schedules support implementation of the new RtI and Integrated Service Model plans 	<p>H. By when?</p> <p>Summer 2012</p>
---	--

Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?	What Resources are Needed?
DLT Representatives will review resources from Massachusetts Conference on Tiered System of Support and seek professional development in tiered instruction from DSAC	Superintendent	Mar. 2012	April 2012	
Refine and document the District's RtI model	Dir. of CIA	Mar. 2012	June 2012	
Revise and document the district's integrated service model to support targeted populations (ELL and SPED)	Dir. of CIA	Apr. 2012	June 2012	
Develop and begin to implement a strategy document for improvement of ELL services with three year scope	Superintendent and Dir of ELL	June 2012	August 2012	
Develop and begin to implement a strategy document for improvement of special education services with three year scope	Superintendent and Dir of Sp.Ed.	May 2012	July 2012	
Provide Summer Literacy Program for Ells at town library	Dir. Of Ell	July 2012	Aug 2012	
Introduce revised RtI model to administrators	Dir. of CIA	June 2012	June 2012	
Introduce integrated service model to administrators to support targeted populations (ELL and SPED)	Dir. of Sp.Ed. and ELL	June 2012	June 2012	
Introduce revised RtI model to teachers	Building Principals	June 2012	June 2012	
Introduce new integrated service models to teachers to support targeted populations (ELL and SPED)	Building Principals	June 2012	June 2012	
Develop district expectations and processes to identify and support needs of struggling students including protocols for School Based Support Teams (SBST) meetings to support Integrated Service Model	Dir. of CIA	May 2012	June 2012	

Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?	What Resources are Needed?
Introduced building administrators to new expectations for facilitating and monitoring SBST	Superintendent	May 2012	June 2012	
Building administrators will present new expectations and process for SBST to faculty	Building Principals	June 2012	June 2012	
Develop school schedules to support revised RtI model	Building Principals	June 2012	June 2012	
Present update to School Committee on revised RtI and integrated service models	Superintendent	June 2012	June 2012	
Identify additional researched based interventions for Tiers 2 and 3 support	Dirs. of Sp.Ed. and ELL	June 2012	Aug 2012	
SBSTs meet weekly using new standardized process to develop action plans to support needs of struggling students	Building principals	Sept. 2012 2012	Ongoing	

Quarterly Progress Rating (QPR) of the Strategic Initiative

Key: P = Process, O = Outcome

	Oct 2011	Jan 2012	April 2012	July 2012	Oct 2012	Jan 2013	April 2013	July 2013	Oct 2013
P									
O									

A. District Strategic Objective 1: Provide High Quality Curriculum and Instructional Programs that Support Achievement for All Students	B. Overall Lead (Objective): Superintendent
--	---

<p>C. Initiative Number and Description:</p> <p>1.3 Develop set of best teaching and learning practices for all Southbridge educators</p>	<p>D. Short term and Final Outcomes from the Initiative:</p> <p><u>Short-term Outcomes:</u></p> <ul style="list-style-type: none"> • DLT monthly Monitoring Learning Walk data evidences a continued 10 % increase of teachers demonstrating all of the Indicators of High Quality Instruction • 80% of students demonstrate continued improvement on common assessment through each six week testing cycle <p><u>Final Outcomes:</u></p> <ul style="list-style-type: none"> • District will achieve MCAS CPI goals for ELA: 81.3, a gain of 9.3; and for math: 76, a gain of 12 • Median student growth profile will increase from 40 in ELA and 41 in math to 55 • District will achieve MCAS CPI goals for Ells in ELA: 62.2, a gain of 18.9; and for math: 63.5, a gain of 18.3 • District will achieve MCAS CPI goals for special education students in ELA: 63.4, a gain of 18.3, and for math: 59.9, a gain of 20.0 • Median SGP for Ells will increase from 22 in ELA to 35, and from 35.5 in math to 50 • Median SGP for special education students will increase from 31 in ELA to 43, and from 33.5 in math to 45 • 5% yearly increase in high school graduation rate 	<p>E. Overall Lead (Initiative):</p> <p>Superintendent</p>
--	--	---

<p>F. Which recommendations from the District Review or other evidence does this initiative address?</p> <ul style="list-style-type: none"> • District and school administrators’ observation of instructional practices showed that not all teachers set clear and high expectations and do not make knowledge accessible for all students. • The district review and the planning team identified the need to provide teachers with clear expectations for high quality instructional practices
--

<p>G. What are the key indicators for this initiative to show early evidence of change?</p> <ul style="list-style-type: none"> • 100% of district administrators and teachers participate in training on Indicators of High Quality Instruction • 100% of administrators have conducted a minimum of three co-observations with Superintendent to calibrate expectations for Indicators of High Quality Instruction • Principals' informal observation data evidences the 75% of teachers are implementing the three priority Indicators of High Quality Instruction selected by the DLT for spring implementation 	<p>H. By when?</p> <p>Spring 2012</p>
--	--

Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?	What Resources are Needed?
Identify and document a set of Indicators of High Quality Instruction to support implementation of new Teacher Evaluation Framework	Superintendent	Mar. 2012	Mar. 2012	
Request input/feedback on Indicators of High Quality Instruction document from administrators, teacher, SC, and community	Superintendent	Mar. 2012	Apr. 2012	
Introduce final Indicators of High Quality Instruction document to teachers	Building principals	Apr. 2012	Apr. 2012	
Develop an informal observation/feedback form based on new Indicators of High Quality Instruction document	Dir. of CIA	Apr. 2012	Apr. 2012	
Present update to School Committee on establishment of Indicators of High Quality Instruction for all Southbridge educators	Superintendent	Apr 2012	Apr 2012	
Reinforce Indicators of High Quality Instruction during monthly faculty meetings	Building Principals	May 2012	Ongoing	

Quarterly Progress Rating (QPR) of the Strategic Initiative

Key: P = Process, O = Outcome

	Oct 2011	Jan 2012	April 2012	July 2012	Oct 2012	Jan 2013	April 2013	July 2013	Oct 2013
P									
O									

<p>A. District Strategic Objective 1:</p> <p>Provide High Quality Curriculum and Instructional Programs that Support Achievement for All Students</p>	<p>B. Overall Lead (Objective):</p> <p>Superintendent</p>
---	--

<p>C. Initiative Number and Description:</p> <p>1.4 Engage parents and community members to support implementation of the Accelerated Improvement Plan</p>	<p>D. Short term and Final Outcomes from the Initiative:</p> <p><u>Short-term Outcomes:</u></p> <ul style="list-style-type: none"> • 5% increase in school attendance for ELLs and special education students • Survey data from June to November demonstrates a 20% increase in community members reporting they are aware of changes in Southbridge Schools <p><u>Final Outcomes:</u></p> <ul style="list-style-type: none"> • District will achieve MCAS CPI goals for ELA: 81.3, a gain of 9.3; and for math: 76, a gain of 12 • Median student growth profile will increase from 40 in ELA and 41 in math to 55 • District will achieve MCAS CPI goals for ELLs in ELA: 62.2, a gain of 18.9; and for math: 63.5, a gain of 18.3 • District will achieve MCAS CPI goals for special education students in ELA: 63.4, a gain of 18.3, and for math: 59.9, a gain of 20.0 • Median SGP for ELLs will increase from 22 in ELA to 35, and from 35.5 in math to 50 • Median SGP for special education students will increase from 31 in ELA to 43, and from 33.5 in math to 45 • 5% yearly increase in high school graduation rate 	<p>E. Overall Lead (Initiative):</p> <p>Superintendent</p>
---	--	---

<p>F. Which recommendations from the District Review or other evidence does this initiative address?</p> <ul style="list-style-type: none"> • The district review and planning team identified the need for greater parent and community engagement 	
<p>G. What are the key indicators for this initiative to show early evidence of change?</p> <ul style="list-style-type: none"> • 25% increase in parent participation in Parent Camp • 15% increase in response rate for each administration of parent and community survey 	<p>H. By when? Fall 2012</p>

Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?	What Resources are Needed?
Hold community forum to provide information about the Accelerated Improvement Plan	Superintendent	May 2012	Sept. 2012	
Host tours of new school building	Superintendent	Apr. 2012	Aug. 2012	
Publish a monthly newsletter for parents and community	Superintendent	May 2012	Ongoing	

Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?	What Resources are Needed?
Conduct survey of parents and community to assess areas for improvement in communications and determine topics for information sessions – May, Nov, and June 2013	Superintendent	May 2012	Ongoing	
Host parent information evening for all incoming new families (with translation)	Superintendent	Aug 2012	Sept 2012	
Host Parent Camp event to celebrate Back to School	Dir. Of CIA	Sept 2012	Oct 2012	

Quarterly Progress Rating (QPR) of the Strategic Initiative

Key: P = Process, O = Outcome

	Oct 2011	Jan 2012	April 2012	July 2012	Oct 2012	Jan 2013	April 2013	July 2013	Oct 2013
P									
O									

A. District Strategic Objective 2: Establish a Data Driven Culture to Support and Monitor the Achievement of All Students		B. Overall Lead (Objective): Superintendent
C. Initiative Number and Description: 2.1 Implement common benchmark assessments aligned to new common core standards for ELA and Math Gr. 2-8	D. Short term and Final Outcomes from the Initiative: <u>Short-term Outcomes:</u> <ul style="list-style-type: none"> 80% of agendas and minutes from grade level data team meetings evidence the use of common assessment data to plan lessons 80% of students demonstrate continued improvement on common assessment through each six week testing cycle <u>Final Outcomes:</u> <ul style="list-style-type: none"> District will achieve MCAS CPI goals for ELA: 81.3, a gain of 9.3; and for math: 76, a gain of 12 Median student growth profile will increase from 40 in ELA and 41 in math to 55 District will achieve MCAS CPI goals for Ells in ELA: 62.2, a gain of 18.9; and for math: 63.5, a gain of 18.3 District will achieve MCAS CPI goals for special education students in ELA: 63.4, a gain of 18.3, and for math: 59.9, a gain of 20.0 Median SGP for Ells will increase from 22 in ELA to 35, and from 35.5 in math to 50 Median SGP for special education students will increase from 31 in ELA to 43, and from 33.5 in math to 45 5% yearly increase in high school graduation rate 	E. Overall Lead (Initiative): Director of Curriculum, Instruction and Assessment

F. Which recommendations from the District Review or other evidence does this initiative address? <ul style="list-style-type: none"> Common, interim assessments are not administered consistently across schools and grade levels The Galileo assessments have not been implemented well and there is active resistance to their use
--

<p>G. What are the key indicators for this initiative to show early evidence of change?</p> <ul style="list-style-type: none"> • 100% of K-5 students take Galileo assessment in Spring 2012 • 80% of Building Leadership Teams' (K-5) agendas and minutes evidence analysis of Galileo assessment data to inform lesson planning and students supports and interventions • 100% of students in Grs. 2-8 take new common assessment in October 2012 	<p>H. By when?</p> <p>Fall 2012</p>
---	--

I. Activities to Achieve the Outcomes for the Initiative	J. Who will Lead?	K. When will it Start?	L. When will it be Complete?	M. What Resources are Needed?
Administer current benchmark assessments to all Gr. K-5 students	Dir. of CIA	Mar. 2012	Mar. 2012	
Building Leadership Teams analyze assessment results to inform lesson planning	Program Directors	Mar. 2012	Apr. 2012	
District purchases new assessment program aligned to MA common core standards	Superintendent	March 2012	April 2012	
Develop district testing schedule for 2012 -13 school year	Dir. of CIA	Apr. 2012	May 2012	
Administer current benchmark assessments to all Gr. K-5 students	Dir. of CIA	June 2012	June 2012	
Building Leadership Teams analyze assessment results to inform student supports and interventions	Program Directors	June 2012	June 2012	
District curriculum team inducts Gr. 2-8 instructional staff to new assessments, schedule of assessed standards and process for administering assessments	Dir. of CIA	Aug. 2012	Aug. 2012	
District curriculum team introduces staff to online platform for reviewing assessment data, developing reports and accessing resources for re-teaching	Dir. of CIA	Aug. 2012	Oct. 2012	
Principals ensure all preparations are made for administration of each assessment cycle	Building Principals	Sept. 2012	Ongoing	
Administer new benchmark assessments Gr. 2-8	Dir. of CIA	Oct. 2012	Oct. 2012	

Quarterly Progress Rating (QPR) of the Strategic Initiative

Key: P = Process, O = Outcome

	Oct 2011	Jan 2012	April 2012	July 2012	Oct 2012	Jan 2013	April 2013	July 2013	Oct 2013
P									
O									

B. District Strategic Objective 2:		B. Overall Lead (Objective): Superintendent
Establish a Data Driven Culture to Support and Monitor the Achievement of All Students		
C. Initiative Number and Description:	D. Short term and Final Outcomes from the Initiative:	E. Overall Lead (Initiative):
2.2 Implement a district data inquiry model to monitor learning of all students	<p><u>Short-term Outcomes:</u></p> <ul style="list-style-type: none"> 85% of grade-level data teams’ agendas and minutes evidence development of action plans based on assessment data analysis 80% of administrators classroom observation data evidences the implementation of action plans to meet targeted needs of students 80% of students demonstrate continued improvement on common assessments through each six week testing cycle <p><u>Final Outcomes:</u></p> <ul style="list-style-type: none"> District will achieve MCAS CPI goals for ELA: 81.3, a gain of 9.3; and for math: 76, a gain of 12 Median student growth profile will increase from 40 in ELA and 41 in math to 55 District will achieve MCAS CPI goals for Ells in ELA: 62.2, a gain of 18.9; and for math: 63.5, a gain of 18.3 District will achieve MCAS CPI goals for special education students in ELA: 63.4, a gain of 18.3, and for math: 59.9, a gain of 20.0 Median SGP for Ells will increase from 22 in ELA to 35, and from 35.5 in math to 50 Median SGP for special education students will increase from 31 in ELA to 43, and from 33.5 in math to 45 5% yearly increase in high school graduation rate 	Director of Curriculum, Instruction and Assessment

F. Which recommendations from the District Review or other evidence does this initiative address?

- There are not consistent structures and processes at grade, school, and district levels to analyze data and make it actionable to inform decision-making and instructional planning



<p>G. What are the key indicators for this initiative to show early evidence of change?</p> <ul style="list-style-type: none"> District leaders have disseminated the expectations for data team function to all staff 85% of District Data Team’s, Building Leadership Teams’ and grade-level data teams’ agendas and minutes evidence implementation of data inquiry model 	<p>H. By when?</p> <p>Fall 2012</p>
---	--

Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?	What Resources are Needed?
Develop expectations along with protocols and templates for District Data Team	Dir. of CIA	Mar. 2012	June 2012	
Establish roles and responsibilities for members of District Data Team	Dir. of CIA	Mar. 2012	June 2012	
Establish design for Building Leadership Teams	Dir. of CIA	Mar. 2012	June 2012	
Develop expectations along with protocols and templates for Building Leadership Teams	Dir. of CIA	Mar. 2012	June 2012	
Establish roles and responsibilities for members of Building Leadership Teams	Dir. of CIA	Mar. 2012	June 2012	
District planning for Restructuring the use of grade level preparation periods to allow for weekly grade-level data team meetings for 2012-2013 school year	Dir. of CIA	Mar. 2012	June 2012	
Develop expectations along with protocols and templates for Grade Level Data Teams	Dir. of CIA	Mar. 2012	June 2012	
Establish roles and responsibilities for members of Grade Level Data Teams	Dir. of CIA	June 2012	Sept 2012	
Identify membership for district and school level teams	Dir. of CIA	June 2012	Aug 2012	
Establish meeting schedule for district, building and grade level teams – district and building teams meet monthly, grade level teams meet weekly	Dir. of CIA	June 2012	June 2012	
Analyze MCAS data at district, school and classroom levels to inform curriculum and instructional planning	Dir. of CIA	Sept. 2012	Oct. 2012	
District Data Team continues to meet monthly to review assessment data and develop action plans	Dir. Of CIA	Sept. 2012	Ongoing	
Building Leadership teams and grade level data teams continue to meet to review assessment data to track progress of targeted populations and develop action plans	Dir. of CIA	Sept. 2012	Ongoing	
District and building-based administrators observations to monitor implementation of grade level data teams’ action plans	Superintendent and Building Principals	Sept 2012	Ongoing	

Quarterly Progress Rating (QPR) of the Strategic Initiative

Key: P = Process, O = Outcome

	Oct 2011	Jan 2012	April 2012	July 2012	Oct 2012	Jan 2013	April 2013	July 2013	Oct 2013
P									
O									



A. District Strategic Objective 2: Establish a Data Driven Culture to Support and Monitor the Achievement of All Students		B. Overall Lead (Objective): Superintendent
C. Initiative Number and Description: 2.3 Implement new supervision and evaluation process to support and monitor professional growth	D. Short term and Final Outcomes from the Initiative: <u>Short-term Outcomes:</u> <ul style="list-style-type: none"> • 100% of administrators and teachers use district and school assessment data to establish collaborative and individual goals and plans • DLT monthly Monitoring Learning Walk data evidences a continued 10 % increase of teachers demonstrating all of the Indicators of High Quality Instruction • 80% of students demonstrate continued improvement on common assessment through each six week testing cycle <u>Final Outcomes:</u> <ul style="list-style-type: none"> • District will achieve MCAS CPI goals for ELA: 81.3, a gain of 9.3; and for math: 76, a gain of 12 • Median student growth profile will increase from 40 in ELA and 41 in math to 55 • District will achieve MCAS CPI goals for Ells in ELA: 62.2, a gain of 18.9; and for math: 63.5, a gain of 18.3 • District will achieve MCAS CPI goals for special education students in ELA: 63.4, a gain of 18.3, and for math: 59.9, a gain of 20.0 • Median SGP for Ells will increase from 22 in ELA to 35, and from 35.5 in math to 50 • Median SGP for special education students will increase from 31 in ELA to 43, and from 33.5 in math to 45 • 5% yearly increase in high school graduation rate 	E. Overall Lead (Initiative): Superintendent

F. Which recommendations from the District Review or other evidence does this initiative address?	
<ul style="list-style-type: none"> • The district review identified the need to revise the evaluation cycle and Professional Growth Plans • The district is required to implement the new educator evaluation framework 	
G. What are the key indicators for this initiative to show early evidence of change?	H. By when?
<ul style="list-style-type: none"> • 85% of administrators are conducting weekly informal observations and providing specific feedback to teachers based on Indicators of High Quality Instruction • Agenda and minutes from Grade level team meetings evidence the use of assessment data to develop collaborative goals 	

Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?	What Resources are Needed?
Establish new process and expectations (minimum of 5 weekly) for administrators in conducting informal observations and providing feedback to teachers based on new Indicators of High Quality Instruction	Superintendent	Mar. 2012	June 2012	
Conduct monthly Learning Walks to monitor implementation of new Indicators of High Quality Instruction	Superintendent	Mar. 2012	June 2012	
Superintendent meets with principals in their buildings to review progress on their individual action plans for AIP implementation, troubleshooting and coaching principals through challenges	Superintendent	Apr. 2012	Ongoing	
Adopt MA model system for Educator Evaluation and submit district questionnaire/self-assessment to ESE	Superintendent	June 2012	June 2012	
Introduce new educator evaluation framework and process to administrators and teachers	Superintendent	Aug. 2012	Aug. 2012	
Teachers complete self-assessment	Superintendent	Sept. 2012	Oct. 2012	
Administrators complete self-assessment	Superintendent	Sept. 2012	Oct. 2012	
Teachers set collaborative student achievement goals based on assessment data along with individual professional goals	Building Principals	Oct. 2012	Nov. 2012	
Administrators set goals and develop plans	Superintendent	Oct. 2012	Nov. 2012	
Administrators review teacher goals and plans to ensure alignment with school and district goals and plans	Superintendent	Nov. 2012	Dec. 2012	
Superintendent reviews administrator goals and plans to ensure alignment with school and district goals and plans	Superintendent	Nov. 2012	Dec. 2012	

Quarterly Progress Rating (QPR) of the Strategic Initiative



Key: P = Process, O = Outcome

	Oct 2011	Jan 2012	April 2012	July 2012	Oct 2012	Jan 2013	April 2013	July 2013	Oct 2013
P									
O									

A. District Strategic Objective 2: Establish a Data Driven Culture to Support and Monitor the Achievement of All Students								B. Overall Lead (Objective): Superintendent	
C. Initiative Number and Description: 2.4 Establish parent and community committees to support and monitor student achievement			D. Short term and Final Outcomes from the Initiative: <u>Short-term Outcomes:</u> <ul style="list-style-type: none"> • 5% increase in school attendance for Ells and special education students • Survey data from June to November demonstrates a 20% increase in community members reporting they are aware of changes in Southbridge Schools <u>Final Outcomes:</u> <ul style="list-style-type: none"> • District will achieve MCAS CPI goals for ELA: 81.3, a gain of 9.3; and for math: 76, a gain of 12 • Median student growth profile will increase from 40 in ELA and 41 in math to 55 • District will achieve MCAS CPI goals for Ells in ELA: 62.2, a gain of 18.9; and for math: 63.5, a gain of 18.3 • District will achieve MCAS CPI goals for special education students in ELA: 63.4, a gain of 18.3, and for math: 59.9, a gain of 20.0 • Median SGP for Ells will increase from 22 in ELA to 35, and from 35.5 in math to 50 • Median SGP for special education students will increase from 31 in ELA to 43, and from 33.5 in math to 45 • 5% yearly increase in high school graduation rate 					E. Overall Lead (Initiative): Superintendent	
F. Which recommendations from the District Review or other evidence does this initiative address? <ul style="list-style-type: none"> • The district review and planning team identified the need for greater parent involvement and partnership 									
G. What are the key indicators for this initiative to show early evidence of change? <ul style="list-style-type: none"> • 50% increase in parents of Ells participating in English Language Learner Parent Advisory Committee 								H. By when? Fall 2012	

I. Activities to Achieve the Outcomes for the Initiative	J. Who will Lead?	K. When will it Start?	L. When will it be Complete?	M. What Resources are Needed?
Establish Community Steering Committee to meet monthly to review progress on AIP Implementation and progress toward benchmarks	Superintendent	May 2012	Ongoing	
Establish ELL Parent Advisory Committee to meet monthly	Superintendent and Dir. Of ELL	Apr. 2012	Ongoing	
Establish Special Needs Parent Advisory Committee to meet monthly	Superintendent and Dir. Of SpEd	June 2012	Ongoing	
Community Steering Committee, ELL and Special Needs Parent Committees report to School Committee quarterly	Superintendent	Sept 2012	Ongoing	

Quarterly Progress Rating (QPR) of the Strategic Initiative

Key: P = Process, O = Outcome

	Oct 2011	Jan 2012	April 2012	July 2012	Oct 2012	Jan 2013	April 2013	July 2013	Oct 2013
P									
O									

A. District Strategic Objective 3: Provide High Quality Professional Development Programs to Support the Achievement of All Students		B. Overall Lead (Objective): Superintendent
C. Initiative Number and Description: 3.1 Provide training and support in implementing new curriculum units and assessments	D. Short term and Final Outcomes from the Initiative: <u>Short-term Outcomes:</u> <ul style="list-style-type: none"> • 85% of administrators classroom observation data evidence the implementation the newly aligned curriculum units • The district monthly monitoring Learning Walk data evidences that 75% of teachers are effectively implementing the new curriculum units • 80% of students demonstrate continued improvement on common assessments through each six week testing cycle <u>Final Outcomes:</u> <ul style="list-style-type: none"> • District will achieve MCAS CPI goals for ELA: 81.3, a gain of 9.3; and for math: 76, a gain of 12 • Median student growth profile will increase from 40 in ELA and 41 in math to 55 • District will achieve MCAS CPI goals for Ells in ELA: 62.2, a gain of 18.9; and for math: 63.5, a gain of 18.3 • District will achieve MCAS CPI goals for special education students in ELA: 63.4, a gain of 18.3, and for math: 59.9, a gain of 20.0 • Median SGP for Ells will increase from 22 in ELA to 35, and from 35.5 in math to 50 • Median SGP for special education students will increase from 31 in ELA to 43, and from 33.5 in math to 45 • 5% yearly increase in high school graduation rate 	E. Overall Lead (Initiative): Superintendent

F. Which recommendations from the District Review or other evidence does this initiative address? <ul style="list-style-type: none"> • Average MCAS ELA and Mathematics scores below state averages and on decline in 2011 • District staff will need training in the new curriculum unit design and assessment program
--

<p>G. What are the key indicators for this initiative to show early evidence of change?</p> <ul style="list-style-type: none"> • 95% of teachers participate in implementing the new curriculum units and new ATLAS platform • 95% of teachers in grades 2-8 receive training in administration of new assessments and use of online data platform 	<p>H. By when?</p> <p>Fall 2012</p>
---	--

Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?	What Resources are Needed?
Train Curriculum Development Teams in use of ATLAS curriculum software where units will be banked	Dir. of CIA	Mar. 2012	May 2012	
Train Curriculum Development Teams in how to unpack standards to begin unit planning	Dir. of CIA	Mar. 2012	Apr. 2012	
Train Curriculum Development Teams in Understanding by Design model to use in unit planning	Dir. of CIA	Mar. 2012	June 2012	
PD for administrators on new curriculum unit alignment and development process teams employed – including unpacking standards	Dir. of CIA	May 2012	Aug. 2012	
PD for administrators on ATLAS software	Dir of CIA	Aug 2012	Aug 2012	
PD for administrators on Understanding by Design model	Dir. of CIA	Aug 2012	Aug 2012	
Initial PD to introduce teachers to new curriculum units and assessment cycle	Dir. of CIA	Aug. 2012	Aug. 2012	
PD for administrators on observing and providing feedback on instructional delivery of new curriculum units	Dir. of CIA	Aug. 2012	Sept. 2012	
Principals gather data from informal observations on implementation of new units, providing immediate individualized feedback to teachers	Building Principals	Sept. 2012	Ongoing	
Principals submit evidence of informal observation feedback to Superintendent for review and feedback	Building Principals	Sept. 2012	Ongoing	
Math and ELA Directors lead Learning Walks with Math and ELA teachers to gather data on implementation of new units, assessing PD needs	ELA and Math Directors	Sept. 2012	Ongoing	
Continued professional development on new curriculum units and assessment cycle	ELA and Math Directors	Sept. 2012	Ongoing	

Quarterly Progress Rating (QPR) of the Strategic Initiative

Key: P = Process, O = Outcome

	Oct 2011	Jan 2012	April 2012	July 2012	Oct 2012	Jan 2013	April 2013	July 2013	Oct 2013
P									
O									

A. District Strategic Objective 3:

Provide High Quality Professional Development Programs to Support the Achievement of All Students

B. Overall Lead (Objective):

Superintendent

<p>C. Initiative Number and Description:</p> <p>3.2 Provide training in data analysis and action planning to support identified needs of students</p>	<p>D. Short term and Final Outcomes from the Initiative:</p> <p><u>Short-term Outcomes:</u></p> <ul style="list-style-type: none"> • 85% of grade-level data teams agendas and minutes evidence development of action plans based on assessment data analysis • 80% of administrators classroom observation data evidences the implementation of action plans to meet targeted needs of students • 80% of students demonstrate continued improvement on common assessment through each six week testing cycle <p><u>Final Outcomes:</u></p> <ul style="list-style-type: none"> • District will achieve MCAS CPI goals for ELA: 81.3, a gain of 9.3; and for math: 76, a gain of 12 • Median student growth profile will increase from 40 in ELA and 41 in math to 55 • District will achieve MCAS CPI goals for Ells in ELA: 62.2, a gain of 18.9; and for math: 63.5, a gain of 18.3 • District will achieve MCAS CPI goals for special education students in ELA: 63.4, a gain of 18.3, and for math: 59.9, a gain of 20.0 • Median SGP for Ells will increase from 22 in ELA to 35, and from 35.5 in math to 50 • Median SGP for special education students will increase from 31 in ELA to 43, and from 33.5 in math to 45 • 5% yearly increase in high school graduation rate 	<p>E. Overall Lead (Initiative):</p> <p>Director of Curriculum, Instruction and Assessment</p>
--	---	---

<p>F. Which recommendations from the District Review or other evidence does this initiative address?</p> <ul style="list-style-type: none"> • The district review identifies teachers' stated hope that the district offer ongoing and expanded professional development opportunities to support and enhance their ability to use assessment data to accurately identify student learning needs and modify instruction. • The district review recommends that ongoing training in data analysis needs to remain a priority. • The Planning team identified the need for district training in the Data Inquiry Cycle
--

<p>G. What are the key indicators for this initiative to show early evidence of change?</p> <ul style="list-style-type: none"> • 95% of administrators and teachers participate in PD on data inquiry cycle, data analysis, and action planning • 95% of administrators and teachers participate in PD on Response to Intervention and district’s School Based Support Team model and practices • 95% of staff participate in PD on effective teaming • 90% of teachers receive training in strategies for meeting needs of targeted student populations (ELL and Sp. Ed. students) • 95% of teachers participate in grade level data team meetings 	<p>H. By when? Summer 2012</p>
---	---

Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?	What Resources are Needed?
Initial PD for administrators on Data Inquiry Cycle	Dir. of CIA	Apr. 2012	June 2012	
Learning Walks to assess progress of implementation of integrated services model, including ELL and special education instruction and accommodations, and determine professional development needs	Superintendent and Dirs. of ELL and SpEd	Apr. 2012	Ongoing	
Initial PD for teachers on Data Inquiry Cycle	Dir. of CIA	Aug. 2012	Aug. 2012	
Initial PD for all staff on effective teaming	Superintendent	Aug. 2012	Aug. 2012	
Continued PD for administrators on data analysis and action planning to support district’s RtI model	Dir. of CIA	Sept. 2012	Ongoing	
Continued PD for teachers on data analysis and action planning to support district’s RtI model	Dir. of CIA	Sept. 2012	on going	
Initial and ongoing PD on instructional strategies to support the identified needs of ELL and Sp.Ed	Program Directors	Sept. 2012	Ongoing	
PD for administrators on applying data inquiry cycle to first interim assessment data	Dir. of CIA	Oct. 2012	Nov. 2012	
PD for teachers on applying data inquiry cycle to first interim assessment cycle	Dir. of CIA and Building Principals	Oct. 2012	Nov. 2012	
PD for administrators on agreed-upon interventions to support RtI and Integrated Service Model	Dirs. of CIA and Sp.Ed.	Sept 2012	Ongoing	

Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?	What Resources are Needed?
PD for teachers on agreed-upon interventions to support RtI and Integrated Service Model	Dirs. of CIA and SpEd	Sept. 2012	Ongoing	

Quarterly Progress Rating (QPR) of the Strategic Initiative

Key: P = Process, O = Outcome

	Oct 2011	Jan 2012	April 2012	July 2012	Oct 2012	Jan 2013	April 2013	July 2013	Oct 2013
P									
O									

<p>A. District Strategic Objective 3:</p> <p>Provide High Quality Professional Development Programs to Support the Achievement of All Students</p>	<p>B. Overall Lead (Objective):</p> <p>Superintendent</p>
--	--

C. Initiative Number and Description:	D. Short term and Final Outcomes from the Initiative:	E. Overall Lead (Initiative):
<p>3.3 Providing training and support in implementing new instructional expectations</p>	<p><u>Short-term Outcomes:</u></p> <ul style="list-style-type: none"> • DLT monthly Monitoring Learning Walk data evidences -a continued 10 % increase of teachers demonstrating all of the Indicators of High Quality Instruction • 100% of principals and district administrators will conduct ongoing professional development in implementing Indicators of High Quality Instruction, addressing needs assessed through Learning Walks, informal observations and formal observation, including modelling the indicators and reviewing classroom video exemplars • 80% of students demonstrate continued improvement on common assessment through each six week testing cycle • 100 % of Principals are providing specific feedback to support teachers implementation for the Indicators of High Quality Instruction <p><u>Final Outcomes:</u></p> <ul style="list-style-type: none"> • District will achieve MCAS CPI goals for ELA: 81.3, a gain of 9.3; and for math: 76, a gain of 12 • Median student growth profile will increase from 40 in ELA and 41 in math to 55 • District will achieve MCAS CPI goals for Ells in ELA: 62.2, a gain of 18.9; and for math: 63.5, a gain of 18.3 • District will achieve MCAS CPI goals for special education students in ELA: 63.4, a gain of 18.3, and for math: 59.9, a gain of 20.0 • Median SGP for Ells will increase from 22 in ELA to 35, and from 35.5 in math to 50 • Median SGP for special education students will increase from 31 in ELA to 43, and from 33.5 in math to 45 • 5% yearly increase in high school graduation rate 	<p>Superintendent</p>



F. Which recommendations from the District Review or other evidence does this initiative address?	
<ul style="list-style-type: none"> • The district review and the planning team recommend continued professional development on high quality instructional practices • The district review identified the need for professional development on instructional strategies to support special education and EEL/FLEP students 	
G. What are the key indicators for this initiative to show early evidence of change?	H. By when?
<ul style="list-style-type: none"> • 100% of administrators receive training in Indicators of High Quality Instruction • 90% of teachers receive training in Indicators of High Quality Instruction • 50% of teachers participate in Learning Walks to build common understanding of Indicators of High Quality Instruction • 100% of administrators and teachers receive training in the new Educator Evaluation Framework 	Spring 2012

Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?	What Resources are Needed?
Initial PD for administrators to build common understanding of new Indicators of High Quality Instruction	Superintendent	Mar. 2012	Mar. 2012	
Initial and ongoing PD for administrators in observing for Indicators of High Quality Instruction in the classroom and how to provide feedback	Superintendent	Apr. 2012	Ongoing	
Initial and ongoing PD for teachers on understanding and implementing the Indicators of High Quality Instruction (faculty meetings)	Building Principals	Apr. 2012	Ongoing	
Conduct monthly district Learning Walks to build a common understanding of the Indicators of High Quality Instruction	Superintendent	Apr. 2012	Ongoing	
Teachers participate in Learning Walks to develop common understanding of the new Indicators of High Quality Instruction	Superintendent	Apr. 2012	Ongoing	
Superintendent meets with principals in their school twice a month and performs informal observations on Indicators of High Quality Instruction, assisting principal in providing individual feedback to teachers	Superintendent	Apr. 2012	Ongoing	
Superintendent conducts co-observations with Dirs. of CIA, math, ELA, Ell, and SpEd on Indicators of High Quality Instruction	Superintendent	May 2012	June 2012	

Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?	What Resources are Needed?
Dirs. of CIA, math, ELA, Ell, and SpEd conduct co-observations with principals on Indicators of High Quality Instruction	Dir. of CIA	June 2012	Ongoing	
Principals submit evidence of informal observation feedback on Indicators of High Quality Instruction to Superintendent for review and feedback	Building Principals	May 2012	Ongoing	
Initial PD for administrators and teachers in the Educator Evaluation Framework	Superintendent	Aug. 2012	Aug. 2012	
Continued PD on Educator Evaluation and goal setting process	Superintendent	Sept. 2012	Nov. 2012	

Quarterly Progress Rating (QPR) of the Strategic Initiative

Key: P = Process, O = Outcome

	Oct 2011	Jan 2012	April 2012	July 2012	Oct 2012	Jan 2013	April 2013	July 2013	Oct 2013
P									
O									

<p>A. District Strategic Objective 3:</p> <p>Provide High Quality Professional Development Programs to Support the Achievement of All Students</p>	<p>B. Overall Lead (Objective):</p> <p>Superintendent</p>
--	--

<p>C. Initiative Number and Description:</p> <p>3.4 Provide training and support to parents and community partners to promote understanding of all components of the Accelerated Improvement Plan</p>	<p>D. Short term and Final Outcomes from the Initiative:</p> <p><u>Short-term Outcomes:</u></p> <ul style="list-style-type: none"> • 5% increase in school attendance for Ells and special education students • Survey data from June to November demonstrates a 20% increase in community members reporting they are aware of changes in Southbridge Schools <p><u>Final Outcomes:</u></p> <ul style="list-style-type: none"> • District will achieve MCAS CPI goals for ELA: 81.3, a gain of 9.3; and for math: 76, a gain of 12 • Median student growth profile will increase from 40 in ELA and 41 in math to 55 • District will achieve MCAS CPI goals for Ells in ELA: 62.2, a gain of 18.9; and for math: 63.5, a gain of 18.3 • District will achieve MCAS CPI goals for special education students in ELA: 63.4, a gain of 18.3, and for math: 59.9, a gain of 20.0 • Median SGP for Ells will increase from 22 in ELA to 35, and from 35.5 in math to 50 • Median SGP for special education students will increase from 31 in ELA to 43, and from 33.5 in math to 45 • 5% yearly increase in high school graduation rate 	<p>E. Overall Lead (Initiative):</p> <p>Superintendent</p>
--	--	---

F. Which recommendations from the District Review or other evidence does this initiative address?

- The district review and planning team identified the need to engage parents constructively in the work of the schools and support increased parent understanding of the work

<p>G. What are the key indicators for this initiative to show early evidence of change?</p> <ul style="list-style-type: none"> • 75% of parents rate workshops as 4 or 5 on scale assessing value 	<p>H. By when?</p> <p>Summer 2012</p>
---	--

Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?	What Resources are Needed?
---	----------------	---------------------	---------------------------	----------------------------

Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?	What Resources are Needed?
Conduct parent workshop on importance of attendance for student learning	Dirs. Of math and ELA	Aug 2012	Sept. 2012	
Conduct parent workshop on MCAS data	Dir. of CIA	Sept. 2012	Oct 2012	
Conduct parent workshop on Southbridge Standard	Superintendent	Oct. 2012	Nov. 2012	
Conduct parent workshop on curriculum alignment and development	Dir. of CIA	Oct. 2012	Nov. 2012	
Conduct Parents as Literacy Partners workshops	Dir. of ELA	Nov. 2012	June 2013	
Conduct parent workshop on data inquiry and analysis practices	Dir. of CIA	Nov. 2012	Dec. 2012	

Quarterly Progress Rating (QPR) of the Strategic Initiative

Key: P = Process, O = Outcome

	Oct 2011	Jan 2012	April 2012	July 2012	Oct 2012	Jan 2013	April 2013	July 2013	Oct 2013
P									
O									