

**Holyoke Public Schools
Accelerated Plan
2013 – 2014**

Section 1: Summary of Key Issues and Strategic Objectives

Background

In March 2011, Holyoke Public Schools (HPS) was designated as a Level 4 district by the MA Department of Elementary and Secondary Education (ESE) and a variety of issue areas and opportunities were cited in a District Review conducted by ESE. Some of the key issues included:

- Persistently low student achievement across the district (CPI 20 points lower than the state average in Math and ELA)
- An exceptionally high number of special education and LEP students in the warning/failing category on the MCAS (double the state-wide average)
- A lack of consistent district-wide instruction, assessment and intervention policies and procedures
- A lack of clear expectations for use and dissemination of data, monitoring procedures, and sufficient professional development support for the analysis and use of data
- Insufficient levels of training and staffing to support high needs populations

To address the issues and opportunities highlighted by the ESE District Review, HPS articulated and implemented a district-wide Accelerated Improvement Plan (AIP) starting in the 2011-2012 school year.

During Year 1 (2011-2012) of the district's Level 4 status, the district made great progress in building capacity and structures across the district and establishing conditions upon which broader reform can be achieved. However, it was clear that more significant work was necessary to embed change in every classroom to dramatically increase student achievement.

During Year 2 (2012-2013), the district implemented the plan with greater focus, with greater alignment among district leaders. The district focused on leaders' impact on the classrooms through its work in embedding data cycles to drive instruction, identifying key elements of good instruction, and delivering frequent and actionable feedback to teachers. The meeting structures built in Year 1, such as the monthly District Instructional Leadership Team (DILT) meetings, became the venue in which leaders could build their capacities in improving classroom instruction.

In Year 3 (2013-2014), the district expects to work with greater urgency and spread the focus of Year 2 to leadership structures at all levels across the district. While many systems and structures have been put in place and district leaders have grown in capacity, the impact must reach the classrooms - instructional quality in classrooms must improve dramatically to increase student achievement. The district must continue to accelerate change with a sense of urgency. This document articulates an updated Year 3 plan that builds upon the progress made in Year 1 and Year 2, with adjustments based upon lessons learned and with greater focus in areas of strength.

Progress Achieved in SY2012-13

Significant progress was achieved over the past school year across each of the four strategic objectives of the AIP.

- **Strategic Objective #1: Building instructional leadership capacity:** The district utilized systems and structures built in the previous year to build the leaders' capacity to be more effective instructional leaders. The District Instructional Leadership Team (DILT) met on a monthly basis with a "standing agenda" to focus on two key areas: (1) embedding data cycles, and (2) impacting classroom instruction through frequent walkthroughs and actionable feedback. A system of classroom walkthroughs was utilized to ensure leaders frequently observed teacher practice and provided actionable feedback to teachers. School and District Improvement Plans (SIPs and DIPs) were monitored through monthly meetings between principals and the Assistant Superintendent to ensure progress.
- **Strategic Objective #2: Using common assessments and implementing data cycles:** The district partnered with the Achievement Network to embed a four-step data cycle in each K-8 school. The components of the data cycle include (1) pre-planning from standards, (2) administering assessments, (3) analyzing data in data meetings, and (4) reflecting / following – up. To that end, the district administered common formative assessments in ELA (grades 3-8) and math (grades 2-8). During each data cycle, teachers and administrators analyzed the data, identified priority standards, unpacked student misconceptions, and wrote reteach plans to address students' weaknesses. Administrators observed many reteach lessons, and in several schools, teachers were required to submit reassessment data to serve as evidence for effectiveness. Also, through the Data Leadership Team structure created in each school to lead the data cycle work, some teachers emerged as clear leaders who became critical to creating buy-in among colleagues and a culture of data-driven reflection/instruction.
- **Strategic Objective #3/#4: Implementing best practices in literacy in grades PK-3 and 4-12:** Through the systems of walkthroughs/feedback and assessment data cycles, the district increased its focus on addressing the needs of struggling readers. Through the walkthrough system, the district leaders focused on providing feedback to teachers on instructional practices that are keys to raising literacy, such as reading comprehension, checking for understanding, and reteaching. Through the data cycles, teachers and school administrators dissected data to identify struggling students, including struggling readers, to address their needs.

Lessons Learned in SY2012-13

The district has still much more work to do and believes in continuous improvement and on-going learning. A process of analysis and reflection informed the development of this document. The District Instructional Leadership Team reflected on the past year's plan and identified areas of strength and opportunity for next year. Based on the reflection, the Implementation Team (a leadership team of 3 principals, 3 directors, and the assistant superintendent) identified high leverage initiatives and action steps that need to occur to accelerate and deepen the district's work.

Throughout the 2012-13 school year, a number of important lessons were learned during the implementation of the AIP, most importantly:

- *Structures, systems, and focus are necessary to embed practice.* The initiatives that had the greatest success were implemented within strong structures and systems. For example, conducting walkthroughs and providing feedback became embedded in leader practice, because a system was in place for monthly reporting and progress monitoring. Analyzing data and adjusting instruction were possible because a system of test administration, data analysis, action planning, and re-teaching was set up in each school as a data cycle.

- *Data-driven instruction is critical to increasing student learning.* The teachers and school administrators began to realize that an analysis of student-level data (both daily and quarterly) is the only way to know what to teach and how to teach effectively.
- *Principal knowledge and capacity are critical to developing teachers.* Impacting students requires impacting teachers. Impacting teachers requires principal leadership. Thus, the work in 2012-13 solicited significant engagement from principals. At the DILT meetings and data cycle meetings, principals consistently built their academic content knowledge and instructional leadership. They constantly pushed their own practice so that they can help develop their teachers. With principal leadership, we not only saw changes in classrooms through direct feedback but also the emergence of teacher leaders who provided leverage to principals in pushing the work. In some schools, teacher leaders were critical in leading their peers in the data cycle work. Going forward, teacher leadership, along with principal leadership, will be critical to impacting the classroom.
- *Transparent monitoring systems can focus implementation:* Initiatives that showed significant progress were those that were routinely and clearly tracked and monitored. For example, walkthroughs were tracked closely and reported publicly at monthly DILT meetings. The quality of walkthrough feedback was controlled through monthly submissions and review. In addition, in the K-8 schools, teachers were required to submit their reteach plans after each data cycle meeting, and the principals provided feedback on the plans before they were implemented. The principals also monitored the implementation of the reteach plans during walkthroughs.

Four Strategic Objectives for SY2013-14

Building upon the systems and structures that have been built and the focus that has been created around instructional quality and data cycles, the district has set the same four Strategic Objectives for SY2013-2014. These objectives all focus on the central task of **improving the instructional core for all students, with a focus on students with disabilities and limited English proficiency.** We believe the Strategic Objectives complement and reinforce one another to provide a powerful plan for improvement.

- **Strategic Objective #1: Improve instructional quality by BUILDING LEADERSHIP CAPACITY** at the district and school levels to continuously improve teaching and learning.
 - **District-level teams:** Strengthen and expand the structures and systems that have been developed over the past two years for building instructional leadership at the district level
 - **District Instructional Leadership Team:** Build the DILT to be the primary venue in which both school and district leaders grow in instructional leadership, learn best practices, create peer accountability, and achieve the strategic objectives of the AIP. Continue with having a “standing agenda” at the DILT meetings to ensure focus and intensity on the key initiatives. Given the success of the DILT and its impact on student learning, this year the DILT will be expanded to include additional leaders, including, but not limited to, Assistant Principals, teacher-leaders, and central office operational leaders.
 - **Implementation Team:** Build the Implementation Team to take ownership of the strategic objectives of the AIP, create focus and alignment throughout the district, and drive to outcomes. Expand the reach and impact of the implementation team by creating sub-groups or working committees, each interconnected and aligned to the strategic objectives of the AIP, including:
 - **Professional Learning (PD) Committee:** Create a professional learning committee comprised of both district and school leaders to ensure that

all professional learning (PD) in the district is designed to (1) to further the strategic objectives of the AIP, (2) be coherent and focused across the district, and (3) impact student learning

- **Educator Evaluation Committee:** Comprised of district administrators and at least one principal, this team will work to assure that the Ed Eval system is implemented so as to: (1) comply with all regulations and guidelines; and (2) align with other district and school development efforts in order to support the ongoing transformation of the district
- **Early Literacy Committee:** Comprised of district leaders, principals, and teacher leaders from each elementary school, this team will work to assess the district's—and each school's—strengths and needs, and identify and implement key innovations, in order to improve literacy outcomes for students in grades K-3
- **Principal Team:** Use the Principal meetings to collaborate with peers, share best practices, track progress on the SIPs, and problem solve around obstacles to implementing the AIP/SIPs
- **School-level teams:** Expand systems and structures to the school level to build instructional capacity of principals, assistant principals, and teacher leaders. These school-based teams (e.g., SILTs, data leadership teams) will (1) be comprised of members who have demonstrated effectiveness in their practice, (2) lead the implementation of the SIPs, and (3) serve as models/coaches to their colleagues in implementing the instructional best practices highlighted in the AIP.
- **Development systems:** Strengthen coherent and focused systems for developing teachers to help teachers become more effective teachers
 - **Classroom visits and feedback:** Build on the frequent use of walkthroughs from last year and the implementation of the Ed Eval system to ensure that administrators (directors, principals, APs, and department heads) are frequently observing teacher practice and providing specific and actionable feedback that impacts student learning
 - **Professional learning:** Ensure that professional learning for teachers is coherent with the strategic objectives of the district/AIP, focused and intensive (i.e., repeated and deepened over the course of the year), reinforced through administrator feedback, and focused on the instructional core. In particular, professional learning will focus on standards-based instructional planning, one of the critical steps in the “data cycle” (articulated in Strategic Objective #2).
 - **Instructional plan review and feedback:** Strengthen teachers' capacities to plan their instruction based on standards, not only through professional development / training, but also through frequent administrator review and feedback on the quality of planning. Teachers will be expected to create lesson plans daily (either in teams or individually), and administrators will be expected to review a sample of lesson plans on a frequent basis and provide feedback.
- **Monitoring systems:** Strengthen data-driven systems of accountability to monitor progress of schools and teachers throughout the year
 - **Educator Evaluation system:** Use the Ed Eval system to ensure that goals and expectations for teachers are clearly set, administrators provide continuous support and feedback to improve teacher practice, and teachers are kept accountable to improving their practice and improving student learning
 - **School Improvement Plans:** Tightly align the SIPs to the strategic objectives of the AIP to ensure coherence and a focus on the instructional core, and monitor them on a monthly basis (using a “monthly data dashboard”) at DILT

meetings to ensure schools' progress towards the SIP goals; keep principals accountable to meeting their SIP goals and PPI targets

- **Strategic Objective #2: USE DATA EFFECTIVELY** through a cycle of inquiry to examine and improve practice both daily and on an interim basis. For SY2013-2014, the district seeks to build on the successful implementation of the data cycles in ELA and Math for grades 3-8 and 2-8, respectively, to serve as a model for data cycles in *all* grades and *all* subjects
 - **Common formative assessments:** Create a streamlined and purposeful assessment plan with uniformity in common assessments that are standards-based, with an accompanying system around each assessment for data collection and review. These common formative assessments will include:
 - **ANet ELA and math assessments:** standards-based MCAS-like assessments in grades 3-8
 - **Benchmark Assessment System (BAS):** Fountas and Pinnell literacy assessments to measure students' reading proficiency
 - **High School Quarterly/formative assessments:** high school math and ELA assessments that are aligned to the curriculum
 - **Data cycles (teacher-level):** Deepen the schools' use of data to improve instruction through data cycles (with the support of ANet in grades 3-8 and with the leadership of the data leadership teams for literacy in PK-3 and for ELA and math in high school).
 - **Standards-based instructional planning:** Unpack the standards that will be covered and assessed in the upcoming unit and plan rigorous and differentiated instruction based on student needs (e.g., LEP levels, IEPs, 504s, skills/knowledge gaps, learning styles)
 - **Administration:** Administer district-wide common formative assessments, including ANet interim assessments in math (grades 2-8) and ELA (grades 3-8), the Benchmark Assessment System (grades K-8), Teaching Strategies Gold (grades PK-K), HS quarterly/formative assessments¹ (grades 9-12)
 - **Analysis:** Analyze the assessment results to identify priority standards and areas of need in schools, grades, classrooms, and students – where ANet support is not available (i.e., grades PreK-2 and grades 9-12), the data leadership team will be responsible for supporting teachers in analyzing the data
 - **Adapting instruction:** Develop action / reteach plans with concrete strategies to address areas of need identified in data analysis – these action plans will be thoughtful about student groupings and students' IEP and/or levels in English language proficiency
 - **Reflection:** Reassess and reflect on the effectiveness of adjustments in instruction; plan for what can be done more effectively in the next cycle
 - **Data-driven action (leader-level):** Deepen the district and school leaders' abilities to make data-driven decisions by systematically collecting, reflecting, and acting on data. Data collected to inform leader action will include indicators on SIP "monthly dashboard," ANet performance benchmarking reports, ANet temp checks, observation data, feedback samples, and instructional plan samples
- **Strategic Objective #3: 85% of all Holyoke children will be proficient readers by the end of third grade by 2014.** Recognizing that no progress has been made toward this strategic

¹ The assessments will be different for Holyoke High School, which has its own "quarterly assessments," and Dean Technical High School, which will use online formative assessments via a partner, Datacaton.

objective in the last two years, the district is rebuilding its plan for early literacy with a new sense of urgency and a high level of focus and attention. While the strategic objective remains the same, the plan to achieve the strategic objective has changed and will continue to be refined throughout the year.

- **Focus on core instruction (Tier 1):** Improve reading instruction by strengthening the implementation and standardization of the core reading program, across all schools and for all students
 - **Scope, sequence, and pacing:** Clarify expected scope, sequence, and pacing for PK-3 to use for literacy blocks that emphasizes balanced literacy with consistent instruction on phonemic awareness, phonics, vocabulary, fluency, and comprehension.
 - **Maximizing the literacy block:** Clearly define what a standard lesson in the core reading/ELA block should look like for PK-3 classrooms in Holyoke (e.g., 30 min skills, 1 hour reading, 1 hour writing). Provide support to administrators and teachers in structuring the literacy block to ensure implementation of the district's expectations on scope/sequence/pacing. Ensure that administrators and strongest teachers provide support and create accountability to ensure all teachers use the standard structure.
 - **Data cycles (part of SO#2):** Ensure that all teachers do frequent but short assessments of students' reading levels to continuously measure student progress and to adjust instruction accordingly. Use assessment data to identify which teachers are achieving strong results and can support other colleagues as well as which teachers require additional support.
 - **Effective core reading teachers:** Ensure that all core teachers are skilled and trained in best practice literacy instruction, as well as strategies for differentiating and sheltering instruction for SWD and ELL populations, through professional learning and the educator evaluation system
- **Support teacher improvement:** Strengthen systems to ensure teachers implement the literacy program with fidelity and to provide support to teachers to improve their practice.
 - **Identification of resources to provide support:** Identify the strongest administrators and teachers who can provide support to teachers in order to ensure fidelity to the scope/sequence/pacing and structure of the literacy block, and to drive improvement in teacher practice.
 - **Classroom visits and feedback:** Explicitly identify pacing, lesson plan structure, and content that administrators should expect to see in each type of classroom each week for pre-K to 3rd grade. Build administrator capacity to conduct observations and provide feedback that creates accountability and provides support to teachers.
 - **Professional learning:** Provide intensive professional development and learning opportunities to pre-K to 3rd grade teachers at the district and school level.
- **Strengthen Tier II and Tier III:** Strengthen supports for struggling readers by ensuring that their Tier I instruction is strong, and that interventions are available, takes the form of additional time with effective reading teachers, and have a curriculum aligned to the scope/sequence/pacing of the core curriculum.
 - **English Language Learners:** Strengthen implementation of WIDA standards and SEI strategies by all teachers in every classroom to increase ELLs' access to literacy
 - **Students with Disabilities:** Strengthen differentiation of instruction by all

- teachers through stronger planning and professional learning
 - **Data-driven monitoring (part of SO#2):** Ensure frequent assessments and monitoring of students' progress to assess the effectiveness of intervention efforts and to adjust accordingly
 - **Effective intervention teachers:** Ensure that interventions are provided by teachers who are skilled and trained in best practice literacy instruction (e.g., reading interventionists, reading specialists)
- **Instructional planning and data cycles (part of SO#2):** Build and strengthen data cycles around early literacy to frequently monitor students' progress and to improve literacy instruction; since ANet does not work at the PK-2 level, these cycles will be implemented by a team of effective and data-driven teachers in early grades who are able to lead their peers.
 - *This work is aligned to Strategic Objective #2. Please see the "data cycles" section under Strategic Objective #2 on page 5, which has the following components:*
 - **Standards-based instructional planning**
 - **Administration**
 - **Analysis**
 - **Adapting instruction**
 - **Reflection**
- **External partnerships:** Continue to partner with community partners and the Mayor's office to support improved literacy in the early grades. External partners have agreed to focus their efforts on increasing parent involvement and supporting a strong pre-K.
- **Strategic Objective #4: Focus on literacy in grades 4-12**

***Grades 4-8:** the initiatives and activities designed to focus on literacy will be identical to those in Strategic Objective #3*

***Grades 9-12:** the initiatives and activities designed to improve literacy in the high schools will be centered on **using common formative assessments and embedding data cycles to drive instruction (aligned to SO#2), as well as strengthening support systems to stem dropout and retention rates.**² While Holyoke High School (HHS) and Dean Tech (Dean) will*

² It is important to highlight that while the plan at Dean Tech is aligned to the AIP, it has a more expansive and dramatic plan for turnaround. The district is excited for the partnership between Dean Tech and Project Grad, which will focus on the following priorities:

- **Priority 1:** To ensure effective leadership to drive planning and implementation of New Tech Network high school model, based on the following principles:
 - **Principle 1:** It creates a culture that empowers students and teachers;
 - **Principle 2:** It demands teaching that engages students and makes learning, which occurs in a project-based learning context, a vibrant, creative, and collaborative experience so that students have deeper learning outcomes; and
 - **Principle 3:** It offers technology that enables, including a 1-1 student-computer ratio and sophisticated, user friendly web-based resources deployed for all stakeholders, including parents.
- **Priority 2:** To enhance the rigor of the curricula and improve core instruction, to improve outcomes for all students, especially SPED and ELL subgroups
- **Priority 3:** To build in time, develop programs, and create identification and progress monitoring systems to ensure all students, especially high needs students, namely SPED and ELL subgroups, receive the supports they need beyond core instruction
- **Priority 4:** To fully engage parents/families and the broader Holyoke community in school improvement efforts

use different formative assessments³, both schools' key strategy for improving students' literacy and academic achievement will involve the use of real-time data generated from formative assessments and student behavior to drive instruction and action.

- **Instructional planning and data cycles (part of SO#2):** Build and strengthen data cycles around quarterly/formative assessments to monitor students' progress and to improve instruction; since ANet does not work at the high school level, these cycles will be implemented by a team of effective and data-driven teachers at both schools, with additional support from Datacation, their partner, at Dean.
 - *This work is aligned to Strategic Objective #2. Please see the "data cycles" section under Strategic Objective #2 on page 5, which has the following components:*
 - **Standards-based instructional planning**
 - **Administration**
 - **Analysis**
 - **Adapting instruction**
 - **Reflection**
- **Support teacher improvement:** Strengthen systems to ensure teachers implement standards-based instructional plans with fidelity and to provide support to teachers to improve their practice.
 - **Identification of resources to provide support:** Identify the strongest administrators and teachers who can provide support to teachers in order to ensure rigorous standards-based planning with a focus on content literacy, to drive improvement in teacher practice.
 - **Classroom visits and feedback:** Explicitly identify pacing, lesson plan structure, and content that administrators should expect to see in each type of classroom. Build administrator capacity to conduct observations and provide feedback that creates accountability and provides support to teachers.
 - **Professional learning:** Provide intensive professional development and learning opportunities to grade 9-12 teachers at the district and school level.
- **Implement data-driven interventions to stem dropout and retention rates:** Strengthen systems for early identification and supports for at-risk students⁴.
 - **Early identification systems:** Both high schools will use frequent monitoring of data to identify and monitor the progress of students. HHS will use the Early Warning Indicator System, staff referrals, ongoing monitoring of student attendance, suspensions, and progress reports. Dean will use the iResult online platform to serve as an early warning system on each student, by tracking data on attendance, behavior, class performance, formative assessment, and extracurriculars.
 - **Advisory teams:** a team of adults will provide intensive interventions to students identified as "at risk". At HHS, advisory groups and graduation coaches will be put in place to address the behavior, academic, social/emotional needs of students. At Dean, a similar advisory team will frequently use data to appropriately assign both academic and "soft" interventions (e.g., student conferences, parent meetings).

³ Holyoke High School will use its own "quarterly assessments," while Dean Technical High School, will use online formative assessments via a partner, Datacation.

⁴ A more detailed plan for Dean can be found in Dean's SRG application

Theory of Action

The HPS Theory of Action continues to be a guiding framework for our improvement efforts:

Holyoke Public Schools Theory of Action

We believe that IF we focus leadership time and resources on:

- *embedding a data cycle,*
- *providing actionable feedback to teachers on instructional practices,*
- *providing rigorous yet differentiated and accessible instruction for all students (including English language learners and students with disabilities)*

THEN,

Core instruction will improve across the district and HPS will reduce the ELA and math achievement gap with the state by half by 2017

Deepening Areas of Focus of the Accelerated Improvement Plan

While the basic structure of the AIP will remain the same in SY13-14 as in SY12-13, there will be several areas of focus that will be refined for greater impact:

- **Expanding the building of leadership capacity across the district:** in 2012-2013, the DILT continued to be a critical structure for building the capacities of district and school leaders in improving the instructional core and focusing on the strategic objectives of the AIP. However, a similar type of capacity-building was not available to school teams. In order to ensure the work ultimately drives improvement at the classroom level, the district will expand its leadership capacity building efforts to include not only directors and principals but also assistant principals, department heads, and teacher leaders. For example, the monthly DILTs will expand to include school teams, and additional efforts will be made to ensure that the learnings from the DILT meetings are translated into action at the school level.
- **Moving to a single observation system (as part of educator evaluation) while preserving the walkthroughs' focus on frequent and actionable feedback:** in 2012-2013, the walkthrough system served as a critical lever to developing teachers. As SY2013-14 will be the district's first full year of implementing the new educator evaluation system, the two systems must be aligned to ensure that the developmental spirit of walkthroughs is not lost in the new system. This will mean developing new walkthrough tools and protocols that are seamlessly aligned and connected to the evaluation system. It will also mean maintaining similar data collection and reporting requirements for observations.
- **Aligning the key elements of good teaching to Educator Evaluations and holding administrators to similar standards:** In 2012-13, the district implemented the five elements of good teaching to impact instructional practices at the classroom level. With the new educator evaluation system in full implementation in 2013-14, the district aligned these elements to the new teacher rubric for more coherence with the evaluation system. This way, administrators will calibrate their definitions of "proficiency" according to the new teacher rubric, and there will be greater alignment between teachers' professional practice goals and administrators' feedback and evaluations. In addition, a similar set of key rubric elements have been selected to focus administrators' growth in instructional leadership and to keep administrators equally accountable (see end of this document for the teacher and administrator rubrics). While the teachers' growth on the key rubric elements will be monitored primarily

through observations and instructional plan reviews, the administrators' growth on their key rubric elements will be monitored via SIP monitoring and the DILT.

- **Data-driven peer monitoring of School Improvement Plans:** The district will ensure that accountability is strengthened through a greater use of data in monitoring the SIPs. The SIP monitoring process will include a “data dashboard” of critical school indicators that will be measured on a monthly basis to monitor the progress of schools. Additionally, the monitoring process will introduce peer accountability by reserving a portion of the monthly DILT meetings to review of the SIP data dashboards and for collaborative action planning. The monthly dashboard will include a wide range of metrics, from student achievement metrics (e.g., formative assessment results), to teacher metrics (e.g., observation ratings), to climate/culture indicators (e.g., student attendance, discipline). To that end, the district will be shifting expectations of directors that rather than developing their own Departmental Improvement Plans separate from the SIPs, directors will support the progress of the SIPs by (1) reviewing data related to their areas of leadership, (1) develop an analysis of data, and (3) identify recommended steps for school teams to improve outcomes for students.
- **Rebuilding the strategy in early literacy (SO#3) with a new level of urgency and focus:** The district owns and faces the sobering fact that early literacy has not seen improvements in the past two years. As a result, with a change in leadership, the district is rebuilding its strategy in early literacy. It has convened an early literacy committee to help design a strategy and to implement it once the strategy becomes more concrete. The district is still in its “fact-finding” stage and expects the strategy to become increasingly concrete in the following months, but the key components of the strategy will include focusing on core instruction by (1) providing a district-wide structure on the scope, sequence, and pacing of the curriculum in grades K-3, (2) providing additional guidance on the use of literacy blocks to ensure balanced literacy instruction, and (3) building a data cycle (aligned to SO#2) around early literacy for frequent assessment of progress.
- **Expanding the data cycles to include early literacy and high school core subject areas:** In 2012-2013, the district, with the support of ANet, has begun to embed data cycles in grades 3-8 to drive instruction. While the data cycles in grades 3-8 must be implemented with greater effectiveness in SY2013-14, similar data cycles will need to be implemented around early literacy and in grades 9-12. In order to do so, directors, principals, and other school leaders (e.g., APs, department heads, teacher leaders) will be responsible for owning the effort and empowering the data leadership teams to lead their colleagues in analyzing the data to inform instruction.
- **Strengthening core instruction as a key strategy to meet the needs of English Language Learners and students with disabilities:** The district's strategy to raising the achievement of English language learners and students with disabilities this year will focus heavily on strengthening the capacity of core teachers to deliver instruction that is well-sheltered and well-differentiated to increase the learning of ELLs and SWDs. Therefore, the focus will be on improving Tier I instruction by better equipping core teachers / content teachers with instructional strategies that make content more accessible, and ensuring that Tier II and Tier III instruction is delivered by content-strong teachers. As a result, a focus on SPED and ELL is not a separate initiative; instead, each strategic objective and initiative in the AIP will be implemented in a way that maximizes learning for all students, especially for SPED and ELL students (in the Section 3, the activities that target learning for SPED and ELL students will be indicated by asterisks*).

Section 2: Plan Summary: Initiatives, Early Evidence of Change, Short-Term Outcomes, and Final Outcomes

Strategic Objective 1: Improve instructional quality by BUILDING LEADERSHIP CAPACITY at the district and school levels to continuously improve teaching and learning.	
Strategic Initiatives	Early Evidence of Change, Short-term Outcomes, and Final Outcomes
<p><i>(More details on the initiatives can be found in Section 1)</i></p> <p>#1: District-level teams: Strengthen and expand the structures and systems that have been developed over the past two years for building instructional leadership at the district level. These teams will be interconnected and aligned to the AIP strategic objectives, and will include:</p> <ul style="list-style-type: none"> • District Instructional Leadership Team • Implementation Team <ul style="list-style-type: none"> ○ Professional Learning (PD) Committee ○ Educator Evaluation Committee ○ Early Literacy Committee • Principal Team <p>#2: School-level teams: Expand systems and structures to the school level to build instructional capacity of principals, assistant principals, and teacher leaders. Such teams include:</p> <ul style="list-style-type: none"> • School Instructional Leadership Team • Data Leadership Team <p>#3: Development systems: Strengthen coherent and focused systems for developing teachers to help teachers become more effective teachers. Such systems include:</p> <ul style="list-style-type: none"> • Classroom visits and feedback • Professional learning • Instructional plan review and feedback 	<p>Early Evidence of Change</p> <p><i>As measured and collected by the Superintendent / Asst. Superintendent:</i></p> <ul style="list-style-type: none"> • By January 2014, 100% of schools demonstrate growth and/or proficiency on rubric element I-D-2⁵ (Observation and Feedback), as evidenced by: <ul style="list-style-type: none"> ○ Meeting monthly observation targets (based on the SIP monthly dashboard) ○ Samples of feedback⁶ to teachers that are specific and actionable • By January 2014, 100% of schools demonstrate growth and/or proficiency on element I-A-2 (Lesson Development Support), as evidenced by: <ul style="list-style-type: none"> ○ Meeting monthly lesson plan review targets (based on the SIP monthly dashboard) ○ Samples of lesson plans⁷ that are standards-based, thoughtful about subgroups, use a variety of formative assessments, and have challenging activities <p><i>As measured and collected by the principals, APs, and department heads:</i></p> <ul style="list-style-type: none"> • By January 2014, 75% of sampled teachers demonstrate growth and/or proficiency on rubric element I-A-3⁸ (Rigorous Standards-Based Unit Design), as evidenced by: <ul style="list-style-type: none"> ○ Sample unit/lesson plans

⁵ The key administrator rubric elements that the district will focus on (with the accompanying rubric descriptors) are in the last two pages of this document

⁶ Principals are required to submit 5 pieces of observation feedback per month (self-selected) which will be brought to the monthly DILTs for peer review

⁷ Principals are required to submit 5 lessons plans reviewed with feedback per month (self-selected) which will be brought to the monthly DILTs for peer review

⁸ The key teacher rubric elements that the district will focus on (with the accompanying rubric descriptors) are in the last two pages of this document

#4: Monitoring systems: Strengthen data-driven systems of accountability to monitor progress of schools and teachers throughout the year. Such systems include:

- Educator Evaluation system
- School Improvement Plans

- Observation data

- By January 2014, 75% of sampled teachers demonstrate growth and/or proficiency on rubric element **I-A-4** (Well-Structure Lessons), as evidenced by:
 - Sample lesson plans
 - Observation data

Short-term Outcomes

As collected and reported by Achievement Network:

- K-8 schools make progress towards MCAS CPI goals as measured by ANet CPI “temp checks” over the course of the year in grades 2-8 in Math and grades 3-8 in ELA, as reported by ANet
 - All seven schools will be on track to outperform last year’s Math and ELA CPI scores
 - Almost 50% (or 3/7) schools will be on track to meet CPI goals, as determined by DESE
 - All seven schools will be on track to outperform last year’s Math and ELA CPI scores for ELL and SpEd students (assessment results for each administration will be within 1.25 points of target)

As collected and reported by high school principals:

- The percentage of high school students passing the quarterly/formative assessments in ELA and Math will increase by at least 5 percentage points each quarter

Strategic Objective #2 USE DATA EFFECTIVELY through a cycle of inquiry to examine and improve practice on both a daily and interim basis, especially in ELA and Mathematics.	
Strategic Initiatives	Early Evidence of Change, Short-term Outcomes, and Final Outcomes
<p><i>(More details on the initiatives can be found in Section 1)</i></p> <p>#1: Common formative assessments: Create a streamlined and purposeful assessment plan with uniformity in common assessments that are standards-based, with an accompanying system around each assessment for data collection and review. These common formative assessments will include:</p> <ul style="list-style-type: none"> • ANet ELA and math assessments • Benchmark Assessment System (BAS) • High School Quarterly/formative assessments <p>#2: Data cycles (teacher-level): Deepen the schools' use of data to improve instruction through data cycles (with the support of ANet in grades 3-8 and with the leadership of the data leadership teams in remaining grades). The steps of the cycles include:</p> <ul style="list-style-type: none"> • Standards-based instructional planning • Administration • Analysis • Adapting instruction • Reflection <p>#3: Data-driven action (leader-level): Deepen the district and school leaders' abilities to make data-driven decisions by systematically collecting, reflecting, and acting on data. Data collected to inform leader action will include indicators on SIP "monthly dashboard," ANet performance benchmarking reports, ANet temp checks, observation data, feedback samples, and instructional plan samples</p>	<p>Early Evidence</p> <p><i>As measured and collected by the Superintendent / Asst. Superintendent:</i></p> <ul style="list-style-type: none"> • By January 2014, 100% of schools demonstrate growth and/or proficiency on rubric element I-C-2 (Adjustment to Practice), as evidenced by: <ul style="list-style-type: none"> ○ Timely administration of assessments ○ Timely organization of teachers for data meetings ○ Samples of teacher data analysis and action plans reflecting adjustments to instruction based on data • By January 2014, 100% of schools demonstrate growth and/or proficiency on rubric element I-E-1 (Knowledge and Use of Data), as evidenced by: <ul style="list-style-type: none"> ○ Timely completion of monthly SIP "data dashboards" ○ Full and meaningful participation of action planning based on data dashboard at every DILT <p><i>As measured and collected by the principals, APs, and department heads:</i></p> <ul style="list-style-type: none"> • By January 2014, 75% of observed teachers demonstrate growth and/or proficiency on rubric element I-B-1 (Variety of Assessment Methods), as evidenced by: <ul style="list-style-type: none"> ○ Sample lesson plans (with clear plans for checking for understanding and using assessments) ○ Observation data • By January 2014, 75% of observed teachers demonstrate growth and/or proficiency on rubric element I-B-2 (Adjustments to Practice), as evidenced by: <ul style="list-style-type: none"> ○ Sample lesson plans ○ Action plans generated from data meetings

- Observation data

Short-term Outcomes

(Same as in Strategic Objective #1)

Strategic Objective 3: 85% of all Holyoke children will be proficient readers by the end of third grade by 2014.	
Strategic Initiatives	Early Evidence of Change, Short-term Outcomes, and Final Outcomes
<p><i>(More details on the initiatives can be found in Section 1)</i></p> <p>#1: Focus on core instruction (Tier 1): Improve reading instruction by strengthening the implementation and standardization of the core reading program, across all schools and for all students. Components of this initiative include:</p> <ul style="list-style-type: none"> • Scope, sequence, and pacing • Maximizing the literacy block • Data cycles (SO#2) • Effective core reading teachers <p>#2: Support teacher improvement: Strengthen systems to ensure teachers implement the literacy program with fidelity and to provide support to teachers to improve their practice. Components of this initiative include:</p> <ul style="list-style-type: none"> • Identification of resources to provide support • Classroom visits and feedback • Professional learning <p>#3: Strengthen Tier II and Tier III: Strengthen supports for struggling readers by ensuring that their Tier I instruction is strong, and that interventions are available, takes the form of additional time with effective reading teachers, and have a curriculum aligned to the scope/sequence/pacing of the core curriculum. Components of this initiative include:</p> <ul style="list-style-type: none"> • English language learners • Students with disabilities • Data-driven monitoring (SO#2) • Effective intervention teachers <p>#4: Instructional planning and data cycles (SO#2): Build and strengthen data cycles around early literacy to frequently monitor students' progress and to improve literacy instruction; since ANet</p>	<p>Early Evidence <i>As measured and collected by the principals, APs, and department heads:</i></p> <ul style="list-style-type: none"> • By January 2014, 75% of observed teachers demonstrate growth and/or proficiency on rubric element I-B-1 (Variety of Assessment Methods), as evidenced by: <ul style="list-style-type: none"> ○ Sample lesson plans (with clear plans for checking for understanding and using assessments) ○ Observation data • By January 2014, 75% of observed teachers demonstrate growth and/or proficiency on rubric element I-B-2 (Adjustments to Practice), as evidenced by: <ul style="list-style-type: none"> ○ Sample lesson plans ○ Action plans generated from data meetings ○ Observation data • By January 2014, 100% of observed PK-3 teachers demonstrate evidence of implementing the HPS early literacy scope and sequence⁹, as evidenced by: <ul style="list-style-type: none"> ○ Sample lesson plans ○ Observation data <p>Short-term Outcomes <i>As collected and reported by the ELA and Early Childhood Directors:</i></p> <ul style="list-style-type: none"> • By Winter 2014, 75% of PK-3 students will be reading on grade-level as measured by the Benchmark Assessment System <p><i>As collected and reported by Achievement Network:</i></p> <ul style="list-style-type: none"> • K-8 schools make progress towards MCAS CPI goals as

⁹ See activities under Strategic Objective 3 in Section 3 of the document for more details

does not work at the PK-2 level, these cycles will be implemented by a team of effective and data-driven teachers in early grades who are able to lead their peers. in the following:

- Standards-based instructional planning
- Administration
- Analysis
- Adapting instruction
- Reflection

#5: External partnerships: Continue to partner with community partners and the Mayor's office to support improved literacy in the early grades. External partners have agreed to focus their efforts on increasing parent involvement and supporting a strong pre-K.

measured by ANet CPI "temp checks" over the course of the year in grades 2-8 in Math and grades 3-8 in ELA, as reported by ANet

- All seven schools will be on track to outperform last year's Math and ELA CPI scores
- Almost 50% (or 3/7) schools will be on track to meet CPI goals, as determined by DESE
- All seven schools will be on track to outperform last year's Math and ELA CPI scores for ELL and SpEd students (assessment results for each administration will be within 1.25 points of target)

Strategic Objective 4: Focus on literacy grades 4-12.	
Strategic Initiatives	Early Evidence of Change, Short-term Outcomes, and Final Outcomes
<p><i>(More details on the initiatives can be found in Section 1)</i></p> <p>Grades 4-8: the initiatives and activities designed to focus on literacy will be identical to those in Strategic Objective #3</p> <p>Grades 9-12: the initiatives and activities designed to improve literacy in the high schools will be centered on using common formative assessments and embedding data cycles to drive instruction (aligned to SO#2), as well as strengthening support systems to stem dropout and retention rates. While Holyoke High School (HHS) and Dean Tech (Dean) will use different formative assessments, both schools' key strategy for improving students' literacy and academic achievement will involve the use of real-time data generated from formative assessments and student behavior to drive instruction and action.</p> <p>#1: Instructional planning and data cycles (SO#2): Build and strengthen data cycles around quarterly/formative assessments to monitor students' progress and to improve instruction; since ANet does not work at the high school level, these cycles will be implemented by a team of effective and data-driven teachers at both schools, with additional support from Datacation at Dean. HHS will use scantrons to generate item/standard-level data from common quarterly assessments in math, ELA, science for data analysis; Dean will use real-time data generated from online formative assessments provided by Datacation for data analysis.</p> <ul style="list-style-type: none"> Standards-based instructional planning Administration Analysis Adapting instruction Reflection <p>#2: Support teacher improvement: Strengthen systems to</p>	<p>Early Evidence</p> <p><i>As measured and collected by the principals, APs, and department heads:</i></p> <ul style="list-style-type: none"> By January 2014, 75% of observed teachers demonstrate growth and/or proficiency on rubric element I-B-1 (Variety of Assessment Methods), as evidenced by: <ul style="list-style-type: none"> Sample lesson plans (with clear plans for checking for understanding and using assessments) Observation data By January 2014, 75% of observed teachers demonstrate growth and/or proficiency on rubric element I-B-2 (Adjustments to Practice), as evidenced by: <ul style="list-style-type: none"> Sample lesson plans Action plans generated from data meetings Observation data By January 2014, student attendance rate will reach 90% at Dean Tech and 92% at Holyoke High School¹⁰ By January 2014, the percent of 9th grade students suspended for out-of-school suspensions will decrease to less than 30% from over 40% in 2012-2013 <p>Short-term Outcomes</p> <p><i>As collected and reported by Achievement Network:</i></p> <ul style="list-style-type: none"> K-8 schools make progress towards MCAS CPI goals as measured by ANet CPI "temp checks" over the course of the year in grades 2-8 in Math and grades 3-8 in ELA, as reported by ANet

¹⁰ The 90% and 92% have been set to be approximately 5 percentage points higher than the student attendance rate in 2012-2013 at Dean Tech and HHS, respectively

<p>ensure teachers implement standards-based instructional plans with fidelity and to provide support to teachers to improve their practice. Components of this initiative include:</p> <ul style="list-style-type: none"> • Identification of resources to provide support • Classroom visits and feedback • Professional learning <p>#3: Implement data-driven interventions to stem dropout and retention rates: Strengthen systems for early identification and supports for at-risk students. Components of this initiative include:</p> <ul style="list-style-type: none"> • Early identification systems • Advisory teams 	<ul style="list-style-type: none"> ○ All seven schools will be on track to outperform last year's Math and ELA CPI scores ○ Almost 50% (or 3/7) schools will be on track to meet CPI goals, as determined by DESE ○ All seven schools will be on track to outperform last year's Math and ELA CPI scores for ELL and SpEd students (assessment results for each administration will be within 1.25 points of target) <p><i>As collected and reported by high school principals:</i></p> <ul style="list-style-type: none"> • The percentage of high school students passing the quarterly/formative assessments in ELA and Math will increase by at least 5 percentage points each quarter • <i>(In addition to the AIP benchmarks, progress for Dean will be more closely monitored as a part of its MAGs and the SRG application)</i>
--	--

Final Outcomes
(All four strategic objectives will aim to achieve these final outcomes)

The district will meet its **annual PPI target of 75** in 2014, by:

Annual PPI		2014
English language arts	Narrowing proficiency gaps (Composite Performance Index)	50
	Growth (Student Growth Percentiles)	50
	Extra credit for decreasing % Warning/Failing (10% or more)	25
	Extra credit for increasing % Advanced (10% or more)	
Mathematics	Narrowing proficiency gaps (Composite Performance Index)	75
	Growth (Student Growth Percentiles)	100
	Extra credit for decreasing % Warning/Failing (10% or more)	
	Extra credit for increasing % Advanced (10% or more)	
Science	Narrowing proficiency gaps (Composite Performance Index)	75
	Extra credit for decreasing % Warning/Failing (10% or more)	
	Extra credit for increasing % Advanced (10% or more)	
High School	Cohort Graduation Rate	75
	Annual Dropout Rate	75
Points awarded for narrowing proficiency gaps, growth, and high school indicators		500
Points awarded for extra credit		25
Total points awarded		525
Number of proficiency gap narrowing, growth, and high school indicators		7
2009, 2010, 2011, & 2012 Annual PPIs = (Total points / number of indicators)		75

Section 3: Plan Summary: Activities, Owners, and Timelines

Strategic Objective 1:

IMPROVE INSTRUCTIONAL QUALITY by building leadership capacity throughout the district to continuously improve teaching and learning.

#1: District-level teams: Strengthen and expand the structures and systems that have been developed over the past two years for building instructional leadership at the district level. Such teams include:

- District Instructional Leadership Team
- Implementation Team
 - Professional Learning (PD) Committee
 - Educator Evaluation Committee
 - Early Literacy Committee
- Principal Team
- Administrative Leadership Team

#2: School-level teams: Expand systems and structures to the school level to build instructional capacity of principals, assistant principals, and teacher leaders. Such teams include:

- School Instructional Leadership Team
- Data Leadership Team

#3: Development systems: Strengthen coherent and focused systems for developing teachers to help teachers become more effective teachers. Such systems include:

- Classroom visits and feedback
- Professional learning
- Instructional plan review and feedback

#4: Monitoring systems: Strengthen data-driven systems of accountability to monitor progress of schools and teachers throughout the year. Such systems include:

- Educator Evaluation system
- School Improvement Plans

Activities to Achieve the Outcomes for the Initiative (*activities that target learning for ELLs and SWDs are indicated by asterisks)	Who will Lead? (*primary)	When will it Start?	When will it be Complete?
#1: District-Level Teams Strengthen and expand the structures and systems that have been developed over the past two years for building instructional leadership at the district level. Such	Lead for overall initiative: Superintendent		

<p>teams include:</p> <ul style="list-style-type: none"> • District Instructional Leadership Team (DILT): all directors, principals, other school leaders (e.g., APs, department heads, teacher leaders), and other central office staff, will meet one full day per month to grow in instructional leadership, learn best practices, create peer accountability, and achieve the strategic objectives of the AIP. <ul style="list-style-type: none"> ○ A standing agenda will be used to ensure focus and intensity on the key initiatives (e.g., data cycles, classroom visits and feedback, standards-based instructional planning) ○ All principals will complete and review the data in their SIP “monthly dashboards” to track progress of SIP/AIP goals and to make data-driven action plans • Implementation Team: a small group of principals and central office staff will meet twice a month to implement the strategic objectives of the AIP, ensure focus and alignment throughout the district, and drive to outcomes. The Implementation Team will expand its reach by overseeing sub-groups / working groups dedicated to implementing key initiatives of the AIP, including: <ul style="list-style-type: none"> ○ Professional Learning (PD) Committee: overseen by key members of the Implementation Team and comprised of other invested administrators and teachers, the PL Committee will meet monthly to ensure that all professional learning (PD) in the district is designed to (1) to further the strategic objectives of the AIP, (2) be coherent and focused across the district, and (3) impact student learning ○ Educator Evaluation Committee: Comprised of district administrators and at least one principal, this team will meet monthly work to assure that the Ed Eval system is implemented so as to: (1) comply with all regulations and guidelines; and (2) align with other district and school development efforts in order to support the ongoing transformation of the district ○ Early Literacy Committee: Comprised of district leaders, principals, and teacher leaders from each elementary school, this team will meet monthly to assess the district’s—and each school’s—strengths and needs, and identify and implement key innovations, in order to improve literacy outcomes for students in grades K-3 • Principal Team: all principals will meet twice a month with the 	Superintendent* Asst. Superint.	Aug 2013	Jun 2014
	Asst. Superint.*	Aug 2013	Jun 2014
	Asst. Superint.*	Aug 2013	Jun 2014
	Asst. Superint.*	Sep 2013	Jun 2014
	Asst. Superint.	Aug 2013	Jun 2014
	Superintendent* Asst. Superint.	Sep 2013	Jun 2014

<p>Superintendent/Assistant Superintendent to collaborate with peers, share best practices, track progress on the SIPs, and problem solve around barriers to implementing the AIP/SIPs</p> <ul style="list-style-type: none"> Each meeting will have a clear agenda and result in concrete action steps 			
<p>#2: School-Level Teams</p> <ul style="list-style-type: none"> School Instructional Leadership Teams (SILTs): principals will select a team of teacher leaders and administrators who have demonstrated effectiveness in their practice to implement the SIPs. The SILT will: <ul style="list-style-type: none"> Actively participate in portions of the monthly DILTs to strengthen leadership capacity and to ensure alignment between district and school priorities Meet at least twice a month at the school-level to (1) review the SIP monthly dashboards to track progress towards SIP goals and make data-driven action plans, and (2) implement the priorities of the SIP/AIP (SILT agendas will mirror the DILT agendas and be aligned to the AIP) Serve as models/coaches to their colleagues in implementing the instructional best practices highlighted in the AIP Data Leadership Teams¹¹: principals will select a team of teacher leaders and administrators who have demonstrated effectiveness in their practice to lead the effort of embedding the data cycles in their schools 	<p>Lead for overall initiative: Asst. Superintendent</p> <p>Principals*</p> <p>Principals*</p>	<p>Aug 2013</p> <p>Aug 2013</p>	<p>Jun 2014</p> <p>Jun 2014</p>
<p>#3 Development Systems</p> <ul style="list-style-type: none"> Classroom visits and feedback: administrators (directors, principals, APs, and department heads) will frequently observe teacher practice and provide specific and actionable feedback that impacts student learning. To do so, the district will implement the following action steps: <ul style="list-style-type: none"> The district will negotiate and refine the tools and protocols of the 	<p>Lead for overall initiative: Superintendent</p> <p>Principals* APs Directors</p>	<p>Sep 2013</p>	<p>Jun 2014</p>

¹¹ The structure and composition of school-level teams may vary by school – for example, some schools may have two separate teams (e.g., SILT and data leadership team), or some schools may have one single team that is responsible for both implementing the SIP and leading the data cycles.

<p>evaluation system to align to the objectives of the AIP</p> <ul style="list-style-type: none"> ○ The district will develop a single system of classroom visits that aligns the observations of the Educator Evaluation system to the expectations and protocols of the previous year's walkthrough system ○ *The district will identify key rubric elements of good teaching (that promote best practices in SPED and ELL instruction) to be used as the focus for observations, feedback, and professional learning ○ Teachers will set SMART professional practice goals and student learning goals that are related to key elements of their School Improvement Plans, which are in turn aligned to the AIP ○ District and school administrators will communicate and train teachers on the new evaluation system using a district-aligned PowerPoint presentation that summarizes the process and expectations ○ Directors and school administrators (including APs and department heads) will set monthly observation targets to frequently observe teachers ○ *Directors and school administrators will provide specific and actionable feedback to teachers after each observation to drive instructional improvement - SPED and ELL directors in particular will focus on providing specific SPED and ELL strategies to teachers, especially those in GenEd settings ○ Directors and school administrators will review the level of skill and will of all staff to plan their observations strategically, with a focus on follow-through ○ *Monthly, the directors and school administrators will submit (1) the number of administrators' classroom visits, (2) samples of observation feedback (at least one related to developing SPED instructional strategies, and one related to developing ELL instructional strategies), and (3) a strategic plan for the next month's classroom visits (based on previous month's observation data) ○ Monthly, directors and school administrators will schedule joint classroom visits to build inter-rater reliability and improve in feedback ○ The district will provide ongoing professional learning opportunities (e.g., through DILTs, PD times) to both administrators and teachers on the key rubric elements so that the district grows in knowledge and skill related to good instruction ○ Monthly, the Superintendent/Asst. Superintendent will monitor and keep administrators accountable to the timeliness of submissions, 			
--	--	--	--

<p>the frequency of observations, and the quality of feedback</p> <ul style="list-style-type: none"> ○ Observation records will be used at the end of the school year for appropriate staffing decisions and placement of teachers on educator plans <p>• Professional learning: The district will ensure that professional learning for teachers is coherent with the strategic objectives of the district/AIP, focused and intensive (i.e., repeated and deepened over the course of the year), reinforced through administrator feedback, and focused on the instructional core. In particular, professional learning will focus on standards-based instructional planning, one of the critical steps in the “data cycle” (articulated in Strategic Objective #2). To do so, the following action steps will be implemented:</p> <ul style="list-style-type: none"> ○ The district will establish a Professional Learning Committee (a working group overseen by a few members of the Implementation Team) ○ The district will determine the focus for professional learning for the year across the district, which will be the steps of the data cycle (e.g., standards-based instructional planning, administration, analysis, adapting instruction, reflection) ○ The PL Committee will map out PD topics and identify times/meeting structures for delivery by developing a scope and sequence of PD for the year ○ The PL Committee will meet monthly to plan professional learning sessions over the course of the year and ensure that all sessions reinforce steps of the data cycle ○ Teams of facilitators (including, but not limited to, teacher leaders, principals, directors, and partners) will lead professional learning sessions to teachers ○ Administrators will follow up on teachers’ implementation of professional learning through classroom visits and reinforce learning through feedback that are aligned to PD topics <p>• Instructional plan review and feedback: The district will strengthen teachers’ capacities to plan their instruction based on standards, not only through professional development / training, but also through frequent administrator review and feedback on the quality of planning. Teachers will be expected to develop lesson plans daily, and administrators will be expected to review a sample of lesson plans on a frequent basis and</p>	<p>Superintendent* Asst. Superint.* PL Committee</p> <p>Principals* Directors* SILTs</p>	<p>Aug 2013</p> <p>Sep 2013</p>	<p>Sep 2014</p> <p>Jun 2014</p>
---	--	---------------------------------	---------------------------------

<p>provide feedback. To do so, the following action steps will be implemented:</p> <ul style="list-style-type: none"> ○ *A team of administrators and teachers will develop a district-wide lesson plan template that emphasizes the priorities of the AIP (e.g., meeting the needs of SPED and ELL students, use of assessment methods, adjustment to instruction based on assessments, standards-based objectives, language objectives) ○ Principals, directors, and select teacher leaders will introduce the lesson plan template and expectations/protocol for completion and submission ○ Directors and principals will collect sample lesson plans regularly and provide feedback ○ Monthly, directors and principals will submit data on (1) number of lesson plans reviewed and (2) sample lesson plans with accompanying feedback for review by the DILT and/or Superintendent/Asst. Superintendent ○ The Professional Learning Committee will continuously refine and make decisions related to PD topics based on the quality of lesson plans being submitted each month 			
<p>#4: Monitoring systems</p> <ul style="list-style-type: none"> • Educator Evaluation system: Use the Ed Eval system to ensure that goals and expectations for teachers are clearly set, administrators provide continuous support and feedback to improve teacher practice, and teachers are kept accountable to improving their practice and improving student learning <ul style="list-style-type: none"> ○ <i>(All activities under “classroom visits and feedback” under strategic objective #1, initiative #3 apply here)</i> ○ Administrators will set SMART professional practice goals aligned to the Early Evidence of Change in the AIP ○ Administrators will set SMART student learning goals aligned to the short-term / final outcomes of the AIP ○ Monthly, the Superintendent/Asst. Superintendent will assess the administrators’ progress towards their professional practice goals and student learning goals, as evidenced by: <ul style="list-style-type: none"> ▪ SIP monthly dashboards ▪ Sample observation feedback ▪ Sample lesson plan review/feedback 	<p>Lead for overall initiative: Asst. Superintendent</p> <p>Superintendent Asst. Superint.* Principals</p>	<p>Sep 2013</p>	<p>Jun 2014</p>

<ul style="list-style-type: none"> ▪ Timeliness and completeness of data submission ▪ Capacity to make data-driven action plans and decisions during DILTs and Principal meetings ○ The Superintendent / Asst. Superintendent will use data on administrators' professional practice and impact on student learning (PPI) at the end of the school year for appropriate staffing decisions and placement of administrators on administrator plans • School Improvement Plans: Principals and SILTs will tightly align their SIPs to the strategic objectives of the AIP to ensure coherence and a focus on the instructional core. The SIPs will be monitored on a monthly basis (using a "monthly data dashboard") at DILT meetings to ensure schools' progress towards the SIP goals; keep principals accountable to meeting their SIP goals and PPI targets <ul style="list-style-type: none"> ○ The district will develop and provide a "model SIP" that is closely aligned to the AIP that each school can adopt/adapt for the upcoming year ○ Principals/SILTs will develop SIPs that are closely aligned to the objectives of the AIP ○ Monthly, principals/SILTs will complete the SIP monthly dashboards to track progress towards SIP goals and to make data-driven action plans ○ The SIPs will be reviewed regularly by the SILTs and the DILT to ensure progress towards SIP goals and to ensure strong implementation of SIP activities 	Principals* SILTs	Aug 2013	Jun 2014
---	----------------------	----------	----------

Strategic Objective #2

USE DATA EFFECTIVELY through a cycle of inquiry to examine and improve practice on both a daily and interim basis, especially in ELA and Mathematics.

#1: Common formative assessments: Create a streamlined and purposeful assessment plan with uniformity in common assessments that are standards-based, with an accompanying system around each assessment for data collection and review. These common formative assessments will include:

- ANet ELA and math assessments
- Benchmark Assessment System (BAS)
- High School Quarterly/formative assessments

#2: Data cycles (teacher-level): Deepen the schools' use of data to improve instruction through data cycles (with the support of ANet in grades 3-8 and with the leadership of the data leadership teams in remaining grades). The steps of the cycles include:

- Standards-based instructional planning
- Administration
- Analysis
- Adapting instruction
- Reflection

#3: Data-driven action (leader-level): Deepen the district and school leaders' abilities to make data-driven decisions by systematically collecting, reflecting, and acting on data. Data collected to inform leader action will include indicators on SIP "monthly dashboard," ANet performance benchmarking reports, ANet temp checks, observation data, feedback samples, and instructional plan samples

Activities to Achieve the Outcomes for the Initiative (*activities that target learning for ELLs and SWDs are indicated by asterisks)	Who will Lead? (*primary)	When will it Start?	When will it be Complete?
<p>#1: Common Formative Assessments</p> <ul style="list-style-type: none"> • Assessments: Create a streamlined and purposeful assessment plan with uniformity in common assessments that are standards-based, with an accompanying system around each assessment for data collection and review. For each of the district wide assessments (i.e., ANet assessments, BAS, High School quarterly/formative assessments, and other assessments), the following action steps will be implemented: <ul style="list-style-type: none"> ○ The district will develop an assessment calendar based on a streamlined and purposeful assessment plan with uniformity in common assessments, data systems, and data collection processes ○ The district will clarify and communicate to all administrators and teachers the purpose, value, and expectations for each 	<p>Lead for overall initiative: Asst. Superintendent</p> <p>Superintendent Asst. Superint.* Impl. Team</p>	<p>Jun 2013</p>	<p>Jun 2014</p>

<p>assessment</p> <ul style="list-style-type: none"> ○ The district will identify and articulate clear data collection and review systems for each assessment ○ Each building will administer the assessments within the administration windows set by the district 			
<p>#2: Data Cycle (teacher-level)</p> <ul style="list-style-type: none"> • Standards-based instructional planning: Unpack the standards that will be covered and assessed in the upcoming unit and plan rigorous and differentiated instruction based on student needs (e.g., LEP levels, IEPs, 504s, skills/knowledge gaps, learning styles) <ul style="list-style-type: none"> ○ Curriculum directors will ensure that curriculum and assessments are aligned in the rigor and sequence of standards taught and administered, in both ELA and math ○ Curriculum directors will develop curriculum pacing guides that (1) prioritizes covering standards instead of covering the textbook and (2) build re-teaching / enrichment time into the pacing after each interim assessment ○ Curriculum directors will ensure the use of curriculum resources, (e.g., schedule of assessed standards (where applicable), and curriculum maps) by all principals and teachers to ensure they can plan lesson plans appropriately ○ Prior to each unit / assessment cycle, administrators and teacher teams will meet for standards-based instructional planning to plan units and lessons and unpack the standards that will be assessed • Administration: Administer district-wide common formative assessments, including ANet interim assessments in math (grades 2-8) and ELA (grades 3-8), the Benchmark Assessment System (grades K-8), HS quarterly/formative assessments (grades 9-12) <ul style="list-style-type: none"> ○ Principals will establish a team of administrators and teachers (e.g., Data Leadership Teams) that will be responsible for (1) successful administration of the assessment, (2) timely and complete collection of assessment data, and (3) leading their colleagues in data analysis ○ Data leadership teams will maintain an updated and accurate student database / roster to facilitate a smooth assessment 	<p>Lead for overall initiative: Asst. Superintendent</p> <p>Principals* SILT Data Leadership Team</p> <p>Principals* SILT Data Leadership Team</p>	<p>Aug 2013</p> <p>Sep 2013</p>	<p>Jun 2014</p> <p>Jun 2014</p>

<ul style="list-style-type: none"> <ul style="list-style-type: none"> administration and data collection ○ Data leadership teams will ensure that assessments are administered according to district guidelines (e.g., assessment window, accommodations, schedule) ○ *Data leadership teams will ensure that assessments are administered to all SPED and ELL students ● Analysis: Analyze the assessment results to identify priority standards and areas of need in schools, grades, classrooms, and students – where ANet support is not available (i.e., grades PreK-2, grades 9-12, non-ELA/math subjects), the data leadership team will be responsible for supporting teachers in analyzing the data <ul style="list-style-type: none"> ○ Data leadership teams in each building will mirror the ANet data cycle process with other formative assessments in the district (e.g., BAS, TSG, HS quarterly/formative assessments) ○ Principals will schedule data meetings throughout the year to allow teachers to analyze assessment data on a regular basis ○ Principals will schedule data meetings strategically to ensure sufficient time for meaningful data analysis and participation of appropriate grade-levels / teams ○ Data leadership teams will plan and prepare for data meetings to select priority standards, create buy-in from colleagues, and maximize time for meaningful analysis ○ *At data meetings, teachers will identify problem areas and students who struggle, unpack standards and sub-skills, test hypotheses, and develop data-driven action plans to address areas of need; all SPED and ELL teachers will be expected to develop action plans in collaboration with the GenEd teachers, which include concrete SPED and ELL strategies ○ *SPED and ELL teachers will actively participate in analyzing the data of the students they're responsible for, by creating data sheets specifically for their students (e.g., by creating "custom groups" on MYANet, ANet's online data platform) ○ Superintendent / Asst. Superintendent will clarify expectations for directors' involvement in data cycles ○ *Principals, teachers, and directors will pay particular attention to trends in data of SPED and ELL students and ensure that reteach plans include specific SPED and ELL strategies to address areas of need 	Principals* SILT Data Leadership Team	Sep 2013	Jun 2014
--	---	----------	----------

<ul style="list-style-type: none"> ○ Directors will regularly analyze data and identify district trends to report to the DILT to brainstorm specific strategies to address the gap as leaders • Adapting instruction: Develop action / reteach plans with concrete strategies to address areas of need identified in data analysis – these action plans will be thoughtful about student groupings and students' IEP and/or levels in English language proficiency <ul style="list-style-type: none"> ○ Teachers will develop reteach lesson plans to reteach priority standards that (1) identify sub skills, (2) identify trends in small groups of students (particularly SPED and ELL), and (3) identify concrete strategies for ease of implementation (particularly SPED and ELL strategies) ○ *Principals/APs will observe teacher practice and monitor reteach plans to ensure effectiveness of implementation; they will plan to observe ELL and SPED teachers as well to ensure effective implementation of reteach plans specific to subgroups ○ Principals will leverage teacher leaders in each building to provide individual support and coaching to teachers on effectively implementing their reteach plans ○ Principals/APs will provide feedback to teachers related to priority standards and reteach plan • Reflection: Reassess and reflect on the effectiveness of adjustments in instruction; plan for what can be done more effectively in the next cycle <ul style="list-style-type: none"> ○ Teachers and administrators will collect reassessment data and reflect on the effectiveness of re-teaching ○ Based on reflection, teachers and administrators will identify continuing areas of need and strategies to address those needs 	Principals* SILT Data Leadership Team	Sep 2013	Jun 2014
#3: Data-driven action (leader-level) <ul style="list-style-type: none"> • Data-driven action: Deepen the district and school leaders' abilities to make data-driven decisions by systematically collecting, reflecting, and acting on data. Data collected to inform leader action will include indicators on SIP "monthly dashboard," ANet performance benchmarking reports, ANet temp checks, observation data, feedback samples, and instructional plan samples 	Lead for overall initiative: Superintendent Superintendent* Asst. Superint.	Aug 2013	Jun 2014

<ul style="list-style-type: none"> ○ Monthly, principals/SILTs will complete the SIP monthly dashboards to track progress towards SIP goals and to make data-driven action plans ○ The SIPs will be reviewed regularly by the SILTs and the DILT to ensure progress towards SIP goals and to ensure strong implementation of SIP activities ○ Monthly, the Superintendent/Asst. Superintendent will assess the administrators' progress towards their professional practice goals and student learning goals, as evidenced by: <ul style="list-style-type: none"> ▪ SIP monthly dashboards ▪ Sample observation feedback ▪ Sample lesson plan review/feedback ▪ Timeliness and completeness of data submission ▪ Capacity to make data-driven action plans and decisions during DILTs and Principal meetings ○ The Superintendent / Asst. Superintendent will use data on administrators' professional practice and impact on student learning (PPI) at the end of the school year for appropriate staffing decisions and placement of administrators on administrator plans 			
--	--	--	--

Strategic Objective 3**85% of all Holyoke children will be proficient readers by the end of third grade by 2014.**

#1: Focus on core instruction (Tier 1): Improve reading instruction by strengthening the implementation and standardization of the core reading program, across all schools and for all students. Components of this initiative include:

- Scope, sequence, and pacing
- Maximizing the literacy block
- Data cycles (SO#2)
- Effective core reading teachers

#2: Support teacher improvement: Strengthen systems to ensure teachers implement the literacy program with fidelity and to provide support to teachers to improve their practice. Components of this initiative include:

- Identification of resources to provide support
- Classroom visits and feedback
- Professional learning

#3: Strengthen Tier II and Tier III: Strengthen supports for struggling readers by ensuring that their Tier I instruction is strong, and that interventions are available, takes the form of additional time with effective reading teachers, and have a curriculum aligned to the scope/sequence/pacing of the core curriculum. Components of this initiative include:

- English language learners
- Students with disabilities
- Data-driven monitoring (SO#2)
- Effective intervention teachers

#4: Instructional planning and data cycles (SO#2): Build and strengthen data cycles around early literacy to frequently monitor students' progress and to improve literacy instruction; since ANet does not work at the PK-2 level, these cycles will be implemented by a team of effective and data-driven teachers in early grades who are able to lead their peers. in the following:

- Standards-based instructional planning
- Administration
- Analysis
- Adapting instruction
- Reflection

#5: External partnerships: Continue to partner with community partners and the Mayor's office to support improved literacy in the early grades. External partners have agreed to focus their efforts on increasing parent involvement and supporting a strong pre-K.

Activities to Achieve the Outcomes for the Initiative (*activities that target learning for ELLs and SWDs are indicated by asterisks)	Who will Lead? (*primary)	When will it Start?	When will it be Complete?

<p>#1 Focus on core instruction (Tier 1)</p> <ul style="list-style-type: none"> Pacing: Clarify expected scope, sequence, and pacing for PK-3 to use for literacy blocks that emphasizes balanced literacy with consistent instruction on phonemic awareness, phonics, vocabulary, fluency, and comprehension <ul style="list-style-type: none"> The Early Literacy Committee, in collaboration with effective early literacy teachers across the district, will develop a scope and sequence for K-3 that aligns to standards and best practices in early literacy *The Professional Learning Committee will identify effective early literacy teachers who can deliver PD to teachers on best practice literacy instruction (including sheltering and differentiating strategies to core teachers to meet the needs of ELL and SWD during core instruction) Directors and school leaders will review instructional plans to ensure that scope/sequence are being followed and lessons are balanced in literacy, with a focus on phonemic awareness, phonics, and vocabulary Directors and school leaders will visit classrooms to make sure that pacing and balanced literacy are implemented effectively Maximizing the literacy block: Clearly define what a standard lesson in the core reading/ELA block should look like for PK-3 classrooms in Holyoke (e.g., 30 min skills, 1 hour reading, 1 hour writing). Provide support to administrators and teachers in structuring the literacy block to ensure implementation of the district's expectations on scope/sequence/pacing. Ensure that administrators and strongest teachers provide support and create accountability to ensure all teachers use the standard structure. <ul style="list-style-type: none"> The Early Literacy Committee will define and share with principals what a recommended routine/agenda for using the core literacy blocks (e.g., 30 min skills, 1 hour reading, 1 hour writing) Principals will communicate expectations with all teachers The PL Committee will provide support to administrators and teachers in implementing the standard lessons Principals will monitor implementation of the standard lessons by all PK-3 teachers through sampling of lesson plans and observations 	<p>Lead for overall initiative: Asst. Superint.</p> <p>Asst. Superint.* Early Lit Comm ELA Director Early Childhood Director</p> <p>Asst. Superint* Early Lit Committee Principals</p>	<p>Aug 2013</p> <p>Sep 2013</p>	<p>Jan 2014</p> <p>Jun 2014</p>
--	--	---------------------------------	---------------------------------

<ul style="list-style-type: none"> • Identification of resources to provide support: Identify the strongest administrators and teachers who can provide support to teachers in order to ensure fidelity to the HPS structure and pacing, and to drive improvement in teacher practice. <ul style="list-style-type: none"> ○ Directors and principals will use previous BAS results to identify teacher leaders who can help with defining pacing and the standard reading lesson structure ○ Teacher leaders will help deliver professional learning and coaching sessions to peers related to literacy practice • Classroom visits and feedback: Explicitly identify pacing, lesson plan structure, and content that administrators should expect to see in each type of classroom each week for pre-K to 3rd grade. Build administrator capacity to conduct observations and provide feedback that creates accountability and provides support to teachers. <ul style="list-style-type: none"> ○ <i>(Activities in Strategic Objective #1, initiative #3, under “classroom visits and feedback” apply here)</i> • Professional learning: Provide intensive professional development and learning opportunities to pre-K to 3rd grade teachers at the district and school level. <ul style="list-style-type: none"> ○ <i>(Activities in Strategic Objective #1, initiative #3, under “professional learning” apply here)</i> 	Principals* APs Principals* / APs Directors* Asst. Superint.* PL Committee Teacher leaders	Sep 2013 Sep 2013 Sep 2013	Jun 2014 Jun 2014 Jun 2014
<p>#3: Strengthen Tier II and Tier III</p> <ul style="list-style-type: none"> • English language learners: strengthen implementation of WIDA standards and SEI strategies by all teachers in every classroom to increase ELLs’ access to literacy <ul style="list-style-type: none"> ○ *Professional Learning Committee will ensure that all teachers (not just ELL teachers) are trained on the use of WIDA standards / MPIs and SEI strategies ○ *The district will develop a lesson plan template designed to strengthen teachers’ capacity to meet the needs of ELLs ○ *The ELE Director and principals will review lesson plans to ensure strong planning using WIDA standards/MPIs ○ *The ELE Director and principals will frequently observe 	Lead for overall initiative: Director of Student Services Director of Student Services ELE Director*	Sep 2013	Jun 2014

<p>classrooms to ensure strong implementation of ELL instructional strategies</p> <ul style="list-style-type: none"> • Students with disabilities: strengthen differentiation of instruction by all teachers through stronger planning and professional learning <ul style="list-style-type: none"> ○ *Professional Learning Committee will ensure that all teachers (not just SPED teachers) are trained on the effective differentiation strategies ○ *The district will develop a lesson plan template designed to strengthen teachers' capacity to meet the needs of SWD ○ *Directors and principals will review lesson plans to ensure strong planning that includes SPED differentiation strategies ○ *Directors and principals will frequently observe classrooms to ensure strong implementation of SPED instructional strategies • Data-driven monitoring (SO#2): Ensure frequent assessments and monitoring of students' progress to assess the effectiveness of intervention efforts and to adjust accordingly <ul style="list-style-type: none"> ○ Administrators and teachers will use monthly assessment of students' literacy to determine students in need of additional literacy instruction (from strong reading teachers) ○ Teachers will use assessment data to inform student grouping and their lesson planning • Effective intervention teachers: Ensure that all intervention teachers are skilled and trained in best practice literacy instruction (e.g., reading interventionists, reading specialists) <ul style="list-style-type: none"> ○ Principals will review staffing assignments to ensure that all reading intervention in the building is delivered by teachers trained in the teacher of reading ○ Principals will frequently observe teacher practice to develop interventionists in the implementation of best practice literacy instruction and to make end-of-year staffing decisions 	<p>Director of Student Services SPED Director*</p>	<p>Sep 2013</p>	<p>Jun 2014</p>
	<p>Director of Student Services* Principals</p>	<p>Sep 2013</p>	<p>Jun 2014</p>
	<p>Director of Student Services Principals*</p>	<p>Sep 2013</p>	<p>Jun 2014</p>
<p>#4: Instructional Planning and Data Cycles</p> <p><i>Build and strengthen data cycles around early literacy to frequently monitor students' progress and to improve literacy instruction</i></p>	<p>Lead for overall initiative: Asst. Superintendent</p>		

<p><i>Activities to implement this initiative will be identical to strategic objective #2, initiative #2, with an emphasis on the following:</i></p> <ul style="list-style-type: none"> ○ Principals will select a team of teacher leaders and administrators who have demonstrated effectiveness in their practice in early literacy to lead the effort of embedding the data cycles using BAS data in their schools – they will mirror the process that ANet has established in grades 3-8 	<p>Principals* Data Leadership Teams</p>	<p>Sep 2013</p>	<p>Jun 2014</p>
---	--	-----------------	-----------------

Strategic Objective 4:
Focus on Literacy grades 4 – 12

(More details on the initiatives can be found in Section 1)

Grades 4-8: the initiatives and activities designed to focus on literacy will be identical to those in Strategic Objective #3

Grades 9-12: the initiatives and activities designed to improve literacy in the high schools will be centered on using common formative assessments and embedding data cycles to drive instruction (aligned to SO#2), as well as strengthening support systems to stem dropout and retention rates. While Holyoke High School (HHS) and Dean Tech (Dean) will use different formative assessments, both schools' key strategy for improving students' literacy and academic achievement will involve the use of real-time data generated from formative assessments and student behavior to drive instruction and action.

#1: Instructional planning and data cycles (SO#2): Build and strengthen data cycles around quarterly/formative assessments to monitor students' progress and to improve instruction; since ANet does not work at the high school level, these cycles will be implemented by a team of effective and data-driven teachers at both schools, with additional support from Datacation at Dean. HHS will use scantrons to generate item/standard-level data from common quarterly assessments in math, ELA, science for data analysis; Dean will use real-time data generated from online formative assessments provided by Datacation for data analysis.

- Standards-based instructional planning
- Administration
- Analysis
- Adapting instruction
- Reflection

#2: Support teacher improvement: Strengthen systems to ensure teachers implement standards-based instructional plans with fidelity and to provide support to teachers to improve their practice. Components of this initiative include:

- Identification of resources to provide support
- Classroom visits and feedback
- Professional learning

#3: Implement data-driven interventions to stem dropout and retention rates: Strengthen systems for early identification and supports for at-risk students. Components of this initiative include:

- Early identification systems
- Advisory teams

Activities to Achieve the Outcomes for the Initiative

*(*activities that target learning for ELLs and SWDs are indicated by asterisks)*

Who will Lead?
*(*primary)*

When will it Start?

When will it be Complete?

#1: Instructional Planning and Data Cycles (SO#2)

Lead of overall initiative: Asst. Superintendent

<p><i>Build and strengthen data cycles around quarterly/formative assessments to monitor students' progress and to improve instruction</i></p> <p><i>Activities to implement this initiative will be similar to strategic objective #2, initiative #2, with an emphasis on the following:</i></p> <ul style="list-style-type: none"> ○ High school principals will select a team of teacher leaders and administrators who have demonstrated effectiveness in their practice in subject area to lead the effort of embedding the data cycles using the quarterly assessments in their schools – they will mirror the process that ANet has established in grades 3-8 ○ The high school teams will be responsible for building a system to collect item-level data for the purpose of data analysis (HHS will use scantrons, and Dean will use Datacation) 	Principals* SILTs	Aug 2013	Jun 2014
<p>#2: Support teacher improvement</p> <ul style="list-style-type: none"> • Identification of resources to provide support: Identify the strongest administrators and teachers who can provide support to teachers in order to ensure rigorous standards-based planning with a focus on content literacy, to drive improvement in teacher practice. <ul style="list-style-type: none"> ○ Directors and principals will use assessment results to identify teacher leaders who can help with be “teacher leaders” for their peers ○ Teacher leaders will help deliver professional learning and coaching sessions to peers related to standards-based instructional planning and data cycles • Classroom visits and feedback: Explicitly identify pacing, lesson plan structure, and content that administrators should expect to see in each type of classroom. Build administrator capacity to conduct observations and provide feedback that creates accountability and provides support to teachers. <ul style="list-style-type: none"> ○ <i>(Activities in Strategic Objective #1, initiative #3, under “classroom visits and feedback” apply here)</i> • Professional learning: Provide intensive professional development and learning opportunities to grade 9-12 teachers at the district and school level. <ul style="list-style-type: none"> ○ <i>(Activities in Strategic Objective #1, initiative #3, under</i> 	<p>Lead of overall initiative: Superintendent</p> <p>Principals Curriculum Directors*</p> <p>Principals* / APs Curriculum Directors*</p> <p>Asst. Superint.* PL Committee Teacher leaders</p>	<p>Aug 2013</p> <p>Sep 2013</p> <p>Sep 2013</p>	<p>Jun 2014</p> <p>Jun 2014</p> <p>Jun 2014</p>

Administrator Rubric (for Early Evidence of Change):

Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-A-2. Lesson Development Support	Does not state expectations for the development of well-structured lessons, provide support to educators, and/or discriminate between strong and weak lesson-planning practices.	Provides limited training to educators on how to develop well-structured lessons and/or does not consistently address patterns of weak lesson development practices.	Supports educators to develop well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, technologies, and grouping.	Supports educators to collaborate on developing a series of interconnected, well-structured lessons with challenging objectives and appropriate student engagement strategies, pacing, sequence, materials, and grouping and identifies specific exemplars and resources in each area. Is able to model this element.
I-C-2. Adjustment to Practice	Does not encourage or facilitate teams to review assessment data.	Suggests that teams meet to review data and plan for adjustments and interventions but inconsistently monitors this practice.	Provides planning time and effective support for teams to review assessment data and identify appropriate interventions and adjustments to practice. Monitors educators' efforts and successes in this area.	Plans, facilitates, and supports team review meetings after each round of assessments. Monitors teams' plans, adjustments to instruction, and outcomes and shares lessons learned with others. Is able to model this element.
I-D-2. Observations and Feedback	Observes educators only in formal observation visits and/or does not provide honest feedback to educators who are not performing proficiently.	Makes infrequent unannounced visits to classrooms, rarely provides feedback that is specific and constructive, and/or critiques struggling educators without providing support to improve their performance.	Typically makes at least two unannounced visits to classrooms every day and provides targeted constructive feedback to all educators. Acknowledges effective practice and provides redirection and support for those whose practice is less than <i>Proficient</i>.	Makes multiple unannounced visits to classrooms every day and provides targeted constructive feedback within 48 hours. Engages with all educators in conversations about improvement, celebrates effective practice, and provides targeted support to educators whose practice is less than <i>Proficient</i> . Is able to model this element.
I-E-1. Knowledge and Use of Data	Relies on few data sources that do not represent the full picture of school performance and/or does not analyze the data accurately.	May identify multiple sources of student learning data but these data do not provide multiple perspectives on performance and/or analysis of the data is sometimes inaccurate.	Identifies a range of appropriate data sources and effectively analyzes the data for decision-making purposes.	Leads educator teams to identify a range of appropriate data sources, including non-traditional information that offers a unique perspective on school performance, and models effective data analysis for staff. Is able to model this element.

Teacher Rubric (for Early Evidence of Change):

Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-A-3. Rigorous Standards- Based Unit Design	Plans individual lessons rather than units of instruction, or designs units of instruction that are not aligned with state standards/ local curricula, lack measurable outcomes, and/or include tasks that mostly rely on lower level thinking skills.	Designs units of instruction that address some knowledge and skills defined in state standards/local curricula, but some student outcomes are poorly defined and/or tasks rarely require higher-order thinking skills.	Designs units of instruction with measurable outcomes and challenging tasks requiring higher-order thinking skills that enable students to learn the knowledge and skills defined in state standards/local curricula.	Designs integrated units of instruction with measurable, accessible outcomes and challenging tasks requiring higher-order thinking skills that enable students to learn and apply the knowledge and skills defined in state standards/local curricula. Is able to model this element.
I-A-4. Well- Structured Lessons	Develops lessons with inappropriate student engagement strategies, pacing, sequence, activities, materials, resources, and/or grouping for the intended outcome or for the students in the class.	Develops lessons with only some elements of appropriate student engagement strategies, pacing, sequence, activities, materials, resources, and grouping.	Develops well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping.	Develops well-structured and highly engaging lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping to attend to every student's needs. Is able to model this element.
I-B-1. Variety of Assessment Methods	Administers only the assessments required by the school and/or measures only point-in-time student achievement.	May administer some informal and/or formal assessments to measure student learning but rarely measures student progress toward achieving state/local standards.	Designs and administers a variety of informal and formal methods and assessments, including common interim assessments, to measure each student's learning, growth, and progress toward achieving state/local standards.	Uses an integrated, comprehensive system of informal and formal assessments, including common interim assessments, to measure student learning, growth, and progress toward achieving state/local standards. Is able to model this element.
I-B-2. Adjustment to Practice	Makes few adjustments to practice based on formal and informal assessments.	May organize and analyze some assessment results but only occasionally adjusts practice or modifies future instruction based on the findings.	Organizes and analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions and enhancements for students.	Organizes and analyzes results from a comprehensive system of assessments to determine progress toward intended outcomes and frequently uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions and enhancements for individuals and groups of students and appropriate modifications of lessons and units. Is able to model this element.