



Randolph Public Schools

Accelerated Improvement Plan

2014-2015



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 three 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. This year's plan builds upon data showing changes in student learning outcomes, observed changes in adult behavior, lessons learned from prior years, and the district's overall progress toward meeting the objectives of prior plans.

For 2015, using the continuous acts of planning, training, implementing, measuring, and analyzing progress, the district has built a series of initiatives and associated activities designed at addressing the needs cited in the initial district review and ESE's subsequent quarterly and annual reviews of the district's progress. The objectives of the 2015 AIP and rationale for their continuance are:

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 focus on the literacy skills of students, which are below state average.
- The need to address the significant achievement gaps for sub groups; especially Students with Disabilities and African American populations.
- The need to continue focus on teacher's instructional practices based on yearly observation data by the district.

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 teachers and administrators understanding of literacy instruction.
- The need to continue to improve administrator and teachers' understanding of effective instructional practices- techniques that support Students with Disabilities and African American populations.
- The need to continue to improve the evaluation and supervision skills of administrators.

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 monitor students' literacy development K-12.
- The need to closely monitor teachers and administrators knowledge and skills in implementing the targeted elements in the Educator Rubrics.
- The need to closely monitor the academic growth of targeted populations (Students with Disabilities and African American students.)

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. One of the major lessons learned this year became the building block for the 2015 plan:

The importance of direct lines of two-way communication with school based educators

In the fall of 2013, district leadership struggled with how to effectively communicate the work of the AIP to teachers. The district started by using principals as the primary messengers for the plan's activities. District leadership soon found that this methodology often resulted in different messages being delivered to different school personnel. This lack of understanding of some AIP initiatives was discovered when the superintendent; assistant superintendent and directors conducted their onsite supervision visits. During these visits, the district leadership found a lack of compliance of agreed upon structures and programs (i.e. The use of Project Read intervention program and SEI instruction during core academic classes).

PROCESS FOR DEVELOPING THE 2015 PLAN

The institutionalization efforts of the AIP in 2015 began with a collective creation of the 2015 AIP. This plan unlike prior plans, is the work of both the district instructional leadership team and the district's teachers. The district understands that the success of Randolph students rests solely with the district staff and the future lies with its ability to collectively develop plans focused on improving student achievement and then carefully monitoring the effectiveness of implementation.

In the early spring, a team consisting of 52 teachers and administrators (AIP Review and Development Team) led by the district's Superintendent and Assistant Superintendent, began what was to become a multi-step process to create our fourth year AIP. The process began with the ARDT dividing into eight working groups to reflect on and analyze the work done on our 2013-14 AIP. Each working group's composition was based on representation from each level; elementary, middle and high school grade spans. To further ensure the credibility and effectiveness of the process, the composition of the working groups were also built around the expertise of the individual members such as having Special Education staff, English Language Learner Staff and counselors focus on initiatives related to their work.

Each working group focused on a single initiative. The working groups were first charged with examining the impact of the action steps tied to each initiative. Working groups evaluated district monitoring observation data and student achievement data to determine whether or not each step had achieved its desired outcome, which factors had led to its success and what obstacles had been encountered. Each one of the working groups shared their findings followed by an open discussion with the entire ARDT.

Next, the same working groups came together to begin to work on building the new plan and establishing new initiatives, as it had been determined by the ARDT that the time was right for the district to take the work deeper in a continued effort to institutionalize the district's instructional practices as well as to sustain increased student achievement and growth.

To further expand the coalition of support for the 2015 AIP, the Assistant Superintendent conducted a series of listening tours at each school where she solicited input from every teacher. Teachers were asked to reflect on

the success of implementation of 2013 AIP along with roadblocks. Teachers were then introduced to the new initiatives developed by the ARDT along with the rationale for each. Lastly, teachers were asked for input on what PD they needed to effectively implement the new initiatives.

OVERVIEW OF THE 2015 INITIATIVES

While the three objectives from previous years remain consistent, the district has changed the core initiatives in an effort to deepen the work in the district.

1.1 Closing the achievement gap by strengthening literacy instruction

1.2 Strengthening core instruction by targeting specific elements in the Educator and Administrator Rubrics: For Teachers: Well Structured Lessons, Adjustment to Practice, Student Engagement, Meeting Diverse Needs. For Administrators: Lesson Development Support, Diverse Learners' Needs, Observations and Feedback, Alignment Review.

1.3 Meeting the needs of struggling learners by providing quality tiered instruction, specifically focusing on our students with disabilities and African American populations.

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

For 2014- 2015, the focus is shifting from curriculum development to improving literacy instruction at all grade levels. Key activities for initiative 1.1 include training all staff in *Keys to Literacy*, designating and training lead teachers and literacy coaches who will provide follow up support with implementation, and the creation of model "literacy" classrooms for real-time PD experiences for teachers.

Under Initiative 1.2, the district is shifting from its district developed rubric for instructional practices to one that ties directly to the Educator Evaluation tool. This is being done to strengthen the through-line by linking AIP activities to school improvement and individual teacher performance as measured by the educator evaluation process.

Finally, under Initiative 1.3, the district is renewing its focus on the tiered system of supports model for all students and with an emphasis on two of the district's chronically underperforming sub-groups SWD and African Americans. To further enhance the RTSS model the district is looking to strengthen its social and emotional support system by redesigning the practices of the secondary guidance and social work department to be more proactive and data driven.

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

Strategies tied to Objective 2 are designed to support the initiatives in Objective 1 as well as to develop 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 to truly adopt and continue to build upon the work of the 2014 AIP. One of the successes of the 2014 AIP was the district's ability to create and use teacher leaders and coaches to provide ongoing real-time professional development opportunities for teachers

during common planning time periods. The district plans to continue with this methodology along with providing PD around all of the activities in Objective One

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 previous years for collecting qualitative data related to instructional practices, the effectiveness of CPT meetings as well as intervention activities for struggling learners.

The one major change for Objective Three is that the district will be switching from the proficiency-based assessments of ANET to the growth-based model offered by NWEA. The district believes that the NWEA MAP assessment and associated RIT scores will provide teachers with the type of data they will need in year four of the plan.

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

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.

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 to be culturally responsive. Family engagement activities will specifically aimed at targeting our students with disabilities and African American populations to provide parents and guardians with tools, skills, and strategies that they can comfortably use to improve their child's literacy level. A district team is also developing a series of PD activities aimed at building staff's capacity to effectively communicate with our families and understand the nuances of their students' cultural backgrounds.

2015 BENCHMARKS

The district has decided to change the structure of the AIP benchmarks for 2014-2015. In an effort to clearly delineate the expectations and responsibilities for all educators, in addition to the desired student learning outcomes, the district has developed two areas for the benchmarks: Educator Outcomes and Student Outcomes,

Educator Outcomes are designed to monitor the changes in adult behavior. As the district has learned, changes in student outcomes must begin with changes in educator behaviors. By clearly articulating and identifying the desired changes in educator behaviors, the educators in the district will have a clearer understanding of the plan's expectations for them and how the activities of the plan align student outcomes with changes in their practices.

Student Outcomes will have a greater focus on student growth as the NWEA assessment will provide the district and its educators with a tool for measuring both a student's growth in a subject matter as well as in their literacy level. These two quarterly measurements will provide the district with feedback and evidence on the impact of its initiatives and progress toward accomplishing its objectives.

In regards to the benchmarks associated with the high school, because some significant progress was made in these areas the percent of change for some of the benchmarks has been reduced from the 2014 level.

The district has created strong systems and must now work to ensure they are being implemented with fidelity across the district. Also, the district must make sure the data systems they are using effectively monitor student progress and bring about teacher ownership for change. The new AIP is much more focused. Creating a system to ensure literacy instruction is aligned throughout the district, focusing intervention on specific targeted groups and aligning principal practice with teacher instructional expectations.

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 goals are to meet or exceed the PPI target of 75 for 2015 school year and/or meet or exceed the SGP state average for math and ELA.

Section 2: Plan Summary

Strategic Objective 1: Ensuring Success for All Students Through High Quality Teaching and Learning	
Strategic Initiatives	Educator and Student Outcomes
<p>1. Closing the achievement gap by strengthening literacy Instruction</p> <p>2. Strengthen core instruction by focusing on specific elements in the Educator Evaluation Rubrics (For Teachers: Well Structured Lessons, Adjustment to Practice, Student Engagement, Meeting Diverse Needs) (For Administrators Lesson Development Support, Diverse Learners' Needs, Observations and Feedback, Alignment Review)</p> <p>3. Meeting the needs of struggling learners by providing quality tiered instruction, specifically for our students with disabilities and African American populations</p>	<p>Educator Outcomes</p> <ul style="list-style-type: none"> 100% of principals can demonstrate that they have identified their low performing classrooms and are providing support and monitoring progress as evidenced by district leadership's on site review of principals observation feedback, teacher action plans, and then conducting co observations to the targeted classrooms. By December 1, 100% of core teachers' lesson plans will incorporate the districts new criteria (Mastery Objectives, Engagement Activities, Formative Assessments and Homework as evidenced by building administrators review and assistant superintendent bi-weekly on site review. There will be a 5% increase each quarter (over first quarter baseline) in the number of teachers implementing focused educator evaluation elements as evidenced by district monitoring observation data. By December 1, 100% of principal observation reports will indicate specific feedback on implementation of literacy strategies and educator evaluation elements as evidenced by Assistant Superintendent's review of reports during bimonthly onsite supervision days. <p>Student Outcomes</p> <ul style="list-style-type: none"> 75% of all students will reach grade level benchmarks by the end of the year as evidenced by NWEA assessment tool (MAP) in ELA 100% of schools will show a 3% increase (over fall baseline) in their student growth percentile on each administration of the NWEA 70% of students from targeted populations (African American, SWD) will make a minimum of 1.5 years' growth from beginning to end of year as noted by the NWEA assessment tool (MAP) in ELA and Math Data on the HS Principal's Quarterly Dashboard shows the following changes over base line data from the previous school year: <ul style="list-style-type: none"> 2% increase each quarter, over same quarter from previous year, in the attendance rate

	<ul style="list-style-type: none"> ○ 5% decrease each quarter, over the same quarter from previous year, in the number of suspensions ○ 1.4% decrease each semester, over same semester from previous year, in the number of dropouts ○ 10% decrease each quarter, over same quarter from previous year, in the number of courses failed. ○ 10% decrease, over same quarter from previous year, each quarter in the number of tardies
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Initiative 1.1 Closing the achievement gap by strengthening literacy instruction			
Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
Identify at least two lead teachers from each school who will create model classrooms and provide support for colleagues on effective literacy instruction	Principal	Aug. 2014	Aug. 2014
Teachers weekly lesson plans will be readily available in classrooms and will include, mastery objective, engagement activities, check for students understanding assessments and homework to be assigned (Elementary core teachers will have available for Math and ELA only)	K-8 Literacy Director	Sept. 2014	June 2015
CPT will be used to assist K-12 teachers in incorporating Keys to Literacy strategies into lesson plans in all content areas	K-8 Literacy Director	Sept. 2014	June 2015
Administrators and coaches will observe K-12 teachers implementation of Keys to Literacy strategies in all content areas each month.	K-8 Literacy Director	Sept. 2014	June 2015
Lead teachers will invite their colleague to observe their literacy instruction	Principal	Sept. 2014	June 2015
Writing across the curriculum will be stressed (especially in Math and Science) A district math coach will be hired to provide support	Assistant Superintendent	Sept. 2014	June 2015
Elementary teachers in grades K-4 will use the Wonders (K-4 Lyons Reading Street) program as their primary resource for literacy instruction. Grade 5 teachers will implement a yearlong units aligned to Common Core.	K-8 Literacy Director	Sept. 2014	June 2015
Literacy coaches will visit classrooms and model lessons	K-8 Literacy Director	Sept. 2014	June 2015
Complete science pacing guides for K-5	Assistant Superintendent	Sept. 2014	June 2015

The district is hiring a data person who will assist administrators' with collecting monitoring data to assess effectiveness of Tier support systems	Assistant Superintendent	Sept. 2014	June 2015
Randolph Public Schools will entered into two new partnerships - Bridgewater State College and STAR After School Program - to provide academic support for targeted student populations.	Assistant Superintendent	Sept. 2014	June 2015
Bridgewater State College and Star Program will train coordinators in the Keys to Literacy Strategies with the expectation that they incorporate these strategies into their lessons and thus, provide continuity between the General Ed, classes and support programs	Assistant Superintendent	Oct. 2014	June 2015

Initiative 1.2 Strengthen core instruction using specific elements in the Educator Evaluation Rubrics. (For Teachers:Well Structured Lessons, Adjustment to Practice, Student Engagement, Meeting Diverse Needs) (For Administrators Lesson Development Support, Diverse Learners' Needs, Observations and Feedback, Alignment Review)			
Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
Align instructional practice guide with targeted elements in the Educator Evaluation Rubric for Teachers: Well Structured Lessons, Adjustment to Practice, Student Engagement, Meeting Diverse Needs	K-8 Literacy Director	Aug. 2014	Aug. 2014
Administrators will be orientated to the elements in the administrator rubric that aligned to targeted elements in teacher rubric. [Lesson Development Support, Diverse Learners' Needs, Observations and Feedback, Alignment Review] District leadership will use rubrics to monitor performance.	Assistant Superintendent	Aug. 2014	Aug. 2014
Assistant Superintendent will introduce all teachers to the revised instructional practice guide and final AIP at opening day meeting for all staff	Assistant Superintendent	Sept. 2015	Sept. 2015
Principals will meet monthly with their staffs to revisit expectations for instructional practices using video, modelling instruction and professional readings.	Principal	Sept. 2014	June 2015

Initiative 1.3 Meeting the needs of struggling learners by providing quality tiered instruction, specifically for our students with disabilities and African American populations			
Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
Revise guidelines for K-5 tiered instruction to be more explicit about district expectation that all students have access to grade level curriculum	Assistant Superintendent	Aug. 2015	Aug. 2015
Establish guidelines for instruction in inclusion classrooms (SPED, ESL and paraprofessional roles)	Special	Aug. 2015	Aug. 2015

	Education Director		
All principals will develop school schedules that provides adequate time for intervention blocks and submit to assistant superintendent for approval	Principal	Aug. 2015	Aug. 2015
The District will design a structure for monitoring the instruction and progress of targeted student groups (SWD and African American)	Special Education Director	Aug. 2015	Sept. 2015
Using OTL protocol, teacher teams will review formative assessments (NWEA, quizzes, unit tests, every six weeks to create/ revise action plans for tiered supports	Assistant Principals	Sept. 2014	June 2015
Expand use of MA Model for School Counselling to include 6-12 in order to provide complete vertical alignment of tier 1 and tier 2 personal social and college and career readiness interventions	ESSC Coordinator	Sept. 2014	June 2015
Establish district at-risk indicators for students 6-12 to be used in identifying students in need of support from the social work and guidance department	ESSC Coordinator	Sept. 2014	June 2015
Guidance/Social Workers will implement a developmental guidance curriculum [incorporating social thinking trainings] K-12	ESSC Coordinator	Sept. 2014	June 2015
Guidance/Social Workers will disaggregate social emotional indicators/behaviors to identify at risk students for OTL discussion	ESSC Coordinator	Sept. 2014	June 2015
Using OTL protocol teacher teams will review student behavior data on a six week cycle to create/ revise action plans for tiered supports	Special Education Director	Sept. 2014	June 2015
Guidance staff will attend OTL meeting to provide targeted support for students not meeting academic success	Principals	Sept. 2014	June 2015
Middle School Principal and ELA Director will establish criteria for student entrance into the FLEX reading intervention program for students in grades 6-8	K-8 Literacy Director	Aug. 2014	Aug. 2014

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

Strategic Initiatives	Educator and Student Outcomes
<p>1. Provide training and support to strengthen literacy instruction</p> <p>2. Provide training and support to strengthen core instruction using specific elements in the Educator Evaluation Rubrics (For Teachers: Well Structured Lessons, Adjustment to Practice, Student Engagement, Meeting Diverse Needs) (For Administrators Lesson Development Support, Diverse Learners' Needs, Observations and Feedback, Alignment Review)</p> <p>3. Provide training and support to ensure all staff are meeting the needs of struggling learners by providing quality tiered instruction, specifically for our students with disabilities and African American populations</p>	<p>Educator Outcomes</p> <ul style="list-style-type: none"> • 100% of principals can demonstrate that they have identified their low performing classrooms and are providing support and monitoring progress as evidenced by district leadership's on site review of principals observation feedback, teacher action plans, and then conducting co observations to the targeted classrooms. • By December 1, 100% of core teachers' lesson plans will incorporate the districts new criteria (Mastery Objectives, Engagement Activities, Formative Assessments and Homework as evidenced by building administrators review and assistant superintendent bi-weekly on site review. • There will be a 5% increase each quarter (over first quarter baseline) in the number of teachers implementing focused educator evaluation elements as evidenced by district monitoring observation data. • By December 1, 100% of principal observation reports will indicate specific feedback on implementation of literacy strategies and educator evaluation elements as evidenced by Assistant Superintendent's review of reports during bimonthly onsite supervision days. <p>Student Outcomes</p> <ul style="list-style-type: none"> • 75% of all students will reach grade level benchmarks by the end of the year as evidenced by NWEA assessment tool (MAP) in ELA • 100% of schools will show a 3% increase (over fall baseline) in their student growth percentile on each administration of the NWEA • 70% of students from targeted populations (African American, SWD) will make a minimum of 1.5 years' growth from beginning to end of year as noted by the NWEA assessment tool (MAP) in ELA and Math • Data on the HS Principal's Quarterly Dashboard shows the following changes over base line data from the previous school year: <ul style="list-style-type: none"> ○ 2% increase each quarter, over same quarter from previous year, in the attendance rate

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Initiative 2.1 Provide training and support to strengthen literacy instruction			
Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
Develop district and school professional development calendars to support AIP initiatives	Assistant Superintendent	Aug. 2014	Aug. 2014
Provide Keys to Literacy Coaches Training for all building administrators, directors, lead teachers and coaches	Assistant Superintendent	Aug. 2014	Aug. 2014
Keys To Literacy Trainer will provide onsite follow up support (6 follow up days) conducting co observing in model classroom with literacy coaches, providing teacher feedback and attending administrator meetings to troubleshoot implementation	Assistant Superintendent	Sept. 2014	June 2015
Paraprofessionals will participate in all in Keys to Literacy trainings	Assistant Superintendent	Sept. 2014	June 2015
Provide on-going coaching training to support the implementation of Keys to literacy (BI-Monthly DILT meetings)	Assistant Superintendent	Sept. 2014	June 2015
Literacy coaches provide on-going professional development in the use of <i>Wonders</i> and <i>Reading Street</i>	K-8 Literacy Director	Sept. 2014	June 2015
Literacy coaches will provide PD to Teachers on developing lesson plans under new guidelines	K-8 Literacy Director	Sept. 2014	June 2015
Lead teachers and literacy coaches provide PD during CPT time to support teacher implementation of Keys to Literacy Strategies in all content areas	K-8 Literacy Director	Sept. 2014	June 2015
Principals will provide time for teachers to observe literacy instruction in model classrooms	Principals	Dec. 2014	June 2015

Susan Looney, math coach, will provide ongoing support in how to incorporate writing in math classrooms	Assistant Superintendent	Sept. 2014	June 2015

Initiative 2.2 Provide training and support to strengthen core instruction using specific elements in the Educator Evaluation Rubrics. (For Teachers: Well Structured Lessons, Adjustment to Practice, Student Engagement, Meeting Diverse Needs) (For Administrators Lesson Development Support, Diverse Learners' Needs, Observations and Feedback, Alignment Review)			
Provide additional training to all building and district administrators on all components of Educator Evaluation System	HR Director	July 2014	Aug. 2014
Continued PD for administrators on observing instruction and providing effective feedback using targeted elements in the teacher rubric	Assistant Superintendent	Aug 2014	June 2015
Teachers will be introduced to and receive on-going PD on the targeted elements in the teacher rubric	Principals	Sept. 2014	June 2015
PD will be provided to all administrators to ensure understanding of the targeted elements in the administrator rubric and how to use to support strengthening core instruction	Assistant Superintendent	Aug. 2014	June 2015
Conduct monthly school based Learning Walkthroughs (directors and school based personal) to build a shared understanding of district expectations and identify next steps for improving literacy instruction	K-8 Literacy Director	Oct. 2014	June 2015
All principals will receive coaching support throughout the year	Assistant Superintendent	Sept. 2014	June 2015

Initiative 2.3 Provide training and support to ensure all staff are meeting the needs of struggling learners by providing quality tiered instruction, specifically for our students with disabilities and African American populations			
Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
Provide additional professional development for all administrators on tiered systems of support to ensure effective implementation of Randolph's revised guide	ELL Director	Aug. 2014	June 2015
Provide professional development for teachers to ensure understanding of district expectations for tiered systems of supports	ELL Director	Sept. 2014	June 2015
Provide professional development for administrators and teachers on understanding research best practices in working with targeted groups (SWD and African American)	Director of Family Engagement	Sept. 2014	June 2015

Provide professional development for guidance and social workers on the MA Model for Comprehensive School Counseling Programs regarding 1)data analysis of at-risk indicators2)the systems that will be used to support students 3) developing guidance curriculum	ESSC Coordinator	Sept. 2014	June 2015
Provide professional development to all administrators on evidenced based developmental guidance curriculum, including the Social Thinking Framework and college and career readiness.	ESSC Coordinator	Sept. 2014	June 2015
Provide professional development on the development and implementation of a Developmental Guidance Curriculum to all guidance counselors and social workers	ESSC Coordinator	Sept. 2014	June 2015
Create a data system to identify disruptive behavior to learning at the secondary level and system of support to respond to decrease behavior.	Director of School Safety	Sept. 2014	June 2015

Strategic Objective 3: Ensuring Success for All Students Through High Quality Accountability Systems	
Strategic Initiatives	Educator and Student Outcomes
<p>1. Accountability for closing the achievement gap by strengthening literacy instruction</p> <p>2. Accountability for strengthening core instruction by focusing on specific elements in the Educator Evaluation Rubrics. (For Teachers: Well Structured Lessons, Adjustment to Practice, Student Engagement, Meeting Diverse Needs) (For Administrators Lesson Development Support, Diverse Learners' Needs, Observations and Feedback, Alignment Review)</p>	<p>Educator Outcomes</p> <ul style="list-style-type: none"> • 100% of principals can demonstrate that they have identified their low performing classrooms and are providing support and monitoring progress as evidenced by district leadership's on site review of principals observation feedback, teacher action plans, and then conducting co observations to the targeted classrooms. • By December 1, 100% of core teachers' lesson plans will incorporate the districts new criteria (Mastery Objectives, Engagement Activities, Formative Assessments and Homework as evidenced by building administrators review and assistant superintendent bi-weekly on site review. • There will be a 5% increase each quarter (over first quarter baseline) in the number of teachers implementing focused educator evaluation elements as evidenced by district monitoring observation data. • By December 1, 100% of principal observation reports will indicate specific feedback on implementation of literacy strategies and educator evaluation elements as evidenced by Assistant Superintendent's review of reports during bimonthly onsite supervision days. <p>Student Outcomes</p> <ul style="list-style-type: none"> • 75% of all students will reach grade level benchmarks by the end of the year as evidenced by NWEA assessment tool (MAP) in ELA

3. Accountability of systems for meeting the needs of struggling learners by providing quality tiered instruction, specifically for our students with disabilities and African American populations	<ul style="list-style-type: none"> • 100% of schools will show a 3% increase (over fall baseline) in their student growth percentile on each administration of the NWEA • 70% of students from targeted populations (African American, SWD) will make a minimum of 1.5 years' growth from beginning to end of year as noted by the NWEA assessment tool (MAP) in ELA and Math • Data on the HS Principal's Quarterly Dashboard shows the following changes over base line data from the previous school year: <ul style="list-style-type: none"> ○ 2% increase each quarter, over same quarter from previous year, in the attendance rate ○ 5% decrease each quarter, over the same quarter from previous year, in the number of suspensions ○ 1.4% decrease each semester, over same semester from previous year, in the number of dropouts ○ 10% decrease each quarter, over same quarter from previous year, in the number of courses failed. ○ 10% decrease, over same quarter from previous year, each quarter in the number of tardies
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Initiative 3.1 Accountability for closing the achievement gap by strengthening literacy instruction			
Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
District will implement NWEA Assessment Program K-12 to measure students' academic growth throughout the year	Asst. Superintendent	Sept. 2014	June 2015
Revise procedures and timelines to ensure consistency in Education Evaluation process and provide administrators with written guidelines	HR Director	July 2014	July 2014
School Based teams will develop and implement School Improvement Plans aligned to 2014-2015 AIP	Superintendent	Sept. 2014	Oct. 2014
Building administrators will continue to be required to conduct 5 classroom observations a week (seeing every teacher twice a month)	Asst. Superintendent	Sept. 2014	June 2015
Principals will continue to submit monthly dashboards that include the following data points: classrooms observations, student behavior, attendance, interim assessment results	Asst. Superintendent	Sept. 2014	June 2015

<p>Superintendent/Asst. Superintendent will continue to conduct bimonthly onsite principal supervision sessions focused on monitoring implementation of the 3 key AIP initiatives</p> <ul style="list-style-type: none"> • Review observation feedback given to teachers and conduct targeted co-observations • Review progress monitoring data and progress of targeted students • Visit model literacy classrooms • Attending CPT and OTL and reviewing agendas/minutes and action plans for providing tiered supports 	Asst. Superintendent	Sept. 2014	June 2015
Asst. Superintendent will continue to provide a summary report for each on site visit with commendations and recommendations for next steps	Asst. Superintendent	Sept. 2014	June 2015
DLT reviews data from, MCAS, ACCESS, interim assessments, Principals Monthly Dashboards and surveys to inform curriculum, instruction revisions and Accelerated Plan revisions if needed	Superintendent	Sept. 2014	June 2015
Directors' monthly meeting agenda will include a review of interim assessments and classroom observation	Superintendent		
ELA Director will create a progress monitoring tool and system for tracking reading progress of targeted students and effectiveness of tiered 2 intervention	Superintendent	Sept. 2014	June 2015

Initiative 3.2 Accountability for strengthening core instruction by focusing on specific elements in the Educator Evaluation Rubrics (For Teachers: Well Structured Lessons, Adjustment to Practice, Student Engagement, Meeting Diverse Needs) (For Administrators Lesson Development Support, Diverse Learners' Needs, Observations and Feedback, Alignment Review)			
Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
Building administrators will compare student achievement data with observation data for trends and patterns to identify future observation focus.	Asst. Superintendent	Sept. 2014	June 2015
Building administrators will conduct focused observations (5 weekly) and provide specific targeted feedback that is aligned to the district's instructional expectations and student achievement data.	Principals	Sept. 2014	June 2015
District leadership reviews and provides feedback to principals bi monthly on quality of observation notes and feedback to teachers	Asst. Superintendent	Sept. 2014	June 2015
The District Classroom Observation Monitoring tool will be revised to align with this year's four focus elements in the teacher rubric	Asst. Superintendent	July 2014	Aug. 2014
District teams will conduct classroom monitoring observations (Fall, Winter, Spring) to assess progress in implementing the district's instructional expectations.	Asst. Superintendent	Oct. 2014	May 2015

Initiative 3.3 Accountability of systems for meeting the needs of struggling learners by providing quality tiered instruction, specifically for our students with disabilities and african american 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	ELL Director	Sept. 2014	June 2015
District implements TEACHPOINT to house educator evaluations and observations	Director of Technology	Aug. 2014	June 2015
Building administrators supervise implementation of action plans and monitor student progress	Principals	Sept. 2014	June 2015
Building administrators and Directors review progress monitoring data (6 week cycle) to assess effectiveness of tiered interventions	Principals	Sept. 2014	June 2015
ESSC grant guidance counselors will review K-12 attendance, discipline and protective factor index data to assess the effectiveness of Tiered social-emotional interventions	ESSC Coordinator	Sept. 2014	June 2015

Strategic Objective 4: Ensuring Success for All Students Throuh High Quality Engagement Strategies that Support Literacy Development	
Strategic Initiatives	Educator and Student Outcomes
<p>1. Develop family capacity to support rigorous learning at home.</p> <p>2. Build administrator and teacher capacity to engage all families</p>	<p>Educator Outcome</p> <ul style="list-style-type: none"> 100% of teachers will communicate with targeted families monthly on their students' progress in reaching their Lexile levels as evidenced by principals' review of teachers' communication logs. <p>Short-term Outcome</p> <ul style="list-style-type: none"> 80% of targeted students whose parents participate in Family Engagement activities will reach grade level proficiency by the end of year.

Initiative 4.1 Develop family capacity to support rigorous learning at home			
Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
Literacy Coaches will be trained to fill the role of family engagement facilitators	Director of FCR	Aug. 2014	Sept. 2014
Literacy Coaches will continue providing parent literacy tips	Director of FCR	Sept. 2014	June 2015
Literacy Coaches will provide four parent workshops on literacy	Director of FCR	Oct. 2014	June 2015
Literacy Coaches will distribute to new families 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. 2014	June 2015
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	Oct. 2014	June 2015
Gr. 8-9 Academic Support workshops will be offered three times a year to all families. Director of Family and community engagement 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	Oct. 2014	June 2015

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?
Continue to provide Elementary Literacy Coaches to support teachers and parents in developing students as readers	Director of FCR	Sept. 2014	June 2015
Coaches work develop the literacy workshop for families and plan a calendar of events for families	Director of FCR	Aug. 2014	Sept. 2015
Director of FCR will work with a team of administrators to create a professional development series on cultural competency that is focused on deepening teachers understanding of the two targeted populations, African American and students with disabilities	Director of FCR	July 2014	Aug. 2014
Director of ELL and Multicultural parent advisory council will work with a team of administrators and teachers to design and coordinate a professional development series on cultural competency as it relates to targeted populations	ELL Director	Sept. 2014	June 2015
Building administrators will conduct cultural competency PD at the school level after receiving training from the Director of FCR and her team each month	Director of FCR	Sept. 2014	June 2015
Develop communication protocol for talking with parents around students behaviour along with parent contact system to make them aware	Director of Security	Sept. 2014	June 2015