



# Salem Public Schools

## District Accelerated Improvement Plan (AIP) 2013-14



# Level 4 District Accelerated Improvement Plan Template

District: SALEM PUBLIC SCHOOLS

Date: FALL 2013

## Section 1: Explanation of key issues and how the district will address them

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

### Reflecting on Year 1 – Accomplishments

By implementing the 2012-13 Accelerated Improvement Plan (AIP), Salem Public Schools took important and necessary steps toward establishing the systems and structures to prompt and sustain improved student outcomes. Significant work has been accomplished in the following areas—

- ***Establishing the practices that support data inquiry.*** Our main goal is to use data formatively to assess student learning after short periods of instruction and make mid-course corrections when necessary by reteaching specific skills and content.
- ***Creating ELA and math curriculum maps that specify what students should learn and when.*** These maps are critical because they outline the skills and content that students must master by grade-level and provide the basis for assessing learning at pre-determined checkpoints throughout the year.
- ***Building data systems to collect and review the growth and development of students in high-need subgroups.*** The achievement gap needs to be effectively addressed for the district to improve. School data teams and a district level task force closely monitor the achievement of students in high need subgroups and guide mid-course corrections to provide them with additional support as needed.
- ***Implementing the new Educator Evaluation System.*** Implementing the Accelerated Improvement Plan will require strong instructional leadership from every corner in the district. Using the new system of evaluation, educators in the Salem Public Schools are beginning to receive timely, actionable feedback about the quality of their practice.
- ***Developing leadership capacity to ensure that each school is led by an instructional leader.*** Principals and district leaders have engaged in ongoing training designed to improve their ability to serve as instructional leaders. This training has focused on leading data inquiry in their schools, conducting instructional rounds, and providing teachers with feedback using the rubric from the new evaluation system.

In Aug. 2012, the district put in motion a coordinated set of improvement strategies (outlined above). Eleven short months after launching implementation of the AIP, the district has not yet improved student achievement. That said, critical changes to practice have been made that are necessary to long-term improvements in achievement. A survey of all district teachers (315 responses, 58%) and administrators (44 responses, 91%) provided data indicating that adults are adjusting their behavior in very important areas of their professional practice, including:

- ✓ 98% of administrators and 72% of teachers believe the AIP initiatives have the potential to improve teaching and learning in Salem
- ✓ 70% of teachers reported that their ability to adapt their instruction based on data improved this year

- ✓ 83% of teachers and 81% of administrators indicated that they spend more time this year than last analyzing student data
- ✓ 78% spent more time planning changes to instruction based on student data
- ✓ 77% of teachers and 88% of administrators reported they spent more time this year than last discussing the instructional implications of student data with other teachers
- ✓ 77% of administrators reported they spent more time this year than last providing feedback to teachers about teaching and learning

### **Lessons Learned**

The 2012-13 AIP was developed following a careful review and root cause analysis of the factors contributing to the district's chronic underperformance. District leaders and educators remain confident that the strategic objectives in the AIP are the right ones and will lead Salem to improved outcomes, but only if we stay the course. As the district engages in the development process for the second iteration of the AIP, we intend to remain faithful to the original strategic objectives while establishing strategic mid-course corrections that respond to new understandings acquired during the first year of implementation. These include:

- The AIP is being implemented during a period of great change at the local, state, and national levels. As a consequence, staff often feel overwhelmed and confused by all of the new initiatives and demands coming their way. This affects implementation and fidelity. It is imperative for leaders to help build connections and crosswalks to help staff see how the initiatives in the AIP are connected and interrelated.
- The early work related to implementing the data inquiry cycle was implemented quickly without typical foundational work to build consensus and understanding across schools. This resulted in questioning and the need to build acceptance during the implementation phase. Nevertheless, there has been a significant and positive impact on the culture of schools.
- The work has significantly changed the role and responsibilities of principals to one with greater accountability and where they all reported a marked change in the amount of time they are spending in classrooms and working with teachers.
- Ensuring that initiatives are being implemented with quality requires ongoing monitoring and demands that senior leadership team spend significant time in schools.
- Long-term commitment to the district's original theory of action and strategic objectives will provide focus and consistency. The goal is to go deeper with ongoing improvement work, not shift course.

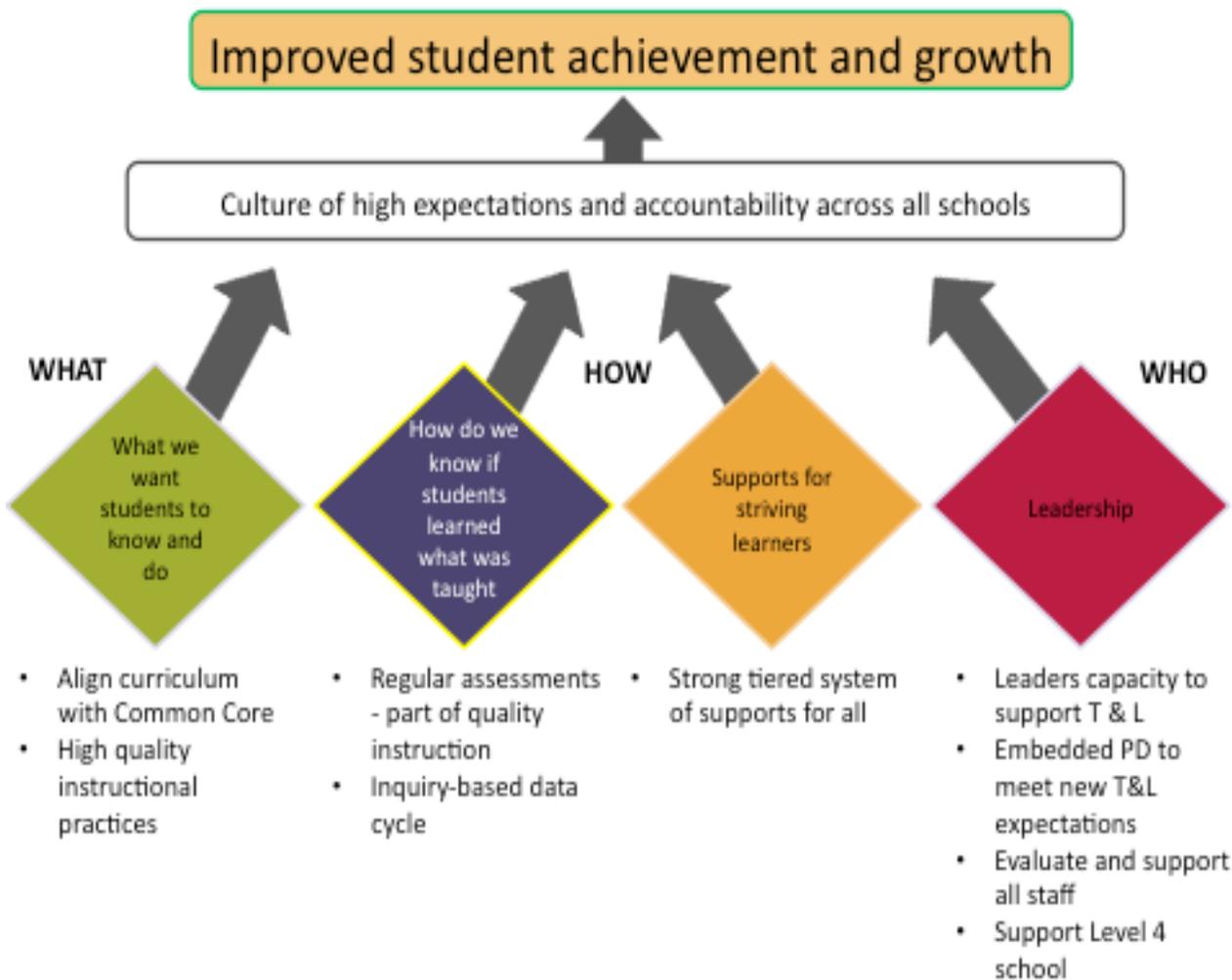
### **Moving Forward**

Given what we have learned during our first year of implementation, the following design principles will guide the development of the year two plan—

- ***The plan will align to the original Theory of Action.*** We believe the theory of action, detailed below, used to guide the development of the Year 1 AIP provides a structure that is helping the district focus on critical areas of improvement—aligned curriculum, formative assessment, and strong instructional leadership. These areas are consistent with the MA Department of Elementary and Secondary Education's *District Standards and Indicators* and the *Essential Conditions for School Effectiveness*. Therefore, we will remain committed to using the following framework to shape the Year 2 AIP:

**The Theory of Action that drives this plan:** *If the district is clear about what students should know and are able to do, and we regularly monitor student progress and adjust instruction and supports (for students and educators) accordingly, student achievement and growth will improve.*

Theory of Action—Key Questions
What do we want students to know and be able to do?
How will we know they have learned what they have been taught and what supports are in place for students striving to learn?
What leadership support is needed to enact quality teaching and learning?



- The spirit of the strategic initiatives will remain constant.** For example, in Year 1 a priority was to “develop and implement an aligned curriculum and high quality instructional practices and expectations across the district”. This will continue to be an area of focus but the aim of the work will be to go deeper with implementation. Now that curriculum maps are in place, the district will focus on supporting teachers and principals with implementing the curriculum maps and on using them to develop daily lessons aligned to the curriculum maps.

- ***The plan will include a focused set of action steps.*** It is very easy to layer a wide array of initiatives in any given plan. The goal this year is to be focused, purposeful, and thorough.
- ***Benchmarks will be streamlined.*** The district realized that last year's plan included too many benchmarks and ones that were too difficult to collect data on. This plan will focus on benchmarks that are substantive and reasonable to collect data about using existing resources.
- ***Paying attention to sustainability.*** The plan manager has added significant value to the district's improvement planning process. Because the plan manager is not permanent staff, the district needs to develop a plan that it can sustain through its own efforts.

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

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

**Initiatives:**

- 1.1 Implement a common set of high quality instructional expectations and practices on behalf of all students.
- 1.2 Refine and implement the preK-12 curriculum aligned with the MA Curriculum Frameworks and Common Core
- 1.3 Refine and implement a comprehensive system of practices and supports to improve the performance of all students including high need students

**Year 1 Accomplishments**— Much of the work in Year 1 revolved around building systems and structures that were lacking in the district, particularly in the area of teaching and learning. Significant effort was put into writing curriculum for ELA and math. These maps were aligned to the MA curriculum frameworks, the Common Core Standards, and ANet assessments. Seven positions in the district were reconfigured into literacy coaches so that each elementary and K-8 school would have this resource to support instructional improvement. These positions were posted and a competitive process resulted in the hiring of a strong cadre of coaches. A lead partner, the Teaching and Learning Alliance, was engaged to support intensive work in the area of literacy across schools this year. Specifically, the Teaching and Learning Alliance (TLA) will provide ongoing, targeted professional development for the literacy coaches. Not only will TLA train the coaches, but they will network them to ensure consistency of implementation across the schools.

**Year 2 The Work Ahead**— In year two, our goals continue to focus on improving the achievement of all students and to make greater strides in supporting the learning of those students in identified subgroups. Under this objective, our efforts will include supporting teachers to implement the district's newly developed curriculum, improving instructional practice with targeted PD, taking deliberate steps toward implementing a model of tiered instruction, strengthening staff's awareness and use of strategies to differentiate instruction so all student have access to core instruction, and continuing to take steps toward more inclusive practices.

During the next school year, we will focus on bringing teachers together to strengthen their capacity to implement strong daily instruction. In literacy, the Teaching and Learning Alliance (TLA) will work with literacy coaches and lab classroom teachers who will be the early implementers of the new district curriculum. Implementing the new curriculum will require significant shifts in practice for many Salem teachers. In order to support quality implementation, the district feels that it is imperative to create

“pockets of excellence” in each school that can serve as demonstration sites. It will take some time to establish this system of support. We expect that by mid-year lab classes will be ready for other teachers to observe emerging examples of strong practice as it relates to implementing the district ELA curriculum. We believe this embedded model of PD will lead to fidelity of implementation, identification of best practices and meaningful support for developing quality instructional practice.

For math at the elementary level, instructional practice and implementation of the curriculum will be supported through regular unit previews. A consultant from UMass Medical will facilitate monthly grade-level team meetings where teachers will preview upcoming units of study and plan instruction based on standards. These meetings have already been planned and scheduled in the 2013-14 school year.

At the secondary level, teachers have engaged in hours of training through Keys to Literacy and Laying the Foundation (ELA and math training). In year two of our plan, the focus will be on guiding use of the strategies learned in prior PD to support implementation of the district curriculum. The annual PD plan contains several vertical team meetings where teachers will get together to share examples of how strategies learned in PD are helping them to plan rigorous standards-based lessons. These sessions will be organized and guided by trained facilitators.

The district will also take steps to identify elements for a district-wide Expectations for Teaching and Learning—a set of key non-negotiables that should be evident in every classroom. Instructional rounds will be organized around looking for evidence of implementation of these items. For example, the use of differentiated instruction will be a district-wide non-negotiable expectation. All teachers will be taught how to vary learning activities, content demands, modes of assessment, and the classroom environment to meet the needs and support the growth of each student. As teachers gain an understanding and an ability to differentiate, their skills will be monitored and refined through ongoing professional development, informal observations, instructional rounds, and formal observations.

We will also take steps toward building a system of tiered instruction. Much of what is described above is about strengthening Tier 1 (core) instruction. We will also take steps to build a systematic approach to delivering Tier 2 supports. We will start by diversifying our assessment plan so that we have clear guidelines for which students need intervention and we will ensure that interventions match student needs and that teachers have adequate training to deliver targeted interventions.

A functioning system of tiered instruction facilitates the district’s drive toward classrooms that are more inclusive by providing targeted instruction from the outset of each lesson. Teachers will learn to plan for the success of every student at the front end of the learning process, rather than waiting for students to fail or lag behind. The district’s inclusion initiative will increase “push-in” and “co-teaching” opportunities. The capacity of both general educators and special educators to engage in these teaching methodologies will be enhanced through professional development with partners such as the Landmark Outreach program and will be guided by the district’s hiring of two Specialized Instruction Coaches. These coaches will bring the ongoing, embedded professional development opportunities to life in the classroom on a daily basis.

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

**Strategic Objective 2** – Build a data-driven system that assesses and supports learning and improves

instructional practices throughout the district

**Initiatives:**

- 2.1 Refine and implement a system of district-wide interim assessments aligned to the core curriculum
- 2.2 Refine and implement an inquiry-based data cycle to adapt instruction and provide support to all learners

**Year 1 Accomplishments** — Probably the most significant changes in practice were evident as a result of the action steps in this part of the plan. Partnering with Achievement Network, the district launched a large-scale effort to implement the use of data to drive instruction. Seven schools convened data teams, implemented four interim assessments in ELA and math, analyzed results, and developed and implemented reteach plans. The district also launched a task force that focused on the data pertaining to students in high need subgroups.

**Year 2 The Work Ahead** — This year, we plan to go deeper with this work. Principals and their leadership teams will be expected to take on more responsibility in facilitating data meetings by co-facilitating meetings with ANet coaches. To facilitate this, the district has committed to provide one additional ANet coach to ensure the release of responsibility to school leaders is successful. The AIP monitoring team will differentiate support for schools that we determine need more support than others and monthly leadership team meetings will be dedicated to focusing on the role of the principal in leading meaningful, effective data inquiry. Particular elements in the data cycle will receive more attention specifically addressing student-level data and planning from standards.

Two schools that were not directly involved in the district-wide data work will be brought on line.

- The Carlton Innovation School will develop a data team, implement the ANet ELA and math assessments, and receive coaching.
- Salem High School will engage different partners (ANet does not work at the high school level) to support their efforts to build a data-driven culture.
  - Last year, high school teachers were trained in developing curriculum maps using the backward design model. Consultants from Authentic Education, a Grant Wiggins' company, delivered this training.
  - These teachers are now writing curriculum and the draft maps will be reviewed by a third party for quality prior to publishing them for teacher use.
  - Interim assessments aligned to the newly written curriculum maps will be designed and administered using Galileo.
  - Consultants from Focus on Results will train the SHS data team to plan and facilitate data meetings where grade-level and content teams will review, analyze, and respond to formative assessment results.

The Data Team at each school includes a staff representative for the “high needs” student population. The job of this teacher is to be the voice of high needs students in the school-based conversations about the data. Each of these school-based individuals will come together with the Assistant Superintendent of PPS and ELL Director, at least quarterly, through the creation of a District-wide Sub-group Data Team. Here data will be disaggregated by subgroups and examined for systems issues that may be contributing to themes and trends seen in individual schools and groups of students. The discussions and concerns that arise from this analysis will inform planning, budgeting, and staffing decisions made by the Pupil Personnel Services Department and the district as a whole.

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

**Strategic Objective 3** – Establish high quality leadership across the district that supports and monitors the continuous improvement of teaching and learning

### **Initiatives:**

- 3.1 Use and build upon leadership structures and processes for administrators' support and accountability for teaching and learning
- 3.2 Build upon the educator evaluation system to improve performance and accountability throughout the district.
- 3.3 Provide regular and targeted support and accountability for measured improvement for the district's Level 4 school—Bentley Elementary School

**Year 1 Accomplishments**—In year 1, we established a number of systems and routines designed to support staff in meeting the ever-changing demands of leadership, nurture a collaborative culture of continuous improvement and high expectations in performance and outcomes, ensure greater consistency across schools, and embed accountability at all levels to ensure that all students access quality teaching in every classroom throughout the district. Examples of meaningful progress can be found in the introduction of Instructional Rounds in every school, the school data leadership teams, the change in purpose and focus of the District Leadership Team, the success of the Leadership PLC, and the implementation of the new educator evaluation process. This progress was supported with anecdotal data but also in results from the annual AIP survey. In those surveys (teachers and administrators), administrators reported they are spending more time discussing instructional implications of student data with teachers (88%) and more time working with teachers to analyze data (81%). They also reported their ability to help teachers work effectively with SWD students has improved this year (92%), their ability to analyze data has improved (79%), and their ability to provide useful instructional feedback to teachers has improved (70%). Leaders also reported that Instructional Rounds have a strong or very strong impact on their leadership ability (70%), as did professional development on data-driven instruction and the data cycle (63%), and their monthly leadership PLC (62%).

Progress in year 1 was measured in establishing and changing systems, practices, routines, and mindset. Much remains to be done to ensure that those systems, practices, etc. are transferring to quality instruction and learning in the classrooms across the district. That leads us to the work ahead.

### **Year 2 The Work Ahead**

In this year's plan, we will build on those systems and processes and continue to work to bring higher quality leadership across the district, ensure that school and district leaders are provided the skills and knowledge necessary, and supported as needed to enable and sustain continuous improvement. This year's plan does not expand the areas of focus but rather enhances what is currently in place and strives for deeper understanding and greater contribution to building a new culture. In order to move deeper, it will be important to provide greater monitoring of implementation and thus greater accountability for results.

#### **3.1 Use and build upon leadership structures and processes for administrators' support and accountability for teaching and learning.**

- *Leadership Capacity and Collaboration:* Leadership at the district and school level is a major contributor to effective schools and accelerated improvement. Building upon the structures developed and implemented in year 1 of this plan, district and school leaders will demonstrate the

tenets of a high performing team and continue to build their leadership skills and capacity. This includes:

- Intensive Administrator Retreat focused on AIP and district initiatives
- Building a stronger District Leadership Team (central administrators, principals, directors)
- Establishing a District AIP Team (superintendent, assistant superintendents and plan manager)
- Growing the Leadership PLC
- Higher expectations for leadership from each School Data Leadership Team
- Accountability and Continuous Improvement: Frequent feedback to teachers and administrators is important in establishing high expectations, building a climate of collaboration and a culture of continuous improvement. Using the systems put in place in year 1, leaders will increase the frequency and quality (value) of observation and feedback provided, model accountability as a means to continuous improvement, and collaborate in the observation and feedback process.
  - Regular and focused instructional rounds (IR) with feedback to all staff
  - Evaluation observations and feedback that are targeted on district initiatives and that provide informative and useful feedback to staff
  - Periodic co-observations between district and school leaders targeted on an instructional area of focus will help begin to calibrate expectations
  - Regular District AIP Team review visits to schools as well as collaborative discussion of school plans, products, and outcomes with feedback to principals
- Consistency throughout the district: To ensure the synergy of effort and consistency of vision, school and district improvement plans must be correlated and mutually supportive.
  - School Improvement Plans will be developed and demonstrate a consistency with the district's AIP; focused on increasing student achievement, and closing the learning gap between selected populations of students.
  - School Improvement Plans will be monitored for progress by the AIP team at a minimum of twice during the year.
- Time: Analyzing the effective use of existing time and identifying/creating additional time for student support and teacher collaboration remains an important factor in implementing state and federal mandates and the critical improvement initiatives in this plan. This year,
  - ✓ Seek funding to support time utilization analysis and creating additional time
  - ✓ Build at least 40 minutes per week of common planning time into each school's schedule this year

### **3.2 Build upon the new educator evaluation system to improve performance and accountability throughout the district.**

- This will be the first full-year of implementation of the new educator evaluation process across the district. Evaluators and teachers will build on the understandings gained in year 1 and, through collaboration, a greater fidelity to the process, and on-going professional development, will bring enhanced value to the process and improve the growth and performance of staff and the learning of students.
  - Establish an instructional and professional focus for goals and elements for the 2013-14 school year to enhance the quality of the process for teachers and evaluators
  - Build a deeper understanding for teachers and evaluators of the expectations of the process through on-going school based discussions and feedback
  - Ensure fidelity, consistency, and quality of the implementation
  - Provide accountability for compliance and quality through regular monitoring of evaluators' progress in the process

### **3.3 Provide regular and targeted support and oversight at the district's Level 4 school – Bentley**

- Year 1 was the first year of Bentley's School Redesign Grant. The school made progress in implementing systems, processes, and practice. However, more improvement is necessary to ensure student learning improves and can be sustained. School leaders and staff have shown the commitment to improve; in year 2 clearer outcomes will be identified for the school and a stronger school-district collaboration will be built with regular monitoring and feedback and with differentiated support where needed.
  - The MAGS in the school's SRG will serve as on-going focus areas for school-to-district accountability
  - Monthly targeted visits and reviews by district leaders that include visits to classrooms and collective evidence of progress in the school initiatives
  - Monthly principal reports to the superintendent on progress
  - Provide additional support and resources to the school (e.g. leadership coaching and literacy lab classrooms)

#### **Summary:**

For the last 18 months, Dr. Stephen Russell, district superintendent, has been unwavering in his commitment to the rapid and sustainable improvement of teaching and learning across the district. His constant message to staff, school committee and public is "The students are not to blame and they can't wait." Turnaround work requires a steadfast commitment to a focused set of improvement objectives and skillful leadership that remains undeterred and able to guide and adjust steps forward. The district's leadership and staff recognize that as circumstances and the environment continually change, so too may the plan require further adjustment. We all believe that the work started in 2012-13 was, and continues to be, the right turnaround work. We intend to "stay the course." The district Year 2 AIP includes a set of coordinated action steps to support the implementation of each of the above strategic objectives.

### Key to Acronyms/Groups

- **ACCESS:** state assessment of language acquisition for students
- **AIP:** Accelerated Improvement Plan
- **AIP Team:** Superintendent, Assistant Superintendents (Teaching and Learning and Pupil Personnel Services), and Plan Manager
- **ANet:** The Achievement Network - interim assessment provider and data cycle coach and partner in grades 2-8
- **CCS:** Common Core standards
- **DDM:** District Determined Measures - assessments that will be used in education evaluation process to show student learning
- **DESE:** Massachusetts Department of Elementary and Secondary Education
- **DLT:** District Leadership Team - Central Office Administrators, Directors, Principals
- **ELL:** English Language Learners
- **Focus on Results:** a data cycle coach and partner in grades 9-12
- **Galileo:** interim assessment partner in grades 9-12
- **High Needs:** students who are SWD, ELL or on free or reduced lunch
- **IR:** Instructional Rounds
- **KTL:** Keys to Literacy - a professional development partner for Literacy in grades 6-12
- **LTF:** Laying the Foundation - a professional development partner for math and literacy in grades 6-12
- **MAGS:** Measureable Annual Goals
- **PBIS:** Positive Behavioral Intervention System
- **PD:** professional development
- **PTS:** professional teaching status – granted after 3 successful years of teaching in a district
- **RETELL:** Rethinking Equity and Teaching for English Language Learners, a state initiative to transform teaching and learning for ELL students
- **School Data Leadership Team (Data Team):** Principal as leader, membership varies slightly from school-to-school but includes 5-8 teachers, teacher leaders
- **SEI:** Sheltered English Immersion – method of delivering teaching and learning to ELL students
- **Senior Leadership:** Superintendent, Assistant Superintendent Teaching & Learning, Assistant Superintendent Pupil Personnel Services
- **SMART:** goals written in a Strategic, Measureable, Attainable, Relevant, and Time-bound manner
- **SWD:** Students with Disabilities
- **TLA:** Teaching and Learning Alliance - literacy partner for balanced literacy in grades K-8
- **WIDA:** World-class Instructional Design and Assessment - an instructional development

initiative for ELL students

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

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

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

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

**Initiatives:**

- 1.1 Implement a common set of high quality instructional expectations and practices on behalf of all students
- 1.2 Refine and implement the PreK-12 curriculum aligned with the MA Curriculum Frameworks and Common Core
- 1.3 Refine and implement a comprehensive system of practices and supports to improve the performance of all students including high need students

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

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

**Initiatives:**

- 2.1 Refine and implement a system of district-wide interim assessments aligned to the core curriculum
- 2.2 Refine and implement an inquiry-based data cycle to adapt instruction and provide support to all learners

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

**Strategic Objective 3** – Establish high quality leadership across the district that supports and monitors the continuous improvement of teaching and learning

**Initiatives:**

- 3.1 Use and build upon leadership structures and processes for administrators' support and accountability for teaching and learning
- 3.2 Build upon the educator evaluation system to improve performance and accountability throughout the district.
- 3.3 Provide regular and targeted support and accountability for measured improvement for the district's Level 4 school—Bentley Elementary School

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

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

The district will meet or exceed the annual PPI target of 75 for 2014 for all students.

The district will meet or exceed the annual PPI target of 75 for 2014 for the high needs population of students.

## Section 2: Plan Summary

<b>Strategic Objective 1: Develop and implement an aligned curriculum and high quality instructional practices and expectations across the district</b>	
<b>Strategic Initiatives</b>	<b>Early Evidence of Change, Short-Term Outcomes, Final Outcomes</b>
<p>Establish structures to ensure that all students have access to rigorous learning experiences that extend from a common set of district expectations for teaching and learning by:</p> <p><b><u>Initiatives:</u></b></p> <p><b>1.1 Implement a common set of high quality instructional expectations and practices on behalf of all students</b></p> <p><b>1.2 Refine and implement the PreK-12 curriculum aligned with the MA Curriculum Frameworks and Common Core</b></p> <p><b>1.3 Refine and implement a comprehensive system of practices and supports to improve the performance of all students including high need students</b></p>	<p><b>Early Evidence of Change:</b></p> <ol style="list-style-type: none"> <li>1. 66% of a random sample of teachers at each school (to include special educators and ELL teachers), by January 1, are providing lessons aligned to the district math curriculum maps as evidenced by the Director of Mathematics’ review of sampled lesson plans and reported to the AIP team; 90% by May 1.</li> <li>2. Principals, with the support of partners (e.g. TLA), will report to the AIP team, the percentages of classrooms demonstrating each of the four focus-characteristics of the Expectations for Teaching and Learning (including the embedded literacy initiatives components.) The reporting will be based on the six IRs per school using a district developed protocol. Percentages reported in November will set the baseline; the percentage will increase by 25% with each IR.</li> </ol> <p><b>Short Term Outcomes:</b></p> <ol style="list-style-type: none"> <li>3. All participating schools (grades 2-8) will be on track to meet their annual MCAS ELA and math CPI target as evidenced by the A2 and A4 average “temp check” CPI being at least within 5 points of the target.             <ol style="list-style-type: none"> <li>a. Participating schools (grades 2-8) will reduce the gap between all students and SWD subgroup as evidenced by a gap in average A2 “temp check” CPI of 20 points or less, and a gap in average A4 “temp check” CPI of 15 points or less.</li> </ol> </li> </ol>

- b. Participating schools (grades 2-8) will reduce the gap between all students and ELL students as evidenced by a gap in average A2 “temp check” CPI of 15 points or less, and a gap in average A4 “temp check” CPI being of 10 points or less.
- 4. 80% of the high school students assessed will meet proficient on quarterly assessments taken (English 1, English 2, Algebra, Geometry, and Biology). (Note: Since assessments are still in process, proficiency will be defined by HS data team in conjunction with Galileo and district leadership using A1 results as the baseline.)
  - a. The gap in percentage of all high school students assessed reaching proficiency on the interim assessments and the ELL student population will be reduced by 5% between A1 and A2, 10% between A1 and A3, and 15% between A1 and A4.
  - b. The gap in percentage of all high school students assessed reaching proficiency on the interim assessments and the SWD student population will be reduced by 5% between A1 and A2, 10% between A1 and A3, and 15% between A1 and A4.
- 5. By the end of the year, 80% of students tested in grades 1-5 will be at grade level or make one or more year’s growth (in levels) as measured by the BAS assessment. (Reported for all students, high needs, ELL and SWD)
- 6. For each K-1 math assessment, at least 75% of the students in each grade level at each school will reach a benchmark of at least 70% correct. (Reported for all students, high needs, ELL and SWD)

	<p>7. The number of high school students failing one or more classes will be reduced by 10% over the same marking period from prior year as measured at the end of the 2<sup>nd</sup> quarter and final grade. (Reported for all students, high needs, ELL and SWD)</p> <p>8. The number of dropouts at the high school will decrease by at least 10% over the same period from the prior year as measured at the end of the 2<sup>nd</sup> quarter and end of year.</p> <p>9. The average daily attendance at each school for all students, high needs, SWD and ELL students will increase by at least 1% each month, over same month from prior year.</p> <p>10. For Salem High, the total number of students suspended in- or out of school at least one time will decrease by 15% each quarter, over the same period from the prior year. (Reported for all students, high needs, ELL and SWD)</p>
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### ACTIVITIES

Activities to Achieve the Outcomes for the Initiative	Who will lead?	When will it start?	When will it be complete?
<b>1.1 Implement a common set of high quality instructional expectations and practices on behalf of all students</b>			
<b>Define a district-wide set of targeted Expectations for Teaching and Learning to set and communicate the expectations for quality instruction across the district, content areas and AIP initiatives</b>			
Roll out and refine the expectations with administrators	Supt.	Aug. 2013	Aug. 2013

Roll out to all staff	Supt.	Aug. 2013	Aug. 2013
Unpack the expectations with staff in schools	Principals	Sept. 2013	Dec. 2013
Develop and implement a standardized lesson plan format across the district	Asst. Supt T&L Principals	Sept. 2013	Oct. 2013
<b>Focus on and emphasize the importance of improving literacy instruction across the district. Implement instructional practices learned through district PD to support implementation of district curriculum</b>			
Train newly hired literacy coaches on effective coaching practices through summer training, and embedded support throughout school year	Literacy Director Partner	Aug. 2013	June 2014
Implement Laying the Foundation (LTF) instructional strategies in Grades 6-12 English and math	Asst. Supt. T&L	Aug. 2013	June 2014
Partner (MassInsight) provides teacher training	Asst. Supt. T&L	July 2013	Aug. 2014
Provide administrator training on LTF strategies so they can support the initiative	Asst. Supt. T&L	July 2013	Aug. 2013
Partner trains SPS teacher leaders to facilitate the content vertical team unit planning meetings	Asst. Supt. T&L	Aug. 2013	Sept. 2014
Implement the vertical team meetings in schools	Principals	Aug. 2013	April 2014
Teachers will use LTF strategies on identified lessons as observed through Instructional Rounds and AIP Team observations.	Principals	Oct. 2013	May 2014
Implement Balanced Literacy model of literacy instruction K-8	Asst. Supt. T&L Literacy Director	July 2013	July 2014
Engage partner (TLA) for ongoing coaching leadership	Asst. Supt. T&L	July 2013	July 2013
Provide training to all teachers in the initiative and model	Asst. Supt. T&L	Aug. 2013	Aug. 2013
Identify lab classroom teachers at each school	Principals	July 2013	Aug. 2013

Lab classroom teachers attend summer institute	Principals	July 2013	Aug. 2013
TLA coach provides frequent (9 school-based days per school) and on-going coaching and co-teaching to lab classroom teachers to support their use of the ELA maps and to implement balanced literacy instruction	Literacy Director Partner	Sept. 2013	May 2014
Bolster classroom instructional resources (classroom libraries, mentor texts, etc.) that support district curriculum	Asst. Supt. T&L Literacy Director	Sept. 2013	Oct. 2013
Lab classrooms serve as PD sites for all early-adopter teachers on effective, district-wide balanced literacy instruction	Literacy Director Partner	Jan. 2014	June 2014
SPS literacy coaches provide support for the implementation in lab classrooms and for all early-adopter teachers in literacy instruction	Literacy Director	Sept. 2013	May 2014
Demo-lessons taught by literacy coaches and lab classroom teachers are observed by identified classroom teachers. Lesson debrief will be facilitated by partner and SPS literacy coach to initiate the dissemination of best practices in all classrooms	Literacy Director	Jan. 2014	June 2014

<b>1.2 Refine and implement the PreK-12 curriculum aligned with the MA Curriculum Frameworks and Common Core</b>			
Continue to create and update district-wide curriculum where it currently does not exist.	Asst. Supt. T&L	July 2013	July 2014
Create Pre-K and grades 11-12 ELA (reading and writing) and math curriculum maps	HS Principal Directors	Aug. 2013	Nov. 2013
Curriculum leaders trained to write curriculum using the backward design model (UbD)	HS Principal Directors	Aug. 2013	Sept. 2013

Working teams of trained teachers draft maps for review by contracted partner for quality	HS Principal Asst. Supt. T&L	Sept. 2013	Nov. 2013
Publish maps to Atlas for implementation in 2013-14	Asst. Supt. T&L	Jan. 2014	Feb. 2014
Implement curriculum maps that have already been completed	Asst. Supt. T&L	July 2013	July 2014
Math maps (grades K-8) aligned to CCS and MA Frameworks	Math Director	Sept. 2013	May 2014
Partner engaged to facilitate monthly Unit Preview grade-level team meetings (K-8)	Asst. Supt. T&L	Sept. 2013	May 2014
ELA curriculum maps (K-10)	Asst. Supt. T&L	July 2013	July 2014
Newly hired and trained literacy coaches at each school support the use of ELA maps in all classrooms	Asst. Supt. T&L	Aug. 2013	Jan. 2014
Lab classroom teachers, with support from literacy coaches, implement new ELA maps (See Lab classrooms in 1.1 above.)	Asst. Supt. T&L Literacy Director	Aug. 2013	June 2014

<b>1.3 Refine and implement a comprehensive system of practices and supports to improve the performance of all students including high need students</b>			
Define and implement a tiered model of support with practices differentiated by grade level of learners	Asst. Supt. T&L	July 2013	July 2014
Refine, publish, and implement the balanced district-wide assessment program and calendar that are utilized to support tiered instruction	Asst. Supt. T&L Literacy Director	Jan 2014	Mar 2014
Define benchmarks and indicators of students' need for each assessment	Asst. Supt. T&L	Jan 2014	Mar 2014

Provide guidelines for matching interventions/best practices with identified student need factors at each tier	Asst. Supt. T&L	Jan 2014	Mar 2014
Train staff on interventions to enable implementation in the classroom	Asst. Supt. T&L Asst Supt. PPS	Mar 2014	May 2014
Implement differentiated instruction practices across the district	Asst. Supt. PPS	July 2013	July 2014
Partner with Landmark Outreach Program to provide professional development and implementation support	Asst. Supt. PPS	Aug. 2013	Sept. 2013
Train administrators and teachers to build their capacity to differentiate instruction for all learners	Partner	Aug. 2013	Aug. 2013
Initiate a pilot Positive Behavioral Intervention System (PBIS) in three schools.	Asst. Supt. PPS	Sept. 2013	June 2014
The district will establish a procedure for each elementary and middle school for the timely collection and reporting of: in- and out of school suspensions, and disciplinary referrals	Asst. Supt. PPS	Jan. 2014	Mar 2014
Refine and reinforce new and existing supports for ELL student	ELL Director	Aug. 2013	June 2014
Implement the K-8 SEI strand for Level 1 and 2 ELL students	ELL Director	Aug. 2013	Sept. 2013
Provide training in English language development to SEI/ESL teachers	ELL Director	Aug. 2013	May 2014
Implement programming for grades 6-8 SIFE students district wide	ELL Director	Aug. 2013	Sept. 2013
Applicable staff are provided RETELL and WIDA training (orientation and WIDA II) as required	ELL Director	Aug. 2013	May 2014
ELL Director observes classrooms for integration of WIDA strategies into the curriculum and instruction and reports results to DLT quarterly	ELL Director	Nov. 2013	June 2014
Develop a template for the integration of WIDA into curriculum units (includes differentiation for ELLs through Model Performance Indicators, academic language, and supplementary materials)	ELL Director	Aug. 2013	Sept. 2013
Provide training for DLT on WIDA to improve their ability to recognize indicators of differentiation	ELL Director	Aug. 2013	June 2014

Provide training in culturally-appropriate behavior management to ESL/SEI teachers	Asst. Supt. PPS ELL Director	Aug. 2013	May 2014
Enhance promotion and use of inclusive instructional practices	Asst. Supt. PPS	Aug. 2013	June 2014
Provide an ongoing and embedded district-wide PD program for staff on the education of SWD in least restrictive environment	Asst. Supt. PPS	Aug. 2013	June 2014
Provide comprehensive system of paraprofessional training	Asst. Supt. PPS	Sept. 2013	May 2014
Specialist teachers K-12 (art, gym, music, etc.) trained on knowledge and skills needed to work with increasingly intense needs of SWD in inclusive settings	Asst. Supt. PPS	Sept. 2013	May 2014
Enhance technology availability and usage by staff and SWD in K-8 sub-separate classrooms	Asst. Supt. PPS	Sept. 2013	Dec. 2013

## Strategic Objective 2:

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

Strategic Initiatives	Early Evidence of Change, Short-term Outcomes, and Final Outcomes
<p>Establish structures and practices to monitor student learning of core concepts and content, to guide adaptive instruction, and to focus the consistent delivery of targeted interventions by:</p> <p><b>2.1 Refine and implement a system of district-wide interim assessments aligned to the core curriculum</b></p> <p><b>2.2 Refine an inquiry-based data cycle to adapt instruction and provide support to all learners</b></p>	<p><b>Early Evidence of Change:</b></p> <ol style="list-style-type: none"><li>1. By January, 80% of the school principals will demonstrate effective facilitation of school data teams as evidenced by the AIP Team and Partner observations and principals' self assessment of the school data team meetings using the rubric for effective data teams. 100% will demonstrate this by May.</li><li>2. Following each assessment, principals will report to the AIP Team on the percentage of teachers adapting their instruction as a result of the action plans (measured using a sampling of action plans).</li><li>3. ANet coach input and administrator and data team observation, will increase over the year. (The Nov. percentage will set the baseline). This percentage will increase by 20% following each cycle.</li><li>4. Teachers report that their ability to analyze student data has improved this year; 75% report this improvement on a mid-year survey; 85% (up over last year's 66%) report on the annual AIP survey.</li><li>5. Teachers report that their ability to adapt their instruction based on data analysis has improved this year; 75% report this improvement on a mid-year survey; 85% (up over last year's 65%) report on the annual AIP survey.</li></ol> <p><b>Short-term Outcomes:</b></p> <p>The initiatives and activities in this objective directly relate to student learning as measured by ANet and high school formative assessment results included in Strategic Objective 1. We are not duplicating them here; please refer to those</p>

outcomes.

**ACTIVITIES**

Activities to Achieve the Outcomes for the Initiative	Who will lead?	When will it start?	When will it be complete?
<b>2.1 Refine and implement a system of district-wide interim assessments aligned to the core curriculum</b>			
Elementary and Middle Schools			
Continue and enhance grades 2-8 ANet interim assessments and data cycle in ELA and math in all district schools	Asst. Supt. T&L Principals	Aug. 2013	June 2014
High School			
Partners Galileo and Focus on Results have been engaged to help establish formative interim assessments and an inquiry data cycle	HS Principal	July 2013	June 2014
Establish a system of formative interim assessments to monitor student progress in Eng 1, Eng 2, Algebra, Geometry and Biology (partner with Galileo)	HS Principal	July 2013	Aug. 2013
Train staff in administration and use of assessments	HS Principal	July 2013	Sept. 2013
Administer assessments quarterly	HS Principal	Sept. 2013	May 2014
Launch a data team (comprised of head teachers and administrators) to plan and implement a series of regular grade level/content team meetings to analyze data and formulate reteach plans (partner is Focus on Results)	HS Principal	July 2013	June 2014
Partner provides training and coaches the school data team to lead data meetings, analyze data, develop action plans to adapt instruction, and provide interventions for students	HS Principal Partner	Aug. 2013	May 2014

District-wide			
<b>(Pending DESE assistance and continued direction)</b> Take steps to partially meet a DESE timeline for developing District Determined Measures (DDM)	Asst. Supt. T&L	Jan. 2014	June 2014
Pilot at least one DDM that is aligned to the MA Curriculum Frameworks in each of the following areas: K-3 literacy; K-3 math; 5-8 math; and high school writing to text.	Asst. Supt. T&L	March 2014	June 2014

<b>2.2 Refine and implement an inquiry-based data cycle to adapt instruction and provide support to all learners</b>			
Principals analyze needs and capabilities and refine the make-up of the school data teams	Principals	July 2013	Aug. 2013
School data teams include other district assessments (not limited to ANet or Galileo) in data meeting discussions	Principals	Aug. 2013	June 2014
Principals continue to build their capacity to lead data teams and data-driven instruction (outlined in the data cycle leadership rubric) through PD at DLT meetings, and a greater release of responsibility of ANet coaches and HS partner	Principals Partners	Aug. 2013	Feb. 2014
Principals receive formative feedback from the AIP team on data cycle leadership as outlined in the data cycle leadership rubric and the administrator evaluation rubric	AIP Team	Dec. 2013	May 2014
School data leadership team and ANet coach review action plans and provide feedback to teacher/team on the plan's effectiveness and alignment to the data analyzed	Principals Partner	Oct. 2013	May 2014
Establish a district-wide, K-12, subgroup data team that meets quarterly to analyze interim assessments and other data focusing on high need, ELL, and SWD students	Asst. Supt. PPS ELL Director	Oct. 2013	May 2014
Team reports quarterly to DLT on results of meeting and trends in the learning gap providing recommendations for improvement	Asst. Supt. PPS ELL Director	Oct. 2013	May 2014

**Strategic Objective 3:**

**Establish high quality leadership across the district that supports and monitors the continuous improvement of teaching and learning.**

**Strategic Initiatives**

**Early Evidence of Change, Short-term Outcomes, and Final Outcomes**

Build upon the structures and processes implemented to bring higher quality leadership and a culture that is able to sustain continuous improvement by . . .

**3.1 Use and build upon leadership structures and processes for administrators' support and accountability for teaching and learning**

**3.2 Build upon the new educator evaluation system to improve performance and accountability throughout the district.**

**3.3 Provide regular and targeted support and oversight at the district's Level 4 school – Bentley**

**Early Evidence of Change:**

1. By Nov. 1, evaluators report that 90% of a random sample of individual and team SMART goals are aligned with the district AIP.
2. By Jan. 1, 60% of the randomly selected educator SMART goals reviewed by each evaluator will be rated as SMART in format and aligned with the district AIP as evidenced by a review by the AIP Team.
3. By January, the AIP Team's review of randomly sampled observations and feedback at each school will find 75% of evaluators demonstrate proficiency in providing effective feedback to teachers, as measured against a district developed rubric; 90% by May 1.
4. 80% of Bentley School's PLC meeting agendas/minutes, and other evidence, include discussion and action steps of the balanced literacy initiative as reviewed quarterly by the AIP Team.
5. Teachers report that the feedback from their evaluator has been useful to their performance; 60% report this on a mid-year survey; 80% (as compared to the 45% in last year's survey) report this on the annual AIP survey
6. Administrators report that the feedback from their evaluator has been useful to their performance; 60% report this on a mid-year

survey; 80% (compared to the 48% in last year's survey) report this on the annual AIP survey

7. Teachers report that they received an observation and feedback on their instruction; 80% will report that they have received at least two (2) observations on a mid-year survey; and 25% (as compared to 12.5%) will report they have received three (3) times during the year on the annual AIP survey.

**Short Term Outcomes:**

8. The Bentley Principal will submit a quarterly report that shows at least 10% progress over the previous quarter toward meeting the school's MAGS.

## ACTIVITIES

Activities to Achieve the Outcomes for the Initiative	Who will lead?	When will it start?	When will it be complete?
<b>3.1 Use and build upon leadership structures and processes for administrators' support and accountability for teaching and learning</b>			
Schedule and conduct a 4-day administrator (central administrators, principals, assistant principals, directors) retreat focused on the AIP and implementing its initiatives and the principals' accountability for the rapid improvement of achievement of all students	Supt.	Aug. 2013	Aug. 2013
Conduct bi-weekly District Leadership Team meetings with agendas that include a focus on accountability and progress for the AIP and SIP initiatives, including: a) regular discussion on student data and the inquiry data cycle, b) professional development on curriculum maps, the Common Core, the Salem Expectations for Teaching and Learning, quality educator observation and feedback, and c) collaborative discussions on leadership topics	Asst. Supt. T&L Principals	Sept. 2013	June 2014
The District AIP Team conducts at least two (2) reviews at each school with visits to classrooms using a review protocol based on the AIP initiatives, the Expectations for Teaching and Learning, and the focus areas of the Ed. Evaluation process.	AIP Team	Oct. 2013	May 2014
Feedback is provided to the principal following each visit by the AIP team or team member	AIP Team	Oct. 2013	May 2014
Principals submit a monthly report to the AIP team providing progress in the key AIP initiatives, progress toward goals, and actions taken to address previous months' feedback or recommendations	Principals	Oct. 2013	June 2014
A Leadership PLC (principals and directors) with agendas focused on tenants of high performing teams and key instructional and data-driven leadership topics meets monthly	Supt.	Sept. 2013	June 2014
Assistant Principals meet monthly with planned and structured agendas focused on the leadership responsibilities of the AP	Principal	Sept. 2013	May 2014

Instructional Rounds (IRs)			
Written expectations for four (4) IRs (participants, focus areas, data collection and reporting, and the IR protocol) are developed and provided to DLT	Principals	July 2013	Aug. 2014
Each school will conduct at least four (4) IRs scheduled during the school year to meet the expectations determined by school needs and AIP initiatives	Principals	Sept. 2013	May 2014
District leaders or identified partners will model IR implementation and facilitation for schools determined to require greater assistance in implementation	AIP Team	Sept. 2013	Nov. 2013
Principals submit documentation following each IR, including the feedback provided to staff, to the AIP Team; written feedback is provided to the principal	Principals	Sept. 2013	May 2014
Guidelines and expectations for School Improvement Plans, including consistency with the AIP objectives and initiatives, clear SMART goals, and a focus on improving student achievement and closing the learning gap is provided school leaders	Superintendent	July 2013	Sept. 2013
School Improvement Plans are presented and reviewed semi-annually at DLT meetings	Principals	Dec. 2013	May 2013
Plan reviews and updates are conducted semiannually between the principals and AIP Team	Principals AIP Team	Jan. 2014	June 2014
Schools analyze the use of existing time and create a recommendation for scheduling that includes collaborative planning time, intervention opportunities, and additional learning time	Superintendent Principals	Jan. 2014	April 2014
Seek funding to support additional learning and planning time recommendations	Superintendent	March 2014	June 2014

Activities to Achieve the Outcomes for the Initiative	Who will lead?	When will it start?	When will it be complete?
<b>3.2 Build upon the new educator evaluation system to improve performance and enhance accountability throughout the district.</b>			
District leaders set the instructional and professional focus and the expectations for frequency, timeline, etc. for the year at the Aug.	Supt.	July 2013	Aug. 2013

Administrators' Workshop			
Logistics for process are clarified: assignment of evaluators and evaluatees, role of primary and secondary evaluator, status (non-PTS/PTS and year 1 or 2 in process) defined and provided to all evaluators	Supt.	July 2013	Aug. 2013
Evaluators complete at least two (2) observations with feedback for each teacher they evaluate by January 1	Principals	Sept. 2013	Jan. 2014
Evaluators are provided at least bi-monthly targeted evaluator training and embedded coaching	Asst. Supt. T&L Partner	Oct. 2013	May 2014
Evaluators are provided embedded coaching by the contracted partner on improving the quality of the process	Principals Partner	Sept. 2013	May 2014
A district administrator conducts at least one co-observation to calibrate expectations with each evaluator by February	Superintendent	Sept. 2013	Feb. 2014

Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
<b>3.3 Provide regular and targeted support and oversight at the district's Level 4 school – Bentley</b>			
District leaders and school administrators identify MAGS in the school's SRG that will serve as on-going focus areas for school-to-district accountability	Superintendent Principal	Aug. 2013	Sept. 2013
At least a monthly visit is conducted by the AIP Team (entire team, individual members, or subset of team) with visits to classrooms and with school leaders based on the AIP initiatives and the school's MAGS	Superintendent	Sept. 2013	June 2014
Principal submits a monthly school report card which includes data on student assessments, action plans from school data meetings, IR findings, and summary of observations and feedback from the evaluation process	Principal	Sept. 2013	June 2014
At least one (1) co-observation with the principal and assistant principal by December 1 and one (1) by April 1 is conducted by AIP Team members	Principal AIP Team	Dec. 2013	April 2014
A District AIP Team member observes school data meetings and provides feedback to principal	AIP Team	Oct. 2013	May 2014
All K-2 classrooms and one (1) classroom in grades 3 through 5 are	Asst. Supt.	July 2013	Aug. 2014

identified as a “lab classroom” as part of the district literacy initiative (other schools are two per school)			
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