Randolph Public Schools

Accelerated
Improvement Plan

2013-2014

Massachusetts Department of
ELEMENTARY & SECONDARY
EDUCATION

Section 1: Summary of Key Issues and Strategic Objectives

BACKGROUND

The Randolph Public Schools has been operating with an Accelerated Improvement plan for the past two years. Having been designated a level four district in 2010, the district embarked on a plan of continuous improvement targeted at addressing areas of weakness as identified in the initial ESE District Review. Each year's plan was built upon the success and unaddressed needs of the prior year's plan. Through the continuous acts of planning, implementing, measuring, and analyzing progress, the district has built a series of strategies and associated activities designed at addressing the needs cited in the initial district review and subsequent quarterly annual reviews of the plan. The first three objectives of the plan are specifically aimed at actions that occur within the walls of the schools. The fourth objective discussed later on in this document is aimed at increasing activities in the home that can support school based activities.

Through the objective of "*Ensuring success for all students through high quality teaching and learning*" the district is addressing the findings of:

- The need to address the literacy skills of students, which are below state average
- The need to have the current curriculum address the development of 21st Century skills
- The need to address the significant achievement gaps for sub-groups
- The need to improve teacher effectiveness in providing rigorous and engaging learning for students

Through the objective of "*Ensuring success for all students through high quality professional development*" the district is addressing the findings of:

- The need to improve the instructional practices of teachers
- The need to improve the evaluation and supervision skills of administrators
- The ability of all staff to understand and address the needs of targeted populations

Through the objective of *"Ensuring success for all students through high quality accountability systems*" the district is addressing the findings of:

- The need to improve the use of data to guide curriculum and instruction in ELA and Math
- The need to use data to develop teacher and administrator knowledge and skills
- The need to use data to implement systems and practices that ensure the growth of targeted populations.

The district believes that progress has been made in all of these areas, although in some more than others. Most strikingly the AIP process has clearly defined the district's focus and guided the development of a new district structure. Specifically, the 2014 budget was developed to support the activities of the AIP through structure, professional development, and resource reallocation. In 2014, the primary goal of the district is to firmly institutionalize the practices and successes of the prior two years along with continually improving in all three objectives of the plan. The institutionalization of the AIP in 2014 began with the collective creation of the 2014 AIP. This plan unlike prior plans is the collective work of the district instructional leadership team. The district realizes that the success of our students rests with the district itself and while support from the DESE has been essential in our work the future lies in the ability of the district to collectively create, implement, measure and analyze its own activities as related to the success of it students.

PROCESS FOR DEVELOPING THIS PLAN

In the early spring, the entire District Leadership Team (DLT) led by our plan manager, began what was to become a multi-step process to create our third year AIP. The process began with our Learning and Teaching team dividing into three groups to reflect on and analyze the work done on our 2012-13 AIP. Each groups' composition was roughly based on representation from each level; elementary, middle and high school grade spans as well as leadership best aligned to an initiative (for example the Special Education and English Language Learners' Education Directors focused on Initiative three which looks at target student populations) . Each group focused on one initiative. The groups were first charged with examining the action steps tied to the initiatives. Teams evaluated whether or not each step had been accomplished, which factors had led to its success and what obstacles had been encountered. Each one of the three teams shared their findings followed by an open discussion with the entire DLT.

Next, the same initiative groups came together to begin to work on building the new plan. Within teams we met multiple times to create the next series of action steps that would lead us to accomplishing our initiative. Once we had the action steps for each of the three initiatives completed a smaller cross section of the DLT continued to meet to create the action steps for Objectives 2 and 3 as well as the benchmarks. Along the way, the DLT members met together to share the work and act as critical partners, making sure each step was realistic and well aligned.

This AIP for 2013-14 was truly built upon the work and the joint efforts of our DLT. The first AIP in 2011-12 addressed the challenges our school district faced focusing on existing needs. The AIP was written by a representative group and given to DLT to implement. Last year's 2012-13 AIP was a combined effort and included a great deal of input from the DLT. This plan is a culmination of the process we have gone through in order to build our capacity as leaders to sustain the systems we have put in place as we take responsibility to move this work forward.

LESSONS LEARNED

In any model for improvement there are challenges faced and lessons learned. While some of the activities have already been institutionalized, challenges remain. The district has made significant progress in building the structures and practices that enable consistent, high quality learning for all students. Some of the major lessons learned from previous plans have become the building blocks for the 2014 plan.

The importance of developing structures, systems and teams that support and drive the activities of the AIP: In order to work effectively as a district with the goal of increasing student performance and educator effectiveness, district and school staff must work in unison across grades and departments to develop shared systems while taking responsibility for the performance of all students.

The adoption of clearly understood common languages e.g. common planning time, opportunity to learn protocols, Randolph tiered system of supports, and Randolph instructional practices: Ongoing and consistent communication using a clearly understood and common language is the key to creating a district that can grow in unison, which is essential if all student achievement levels are to be raised.

The importance of using high quality assessments and data to shape classroom instruction: The use of ANET testing after a year of using a Randolph developed quarterly tests has brought appropriate and meaningful norm-referenced real time data directly to administrators and classroom teachers, where it has been processed and used to change student instruction. The district based program was a far less effective tool.

The importance of real time professional development activities tied directly to the strategies of the AIP: Real time learning activities such as the use of learning walks are essential to the development of and sharing of best practices and for shaping and improving instruction. The use of expanded teacher common planning times, as well as a menu of school-specific professional development – often planned in concert with staff input – as a tool to create a consistent thread of providing opportunities for teachers and administrators to reflect and grow. A major challenge still facing the district is the ability to use the space and structure created within the school

OVERVIEW OF THE INITIATIVES

2014 Randolph Accelerated Improvement Plan

Objective 1: Ensuring Success for All Students Through High Quality Learning and Teaching	Objective 2: Ensuring Success for All Students Through High Quality Professional Development	Objective 3: Ensuring Success for All Students Through High Quality Accountability Systems
1.1 Implement curriculum and assessment programs aligned to MA Common Core Standards for ELA, Math and WIDA Standards	2.1 Provide training and support in implementing curriculum and assessment programs	3.1 Accountability through the effective use of data driven decision making
1.2 Revise and implement a set of instructional practices that allow all students access to grade level curriculum	2.2 Provide training and support in understand and using the district's set of instructional practices that allow all students access to grade level curriculum	3.2 Accountability for implementation of the district's set of instructional practices that allow all students access to grade level curriculum
1.3 Implement systems and practices to ensure the academic and social emotional growth of target student populations	2.3 Provide training and support to ensure academic and social emotional growth of targeted student populations	3.1 Accountability for systems and practices to ensure the academic and social emotional growth of targeted student populations

The AIP remains consistent with the three objectives from the previous year, though in 2014 our work will become more precise and refined as we have grown into the plan as our practices have developed.

Objective 1: Ensuring Success for All Students through High Quality Learning and Teaching

Strategies tied to objective one continue the work of strengthening the structure and systems necessary to sustain the continuous improvement cycle.

With a significant change in district leadership at the superintendent and assistant superintendent level along with a new HS principal the district adopted a "back to the future" approach revisiting and strengthening some of the structure and systems built in the first year of the plan.

There is still much work to be done with curriculum development. So, work will continue on aligning the curriculum with the common core, as well as the creation of a standards based elementary report card that is aligned to the district standards based curriculum.

The emphasis on strengthening instructional practices in the classroom will be enhanced by the creation of a written set of instructional standards that clearly communicates instructional expectations as well as lesson planning expectations. While strides were made in this area in the 2013 plan, the district learned that it had to communicate and demonstrate the expectations in a more succinct and powerful manner.

A strong focus will be given to the needs of targeted populations. Our data analysis has made it clear that we need to put a stronger emphasis on the needs of special populations and struggling learners. Embedded throughout the strategies addressing Objective One are activities targeting this need.

Objective 2: Ensuring Success for All Students through High Quality Professional Development

Strategies tied to Objective Two are designed to support the strategies in objective one as well as grow leadership capacity that ultimately results in the institutionalization of the practices in Objective one.

The district realizes that it needs to grow its teacher leadership capacity if it is too truly to adopt and build upon the work of the 2014 AIP. To this point the district will be continuing its work with ANET around the unpacking, understanding, analysis and translation of data into action directed at teachers and students. Through the DSAC the district will participate in the PLC project to strengthen its use of school based CPT and OTL meetings. The district will use learning walks to support the growth and understanding of the Randolph set of instructional practices.

Objective 3: Ensuring Success for All Students through High Quality Accountability Systems

Key to any continuous improvement model is the ability to measure and analyze the results of one's actions. Therefore the district will once again focus on measuring the highest points of leverage for improving the performance of administrators and teachers, which will result in improved academic performance for students. The district plans to build upon the measurement tools developed in years one and two for collecting qualitative data related to instructional practices and the effectiveness of CPT and OTL meetings as well as intervention activities for struggling learners.

The district will continue to work with ANET in refining how the data is reported back to the district and how the district uses the data for providing guidance to teachers

Objective 4: Ensuring Success for All Students Through High Quality Engagement Strategies that Support Literacy Development

There are two strategies that create the keystones for this initiative. The first is to develop family capacity to support rigorous learning at home and the second is to build the capacity of teachers and administrators in engaging families in their child's education.

Family engagement is not about increasing family attendance at school events or about even about increasing family interactions with the school, though these may be bi-products of successful engagement activities. Family engagement is about increasing the amount of time parents and guardians invest in rigorous academic interactions with their child as part of a coordinated (family/school) effort to raise their child's academic performance.

In Randolph during the 2013-2014 activities will be specifically aimed at both targeted and non-targeted populations by providing parents and guardians with tools, skills, and strategies that they can comfortably use to improve their child's literacy level. The district has developed a multi-pronged approach by offering parent trainings, targeted home visits, the development of social media content, and teacher and administrative trainings.

2014 BENCHMARKS

After thoughtful reflection and more intensive engagement in moving our accelerated plan forward, we have decided to reduce the number of benchmarks. In retrospect, we acknowledge that some of our previous benchmarks were too global. In some cases, we were repeating ourselves and naming unnecessary work that would not necessarily move us in the right direction. The experience itself of working on a plan that we all have come to own is part of what has assisted us to create benchmarks that are more specific and tangible. Furthermore, the way in which we have restructured our benchmarks aligns them more directly with our objectives. Previously, our benchmarks were just aligned with the initiatives. Now the initiatives are a clear part of our plan but the driving force are the objectives.

THEORY OF ACTION

If we align resources, practices and policies through public engagement to relentlessly focus on the instructional core through student centered learning at all levels of the district with each person in the organization sharing responsibility for our work, then we will get all students to reach 100% proficiency in their academic, personal and social emotional endeavors.

FINAL OUTCOMES

The District's goal is to meet or exceed the PPI target of 75 for 2013school year by reaching the targets listed below. See Appendices A and B for the PPI and CPI calculations.

Strategic Objective 1: Ensuring Success for All Students Through High Quality Learning and Teaching

Strategic Initiatives	Early Evidence of Change, Short-term Outcomes, and Final Outcomes
1. Implement curriculum and assessments programs aligned to MA Common Core Standards for ELA and Math and WIDA Standards 2. Revise and implement a set of instructional practices that allow all students access to grade level curriculum 3. Implement systems and practices to ensure the academic and social-emotional growth of target student populations	**Early Evidence** 100% of teachers are conducting lessons aligned to the revised curriculum maps as evidenced by classroom observations and administrative review of lesson plans, by Dec. 1 100% of administrators monthly observation reports show continuous improvement in the effective implementation of curriculum and instructional focus areas - **Mastery Objectives and tasks aligned to Grade Level Standards** along with two instructional focus areas **Rigorous Student Engagement and use of UDL principles -** (5% improvement each monthly over June base line data) 50% of teachers (over June baseline data) are incorporating UDL principles in daily planning to provide all students access to lessons as evidenced by classroom observations, OTL meetings and reviewed of lesson plans, by Dec. 1 and 100% by May 1 **Short-term Outcomes** - District Monitoring Observation data shows at least a 20% improvement (over June baseline data) by Jan. 15 and exceeding 80% full implementation (as outlined in instructional rubric) by June 1 in **Mastery Objectives and tasks aligned to Grade Level Standards** along with two instructional focus areas **Rigorous Student Engagement and use of UDL principles** - ANet Temp Checks show that 100% of schools are on track for meeting 2014 CPI goals for Gen. Ed., ELL and Sp.Ed. students (assessment results for each administration are within 1.25 points of target) - HS quarterly ELA and Math assessments will continually show that 75% of all students are at proficient (grade of 70% or higher) (Students not meeting this benchmark will be referred to the new Student Engagement Team see details below) - Data on the HS Principal's Quarterly Dashboard shows the following changes over base line data from the previous school year: 2% increase each quarter, over same quarter from previous year, in the attendance rate 15% decrease each quarter, over the same quarter from previous year, in the number of suspensions 2% decrease each quarter, over same quarter from previous year, in the number of dropouts 10% decrease each quarter, over same quarter from previous year, in the number of courses failed. 20% decrease, over same quarter from previous year, each quarter in the number of tardies

Initiative 1.1 Implement curriculum and assessments programs aligned to MA Common Core Standards for ELA and Math and WIDA Standards

Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
Revise the roles and responsibilities for district administrators in implementing and supporting AIP initiatives	Superintendent	July 2013	Aug. 2013
Design district meeting structures that support data driven decision making and build leadership capacity at all levels	Superintendent	July 2013	Aug. 2013
Revise and create curricula to align with the Common Core and WIDA Standards using model unit design	Assistant Superintendent	July 2013	Aug. 2013
Revise ELD curriculum frameworks to enhance its alignment with Common Core and WIDA Standards as well as create model units and lesson plans	ELL Director	July 2013	Aug. 2014
Create district wide K-1 assessment system aligned to MA Common Core Standards for ELA	Literacy Director	June 2013	Aug. 2013
Continue ANET interim assessments Gr. 2-8	Superintendent	Sept. 2013	June 2014
Revise the 9-12 assessments to ensure alignment to MA Common Core for ELA and Math (Testwiz)	Asst. Superintendent	Aug. 2013	Sept. 2014
Develop an assessment calendar for all K-12 assessments (Sept. June)	Asst. Superintendent	July 2013	Aug. 2013
Revise K-5 report card that is aligned to district's standards based curriculum	ESSC Coordinator	June 2013	Aug. 2013
District Leadership commits to increasing the number of Teacher Leaders to support high quality CPT and Data Team meetings.	Superintendent	June 2013	June 2013
Continue to ensure CPT meetings focus on curriculum, assessment and instruction. Minutes and agendas are submitted to building administrators for review and comment	Asst. Superintendent	Sept. 2013	June 2014
To build capacity and shared ownership, members of the DLT will continue to provide monthly updates to School Committee on AIP progress	Superintendent	Sept. 2013	June 2014

Initiative 1.2 Revise and implement a set of instructional practices that allow all students access to grade level curriculum

Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
Establish an Instructional Practice Subcommittee to develop handbook that outlines Randolph's expectations, includes a continuum of descriptors, sample strategies and annotated resources that allow all students access to grade level curriculum	Superintendent	June 2013	Aug. 2013
Develop expectations for Lesson Plan components and submission review process K-12	Asst. Superintendent	Aug. 2013	Aug. 2013
Building administrators introduce staff to district's instructional expectations and the 2013-2014 focus areas [focus areas identified by 2012-2013 classroom observation and student assessment data]	Asst. Superintendent	Aug. 2013	Aug. 2013
Create schedule and conduct 12 District Learning Walkthroughs (2 per school) to build a shared understanding of instructional expectations among administrators and to provide schools with feedback on their specific instructional problem of practice	Asst. Superintendent	Aug. 2013	June 2014
Conduct Learning Walkthroughs with teachers to build a shared understanding of instructional expectations across the district	Principals	Oct. 2013	June 2013

Initiative 1.3 Implement systems and practices to ensure the academic and social-emotional growth of target student populations

Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
Develop Randolph's Tiered Systems of Support Guide (RTSS) which outlines the continuum of academic and social-emotional supports for Gen. Ed, Sp.Ed. And ELL students based on MTSS. (RTSS committee to include Directors, an ESSC guidance counselor, a district and building administrator from each level)	ELL Director	July 2013	Sept. 2013
Revise roles and responsibilities for Middle and High School Guidance Counselors	HS Principal	June 2013	Aug. 2013
Elementary and Secondary School Counseling (ESSC) grant guidance counselors will develop and deliver a developmental guidance curriculum for grades K-5 designed to promote the development of research based protective factors which contribute to school success for all students.	ESSC Grant Coordinator	June 2013	Aug. 2013
RTSS team identifies and purchases researched based intervention materials that will support the identified academic and social-emotional needs of students	Asst. Superintendent	June 2013	Aug. 2013
Members of the RTSS team will provide the DLT with an overview of the new interventions	ELL Director	Aug. 2013	Nov 2013

Increase the number of assessments: • Implement DIBLES as universal screening tool and to monitor student progress. • DRA 2 interim Assessment for K-5 students (Fall, Winter, Spring) • Implement screening tool for HS students new to the district	Literacy Director	Aug. 2013	Sept. 2013
Develop Progress Monitoring System to track growth of student receiving Tier 2-3 interventions and inform effectiveness of the chosen academic intervention (using 6 week pre and post assessments and district formative assessments)	ELL - Sp.Ed. Directors	June 2013	Aug. 2013
ESSC grant guidance counselors will develop a protective factor index [monitoring tool] which will be incorporated into the new K-5 report cards and used by OTL teams for progress monitoring of social emotional interventions.	ESSC Grant Coordinator	June 2013	Aug. 2013
Building administrators and at least one member of the RTSS team introduce all building staff to RTSS model and new intervention programs.	Principals	Aug. 2013	Sept. 2013
K-5 Building Administrators will inform teachers of expectations for supporting the new guidance curriculum and other school wide initiatives led by the ESSC grant guidance counselors	Principals	Aug. 2013	Sept. 2013
Opportunity To Learn (OTL) meeting structure and protocol will be revised to support RTSS model (teams will have appropriate representatives from Sp.Ed., ELL and at least 1 related service provider based on targeted child/group being discussed)	ELL Director	June 2013	Aug. 2013
Grade level teams use CPT to review and reflect on interim assessment and biweekly grade level and department common assessments results and develop action plans to address identified needs of students	Principals	Sept. 2013	June 2014
Designated building administrators will continue to lead or co-lead OTL meetings and monitor implementation of action plans.	Principals	Sept. 2013	June 2014
ESSC grant guidance counselors and designated building administrators will co-lead K-5 OTL meetings, manage student data and provide support for the development and implementation of next steps when applicable	ESSC Grant Coordinator	Sept. 2013	June 2014
Language Assessment Team will revise system for monitoring and supporting ELL student progress	ELL Director	June 2013	Aug. 2013
An advisory will be initiated as a pilot at the high school that includes involvement from directors, high school administration, guidance, teachers and social workers.	ELL Director	Sept. 2013	June 2014
Establish a High School Student Engagement Team who will develop action plans to support students not making proficiency of quarterly assessments. Team will include Sp.Ed. and ELL and content teachers, social workers, guidance counselors and administrators Based on a student's needs the Team will recommend appropriate interventions and instructional practices. Action plans will include, but are not limited to: afterschool tutoring, increased differentiation of lessons, targeted small group instruction, online resources – e.g. Plato course recovery.	High School Principal	Sept. 2013	June 2014

AIM Academy

Redesign the purpose of the alternative program for grades 9-12. (Effective 2013-2014 school year, AIM will no longer accept middle school students unless they are over age and therefore under credited.)	AIM Director	Aug. 2013	Sept. 2013
Meet with students and families to update Individual Learning Plans (ILPs) and increase parent support in assisting students with goal setting	AIM Director	Oct. 2013	Dec. 2013
Improve interventions to support students at risk of failing or dropping out. • Create a data collection system to monitor course performance and attendance • Review course grades during bi-weekly advisory sessions • Review ILPs and course audits to determine Tier 2 and Tier 3 supports as needed and also to determine eligibility for online credit recovery (one or more Fs) • Contact families for every absence and schedule family meeting after three absences per term. Missing more than 10% of school per term results in additional interventions which include time with the Therapeutic Mentor and a Behavior Improvement Plan	AIM Director	Sept. 2013	June 2014
Develop an alternative level, behavioral system to address challenging behavior through clearly defined expectations. The goal of this system is to improve behavior, increase student achievement, and foster character development.	AIM Director	Aug. 2013	Aug. 2013
Implement a therapeutic model of support for students and their families. To promote pro-social behavior, AIM will have a therapeutic mentor who will provide counseling to students and offer family support, coaching, and training to the students and parents in age-appropriate behaviors, academic responsibility, interpersonal communication, problem-solving and conflict resolution.	AIM Director	Aug. 2013	June 2014
Establish academic benchmarks for ELA, Math, and Science based on MCAS results. Teachers and students will use benchmarks to identify the gaps and to set performance goals and instruction needs.	AIM Director	Sept. 2013	June 2014
Identify assessment materials for the above benchmarks to monitor student progress toward goal attainment and to inform lesson planning	AIM Director	Aug. 2013	Aug. 2013
Implement a literacy component for struggling readers for all grade levels. Purchase instructional reading materials and software programs and use data from MCAS and QRI-3to place students.	AIM Director	Aug. 2013	June 2014

Strategic Objective 2: Ensuring Success for All Students Through High Quality Professional Development	
Strategic Initiatives	**Early Evidence of Change, Short-term Outcomes, and Final Outcomes**

1.
Provide training and support in implementing revised curriculum and assessment materials
 	
2.
Provide training and support in understanding and using the district's set of instructional practices that allow all students access to grade level curriculum
 	
3.
Provide training and support to ensure academic and social emotional growth of targeted student populations
	Early Evidence
	
	• 100% of administrators are providing teachers with formative feedback that is specific and grounded in districts instructional expectations for this year's 3 focus areas as evidenced by Assistant Superintendent's review of all observation feedback, by Nov. 15.
	
	• 75% of teachers survey results show that embedded support during CPT on data analysis and action planning have strengthened their ability to change instructional practices to meet the needs of their students by Dec. 1 and 85% satisfied by May 1 and supported by Monitoring Observation data
	
	• 75% of teachers survey results show that feedback provided by administrators has helped them improve their instructional practices, by Dec. 1 and 85% satisfied by May 1 and supported by Principals' Observation Dashboards
	
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	Short-term Outcomes
	
	• District Monitoring Observation data shows at least a 20% improvement (over June baseline data) by Jan. 15 and exceeding 80% full implementation (as outlined in instructional rubric) by June 1 in **Mastery Objectives and tasks aligned to Grade Level Standards** along with two instructional focus areas **Rigorous Student Engagement and use of UDL principles**
	
	• ANet Temp Checks show that 100% of schools are on track for meeting 2014 CPI goals for Gen. Ed., ELL and Sp.Ed. students (assessment results for each administration are within 1.25 points of target)
	
	• HS quarterly ELA and Math assessments will continually show that 75% of all students are at proficient (grade of 70% or higher) (Students not meeting this benchmark will be referred to the new Student Engagement Team see details below)
	
	• Data on the HS Principal's Quarterly Dashboard shows the following changes over base line data from the previous school year:
	    o 2% increase each quarter, over same quarter from previous year, in the attendance rate
	    o 15 % decrease each quarter, over the same quarter from previous year, in the number of suspensions
	    o 2% decrease each quarter, over same quarter from previous year, in the number of dropouts
	    o 10% decrease each quarter, over same quarter from previous year, in the number of courses failed
	    o 20% decrease, over same quarter from previous year, each quarter in the number of tardies

Initiative 2.1 Provide training and support in implementing revised curriculum and assessment materials

Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
District team of administrators and teachers (representation from each school) participate in ESE PLC training. District will use "Train the Trainer" model to develop high functioning district, school and grade level teams to build organizational and professional capacities to support student learning	Superintendent	Aug. 2013	June 2014
Building administrators observe CPT meetings and provide feedback on agendas and minutes	Principals	Sept. 2013	June 2014
Continued partnership with ANet to provide embedded PD (CPT) for DLT and grade level teams on data analysis and action planning using interim assessment results	Principals	Aug. 2013	June 2014
District provides ongoing PD for DLT to support implementation of high quality curriculum	Asst. Superintendent	Aug. 2013	June 2014
District provides ongoing PD (weekly CPT) for teachers to support implementation of high quality curriculum	Principals	Sept. 2013	June 2014
District provides PD for K-5 teachers to support implementation of new standards based report card	Asst. Superintendent	Aug. 2013	Nov. 2013
Provide a parent/guardian training on understanding the district's quarterly assessment and MCAS scores; and using the data to set student learning goals with teachers.	FCR&E Director	July 2013	June 2014
Offer parents at each grade level training in key ELA and math concepts and strategies that can be implemented at home	FCR&E Director	July 2013	June 2014
Provide a four part PD series to 30 teachers with a focus on engaging parents/guardians as partners in learning	FCR&E Director	July 2013	June 2014

Initiative 2.2 Provide training and support in understanding and using the district's set of instructional practices district's set of instructional practices that allow all students access to grade level curriculum

Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
Ongoing PD for DLT on revised district instructional expectations	Asst. Superintendent	Aug. 2013	June 2014

Ongoing PD for DLT to calibrate quality of observation feedback to teachers	Asst. Superintendent	Aug. 2013	June 2014
Ongoing PD for teachers (early release days) on revised district instructional expectations and roll out of key instructional focus areas [identified by observation and student assessment data]	Asst. Superintendent	Aug. 2013	June 2014
Administrators conduct observations and provide feedback to support teachers in implementing district instructional expectations (using specific monthly focus areas)	Principals	Sept. 2013	June 2014
Learning Walkthrough training for teachers to support implementation of district's instructional expectations. Teacher participation on Learning Walkthroughs will be dependent on principals' ability to provide coverage.	Principals	Oct. 2013	June 2014
Conduct Monthly District Learning Walkthroughs to continue to build a shared understanding of district expectations and recommend next steps for the schools in improving instructional practices	Asst. Superintendent	Sept. 2013	June 2014

Initiative 2.3 Provide training and support to ensure academic and social emotional growth of targeted student populations			
Activities to Achieve the Outcomes for the Initiative	**Who will Lead?**	**When will it Start?**	**When will it be Complete?**
RTSS team members provide training for the District Leadership Team (DLT) on Randolph's Tiered Systems of Support model	ELL Director	Aug.2013	Aug.2013
Program Directors provide DLT with overview of new intervention programs and progress monitoring tools	Directors	Aug.2013	Aug.2013
PD on new interventions for support staff providing Tier 2 and 3 support	Reading Director	Sept.2013	Sept.2013
PD for teachers on new assessments and progress monitoring tools	Reading Director	Sept.2013	Sept.2013
ESSC grant K-5 guidance counselors and principals will co-facilitate meetings to introduce and support changes in practice to address social- emotional needs of struggling students	ESSC Grant Coordinator	Sept.2013	June 2014
Administrators conduct focused observations and provide feedback to teachers to support effective implementation of action plans	Principals	Sept.2013	June 2014
PD for all teaching staff on instructional strategies that provide all students access to grade level curriculum (Early Release days)	ELL – Sp.Ed. Directors	Sept.2013	June 2014
PD for K-12 Sp.Ed. staff on writing effective goals that are aligned to state and federal regulations	Sp.Ed Director	Sept.2013	Sept.2013
District will offer Year One of the SEI Endorsement (RETELL) course for all teachers working with ELL	ELL Director	Sept. 2013	June, 2014

students and all administrators.			
Directors, principals, counselors and ELL teachers will participate in embedded WIDA professional development	ELL Director	Oct. 2013	April, 2014
Conduct parent trainings to build family knowledge of Common Core standards, social emotional support systems.	FCR&E Director	July 2013	June 2014
Work with teachers to pilot parent/guardian data meetings (without stipend) as a means of sharing data and engaging parents/guardians as partners to improve student achievement.	FCR&E Director	July 2013	June 2014

Strategic Objective 3: Ensuring Success for All Students Through High Quality Accountability Systems	
Strategic Initiatives	**Early Evidence of Change, Short-term Outcomes, and Final Outcomes**
1. Accountability through the effective use of data driven decision making 2. Accountability for implementing the district's set of instructional practices that allow all students access to grade level curriculum 3. Accountability for implementing systems and practices to ensure academic and social-emotional growth of targeted student populations	**Early Evidence** 100% of teachers are conducting lessons aligned to the revised curriculum maps as evidenced by classroom observations and administrative review of lesson plans, by Dec. 1 50% of teachers (over June baseline data) are incorporating UDL principles in daily planning to provide all students access to lessons as evidenced by classroom observations, OTL meetings and reviewed of lesson plans, by Dec. 1 and 100% by May 1 100 % of students reading below grade level in September (using DIBELS assessment) receive appropriate Tier 1 and 2 interventions with progress monitored every 6 weeks. 100% of these students will make one or more year's growth by May 1 and 75% will achieve more than one year's growth **Short-term Outcomes** - District Monitoring Observation data shows at least a 20% improvement (over June baseline data) by Jan. 15 and exceeding 80% full implementation (as outlined in instructional rubric) by June 1 in **Mastery Objectives and tasks aligned to Grade Level Standards** along with two instructional focus areas **Rigorous Student Engagement and use of UDL principles** - ANet Temp Checks show that 100% of schools are on track for meeting 2014 CPI goals for Gen. Ed., ELL and Sp.Ed. students (assessment results for each administration are within 1.25 points of target) - HS quarterly ELA and Math assessments will continually show that 75% of all students are at proficient (grade of 70% or higher) (Students not meeting this benchmark will be referred to the new Student Engagement Team see details below) - Data on the HS Principal's Quarterly Dashboard shows the following changes over base line data from the previous school year: 2% increase each quarter, over same quarter from previous year, in the attendance rate 15 % decrease each quarter, over the same quarter from previous year, in the number of suspensions 2% decrease each quarter, over same quarter from previous year, in the number of dropouts 10% decrease each quarter, over same quarter from previous year, in the number of courses failed 20% decrease, over same quarter from previous year, each quarter in the number of tardies

Initiative 3.1 Accountability through the effective use of data driven decision making			
Activities to Achieve the Outcomes for the Initiative	**Who will Lead?**	**When will it Start?**	**When will it be Complete?**
District leadership observes CPT meetings and reviews agenda and minutes to assess schools' use of data to inform curriculum implementation and instruction planning	Superintendent	Sept. 2013	June 2014
DLT reviews data from, MCAS, ACCESS, interim assessments, Principals Monthly Dashboards, Monitoring observations and surveys to inform curriculum, instruction and Accelerated Plan revisions	Superintendent	Sept. 2013	June 2014
Develop and implement School Improvement Plans aligned to 2013-2014 AIP	Superintendent	Sept. 2013	Oct. 2014
Revise procedures and timelines to ensure consistency in Education Evaluation process	HR Director	Aug. 2013	Sept. 2013
Superintendent/Asst. Superintendent monthly on site principal supervision (review principals' feedback on CPT and OTL agendas/minutes and action plans, conduct co observations)	Superintendent	Sept. 2013	June 2014

Initiative 3.2 Accountability for implementation of the district's set of instructional practices that allow all students access to grade level curriculum			
Activities to Achieve the Outcomes for the Initiative	**Who will Lead?**	**When will it Start?**	**When will it be Complete?**
Building administrators conduct focused observations (5 weekly) to monitor implementation district's instructional expectations [identified by student achievement and observational data]	Principals	Sept. 2013	June 2014
District leadership reviews and provides feedback to principals on quality of observation notes and feedback to teachers	Asst. Superintendent	Sept. 2013	June 2014
Randolph Instructional Practices Committee conducts monitoring observations (Fall, Winter, Spring) to assess progress in implementing the district's instructional expectations	Asst. Superintendent	Sept. 2013	May 2014

Initiative 3.3 Accountability of systems and practices to ensure academic and social-emotional growth of targeted student populations

Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
Building administrators and Directors conduct co-observations (6 week cycle) to monitor effectiveness of implementation of RTSS	Asst. Superintendent	Sept. 2013	June 2014
Building administrators and Directors review progress monitoring data (6 week cycle) to assess effectiveness of tiered interventions	Asst. Superintendent	Sept. 2013	June 2014
ESSC grant Project Coordinator conducts quarterly co-observations with K-5 building administrators to monitor the effective implementation of ESSC grant initiatives	ESSC Coordinator	Sept. 2013	June 2014
ESSC grant K-5 guidance counselors will provide PD to support data driven OTL meetings and development and implementation of action plans.	ESSC Coordinator	Sept. 2013	June 2014
Building Administrators supervise implementation of action plans and monitor student progress	Principals	Sept. 2013	June 2014
ESSC grant guidance counselors will review K-5 attendance, discipline and protective factor index data to assess the effectiveness of Tiered social-emotional interventions	ESSC Coordinator	Sept. 2013	June 2014
ESSC grant advisory council [including Superintendent, K-5 Principals, Parents, teachers, counselors] meets monthly to review progress towards implementation of grant objectives [decreasing discipline referrals, improving academic indicators]	ESSC Coordinator	Sept. 2013	June 2014
The district will roll out the use of a new software program, ELLevation that will allow the district to be able to create specialized reports, analyses and dashboards to track ELL student progress and support the implementation of WIDA.	ELL Director	July 2013	June 2014

Strategic Objective 4: Ensuring Success for All Students Throuh High Quality Engagement Strategies that Support Literacy Development	
Strategic Initiatives	**Early Evidence of Change, Short-term Outcomes, and Final Outcomes**
1. Develop family capacity to support rigorous learning at home. 2. Build administrator and teacher capacity to engage all families	**Early Evidence** • 100% of **targeted** families will participate in at least 2 of the literacy activities offered by the district • 80% of targeted parents who attended literacy workshops (Nov. and Feb.) used specific strategies recommended at the workshop with their child within two weeks. This will be evidence through phone call surveys with parents and interviews with their child. • 80% of targeted parents who participated in Family Engagement activities indicate that they feel confident in their ability to support the development of their child's literacy skills. This will be evidence through phone call surveys with parents and interviews with classroom teachers about their interactions with parents over the phone or in person. **Short-term Outcomes** • 100% of **targeted** students whose parents participate in Family Engagement activities will meet end of year DRA grade level indicators

Initiative 4.1 Develop family capacity to support riorous learning at home			
Activities to Achieve the Outcomes for the Initiative	**Who will Lead?**	**When will it Start?**	**When will it be Complete?**
Hire 3 Bilingual (Vietnamese, Spanish/Cape Verdean, Haitian) Family Engagement Facilitators to work with schools and families	Director of Family and Community Relations	Aug. 2013	Sept. 2013
Facilitators receive family engagement training	Director of FCR	Oct. 2013	Oct. 2013
Facilitators begin working in schools, recording parent literacy tips in different languages	Director of FCR	Sept. 2013	June 2014
Facilitators and Literacy Coaches co-lead 2 parent workshops on literacy	Director of FCR	Nov. 2013	Feb.2014
Create Parent Guides to the MA Common Core for ELA (adapted from the Council of Great City Schools) and distribute to families before first Literacy workshop in Nov.	Director of FCR	Sept. 2013	Nov. 2013
Create a RPS You Tube Channel as a platform to provide families with literacy and academic support tips	Director of FCR	Sept. 2013	June 2014
Elem. Literacy Director, Secondary Guidance Counselors and Director of FCR identify topics, presenters	Director of	Sept. 2013	Oct. 2013

and recording schedule for School Success Series	FCR		
Episodes in 10 minute segments in Multiple languages are posted and aired.	Director of FCR	Nov. 2013	June 2014
K-5 Literacy workshops will be open to all families. Family Engagement Facilitators will personally reach out to families of targeted students (students reading below level based on DIBELS and DRA)	Director of FCR	Nov. 2013	June 2014
Gr. 8-9 Academic Support workshops will be open to all families. Family Engagement Facilitators will personally reach out to families of targeted students (students who do not meet previous grade level reading scores at the beginning of the school year and/or have not met proficiency levels in ELA from the previous year's MCAS)	Director of FCR	Nov. 2013	June 2014
Implement Parent-Teacher Home Visit Pilot Project (PTHVP) for grade K, 6, and 9 grade students with low ELA/reading scores	Director of FCR	Sept. 2013	June 2014

• District leadership works with Randolph Teachers' Association and Randolph Public Learning Community Group to develop a teacher recruitment plan
• Data points to be used for identifying students will be DIBLES scores at Kindergarten, DRA scores and MCAS proficiency scores in ELA at grades 5 and 8.
• Students to be targeted at grades 5 and 8 will be students who do not meet previous grade level reading scores at the beginning of the school year and/or have not met proficiency levels in ELA from the previous years MCAS. Kindergarten students to be targeted will include students who score below benchmark on initial DIBLES screening and/or fail to do the following during kindergarten screening.
    o Identify less than 20 letters
    o Recognize less than 20 phonetic sounds that go with letters
• Develop Recruitment and Training sessions
	Director of FCR	Sept. 2013	Feb. 2013

PTHVP training for Family Engagement Facilitators and teachers	Dir. of FCR	Mar. 2014	Apr. 2014
Family Engagement Facilitators begin marketing the PTHVP and recruiting families for participation based on targeted students	Dir. of FCR	Apr. 2014	May 2014
Facilitators conduct spring home visits with teachers	Dir. of FCR	June 2014	June 2014
Home Visit Teams prepare notes and submit to Superintendent's Office	Director of FCR	June 2014	June 2014

Initiative 4.2 Build administrator and teacher capacity to engage all families			
Activities to Achieve the Outcomes for the Initiative	**Who will Lead?**	**When will it Start?**	**When will it be Complete?**
Provide Elementary Literacy Coaches to support educators and parents in developing students as readers	Director of FCR	Sept. 2013	June 2014
Coaches work with Family Engagement Facilitators to develop the literacy workshop for families and plan a calendar of events for families	Director of FCR	Oct. 2013	Nov. 2014
Develop a cohort of teachers and community-based facilitators to lead bi-monthly sessions on Family Engagement for teachers.	Director of FCR	Sept. 2013	June 2014
Director of FCR and Community-based facilitators provide bi-monthly training for teachers and administrators on how to encourage family engagement	Director of FCR	Nov. 2013	Dec.2014