

Southbridge Public Schools

Accelerated Improvement Plan

August 26, 2014



Southbridge Public Schools: Summary of Key Issues and Strategic Objectives

Although Southbridge completed its third year of implementing an Accelerated Improvement Plan (AIP), administrative changes, limited progress on previous AIPs, the delay in producing an acceptable plan until March of 2014 and the appointment of a new Superintendent combine to necessitate a fresh look at problems with associated improvement strategies.

In the spring of 2014, an AIP workgroup was convened to analyze progress to date on the AIP implementation. This team worked throughout the summer of 2014 to analyze longitudinal MCAS data, current ANET interim assessment data, subgroup intervention data. The team then reviewed the goals, benchmarks, and activities of prior AIPs to document progress to date.

The workgroup used this analysis to determine revisions necessary to ensure the throughline to teaching and learning in classrooms. As a result of data analysis and teacher feedback, the workgroup determined that curriculum and instruction improvements had not been implemented with fidelity and there was no throughline between district decision-making and classroom practice. The following were identified as areas needing focus and a number of accomplishments were attained:

- ELA and math curriculum alignment to the Common Core
 - During the summer 2014 teacher-based curriculum teams K-12 with administrative support are working to develop consistent curriculum maps in math and ELA completely aligned with the MA frameworks using a template (attached)
- Revisions of the Southbridge Standard to establish district expectations for instruction
 - The Southbridge Standard (attached) has been revised and a rubric for assessing implementation is being developed for discussion with the Southbridge Teachers Association
- Learning walkthroughs to build administrator understanding of instructional expectations
 - Learning walkthroughs were implemented at the school and district level with feedback provided to teachers and principals
- Redesigned meeting formats to provide focus on data and professional development
 - Agendas and minutes of grade level and department meetings reflect the utilization and discussion of data to impact instruction and reteach plans and the implementation of focused professional development; templates were utilized to improve the effective use of common planning time (CPT)
- ANet interim assessments and coaching for teachers on the data analysis cycle and reteach plans
 - In grades K-8 quarterly assessments in ELA and mathematics were conducted; data teams were engaged to review and act on data to improve instruction and student

achievement

- Partnership with Focus on Results to provide professional development to make measureable, lasting improvements in student performance, school leadership, and decision-making.
 - Focus on Results has worked with the district this year to identify at each school a strong instructional focus, conduct professional development to all Instructional Leadership teams, provide on-site coaching for principals, work with curriculum teams on backward design and help design effective literacy and math blocks for the elementary schools
- Tiered instruction
 - Tiered instruction was implemented consistently at the elementary level with changes in schedule to allocate time on learning as defined by RTI
- Accountability dashboards
 - Dashboards (attached) were created for principals to report monthly on important metrics

While proud of these accomplishments there is full understanding of the need to deepen the work and to address some critical problems identified by teachers and administrators in the district which have resulted in inconsistent implementation of district and school goals and lack of intended student outcomes

- A consistent and challenging literacy program preK-5 has not been put in place
- Alignment of curriculum grades K-12 has not been completed in science and social studies
- Interim assessments 9-12 are not fully developed
- Attendance, suspensions, dropouts and course failure rates continue to be a significant problem at the Middle/High School
- The achievement gap for English Language Learners (ELL) has not been adequately addressed
- The achievement gap for Students with Disabilities (SWD) has not been adequately addressed
- Tiered intervention has not been consistently implemented at the Middle/High School
- Evaluation of administration was not implemented
- Educator evaluation was not consistently implemented, particularly at the Middle/High School
- The AIP approved in March was never rolled out and disseminated throughout the district
- The development of system-wide DDMs needs to be completed and put into practice.

Of the problems identified some of the root causes of these issues were surfaced as being:

- Lack of consistent instructional leadership
- Instability of building leadership at PreK and MHS
- Lack of professional development for implementing instructional practices
- Teacher resistance to changing instructional practices
- Attitudes amongst some regarding subgroup populations of SWD and ELL

The 2014-15 AIP must address these problems and include strategies for strong leadership development and for deepening the focus of the district on instruction. In fall 2014, there will be a new Superintendent; a new Director of Teaching and Learning; four new principals leading the four schools; 2 new Elementary and 1 new High School assistant principal; a new ELL Instructional Resource Specialist. With all this change at the administrative level and the different needs of the schools and administrators, a process of differentiated support will be implemented. Lastly, the district recognizes its need to increase parent engagement to support student learning.

The newly appointed Superintendent, Patricia Gardner established a representative AIP planning committee to develop a revised plan for 2014-15. The committee was composed of the Superintendent, new Director of Teaching and Learning, new Middle/High School Principal and IRSs and/or Academic Deans from every school. The committee reviewed accomplishments and the problems the district still faces and drafted the 2014-15 plan which will address the following:

- Roll out the AIP once approved and ensure that all staff are familiar with the objectives and initiatives in the plan
- Develop a clear process and programs to be implemented for tiered intervention for all students needing additional support with a focus on ELL and SWD
- Focus on leadership development through a summer leadership institute, mentors for all new principals, district leadership team meetings that incorporate professional development including the implementation of the educator evaluation system for teachers, the development and calibration of effective feedback, the development of grade level DDMs to measure growth, the use of data with teacher teams to improve classroom instruction and the oversight in each school of a tiered system of support for students
- Implement an accountability system for all administrators through the use of recently developed dashboards, on-site visits and walkthroughs, feedback by district leadership and the implementation of the educator evaluation system for administrators
- Foster effective instructional practice through professional development and actionable feedback to teachers
- Put in place a plan to implement a consistent and challenging literacy program preK-5

- Complete the process of aligning all curricula with MA frameworks and Common Core
- Implement interim assessments in ELA and Math at Southbridge High School
- Develop and implement a plan to increase attendance and reduce suspensions, drop-outs and failure rates at the Middle/High School
- Hire a new ELL specialist and organize a district-wide team to develop and implement a plan to better address the needs of ELL students under the leadership of the new Director of Teaching and Learning
- Under the leadership of the Director of Pupil Personnel Services, organize a district-wide team to develop and implement a plan to better address the needs of and close the achievement gap for SWD students
- Develop a plan for improving family and community engagement in the priorities of the Southbridge Public Schools

Guiding this planning process is a commitment of the Southbridge Public Schools (SPS) to focus on a throughline from the district level to the classroom level to maximize student achievement and excellence. We believe teachers need to know their students as individual learners; principals need to know their teachers as individual learners and educational practitioners; and district administrators need to know their school-based administrators as educational leaders. SPS district leaders will lead the initiative to develop the expertise of their principals. The success of SPS district leaders' effectiveness will be evidenced by the improvements in the daily practices of principals, teachers, and students. We have developed and implemented practices for accountability that support high-quality instruction and learning for every student every day. This throughline emphasizes a mission in which the AIP is connected to the professional learning needs of teachers and administrators and ultimately to the quality of instruction and learning for each student.

Our *throughline* is a well-defined endeavor. We will foster critical knowledge and skills at each level of Southbridge Public Schools. We accept the challenge of eliminating long-standing academic achievement gaps, particularly those of ELL and SWD students, by improving the culture of learning and by building expertise throughout the district. We will utilize data at all levels to monitor progress and develop interventions for all students, but with a specific lens on supporting our ELL and SWD.

Although the strategic objectives and initiatives will remain the same, activities and benchmarks have been designed to accomplish the deepening of the work, to address identified problems and to adequately track progress. Even with the large turnover of administrators we believe we have the capacity to implement and monitor this plan.

Objective 1: Develop, refine and implement curricula for all K-12 core subjects and instructional practices aligned to Common Core and WIDA Standards.

- Develop and implement a process for continual revision of core curricula, K-12, and ensure vertical alignment
- Establish expectations and guidelines for CPT/Department meetings to ensure collaboration in

developing units and lessons

- Revise and implement the district expectations for teaching and learning (Southbridge Standard) to support effective delivery of common core curricula and meet the needs of ELL and SWD students

Strategic Objective 2: Expand and embed the use of data, K-12 to foster a cycle of continuous improvement aimed at assessing and improving instructional practices throughout the district.

- Establish a consistent district-wide process that uses a range of data to inform decisions at all levels in the district
- Use a variety of data to identify and develop support systems and practices to improve the performance of ELL and SWD students

Strategic Objective 3: Improve educator quality and ability to implement rigorous and engaging instruction.

- Implement the educator evaluation system with fidelity throughout the district
- Develop administrator and teacher capacity to become effective leaders in implementing instructional practices

Strategic Objective 4: Increase parent and community involvement to enhance student learning.

- Provide multiple and varied forms of information to increase parent understanding of school-wide programs
- Develop family capacity to support learning at home

These strategic objectives provide a conceptual framework that will drive our operational focus, budget, staffing, and professional development.

THEORY OF ACTION

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

FINAL OUTCOMES:

The district will meet the target Student Growth Percentile (SGP) for all students including the SGP for the high needs population of students.

Southbridge Public Schools: Accelerated Improvement Plan Summary

Objective 1: Develop, refine and implement curricula for all K-12 core subjects and instructional practices aligned to Common Core and WIDA Standards.	
Strategic Initiatives	Early Evidence of Change, Short-term Outcomes, and Final Outcomes
<p>1. Develop and implement a process for continual revision of core curricula, K-12 to ensure vertical alignment</p> <p>2. Establish expectations and guidelines for CPT/Dept. meetings to ensure collaboration in developing units and lessons</p> <p>3. Revise and implement the district expectations for teaching and learning (Southbridge Standard) to support effective delivery of common core curricula and meet the needs of ELL and SWD students</p>	<p>Early Evidence</p> <ul style="list-style-type: none"> • 100% of instructional teams will use established CPT protocols as evidenced by principals’ and district leaders’ review of agendas and meeting minutes as well as observations of meetings effective September 2014. • 80% of ELA and math teachers will conduct lessons aligned to the revised curriculum maps as evidenced by classroom observations, learning walks (non-evaluative) and review of lesson plans, by Oct. 15, 2014. And 100% by Feb. 1, 2015. • 100% of administrators will provide teachers with feedback that is specific and grounded in district’s curriculum and instructional expectations and provides actionable recommendations for improving practice by Nov. 1, 2014, as evidenced by district leadership’s on-site co-observations and reviews of observation reports. • District and school learning walks (non-evaluative) data based on ratings on the Southbridge Standard will be assessed on a regular basis and will demonstrate a 10% increase per quarter improvement (over Oct./Nov. 2014 baseline data) throughout the school year as reported monthly via the dashboards. <p>Short-term Outcomes</p> <ul style="list-style-type: none"> • Southbridge ANet results as compared to cohort districts identified by DESE and who use ANET for accountability purposes (Springfield and Salem) will show 10% increases per quarter for Southbridge students in proficiency in comparison with cohort districts at each administration including ELL and SWD.

	<ul style="list-style-type: none"> • 70% of students reading below grade level in September grades 1 to 5 will reach grade level benchmarks by end of the year as evidenced by DIBELS. • High school quarterly ELA and Math assessments will continually show that 75% of all students are at proficiency (grade of 70% or higher). Students who are not meeting benchmarks will be targeted through embedded re-teaching. • Data on the Principals Quarterly Reports for Middle/High School Students will show the following changes over base line data from the previous school year: <ul style="list-style-type: none"> ○ 10% decrease each quarter in the number of students failing ○ 10% decrease each quarter in the number of suspensions ○ 1.5% increase each quarter in the attendance rate ○ 10% decrease each quarter in the number of tardies ○ 1.5% decrease in dropout rate
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Initiative 1.1 Develop and implement a process for continual revision of core curricula, K-12, and ensure vertical alignment			
Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
Review and revise curriculum maps for ELA and math with curriculum development teams. Weekly CPT will be devoted to unpacking Common Core Standards to be sure all team members understand what the standards include and are implementing newly aligned curriculum	Director of Teaching & Learning	July 2014	September 2014
Provide ongoing professional development for ILTs and administration (through Focus on Results) to implement model curriculum units, align instruction with curriculum and to provide actionable feedback to teachers regarding best practices.	Director of Teaching & Learning, IRSs	June 2014	Ongoing
Identify and implement a literacy program aligned to the MA frameworks and the Common Core with a focus on ELL, SWD and those below grade level with fidelity and provide appropriate professional development during CPT and scheduled PD	Director of Teaching & Learning	July 2014	June 2015
Develop curriculum maps to align with the new MA frameworks, Common Core and WIDA standards for science and social studies with curriculum development teams. Team members will determine WIDA standards for classes with ELL students during Weekly CPT	Director of Teaching & Learning	Sept. 2014	June 2015

Continue to provide ongoing PD for teachers in unpacking standards with leadership of IRSs. IRSs will attend/ monitor weekly CPT to provide leadership in developing understanding of Common Core and WIDA Standards.	Principals	Sept. 2014	Ongoing
Review past practice for curriculum revision and re-establish 5 year curriculum revision cycle and vertical alignment process	Director of Teaching & Learning	Sept. 2014	June 2015
Develop an end-of-year process for reviewing ANet, MCAS and common assessment data to revise curriculum maps	Director of Teaching & Learning	Sept. 2014	Ongoing

Initiative 1.2 Establish expectations and guidelines for CPT/Dept. meetings to ensure collaboration in developing units and lessons

Utilize written guidelines for weekly Common Planning Time (CPT) expectations (i.e. establishing norms, using protocols for data and analysis and looking at student work, lesson plan templates)	Principals	Sept. 2014	Ongoing
Focus on Results (FOR) will continue to provide training on Professional Learning Communities (PLC) process at the building level to strengthen the effectiveness of CPT	Director of Teaching & Learning	August 2014	October 2014
Implement the new HS schedule to provide weekly CPT	SMHS Principal	Sept. 2014	Ongoing
Revise roles and responsibilities for Department Chairs to include facilitating CPT sessions	Superintendent SMHS Principal	Sept. 2014	Sept. 2014
Add Academic Dean position at SMHS to assist Department Heads in facilitating CPT sessions, provide coaching and feedback, collect monthly quantitative CPT student data, analyze data for changes to instructional practice, plan and facilitate professional development, etc.	Superintendent	June 2014	June 2014
Throughout the year "Focus on Results" PD will support administrators in acquiring the necessary skills to provide effective feedback to teachers	Superintendent	August 2014	June 2015
Review CPT agendas and minutes and feedback being given on lesson plans and provide feedback to principals as part of biweekly (every other week) onsite supervision by District Leadership.	Superintendent	Sept. 2014	Ongoing

Initiative 1.3 Revise and implement the district expectations for teaching and learning (Southbridge Standard) to support effective delivery of common core curricula and meet the needs of ELL and SWD			
Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
Revise district learning walk tools to allow district/(schools) to measure implementation of Southbridge Standard and to share collected weekly/monthly data with the teachers during CPT, faculty meetings	Superintendent	August 2014	August 2014
Present Southbridge Standard to administrators at Summer Institute (Administrators will view videos to calibrate expectations for each indicator and determine how to best deliver instructions.) The administrators will share best practices in department and grade level meetings and during CPT	Director of Teaching and Learning	August 2014	August 2014
Roll out Southbridge Standard for teachers (Videos will be used to deepen understanding) Teachers will determine how the delivery of instruction has impacted student learning by analyzing common assessments for each grade, subject area.	Superintendent	August 2014	Ongoing
Utilize “Focus On Results” PD throughout the year to support teachers and administrators in the implementation of the (Southbridge Standard) instructional practices and the writing of action steps to address student needs.	Director of Teaching and Learning	August 2014	Ongoing
Provide ongoing PD for administrators to build their capacity to observe practices and provide formative feedback to teachers as part of the formal Education Evaluation process. Focusing on specific Indicators for teachers: IA-4, IB-2 Adjustment in Practice and IIA -2 Student Engagement.	Superintendent	August 2014	Ongoing

Strategic Objective 2: Expand and embed the use of data, K-12 to foster a cycle of continuous improvement aimed at assessing and improving instructional practices throughout the district	
Strategic Initiatives	Early Evidence of Change, Short-term Outcomes, and Final Outcomes
1. Establish a consistent district-wide process that uses a range of data to inform decisions at all levels in the district	<p>Early Evidence</p> <ul style="list-style-type: none"> 100% of administrators will provide teachers with feedback that is specific and grounded in district’s curriculum and instructional expectations and provides actionable recommendations for use of data by Nov. 1, 2014, as evidenced by district leadership’s on-site co-observations

2.

Use a variety of data to identify and develop support systems and practices to improve the performance of ELL and SWD students

and reviews of observation reports.

- 100% of K - 12 grade level weekly Common Planning Time (CPT) agendas and minutes will focus on using assessment data to inform instructional practice and intervention strategies, lesson planning and reviewing and revising curriculum maps as evidenced by District Leadership's observation of meetings and review of agendas and minutes, by November 2014.
- District and school learning walks (non-evaluative) data based on the ratings on Southbridge Standard will be assessed on a regular basis and will demonstrate improvement, a 10% increase per quarter (over Oct./Nov. 2014 baseline data), especially in the area of data to improve instruction, throughout the school year as reported monthly via the dashboards.

Short-term Outcomes

- Beginning September 2014, ANet re-assessments after each test administration (quarterly) show 50% growth on targeted standards for all students, including ELL and SWD.
- Southbridge ANet results as compared to cohort districts identified by DESE and who use ANET for accountability purposes (Springfield and Salem) will show increases for Southbridge students in proficiency in comparison with cohort districts at each administration including ELL and SWD.
- 70% of students reading below grade level in September grades 1 to 5 will reach grade level benchmarks by end of the year as evidenced by DIBELS.
- High school quarterly ELA and Math assessments will continually show that 75% of all students are at proficiency (grade of 70% or higher). Students who are not meeting benchmarks will be targeted through imbedded re-teaching.
- Data on the Principals Quarterly Reports for Middle/High School Students will show the following changes over base line data from the previous school year:

	<ul style="list-style-type: none"> ○ 10% decrease each quarter in the number of students failing ○ 10% decrease each quarter in the number of suspensions ○ 1.5% increase each quarter in the attendance rate ○ 10% decrease each quarter in the number of tardies ○ 1.5% decrease in dropout rate
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Initiative 2.1 Establish a consistent district wide data driven decision making process to monitor student progress and make decisions about needed interventions			
Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
Create district wide K-12 assessment system aligned to Common Core <ul style="list-style-type: none"> • Continue ANET interim assessments Gr. 2-8 • Increase the number of assessments as follows: <ul style="list-style-type: none"> ○ Create 9-12 interim assessments for ELA and mathematics aligned to Common Core ○ Create opportunities for K-1 interim assessments ○ Implement new grade level/content monthly open response common assessments, 6-12 ○ Develop grade level DDMs to measure growth 	Director of Teaching and Learning	August 2014	June 2015
Develop an assessment calendar for all K-12 assessments (Sept. to June)	Superintendent	August 2014	Sept. 2014
Implement processes and protocols to inform instructional practice through the analysis of ANet assessments including data for K-1 and 9-12 <ul style="list-style-type: none"> • Data dashboards • Common Planning Time Guide • Learning walk data collection form • Reteach plans 	Director of Teaching and Learning	August 2014	June 2015

Monitor student progress through weekly Grade Level and MS Team meetings to examine common assessments to calibrate expectations and identify and implement effective strategies to support student growth (Teams will also review interim assessments every 6 weeks and develop reteach plans)	Principals	Sept. 2014	Ongoing
Monitor student progress and use data to design and evaluate effectiveness of interventions in monthly data team meetings to address mid-course corrections as needed	Principals	Sept. 2014	Ongoing
Monitor student progress across the district, inform PD needs and recommend accelerated plan revisions, if necessary, through District Leadership Team (DLT) reviews of interim assessments and observation data	Superintendent Director of Teaching and Learning	Oct. 2014	Ongoing
As part of the data cycle, teachers will participate in reflection meetings to evaluate the effectiveness of instructional practices as aligned to the New Teacher Evaluation System	Principals	Oct. 2014	Ongoing
Provide feedback to principals on their submission of monthly dashboards that outline student achievement and interventions, teacher support, and instructional observations at DLT meetings, during learning walks, and at individual principal evaluation meetings	Superintendent	Oct. 2014	Ongoing
Develop district dashboard that can be shared widely.	Superintendent	July 2014	Sept. 2014
To build capacity and shared ownership, provide quarterly updates to School Committee on accelerated improvement plan progress	Superintendent	Fall 2014	Ongoing

Initiative 2.2 Establish a variety of data to develop systems for supporting all struggling students especially ELL and SWD			
Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
Conduct audit of current system of intake, placement, interventions and exit protocols for ELL	Director of Teaching & Learning	August 2014	Oct. 2014
Organize district-wide team to develop and implement a plan to better address the needs of and close the achievement gap for ELL students based on information from audit	Director of Teaching and Learning	August 2014	Nov. 2015

Develop tiered intervention practices to ensure academic growth of ELL and SWD (including current middle school intervention block revisions)	Director of Teaching and Learning	August 2014	Ongoing
Use monitoring, observation data and common assessments as a diagnostic tool for planning appropriate interventions for ELL students	Director of Teaching and Learning	Sept. 2014	Ongoing
Revise roles and responsibilities for the district Special Education Supervisor	Director of PPS	August 2014	Ongoing
Organize district-wide team to develop and implement a plan to better address the needs of and close the achievement gap for SWD students	Director of PPS	August 2014	Nov. 2015
Develop a calendar for IEP annual reviews	Director of Pupil Personnel Services	August 2014	Sept. 2014
Provide PD for SWD staff on writing and implementing quality IEPs aligned to individual student needs	Director of PPS	August 2014	Ongoing
Implement quarterly reviews of IEP and 504 plans to ensure that interventions are aligned to the individual student needs	Director of Pupil Personnel Services	August 2014	Ongoing
Use monitoring, observation data and common assessments as a diagnostic tool for planning appropriate interventions for SWD	Director of PPS	Sept. 2014	Ongoing
Provide all support staff with access to weekly lesson plans of classroom teachers	Principals	Sept. 2014	Ongoing
Develop an intervention process to reduce high school dropouts and failures by introducing online course recovery, MA work-based learning, and after school academic support	SMHS Principal	August 2014	Ongoing
Develop a monitoring system using Department of Elementary and Secondary Education's (ESE's) Early Warning Indicator System to identify students at risk of failing/dropping out and to monitor progress of at risk kids	Principals	August 2014	Ongoing
Examine monthly discipline and suspension data and develop intervention plans to address student needs	Principals	Sept.2014	Ongoing
Create an advisory program to establish an ongoing relationship with one adult to provide personal	SMHS Principal	Sept. 2014	October 2014

attention for every student beginning with the Middle School <ul style="list-style-type: none"> • Revise SMHS schedule to accommodate Advisory Time • Implement Advisory expectations and curriculum at SMHS 			
Implement the Ombudsman Program Grades 7 to 12 to address chronic behavioral issues and students at risk for dropping out (Numbers of students returning to district will be documented)	Director of Student Affairs	Sept. 2014	Ongoing

Strategic Objective 3: Improve educator quality and ability to implement rigorous and engaging instruction	
Strategic Initiatives	Early Evidence of Change, Short-term Outcomes, and Final Outcomes
<p>1.</p> <p>Implement the educator evaluation system with fidelity throughout the district</p> <p>2.</p> <p>Develop administrator and teacher capacity to become effective leaders in implementing instructional practices</p>	<p>Early Evidence</p> <ul style="list-style-type: none"> • All staff meetings and Instructional Leadership Team (ILT) meeting minutes/agendas will reflect building-level professional development activities that align with school and district AIP goals and the Southbridge Standard for instructional practices as determined by district leadership’s review of agendas and minutes • 100% of administrators will provide teachers with feedback that is specific and grounded in the district’s curriculum and instructional expectations and provide actionable recommendations for improving practice by Nov. 1, 2014, as evidenced by district leadership’s on-site co-observations and reviews of observation reports. • District and school learning walks (non-evaluative) data based on ratings on Southbridge Standard will be assessed on a regular basis and will demonstrate improvement (over Oct./Nov. 2014) baseline data) throughout the school year as reported monthly via the dashboards. • All educators will be evaluated and all timelines will be met as assessed by District Leadership in spring 2015 <p>Short-term Outcomes</p> <ul style="list-style-type: none"> • Southbridge ANet results as compared to cohort districts identified by DESE and who use ANET for accountability purposes (Springfield and Salem) will show 10% increases per

quarter for Southbridge students in proficiency in comparison with cohort districts at each administration including ELL and SWD.

- 70% of students reading below grade level in September grades 1 to 5 will reach grade level benchmarks by end of the year as evidenced by DIBELS.
- High school quarterly ELA and Math assessments will continually show that 75% of all students are at proficiency (grade of 70% or higher). Students who are not meeting benchmarks will be targeted through imbedded re-teaching.
- Data on the Principals Quarterly Reports for Middle/High School Students will show the following changes over base line data from the previous school year:
 - 10% decrease each quarter in the number of students failing
 - 10% decrease each quarter in the number of suspensions
 - 1.5% increase each quarter in the attendance rate
 - 10% decrease each quarter in the number of tardies
 - 1.5% decrease in dropout rate

Initiative 3.1 Implement the educator evaluation system with fidelity throughout the district

Activities to Achieve the Outcomes for the Initiative

Who will Lead?

When will it Start?

When will it be Complete?

Create organizational chart with clear roles and responsibilities for new leadership configuration (including new assistant principal positions at elementary, new Academic Dean at Middle School, redesigned Lead Team Leaders at Middle School and Department Chair roles at High School)

Superintendent

August 2014

August 2014

Develop a district Educator Evaluation Guide which includes exemplars for key elements for administrators and teachers	Director of Teaching and Learning	August 2014	August 2014
Revise Educator Evaluation calendar, negotiate with SEA and share with all staff; track implementation of educator evaluation system and adherence to timelines	Superintendent	August 2014	August 2014
Conduct biweekly (every other week) on-site principal supervision (observing CPT and School Data Team meetings; reviewing agendas/minutes and action plans; tracking implementation of School Improvement Plan) as part of the administration supervision process	Superintendent Director of Teaching and Learning	Sept. 2014	Ongoing
Conduct weekly co-observations with building administrators and review observation feedback to assess identified trends, patterns and effectiveness of next steps	Superintendent Director of Teaching and Learning	Sept. 2014	Ongoing
Conduct focused observations (minimum of 5 weekly) to monitor implementation of district's instructional expectations as per Southbridge Standard. Administrations will submit copies of observations to Director of Teaching and Learning	Principals	Sept. 2014	Ongoing

Initiative 3.2 Develop administrator and teacher capacity to become effective leaders in implementing curriculum and instructional practices that meet the needs of all students

Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
To build knowledge and commitment to the AIP it will be rolled out district wide and the objectives communicated on a regular basis through ongoing meetings	Superintendent	Sept 2014	Ongoing
Revise School Improvement Plan process and templates and have principals submit by Oct. 15 to ensure alignment to District Accelerated Improvement Plan	Superintendent	July 2014	Oct. 15, 2014
Put in place a process and wide net to recruit, identify and select high-potential candidates for principal and assistant principal positions (Search committees will include district level administrator, school-based administrator, school committee members, teachers, parents and community members;	Superintendent	March 2014	July 2014

search will include forums and site visits for finalists)			
Provide mentors for all new administrators to ensure necessary support.	Superintendent	August 2014	Ongoing
Design Summer Administrator Institute to support implementation of AIP initiatives. Sessions include: <ul style="list-style-type: none"> • Focus on Educator Evaluation System • Instructional Leadership • Focus on Results provides session on understanding new instructional expectations and observing and providing formative feedback • Dashboards and data delivery format • Focus on ELL & SWD students 	Superintendent	August 2014	August 2014
Review principals' feedback to teachers bi-weekly (every other week) and provide feedback to principals on quality of their observation notes and feedback to teachers	Superintendent Director of Teaching and Learning	August 2014	Ongoing
Redesign District Leadership Team (DLT) meetings to provide ongoing professional development to continue to strengthen supervision and evaluation skills and build a tool kit of strategies that they can share with teachers (e.g. During meetings use viewing a lesson, identifying evidence, providing feedback and recommended next steps, etc.)	Superintendent	August 2014	Ongoing
Hire a 1.0 ELL/Literacy district-wide IRS to build teacher capacity to meet the needs of ELL students.	Superintendent	July 2014	July 2014
Review and revise ELL protocols and programming K-12 and coordinate district compliance with new requirements under RETELL, SEI and time on learning.	Director of Teaching and Learning	Sept. 2014	Ongoing
Conduct monthly co-observations with ELL IRS and SPED Supervisor to build their capacity to identify effective strategies that target needs of ELL and SWD student	Director of Teaching and Learning Principals	Sept. 2014	Ongoing
Have Focus on Results (FOR) continue to provide on-going professional development for administrators to build their capacity to be instructional leaders, by reviewing principal feedback to teachers, learning walk data, progress on teacher evaluation system at monthly meetings	Superintendent	Sept. 2014	June 2015

Train Department Heads/IRSs to facilitate learning walks (non-evaluative)	Director of Teaching and Learning	November 2014	Ongoing
Have teachers participate in learning walks (non-evaluative) to build shared understanding of instructional expectations	Director of Teaching and Learning	January 2015	Ongoing
<p>Because of varying needs in the schools in Southbridge, design and implement a system of differentiated support for schools and principals to include varied resources, e.g.</p> <ul style="list-style-type: none"> • Time and intensity of support • Coaching • Professional development • Focus on Results individual sessions as needed 	Superintendent	September 2014	Ongoing

Strategic Objective 4: Increase parent and community involvement to enhance student learning	
Strategic Initiatives	Early Evidence of Change, Short-term Outcomes, and Final Outcomes
<p>1. Provide multiple and varied forms of information to increase parent understanding of school-wide programs</p> <p>2. Develop family capacity to support learning at home</p>	<p>Early Evidence</p> <ul style="list-style-type: none"> • 80% of families who participate in family engagement activities will report feeling more informed and supported by the schools as evidenced by end-of-year survey. <p>Short-term Outcomes</p> <ul style="list-style-type: none"> • Data on the Principals Quarterly Reports for Middle/High School Students will show the following changes over base line data from the previous school year: <ul style="list-style-type: none"> ○ 10% decrease each quarter in the number of students failing ○ 10% decrease each quarter in the number of suspensions ○ 1.5% increase each quarter in the attendance rate ○ 10% decrease each quarter in the number of tardies

- 1.5% decrease in dropout rate

Initiative 4.1 Provide multiple and varied forms of information and to increase parent understanding of school-wide programs.

Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
Raise awareness of school and district initiatives through district and school newsletters, cable access, school committee meetings	Superintendent	August 2014	Ongoing
Establish a baseline whereby increases in family participation can be measured.	Principals	Sept. 2014	Ongoing
Conduct community forums and establish working committees to build a shared cooperation and ownership in supporting learning for all students (e.g. enhancing arts and sports programs)	Superintendent	August 2014	Ongoing

Initiative 4.2 Develop family capacity to support learning at home

Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
<p>Provide a minimum of two workshops during 2014-2015 for families at each school:</p> <p>Literacy/Math workshops that focus on sharing strategies that can be implemented at home. (Counselors and Family Liaisons will personally reach out to families of targeted students - ELL and those reading below grade level)</p> <p>Workshop to help families understand student assessment data</p> <p>Academic Support workshops for Gr. 6 that focus on how families can support study skills at home. (Counselors will personally reach out to families of targeted students - ELL, students reading below grade level, students failing one or more courses)</p> <p>Program for Grade 9 families that provides information about graduation requirements, high school expectations, etc. (Counselors will personally reach out to families of targeted students)</p>	Principals Director of Teaching and Learning	October 2014	Ongoing

- ELL, students reading below grade level, students failing one or more courses)			
Create student goal setting process for Middle and High School students failing one or more courses. Guidance Counselors meet with students and families to develop an agreed upon Individual Learning Plan.	SMHS Principal	November 2014	Ongoing
Contact families for every unexcused absence (all schools) and schedule family meeting after three unexcused absences per term to develop an agreed upon action plan (Grades 6 to 12)	Principals	September 2014	Ongoing

ATTACHMENTS

1. Curriculum Mapping Template
2. Revised Southbridge Standard and Learning Walk Feedback Tool
3. Elementary Principal Dashboard
4. Middle/High School Principal Dashboard

Southbridge Public Schools – Elementary Curriculum Map

Subject:

Grade Level:

<i>Domain:</i>		Standard Cluster:		Time Frame:
Common Core Standards	Meaning	Acquisition	Resources	Performance Tasks/Assessments
	Essential Understandings: <i>Students will understand that...</i>	<i>Students will know...</i>	My Math: Groundworks: Envisions:	Performance Tasks: To be compiled throughout the 2014-15 school year during grade level meetings.
		<i>Students will be skilled at...</i>	Key Vocabulary:	Formative: Summative:



The Southbridge Standard

The Southbridge Standard ensures a high quality education for all learners in the Southbridge community. These standards establish the Southbridge Public School's belief that every student will receive high quality instruction in every classroom, every day.

Teachers and instructional support staff will...	
Learning Objectives	articulate what the students will learn and be able to do in every classroom, every day.
Collaboration & Cooperation	work together to develop and deliver instruction using shared strategies and resources.
Differentiated Instruction	scaffold instruction to meet the needs of <i>all</i> learners.
Varied Instructional Strategies	use a variety of instructional strategies, groupings, and room arrangements to promote student acquisition of the learning objective.
Learning Resources	Use classroom materials which support the learning objective (e.g. interactive word walls, manipulatives, number lines, anchor charts, technology, etc...)
Higher Order Thinking	model and facilitate a high level of discourse to include multiple questioning strategies and the use of Bloom's taxonomy to activate higher order thinking skills.
Assessment	use a variety of authentic assessment strategies to evaluate student acquisition of the learning objective and to continuously inform instruction.

Our focus is to ensure high expectations for student learning through expert core instruction and challenging curriculum provided for every student, in every classroom, every day to show improved RESULTS



Southbridge Learning Walk Feedback

Our focus is to ensure high expectations for student learning through expert core instruction and challenging curriculum provided for every student, in every classroom, every day to show improved RESULTS.

Indicator	Room	Commendation	Evidence	Recommendation
Learning Objectives: articulate what the students will learn and be able to do in every classroom, every day.			<input type="checkbox"/> Clear Evidence <input type="checkbox"/> Partial Evidence <input type="checkbox"/> No Evidence	
Collaboration & Cooperation: work together to develop and deliver instruction using shared strategies and resources.			<input type="checkbox"/> Clear Evidence <input type="checkbox"/> Partial Evidence <input type="checkbox"/> No Evidence	
Differentiated Instruction: scaffold instruction to meet the needs of <i>all</i> learners.			<input type="checkbox"/> Clear Evidence <input type="checkbox"/> Partial Evidence <input type="checkbox"/> No Evidence	
Varied Instructional Strategies: use a variety of instructional strategies, groupings, and room arrangements to promote student acquisition of the learning objective.			<input type="checkbox"/> Clear Evidence <input type="checkbox"/> Partial Evidence <input type="checkbox"/> No Evidence	
Learning Resources: Use classroom materials which support the learning objective (e.g. interactive word walls, manipulatives, number lines,			<input type="checkbox"/> Clear Evidence <input type="checkbox"/> Partial Evidence <input type="checkbox"/> No Evidence	

anchor charts, technology, etc...)				
Higher Order Thinking: model and facilitate a high level of discourse to include multiple questioning strategies and the use of Bloom's taxonomy to activate higher order thinking skills.			<input type="checkbox"/> Clear Evidence <input type="checkbox"/> Partial Evidence <input type="checkbox"/> No Evidence	
Assessment: use a variety of authentic assessment strategies to evaluate student acquisition of the learning objective and to continuously inform instruction.			<input type="checkbox"/> Clear Evidence <input type="checkbox"/> Partial Evidence <input type="checkbox"/> No Evidence	

Southbridge Elementary Principals Monthly Data Dashboard

School:

This document will be used at the monthly SIP monitoring meetings with the Superintendent.

Measures		Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Instructional leadership	# of observations/walkthroughs conducted, with feedback provided to teacher									
	# of instructional plans (e.g., pre-cycle plans, unit plans, lesson plans, reteach plans) reviewed with feedback including those by IRSs									
Student support	Student attendance rate									
	# of chronically absent students (more than 10 absences)									
	# of suspensions									
	# of new SPED referrals									
	# of students needing intervention by grade									
	Grade 1									
	Grade 2									
	Grade 3									
	Grade 4									
	Grade 5									
	# of students who have exited intervention by grade									
	Grade 1									
	Grade 2									
Grade 3										
Grade 4										
Grade 5										
Academic achievement	# of students scoring at least ____ on last ANET ELA									
	# of ELL students scoring at least ____ on last ANET ELA									
	# of SWD students scoring at least ____ on last ANET ELA									
	# of students scoring at least ____ on last ANET Math									
	# of ELL students scoring at least ____ on last ANET Math									
	# of SWD students scoring at least ____ on last ANET Math									
	# of students at or above benchmark on DIBLES									
	# of ELL students at or above benchmark on DIBLES									
	# of SWD students at or above benchmark on DIBLES									
	% of students at or above benchmark on DIBLES									
% of ELL students at or above benchmark on DIBLES										

	% of SWD students at or above benchmark on DIBLES										
Teacher support	Teacher attendance rate										
	# of PTS teachers										
	# of NPTS teachers										
	# of teachers who will be evaluated this year										
	# of teachers rated Exemplary on summative										
	# of teachers rated Proficient on summative										
	# of teachers rated Needs Improvement on summative										
	# of teachers rated Unsatisfactory on summative										
	# of observations with ratings and feedback (scale to be changed)										
	% of teachers where learning objectives are clearly evident										
	% of teachers where differentiated instruction is clearly evident										
	% of teachers where a variety of instructional strategies is clearly evident										
	% of teachers where effective learning materials are clearly evident										
	% of teachers where higher order thinking strategies are clearly evident										
% of teachers where a variety of authentic assessments are clearly evident											
Parent/Family Engagement	Parent/Family Volunteer Hours										
	Parent/Family Attendance at Lunch/Discussions										
	Parent/Family Attendance at Outreach Events										
	COLOR CODE										
	Orange – to be completed from central data bases										
	Blue – to be completed by Special Education Department										
	White – to be completed by Principals										

Monthly Reflection Questions

1. What progress has been made in each data category since last meeting? How do you know (show evidence/ benchmark)?

- Instructional leadership:
- Student support:
- Academic achievement:
- Teacher support:

2. What are some challenges in making desired progress related to each data category?

- Instructional leadership:
- Student support:
- Academic achievement:
- Teacher support:

3. What will you (1) keep doing, (2) stop doing, and (3) start doing in the next week/month (action steps) to achieve desired progress?

- Keep doing:
- Stop doing:
- Start doing:

Due by:

Southbridge MHS Principal Monthly Data Dashboard

School:

This document will be used at the monthly SIP monitoring meetings with the Superintendent.

Measures		Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Instructional leadership	# of observations/walkthroughs conducted, with feedback provided to teacher									
	# of instructional plans (e.g., pre-cycle plans, unit plans, lesson plans, reteach plans) reviewed with feedback									
Student support	Student attendance rate									
	# of chronically absent students (more than 10 absences)									
	# of suspensions									
	# of new SPED referrals									
	# of students needing intervention by grade									
	Grade 6									
	Grade 7									
	Grade 8									
	# of students who have exited intervention by grade									
	Grade 6									
	Grade 7									
	Grade 8									
Academic achievement	# of students scoring at least ____ on last ANET ELA									
	# of ELL students scoring at least ____ on last ANET ELA									
	# of SWD students scoring at least ____ on last ANET ELA									
	# of students scoring at least ____ on last ANET Math									
	# of ELL students scoring at least ____ on last ANET Math									
	# of SWD students scoring at least ____ on last ANET Math									
	# of students proficient on last ELA interim assessment									
	# of ELL students proficient on last ELA interim assessment									
	# of SWD students proficient on last ELA interim assessment									
	# of students proficient on last Math interim assessment									
	# of ELL students proficient on last Math assessment									
	# of SWD students proficient on last Math assessment									
# of students with one or more failures										

	# of ELL students with one or more failures										
	# of SWD students with one or more failures										
Teacher support	Teacher attendance rate										
	# of PTS teachers										
	# of NPTS teachers										
	# of teachers who will be evaluated this year										
	# of teachers rated Exemplary on summative										
	# of teachers rated Proficient on summative										
	# of teachers rated Needs Improvement on summative										
	# of teachers rated Unsatisfactory on summative										
	# of observations with ratings and feedback (scale to be changed)										
	% of teachers where learning objectives are clearly evident										
	% of teachers where differentiated instruction is clearly evident										
	% of teachers where a variety of instructional strategies is clearly evident										
	% of teachers where effective learning materials are clearly evident										
	% of teachers where higher order thinking strategies are clearly evident										
	% of teachers where a variety of authentic assessments are clearly evident										
Parent/Family Engagement	Parent/Family Volunteer Hours										
	Parent/Family Attendance at Lunch/Discussions										
	Parent/Family Attendance at Outreach Events										
	COLOR CODE										
	Orange – to be completed from central data bases										
	Blue – to be completed by Special Education Department										
	White – to be completed by Principals										

Monthly Reflection Questions

1. What progress has been made in each data category since last meeting? How do you know (show evidence/ benchmark)?

- Instructional leadership:
- Student support:
- Academic achievement:
- Teacher support:

2. What are some challenges in making desired progress related to each data category?

- Instructional leadership:
- Student support:
- Academic achievement:
- Teacher support:

3. What will you (1) keep doing, (2) stop doing, and (3) start doing in the next week/month (action steps) to achieve desired progress?

- Keep doing:
- Stop doing:
- Start doing:

Due by:
