

Level 4 District Plan: Southbridge Public Schools

Revised December 21, 2012

Vision Statement

Southbridge Public Schools is a diverse community of learners in which students, teachers, administrators, parents and other stakeholders form a partnership to assure that each student achieves a quality education in a safe and supportive environment. We are committed to achieving academic excellence, embracing cultural diversity, developing personal integrity, instilling responsible citizenship and promoting lifelong learning for all.

Mission Statement

The Southbridge Public Schools will:

- Provide equal education opportunities in a safe, inclusive environment*
- Challenge students to achieve high academic standards*
- Use data analysis to inform instruction*
- Ensure that all staff is highly qualified and are provided opportunities for professional growth/development to improve classroom instruction*
- Provide diverse learning experiences that challenge, enrich, and support students as lifelong learners*
- Incorporate the use of technology in all aspects of school life*
- Encourage parent and community involvement through communication and participation*



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 Instructional Programs aligned to the MA Common Core Curriculum in ELA and math to Support the Achievement of All Students

Initiatives

1. Implement and monitor new math and ELA curriculum aligned to MA Common Core Standards
2. Implement and monitor structures and processes of effective instruction to serve needs of all students
3. Use researched-based best practices for all Southbridge educators to improve instructional delivery in all classrooms.
4. Engage students, parents and community members to support implementation of strong instructional practices aligned to the Accelerated Improvement Plan

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

Initiatives

1. Use periodic common benchmark assessments aligned to new common core standards for ELA in grades K – 12 and Math Grs. K – 11 and analyse results using the district’s data inquiry model to inform interventions and future instruction
2. Implement new supervision and evaluation process to support and monitor professional growth

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

Initiatives

1. Provide training and support to monitor the implementation of the new curriculum units, instructional expectations, and assessment cycle
2. Provide training in data analysis and action planning to support identified needs of all students

Overview:

We believe that by achieving our three objectives, we will lay a strong foundation of structures, systems, and practices for developing significant capacity in district leadership and school based instructional staff to improve academic outcomes for all students in Southbridge. Our AIP is, by design, very focused on improving instruction through on-going professional development, supervision and monitoring of instruction, and by using data effectively to inform instruction. This focus in a time that includes many different state and national initiatives is critical to being able to communicate what is important for staff.

Many other tasks are certainly aligned to this work. Curriculum and assessment maps are being designed and implemented. Principals are collaborating to become stronger instructional leaders who are able to provide valuable feedback to teachers that improve instructional skills. And together, administrators and teachers are learning to look at instruction through different lenses that ultimately will provide a more individualized approach to each child’s specific needs. Professional development (PD) has been critical to initially provide an overview of these focus areas. But, more importantly, we have embedded PD within the daily practice of our schools through common planning time for grade level and departmental data teams and building level leadership and student support teams. We have chosen to prioritize this specific work as a way to target rapid improvement in classroom practice.

Regular classroom visits with each teacher receiving feedback at least once per month allows administrators to ensure that the curriculum is being implemented with fidelity and that classrooms are providing instruction based on the research based attributes of the Southbridge Standard. The use of interim assessments (A-NET, Accuity, and local) every six weeks are providing staff with feedback for developing re-teaching plans that focus on a different kind of instruction so students can be successful. The use of a common district template to capture meeting minutes and data analysis is being specifically guided to engage administrators and staff to a deeper level of data analysis at each meeting. Where administrators were at first attending all meetings, they are now being asked to begin making written comments on these artifacts of the meetings in their buildings and to attend selective meetings to help staff build their own capacity for success. Learning Walkthroughs are being done by the administrative team almost monthly at each

building to help monitor the progress of instructional practices through another lens other than just the building's principal. Overall we are working to establish a learning community of systemic work where the Central Office leadership, building leadership, and classroom/instructional leaders are all growing and learning together. We look forward to your insights, support, and collaboration.

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. To accomplish this important work we will focus on two very important processes around improving instruction to our students. A system of administrative oversight of all teaching staff will be layered on top of the newly required and very rigorous State Educator Evaluation System.

Definitions:

Classroom Instructional Visits – A Three (3) Layered Approach

1. **Unannounced Observations** - by principals and other administrators observing implementation and gathering data on our Southbridge Standard for high quality instructional delivery. This feedback will guide teachers in modifying their instructional practices to improve student achievement.
2. **Learning Walkthroughs** - designed to be performed at all school buildings with teams of administrators and teachers to help build capacity of all administrators to observe superior performance and to gain a common understanding about Southbridge expectations for instruction and curriculum delivery. The data from these visits allows for "different sets of eyes" to observe the teaching and learning process at the building and give feedback to the building administrators while also allowing administrators and teachers to share and observe best practices. Data from these learning walks will inform building level professional development.
3. **New Teacher Supervision and Evaluation Process** as supported through State legislation and aligned to the Southbridge Educators contractual obligations includes unannounced observations as in #1 above and announced evaluations.

Create a Data Driven Culture – District and School Based Teams perform data analysis with peers to improve instructional delivery and inform curriculum design.

1. **District Leadership Team (DLT)** – Led by the Supt. and consists of all administrators (Supt, Dir. of CIA, PPS Director, ELL Dir., ELA and Math Dir.'s, Principals, and Assistant Principals) who review academic and school data driven by the Accelerated Improvement Plan (AIP) on an every other week basis for 90 minutes. As a result of this work, plans are developed and monitored with a focus on improving student outcomes.
2. **Building Leadership Team (BLT)** – Meets monthly including the principal, trained data coach from the building, interim assessment third party coach, teachers, and other professional support staff to monitor school grade level academic and school (absences, tardy, behaviour, schedules, etc.) data and implements appropriate practices to address deficiencies.
3. **School Based Support Team (SBST)** – Meets weekly about individual students and groups of like students strictly about student learning aligned to curriculum standards. This is where integrated service delivery and tiered system of support interventions are put in place and progress monitored to ensure learning success. This group includes those staff members most appropriate for the student(s) being discussed.

These groups are assisted and informed by:

4. **Building Data Team (BDT)** at each building weekly which strictly monitors academic data in ELA and Math as related to the curriculum standards and units as evidenced on the six week interim assessments and MCAS reports. These occur in grades K – 12 with building level trained data coaches and representative staff at each grade levels. Data coaches belong to the BLT at the building level linking this information to the principal who can then communicate findings to the DLT.
5. **District Data Team (DDT)** – This team meets monthly and monitors all school related data such as Title 1, ELL, Special Education, DIBELS, Foundations, DRP's, Wilson, PBIS, schedules, suspension, discipline/behaviour, absenteeism, etc. It is led by the Dir. of CIA and includes members from each BLT along with the Dir.'s of ELL, PPS, Math, and ELA.

Final Outcomes - The implementation of this plan will result in the following final outcomes. Additional detailed information can be found in Appendix A.

- The district will meet its CPI targets for 2013 – 72.9 for ELA (3.3 gain), 64.6 for Math (4.4 gain), and 65.6 for Science (3.8 gain)
- The median student growth profile for all students will grow to 50 for ELA and 50 for Math
- The district will meet the CPI targets for High Needs Students for 2013 – 68.8 for ELA (3.8 gain), 60.5 for Math (4.8 gain), and 60.8 for Science (4.5 gain)
- The median student growth profile for High Needs Students to 50 in ELA and 50 in Math
- The cohort graduation rate will increase to 73.2 (4.2 increase) for all students and to 70 (5.4 gain) for high needs students
- The aggregated dropout rate will decrease to 5.0 (.5 decrease) for all students and 2.3 (.1 decrease) for high needs students.

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 Implement and monitor 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"> District data will show 5% improvement monthly in each of the following three areas observed during unannounced visits over the following November baseline data – Objectives 56% - Variety of Instruction 68% - HOTS 48% [Data – Monthly TeachPoint data of observed changes] <p><u>Short-term Outcomes:</u></p> <ul style="list-style-type: none"> 75% of students in grades K – 12 for ELA and K – 11 for math show 10 % continuous improvement from a baseline of A-1 in October through A-4 in October, Nov./Dec., January, and February on interim assessments through each six week cycle [Data - Interim Assessment Data] 75 % of student interim assessments in grades 3 - 8 show they are on track to proficiency at MCAS levels in ELA and Math for each of the four assessment cycles in October, Nov./Dec., January, and February [Data – A-Net Temp. Check] Assessments of reteaching in October, Nov./Dec., January, and February indicate 65 % proficiency in ELA and 70 % in math on targeted standards in grades 3 - 8 [Data - A-Net Re-teaching Assessments]
2. Implement and monitor processes and structures of effective instruction to serve the needs of all students.	<p><u>Early Evidence of Change:</u></p> <ul style="list-style-type: none"> 100% of principal's/administrator's Unannounced Visits provides feedback to all teachers at least once a month regarding commendations and opportunities for learning [Data – # of teachers observed monthly at least once] 100% of teachers assigned to PD360 link after classroom observation by principal/administrator complete a follow-up plan for improved practice within three days [Data – PD360 report] <p><u>Short-term Outcomes:</u></p> <ul style="list-style-type: none"> Principal/Evaluator formative and summative evaluation reports demonstrate improvement on targeted areas from PD 360 [Data – TeachPoint formative and summative reports] The district's Learning Walkthrough data evidences continuous improvement in the ratings on the rubric for the district focus areas - Target: 60% November / 75% March / 90 % June [Data - Formal Learning Walk data] Teacher survey by building indicates continuous improvement on instructional monitoring feedback given by principals/administrators to add value and improve instruction as evidenced by survey results [Target -50% - January/ 75% -March/90% - June [Data - Survey Results]

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
3. Use researched based best practices improve instructional delivery in all classrooms	<p><u>Early Evidence of Change:</u></p> <ul style="list-style-type: none"> • 100% of teachers receiving feedback for improvement results in changes to instructional practices as evidenced by follow-up walkthroughs. [Data - List of Teacher's improving and examples of Teacher feedback over time] • 100% of teachers implement instructional changes in the classroom based on targeted feedback from administrators to improve instruction as evidenced by follow-up classroom observations. <p><u>Short-term Outcomes:</u></p> <ul style="list-style-type: none"> • Schools utilize Student Based Support Team Protocols to implement successful interventions for 75% of referred students [Data – Analysis of Meeting Minutes showing 75% student success] • Students in grades K – 10 scoring below grade level on DIBELS and DRP in September will show a minimum of one years growth by May 2013 [Data – DIBELS and DRP results]
4. Engage students, parents and community members to support implementation of strong instructional practices aligned to the Accelerated Improvement Plan	<p><u>Early Evidence of Change:</u></p> <ul style="list-style-type: none"> • Volunteer hours at each building grades K – 5 increase by 5% monthly from September baseline [Data: Volunteer hours by building monthly] • Allocation of district resources is targeted to support improved student outcomes as evidenced by 100 % of collaborative meeting minutes, building newsletters, PD schedules, and curriculum alignment documents reflecting goals outlined in the AIP [Data – Samples of documents representing allocation of resources] • 100 % of both the School Committee Curriculum Subcommittee and the Family and Community Engagement Subcommittee agendas and meeting minutes show the implementation and results of planned activities reflecting the goals of the AIP [Data – Agenda and Minutes of planned activities] <p><u>Short-term Outcomes:</u></p> <ul style="list-style-type: none"> • Survey data from January to June demonstrates a 20%t increase in parent/community members indicating they are aware of improvements in the Southbridge Schools and support implementation of the AIP goals [Data- Survey data] • .3% increase quarterly in each school's attendance for ELLs, Low Income, Hispanic, and special education students [Data- Attendance Data by subgroup] • End of quarter grade reports for each quarter in ELA and math will show that 75% of high needs students in grades 1 - 12 are on target for completing all grade level course/graduation requirements [Data- Report Card Data] • MHS suspension rates decrease each quarter decrease by 5% from baseline of first quarter in November

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>1. Use periodic common benchmark assessments aligned to new common core standards for ELA in grades K - 12 and Math grades K – 11 and analyse results using the district’s data inquiry model to inform interventions and future instruction</p>	<p><u>Early Evidence of Change:</u></p> <ul style="list-style-type: none"> • 100 % of student results on interim assessments in ELA and math are analysed to develop action plans in each classroom to improve achievement results for students already meeting standards and students not meeting standards [Data – Action plans for re-teaching] <p><u>Short-term Outcomes:</u></p> <ul style="list-style-type: none"> • 75% of students in grades K – 12 for ELA and K – 11 for math show 10 % continuous improvement from a baseline of A-1 through A-4 in October, Nov./Dec., January, and February on interim assessments through each six week cycle [Data- Interim Assessment Data] • 75 % of student interim assessments in grades 3 - 8 show they are on track to proficiency at MCAS levels in ELA and Math for each of the four assessment cycles in October, Nov./Dec, January, and February [Data – A-Net Temp. Check] • Assessments of reteaching in October, Nov./Dec., January, and February indicate 65 % proficiency in ELA and 70 % in math on targeted standards in grades 3 - 8 [Data- Re-teaching Assessments] • HS end of quarter grade reports in ELA and math will show that 90% of students are on target for completing all grade level course/graduation requirements [Data - Report Card Data]
<p>2. 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"> • DLT review of administrator’s feedback to teachers on unannounced visits from Nov. to February shows deeper understanding by administrators of specific instructional best practice skills resulting in more targeted feedback to staff [Data- Nov. to Feb. Feedback analysis] • District data during unannounced visits will show 5% improvement monthly in each of of the following three areas observed over the following November baseline data – Objectives 56%-Variety of Instruction 68%-HOTS 48% [Data – Monthly TeachPoint data of observed changes] <p><u>Short-term Outcomes:</u></p> <ul style="list-style-type: none"> • 90 % of staff evaluations show they have achieved a rating of proficient on the first two rubric standards [Data – TeachPoint reports] • District evaluators report that 100% of Team SMART Goals are aligned with district’s AIP [Data – Evaluator Report]

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>1. Provide training and support to monitor the development and implementation of the new curriculum units, instructional expectations, and assessment cycle</p>	<p><u>Early Evidence of Change:</u></p> <ul style="list-style-type: none"> 100 % of principal’s create and <u>implement</u> an action plan for PD for each month’s faculty meeting to improve on deficiencies documented on previous Formal Learning Walk [Data- PD Action Plans and Monthly Formal Learning Walk Data] <p><u>Short-term Outcomes:</u></p> <ul style="list-style-type: none"> ELL and Special Education students in grades 3 - 8 show a 5% increase in proficiency on interim assessments in ELA and math from Nov./Dec. baseline for each of the next two assessments January, and February [Data: Interim assessment data for ELL and Sp. Ed. Subgroups] <table border="1"> <thead> <tr> <th rowspan="2">Targets</th> <th colspan="3">ELA</th> <th colspan="3">Math</th> </tr> <tr> <th>Baseline</th> <th>Jan.</th> <th>Feb.</th> <th>Baseline</th> <th>Jan.</th> <th>Feb.</th> </tr> </thead> <tbody> <tr> <td>ELL</td> <td>3%</td> <td>8%</td> <td>13%</td> <td>4%</td> <td>9%</td> <td>14%</td> </tr> <tr> <td>Sp. Ed.</td> <td>6%</td> <td>11%</td> <td>16%</td> <td>5%</td> <td>10%</td> <td>15%</td> </tr> </tbody> </table>	Targets	ELA			Math			Baseline	Jan.	Feb.	Baseline	Jan.	Feb.	ELL	3%	8%	13%	4%	9%	14%	Sp. Ed.	6%	11%	16%	5%	10%	15%
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<p>2. Provide training in data analysis and action planning to support identified needs of all students</p>	<p><u>Early Evidence of Change:</u></p> <ul style="list-style-type: none"> Every grade levels’ re-teaching action plans for each of the four assessment cycles in October, Nov./Dec., January, and for ELA and math reflect specific differentiated instructional strategies for ELL and Special education students with progress monitoring. [Data- Action Plans] <p><u>Short-term Outcomes:</u></p> <ul style="list-style-type: none"> End of quarter grade reports in ELA and math will show that 75% of <u>high needs students</u> in grades 1 - 12 are on target for completing all grade level course/graduation requirements [Data- Report Card Data] Assessments of reteaching in October, Nov./Dec., January, and February indicate 65 % proficiency in ELA and 70% in math on targeted standards in grades 3 - 8 [Data- A-Net Re-teaching Assessments] 75% of students in grades 1 - 12 progress monitored by SBST show improvement on quarterly report cards in ELA and math [Data: Quarterly Report card data] 																											

Section 3: District Strategy Sheet

District Strategic Objective 1:		Overall Lead (Objective):	
Implement High Quality Instructional Programs aligned to the MA Common Core Curriculum in ELA and math to Support the Achievement of All Students		Superintendent	
Initiative Number and Description:		Overall Lead (Initiative):	
1.1 Implement and monitor new math and ELA curriculum aligned to MA Common Core Standards		Director of Curriculum, Instruction and Assessment	
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. 			
Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
Development and implement new math and ELA curriculum aligned to MA Common Core Standards			
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	On-going till Done - Projected April 2013
All ELA and math teachers work collaboratively with grade level peers on common student performance tasks	Program Directors and Department Heads	January 2012	Ongoing till June 2013
Present update to School Committee on curriculum alignment and resource development on ELA and Mathematics	Superintendent	Mar. 2012	On-going evry two months til June 2013

District Strategic Objective 1:	Overall Lead (Objective):
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Implement High Quality Instructional Programs aligned to the MA Common Core Curriculum in ELA and math to Support the Achievement of All Students		Superintendent	
Initiative Number and Description: 1.2 Implement and monitor structures and processes of effective instruction to serve needs of all students		Overall Lead (Initiative): Director of Curriculum, Instruction and Assessment	
Which recommendations from the District Review or other evidence does this initiative address?			
<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 			
Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
Create and implement structures and processes to serve needs of all students			
TeachPoint feedback is critiqued in a monthly meeting by the Supt. with the principal	Supt.	Sept. 2012	June 2013
Enhanced PD for RtI, PBIS and SBST processes will be provided to all faculty and administration	Dir. Of CIA and PPS Dir.	January 2013	June 2013
Create teacher survey about value of instructional feedback from principals/administrators	Dir. of CIA	Dec. 2012	Jan. 2013
Building administrators will present new expectations and process for SBST to faculty	Principals	June 2012	On-going till June 2013
SBSTs meet weekly using new standardized process to develop action plans to support needs of struggling students	Principals	Sept. 2012	On-going till June 2013
Implement school improvement plans that are aligned to the 2012-2013 Accelerated Improvement Plan	Principals	Sept. 2012	June 2013
Present update to School Committee on RtI, PBIS and SBST processes	Superintendent	March 2013	On-going till June 2013

District Strategic Objective 1: Implement High Quality Instructional Programs aligned to the MA Common Core Curriculum in ELA and math to Support the Achievement of All Students		Overall Lead (Objective): Superintendent	
Initiative Number and Description: 1.3 Use researched-based best practices to improve instructional delivery in all classrooms.		Overall Lead (Initiative): Superintendent	
Which recommendations from the District Review or other evidence does this initiative address?			
<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 			
Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
Develop and implement a set of best teaching and learning practices for all Southbridge educators			
Provide PD at staff meetings in a manner that models High Quality Instruction during monthly faculty meetings	Principals	May 2012	On-going till June 2013
100 % of Principals provide written feedback and comment on at least 50 % of all meeting agendas and minutes	Principals	January 2013	June 2013
Present update to School Committee on establishment of Indicators of High Quality Instr. for all Southbridge educators	Superintendent	April 2012	On-going till June 2013 every 2 months

District Strategic Objective 1:	Overall Lead (Objective):
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Implement High Quality Instructional Programs aligned to the MA Common Core Curriculum in ELA and math to Support the Achievement of All Students		Superintendent	
Initiative Number and Description: 1.4 Engage students, parents and community members to support implementation of strong instructional practices aligned to the Accelerated Improvement Plan		Overall Lead (Initiative): Superintendent	
Which recommendations from the District Review or other evidence does this initiative address?			
<ul style="list-style-type: none"> The district review and planning team identified the need for greater parent and community engagement 			
Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
The superintendent will present updates on the overall AIP implementation to the School Committee once a month	Superintendent	April 2012	On-going till June 2013
Hold quarterly community forum to provide information about the Accelerated Improvement Plan and discuss feedback and action planning from survey results	Superintendent	May 2012	Quarterly
School Committee Curriculum Subcommittee works to improve Literacy goals and the Community and Family Engagement Subcommittee works to promote family and community involvement including understanding our AIP goals	School Committee	Sept. 2012	June 2013
Publish a monthly newsletter for parents and community	Superintendent	May 2012	On-going till June 2013
Special Ed. And ELL Advisory Parent Meetings/Lunches and Coffees are held to make parents feel comfortable entering the building.	Principals	November 2012	June 2013
DDT reviews suspension data monthly	Dir. of CIA	November 2012	June 2013
Create and conduct survey in January (baseline data analyzed for action planning) and May (comparison data analyzed for action planning) for parents and community members to assess areas for improvement in communications on how we can better engage parents and community members to support implementation of the AIP	Superintendent	Dec. 2012	May 2013

District Strategic Objective 2: Establish a Data Driven Culture to Support and Monitor the Achievement of All Students		Overall Lead (Objective): Superintendent	
Initiative Number and Description: 2.1 Use periodic common benchmark assessments aligned to new common core standards for ELA grades K - 12 and Math grades K – 10 and analyse results using the district’s data inquiry model to inform interventions and future instruction		Overall Lead (Initiative): Director of Curriculum, Instruction and Assessment	
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 • There are not consistent structures and processes at grade, school, and district levels to analyse data and make it actionable to inform decision-making and instructional planning 			
Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
Implement common interim assessments aligned to new common core standards for ELA and Math Gr. 2-8			
Administer current interim assessments in all Gr. K-12 for ELA and grades K – 11 for math	Dir. of CIA	Mar. 2012	On-going every 6 weeks
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	Dec. 2012
Principals ensure all preparations are made for administration of each assessment cycle	Principals	Sept. 2012	On-going Every 6 Weeks
Building Data Teams will analyze assessment results to inform lesson planning	Principals	Mar. 2012	Monthly till June 2013

Implement grade K-9 level preparation periods to allow for weekly grade-level data team meetings for 2012-2013 school year	Dir. of CIA	Mar. 2012	On-going
Analyze MCAS data at district, school and classroom levels to inform curriculum and instructional planning	Dir. of CIA	Sept. 2012	Dec. 2012
District Data Team continues to meet monthly to review assessment data and develop action plans	Dir. Of CIA	Sept. 2012	Monthly till June 2013
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	On-going till June 2013
Monitor 9 th grade students' progress toward earning 35 credits required for promotion.	Principal and Guidance Counselors	Nov. 2012	On-going Quarterly
Monitor high school quarterly report cards for progress toward meeting grade level/graduation requirements.	Principal and Guidance	November, 2012	On-going Quarterly
District and building-based administrators do observations to monitor implementation of grade level data teams' action plans	Superintendent and Principals	Sept. 2012	On-going till June 2013

District Strategic Objective 2: Establish a Data Driven Culture to Support and Monitor the Achievement of All Students	Overall Lead (Objective): Superintendent
Initiative Number and Description: 2.2 Implement new supervision and evaluation process to support and monitor professional growth	Overall Lead (Initiative): Superintendent
Which recommendations from the District Review or other evidence does this initiative address?	

- 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

Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
Teachers set collaborative student achievement goals based on assessment data along with individual professional goals	Principals	Oct. 2012	Dec. 2012
Conduct <u>unannounced observations</u> to monitor implementation of new Indicators of High Quality Instruction	Principals (other Adm. also scheduled)	Mar. 2012	On-going till June 2013
Conduct <u>Learning Walkthroughs</u> to monitor implementation of new Indicators of High Quality Instruction and new Curriculum Units giving <u>each teacher feedback once a month</u>	Principals (other Adm. also)	Mar. 2012	On-going till June 2013
Administrators ensure that all teachers create relevant SMART goals directly aligned to the District's AIP	Principals and Directors	Sept. 2012	Dec. 2012
Conduct <u>Learning Walkthroughs in each building</u> to monitor implementation of new Indicators of High Quality Instruction to help administrators calibrate criteria for supervision/evaluative standards	Superintendent	Mar. 2012	On-going quarterly till June 2013
District Leadership Team (DLT) meets biweekly to review student and adult work for 90 minutes in a CFG protocol setting to learn from each other, calibrate expectations, practice modeling for staff, and share obstacles or challenges facing them in administering the changes to instruction and curriculum in the district	Supt. And All Administrators	Sept. 2012	On-going bimonthly till June 2013
Introduce and train administrators and teachers on the new educator evaluation framework and process to administrators and teachers	Superintendent	Aug. 2012	On-going till Jan. 2013
Teachers complete self-assessment	Superintendent	Sept. 2012	Dec. 2012
Administrators complete self-assessment	Superintendent	Sept. 2012	Dec. 2012
Administrators set SMART goals and develop plans	Superintendent	Oct. 2012	Dec. 2012

Administrators review teacher SMART 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
Professional Growth and/or Improvement Plans will be initiated for 100% of teachers identified not to be implementing the curriculum and instructional expectations effectively	Superintendent	Spring	On-going till June 2013

District Strategic Objective 3: Provide High Quality Professional Development Programs to Support the Achievement of All Students		Overall Lead (Objective): Superintendent	
Initiative Number and Description: 3.1 Provide training and support in implementation of the new curriculum units, instructional expectations, and assessment cycle		Overall Lead (Initiative): Director of Curriculum, Instruction and Assessment	
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 			
Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
PD for administrators on observing and providing feedback on instructional delivery of new curriculum units	Dir. of CIA	Aug. 2012	On-going till Nov 2012
Continued professional development on new curriculum units and assessment cycle	ELA and Math Directors	Sept. 2012	On-going till June 2013
Principals gather data from informal observations on implementation of new units, providing immediate individualized feedback to teachers	Principals	Sept. 2012	On-going till June 2013

Initial and on-going PD for teachers on understanding and implementing the Indicators of High Quality Instruction (faculty meetings)	Principals	Apr. 2012	On-going till June 2013
Principals submit evidence of observation feedback on Indicators of High Quality Instruction to Superintendent for review and feedback (TeachPoint)	Principals	May 2012	On-going till June 2013
Initial and on-going PD for administrators in observing for Indicators of High Quality Instruction in the classroom and how to provide feedback	Superintendent	Apr. 2012	Ongoing till Dec. 2012
Teachers participate in Learning Walkthroughs to develop common understanding of the new Indicators of High Quality Instruction	Superintendent	Apr. 2012	On-going till June 2013
Superintendent meets with principals in their school once a month and performs informal observations on Indicators of High Quality Instruction, assisting principal in providing individual feedback to teachers	Superintendent	Apr. 2012	On-going monthly till June 2013
Superintendent conducts Learning Walkthroughs with Dirs. of CIA, math, ELA, ELL, and Sp. Ed. on Indicators of High Quality Instruction	Superintendent	May 2012	On-going quarterly till June 2013

District Strategic Objective 3: Provide High Quality Professional Development Programs to Support the Achievement of All Students		Overall Lead (Objective): Superintendent	
Initiative Number and Description: 3.2 Provide training in data analysis and action planning to support identified needs of all students		Overall Lead (Initiative): Director of Curriculum, Instruction and Assessment	
Which recommendations from the District Review or other evidence does this initiative address?			
<ul style="list-style-type: none"> • The district review identifies teachers' stated hope that the district offer on-going 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 on-going training in data analysis needs to remain a priority. • The Planning team identified the need for district training in the Data Inquiry Cycle 			
Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
Initial and ongoing PD on instructional strategies to support the identified needs of ELL and Sp.Ed	Program Directors	Sept. 2012	On-going till June 2013
Modeling and staff training on effective teaming and the use of protocols to support staff communication for better results	Supt./Principals/Directors	Aug. 2012	On-going till June 2013
Create a district professional development plan that aligns with AIP goals	Dir. Of CIA and PPS Dir. And Program Directors	January 2013	Ongoing to June 2013
Learning Walkthroughs conducted 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 Sp. Ed.	Apr. 2012	On-going quarterly till June 2013