



RANDOLPH PUBLIC SCHOOLS

Accelerated Improvement Plan 2015 - 2016

Section 1: Summary of Key Issues and Strategic Objectives

BACKGROUND

In the 2008 initial ESE report Randolph Public Schools (RPS) was classified as an underperforming school system and in 2010 was classified as a Level 4 school system and was put on an Accelerated Improvement Plan (AIP). Each year RPS has enhanced the AIP, which has led to continuous improvement of the targeted areas of weakness highlighted in the initial ESE District Review. Each year RPS builds upon the previous year's plan and the 2015-2016 Plan will be no different. The AIP is based on a clear set of objectives, initiatives and actions with specific outcomes for students, teachers and administrators.

For 2016, the district will again use continuous acts of planning, training, implementing, measuring and analyzing progress. The district developed a series of initiatives and corresponding activities designed to address 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 2016 AIP and rationale for their continuance follow.

Through each of the objectives, Randolph Public Schools is addressing the identified areas of need that are listed below each objective as follows.

Objective I: Ensuring success for all students through high quality teaching and learning

Areas of need to be addressed:

- Student literacy skills, math and ELA, are below state average;
- Achievement gaps for Students with Disabilities and African-American populations;
- Teacher's instructional practices based on district yearly observation data.

Objective II: Ensuring success for all students through high quality professional development

Areas of need to be addressed:

- Teachers' and administrators' understanding of literacy instruction;
- Teachers' and administrators' understanding of effective instructional practices that support Students with Disabilities and African-American populations;
- Instructional leadership; evaluation and supervision capacity of administrators.

Objective III: Ensuring success for all students through high quality accountability systems

Areas of need to be addressed:

- Improve use of data to strategically monitor students' literacy development K-12;
- Closely monitor teachers' and administrators' knowledge and skills in implementing targeted elements in the Educator Rubrics;
- Closely monitor the academic growth of targeted populations (Students With Disabilities and African-American students).

Objective IV: Ensuring success for all students through high quality engagement strategies that support literacy development

Areas of need to be addressed:

- Develop family capacity to support rigorous learning at home;
- Build administrator and teacher capacity to engage all families.

LESSONS LEARNED

Improvement models require constant assessment and development to effectively address on-going challenges. Randolph Public Schools (RPS) views these challenges as opportunities to make improvements based on the outcomes and lessons that continue to be learned from the process. Many of the activities have been institutionalized, but there remain many opportunities in which the system can continue to make growth. RPS has made significant progress in building structures and implementing practices that have enabled consistent, high quality learning for all students. The key lessons learned this past year are as follows:

- Two-way communication with families remains a priority and increased professional development will be provided to administrators and teachers in order to improve in this area. Family surveys indicated a lack of communication around student learning needs.
- Effective implementation of Keys to Literacy comprehension strategies and structured reading programs have led to the highest CPI in 4 years (*79 compared to 77.9 in 2012*)
- Writing scores on MCAS long composition indicate a need for strengthening writing instruction across schools and grade levels. Professional development for all teachers, K-12, has been planned for the 2015-2016 year to improve the delivery of writing instruction.
- Continued work on science maps and implementation in elementary science classes have helped to improve student science performance.
 - *Science CPI increase: to 54.4 from 49 (2012)*
- Continue to focus on math instruction and support our administrators so they are equipped to provide specific, actionable feedback to teachers based on classroom observations.

Data Analysis:

- Math: CPI decrease from 68.3 in 2012 to 67.2 in 2015; secondary did not do well in open response writing
- In 2015 – 2016 math instruction and professional development for teachers will be a priority. The work for Common Core alignment will continue.

Key Upgrades for 2015 – 2016:

Randolph Public Schools (RPS) is committed to continuous improvement and is implementing new structures to improve its data collection and analysis systems.

- Collection processes is being streamlined to afford administrators more time to analyze data and implement action plans to address root causes. School Performance Calendar (student profile sheet to review individual student progress) will be implemented.
- RPS will use weekly, monthly and quarterly data meetings to monitor student progress, instructional expectations, AIP actions and school culture data.
 - All meetings will be guided by the Strategic Monitoring Calendar.
 - The key data points will be disaggregated to determine the progress of supports and interventions that have been implemented.
 - Data meetings to be held will include weekly school data analysis meetings which will focus on identifying student needs, helping teachers reflect on their instructional practices, and reviewing school data points (see data point sheet).

- **Organizational Leadership Meetings:**
 - All Central Office Administrators
 - Meetings are weekly and one meeting per month will focus on analyzing data points to determine school progress and needed supports and adjustments
- **School Performance Meetings:**
 - Superintendent, Assistant Superintendent and Directors of Pupil Services/Special Education, ELL and ELA
 - Meetings are weekly and at least one per month) will focus on targeted populations (i.e., ELL, Special Education and African-American students)
 - Data analysis: NWEA growth scores, grade level performance, RTSS and ELL instructional monitoring tool results, Educational Equity monitoring tool results, behavior data and attendance data.
- **School Data Meeting:**
 - Three 90-minute meetings throughout the year
 - School creates the agenda, leads the discussion, and presents their data analysis
 - School provides updates to the supports and interventions that have been implemented along with modifications
 - Principals will use data from the strategic monitoring calendar in conjunction with student profile data
 - Principals will share their data analysis and the steps they are taking to improve student performance
 - Principals will specify the supports/interventions, progress and the necessary adjustments based on the data
 - Principals will create action plans that will include weekly data reviews to ensure actions are producing results expected

Randolph Public Schools (RPS) recognizes that effective communication strategies are critical to enhancing the home and school relationship. Although there was tremendous growth this past year, we must continue to implement specific strategies to ensure that all staff is engaged in the work being conducted in Randolph Public Schools. Below are some key areas of continued focus that will be supported by central office staff and school-based administrators:

- RPS will continue to grow its understanding of how to best engage all families and community across the district.
- RPS will acknowledge that we must close the communication gap between staff and families to increase student learning and engagement at home.
- RPS will continue to enhance its educational equity initiative by providing supports to staff on how to engage all families.

Key Family Engagement Activities:

- Provide workshops that equip families with the information/skills to support their students at home
- Provide more supports to families where English is not the first language to assist learning at home
- Ensure that parents receive learning packets, educational games, and videos that can extend the learning at home
- Provide opportunities for families to observe in the classroom to get a clear

- understanding of concepts and how children learn
- Organize parent-teacher conferences in order for teachers to acknowledge and affirm that parents are their child's first and most important teacher and invite parents to tell about their child
- Social Workers and Liaisons will conduct targeted home visits to maintain home/school communication and increase parental understanding of their student's daily educational experiences so they can provide supports at home (environment and study habits).

In addition, the district will effectively use the Family and Community Engagement strategies embedded in the DESE educator evaluation rubric. These strategies will include:

- School designed family engagement action plans that are aligned with school data to better support families of identified students
- Bi-annual parent survey that illustrates parent perception of the quality and quantity of two-way communication
- Monthly two-way communication professional development for all educators
- Monthly district led family engagement activities

These actions will be measured by growth in the following area:

- Benchmark testing (NWEA), common assessments and MCAS
- Increase in positive responses from parent surveys
- Increased parent participation at parent conferences, Literacy and Math Nights, and other curriculum focused events

PROCESS FOR DEVELOPING THE 2016 PLAN

Each year the process for creating the Plan has been more inclusive and more focused. In the early spring, the AIP Review and Development Team (ARDT), a team of 36 teachers and administrators, began a multi-step process to create our SY2015-2016 AIP. The ARDT began the process by dividing into several working groups to reflect on and analyze the results of the 2014 - 2015 AIP. Each school level – elementary, middle and high school grade – represented the members on the working groups. The working groups were built around the expertise of the individual members in order to ensure credibility and the effectiveness of the process. Individuals were staff from multiple areas including Special Education, English Language Learner (ELL) and guidance and counseling.

The working groups focused on a single initiative and were charged with examining the impact of the action steps tied to the initiative. Each group evaluated district monitoring observation data and student achievement data. They assessed whether each step had achieved the desired outcome and, if so, which factors led to the success and what obstacles had been encountered. Each working group presented its findings to the ARDT and engaged in a detailed discussion.

The same working groups also completed the task of upgrading the AIP and establishing new initiatives for 2015 - 2016. The expectation and charge this year was based on the ARDT's recommendation for the district to be more substantive and go in more depth in order to institutionalize instructional practices as the way to sustain increased student achievement and growth.

This Plan, like last year's Plan, truly reflects multiple voices and is the work of both the RPS Leadership Team

and all of its educators. Staff, representing multiple roles, has articulated the understanding that the success of our students depends on the collaboration of all RPS educators. It is clear that the future lies in the ability of our team to work collaboratively to create and implement focused Plans that are strategically monitored and adjusted when necessary.

To further increase the understanding and to ensure buy-in from school-based staff for the 2016 AIP, the Central Office Leadership Team, including the assistant superintendent and all directors, divided into teams and conducted a series of informational sessions at each school to solicit feedback from staff. Staff was asked to reflect on both the challenges and successes of 2015 AIP implementation, followed by an introduction to the new initiatives developed by the ARDT and the rationale for each. Staff also had an opportunity to share their professional development needs in order to effectively implement the new initiatives.

OVERVIEW OF THE 2016 INITIATIVES

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

- Closing the achievement gap by strengthening literacy instruction for all students
- 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)
- Meeting the needs of all learners by providing quality tiered instruction with an additional focus on our Students with Disabilities and African-American populations; as we continue, we are working to challenge our students

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

For 2015 - 2016, the focus will remain on improving literacy instruction at all grade levels, but will expand to include a targeted focus on writing.

Key activities 1 include:

- *Initiative 1.1:* Train all staff in the writing component of Keys to Literacy, designating and training lead teachers and literacy coaches who will provide follow up support with implementation and the continuation of model “literacy” classrooms for enhancing real-time professional development experiences for teachers.
- *Initiative 1.2:* Ensure that the instructional practices guide is tied directly to the Educator Evaluation tool. This will remain a focus to strengthen the through-line by linking AIP activities to school improvement and individual teacher performance as measured by the educator evaluation process.
- *Initiative 1.3:* Focus on the tiered system of supports model for all students will continue with an emphasis on the district’s two chronically underperforming sub-groups, Students w/ Disabilities and African-Americans. The full RTSS implementation will strengthen the social

and emotional support system by redesigning the practices of the guidance and social work departments to use data as a tool to drive their decisions to create interventions and supports. As we continue to implement remedial supports for students, we will work to extend and increase the rigor for students who are proficient. We will address the need for acceleration of all students to maximize their learning capacity.

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 will result in the institutionalization of the practices in Objective 1. The district recognizes the need to grow its teacher leadership capacity in order to truly adopt and continue to build upon the work of the 2015 AIP. One of the successes of the 2015 AIP was the district's ability to create and use teacher leaders and coaches to provide on-going real-time professional development opportunities for teachers during Common Planning Time periods (CPT). This methodology will continue along with providing Professional Development around all of the activities in Objective 1.

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.

RPS 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 district will continue with the NWEA MAP assessment and associated RIT scores as it has, and will continue to provide teachers with critical data for supporting student growth.

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

The time that families spend engaged in their child's academics is our focus. It's not about the amount of the time but the *quality* and the investment in rigorous academic interactions. We will continue to enhance this area to support our families as we work collaboratively to raise student 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;
- The second is to build the capacity of teachers and administrators to be culturally responsive.

Family engagement activities will target our African-American and Students with Disabilities to provide parents and guardians with tools, skills, and strategies that they can comfortably use to assist in improving their child's reading comprehension, writing, and math computational and writing skill levels. The district will continue to strengthen the professional development activities

initiated this year that have targeted increasing staff capacity in effectively communicating with our families. The understanding of cultural nuances of their students' cultural backgrounds is a critical area of focus as well.

2016 BENCHMARKS

The new benchmark structure – Educator Outcomes, and Student Outcomes – was implemented this year and will continue for 2016 as it has assisted to clearly convey expectations and responsibilities for all educators. Administrator outcomes have been included to specify role responsibilities:

- Educator Outcomes/ Administrator Outcomes: Designed to monitor the changes in adult behavior. It is clear that changes in student outcomes are aligned to the changes in educator behaviors. We will continue to articulate and identify the desired changes in educator behaviors and how they impact student outcomes.
- Student Outcomes: Designed to have a greater focus on student growth. The use of the NWEA assessment tool has provided RPS educators with a tool for measuring student growth in relation to Common Core standards in reading and mathematics and Lexile levels. For 2016 we have increased the benchmark targets to be more aggressive in raising student achievement as follows.
 - 75% of all students will reach grade level benchmarks by the end of the year as evidenced by NWEA assessment tool (MAP) in ELA;
 - 80% of all students will meet their student growth percentile on NWEA by the end of the school year;
 - 70% of students from targeted populations (e.g., African-American, Students with Disabilities) will make a minimum of 1.5 years' growth from beginning to end of year as noted by the NWEA assessment tool (MAP) in reading and math.

In regards to the significant progress in the High School benchmarks in these areas, the percent of change for some of the benchmarks has been appropriately adjusted for 2016. However, there will be increased focus on the targeted sub-groups and the interventions to address the root causes.

RPS has implemented quality systems that have resulted in positive outcomes. It is clear that in order to sustain this growth we must ensure that all systems are effectively implemented in all RPS schools and offices. We are creating data systems (i.e., consistent data collection forms, data meeting protocols, and clear timelines and action plan implementation) to facilitate the collection of information so that staff can make informed decisions based on timely and accurate data. The 2016 AIP continues to focus on the foundational areas previously identified for growth, but we are being more strategic in connecting all of the areas that are impacting student achievement. Our new School Performance Monitoring System will ensure that targeted disaggregated data is used to align instruction; that interventions are supported by data and focused on our targeted student groups; and that principal practice and teacher instructional expectations are aligned and embedded in quality instruction.

EXTENDING THE WORK

The AIP serves as an excellent foundation and guide for Randolph Public Schools. RPS is working to ensure

that it is addressing the needs of all students including those who are already performing at the proficient and advanced levels. This work will connect the expectations for graduates to be career and college ready with skills to successfully compete in a global society.

As RPS focuses to extend the work and provide opportunities for students to be prepared for college level work starting in pre-K, there must be a clear line of articulated progression. The PreK-12 Trajectory outlined in the slide below illustrates the key components of our extension of the AIP work from the previous four years.

RANDOLPH PUBLIC SCHOOLS

PREK-12 TRAJECTORY EXTENDING THE WORK

- **PreK - 5**
 - Advanced levels in math and reading
 - 100% proficient by grade 5 on MCAS
- **Middle School**
 - Algebra I
 - World Languages
 - College and Career Readiness
- **High School**
 - Algebra I with a C or better in 9th grade
 - At least 1 honors level course by 10th grade and the PSAT
 - SAT by spring of 11th grade
 - At least 1 AP class (11th / 12th)
 - Apply to at least 3 post-secondary programs
 - (2 and 4 year colleges)

This year we will implement a strategic monitoring system that includes the following steps:

- 1) Identify Targeted Students
- 2) Identify the Subgroups
- 3) Collaboration
- 4) Data Coordination
- 5) Predictors
- 6) Interventions / Supports
- 7) Individualize the Student
- 8) Monitor Progress

The key steps in this process are 6 – 8. We will continue to strengthen our tiered systems of support to ensure that specific interventions and/or supports are effectively implemented. Each school will lead 2 – 3

data presentations to the RPS Executive Leadership Team and will receive feedback regarding their action planning. The principals will focus on the data points listed below to guide their work. Schools will receive additional monthly guidance and support based on our School Performance Calendar that outlines and highlights the key data points.

** All data is disaggregated by each sub-group / number and percent of each area*

DATA POINTS	Level	Frequency
1. Attendance (students with chronic tardiness / absences)	ALL	M
2. NWEA Benchmark Reading and Math	ALL	T
3. Suspension ALL (# and % - review interventions / supports)	ALL	M
4. Classroom Observations (minimum of 20 per month – review quality of feedback)	ALL	M
5. MCAS (Reading / Writing – progress toward target)	ALL	Y
6. MCAS (Math – progress toward target)	ALL	Y
7. ACCESS	ALL	Y
8. Master Schedule (program needs / review class size / SPED / ELL)	ALL	Bi
9. Tiered Systems of Support (assess strategic monitoring)	ALL	M
10. 8th Grade promotion (progress toward 9th th grade / course pass rates)	MS	Q
11. Geometry (successful progress – C or better)	HS	Q
12. Course Pass Rate (English / Math / Science – C or better)	HS	Q
13. GPA: students above a 2.2 GPA	HS	Y
14. SAT / ACT (scores, supports / test prep)	HS	M
15. Graduation Progress (credit / course / community service)	HS	M
16. PSAT (participation / scores – National Merit / Achievement Scholars)	HS	Y
17. Honors Course (enrolment) and AP (enrolment / success - 3+ - end of year)	MS/HS	Q
18. 9th Grade promotion (credit progress toward 10 th grade – C or better)	MS/ HS	Q

Q: quarter M: monthly Bi: 2 times per year T: 3 times per year Y: yearly S: semester

It's critical that we continue to build the capacity of all staff with an emphasis on leading the teaching and learning process. We continue to strengthen staff capacity to:

- Analyze and actively respond to student data
 - Adjust practice
 - Communicate high expectations
- Change conversation – “Accountable Talk”
- Develop positive relationships with students
- Involve and empower parents

As part of the two-week of Leadership Institute for all administrators, there will be a concerted effort to increase the understanding of how to implement the tiered systems of support and two-way communication. Consistent with the Instructional Practice Guide we will continue the push to observe, support and enhance the quality of classroom instruction.

Quality Feedback:

- The quality of feedback is more important than the quantity of feedback
- Feedback must be valued and implemented to make a difference
- Growth Mindset vs. Fixed Mindset matter when receiving feedback
- Oral feedback is extremely effective, but MUST be accompanied by written documentation

Most powerful feedback is provided student to teacher - Hattie, 2009

All Central Office directors, operations and academic, are playing a more instrumental role in supporting the teaching and learning process. Consistent with all teachers and school administrators, the directors’ goals are connected to the RPS data points and their impact on student performance will be assessed monthly during the scheduled weekly meetings. In SY2015 – 2016 one Directors’ meeting per month will be held at a campus to further their first-hand knowledge of specific instructional practices and student performance data.

The Randolph Public School Schools Goals below use the AIP as a strong foundation to strengthen the supports around Goal 1 which highlights the AIP.

GOAL 1: Enhance the Teaching and Learning Process

Increase academic achievement of all students through aligned assessments, effective instruction and standard-based curriculum that is challenging and engaging.

Priorities:

1. Develop and enrich literacy across all levels and subjects
2. Provide access and support of delivering a challenging standards-based curriculum
3. Implement effective instructional practices
4. Build administrative leadership capacity to effectively ensure quality instruction
5. Prepare for college and careers/global readiness

GOAL 2: Improve Accountability Structures

Improve data systems that will support student learning, staff development and resource management.

Priorities:

1. Effectively use data to identify areas of need to guide, monitor, and evaluate student performance by programs; guide school/office improvement efforts; develop a needs-driven budget
2. Implement processes and systems to monitor academic and social and emotional behavior
3. Improve efficiency and timeliness in operational processes

GOAL 3: Increase the Quality of Engagement

Increase academic success for all students through quality family and community partnerships.

Priorities:

1. Implement a system-wide two-way communication plan amongst all stakeholders
2. Increase parental participation to support literacy development
3. Strengthen staff competency of educational equity
4. Cultivate quality partnerships with community, organizations, higher education, and businesses

GOAL 4: Human Capital Management

Maintain, enhance and support a quality workforce that is diverse, highly skilled and professional.

Priorities:

1. Effectively support, develop, evaluate, and retain high quality staff
2. Recruit highly qualified and diverse teachers
3. Develop teacher leaders and provide career advancement opportunities
4. Provide high quality targeted professional development

The Goals 2018 are part of a three-year process to create sustainable targets that are supported by all stakeholders. As we prepare to sustain our continued growth after the AIP process, the previously mentioned goals will serve to guide these strategic efforts.

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 all students will reach 100% proficiency in their academic, personal and social-emotional endeavours.

FINAL OUTCOMES

The district's goals are to meet or exceed the PPI target of 75 for the 2015 - 2016 School-year and/or meet or exceed the SGP state average for mathematics and ELA. These goals are ambitious, but with our strategic monitoring system in place our schools will be better able to track progress and make the necessary adjustments to ensure sustained progress.

Strategic Objective 1: Educator and Student Outcomes			
Strategic Initiatives	Student Outcomes	Teacher Outcomes	Principals/District Outcomes
Initiative 1: Provide training and support to strengthen literacy instruction.	<ul style="list-style-type: none"> 75% of all students will reach grade level median RIT by the end of the year as evidenced by NWEA assessment tool (MAP) in ELA. <ul style="list-style-type: none"> Baseline NWEA end of year median RIT There will be a 10% decrease in the district's gap between the state in answering open response writing prompts in grades 6-8 and 10. The district in 2015 was 0.42 from the state in 2015. The target for 2016 will be 0.38. 80% of all students will meet their ELA and Math student growth percentile on NWEA by last the test session for NWEA <ul style="list-style-type: none"> Baseline NWEA meeting growth Projection Spring 2016 	<ul style="list-style-type: none"> The percentage of teachers implementing focused educator evaluation elements, as evidenced by district monitoring observation data, will increase by 5% each quarter over baseline data from the previous year. 	<ul style="list-style-type: none"> All principals will report-on their monthly student academic achievement data from the instructional practice sheet and present an action plan if not on track to meet the 5% target by the end of the year.
Initiative 2: Provide training and support to strengthen core instruction using specific elements in the Educator Evaluation Rubrics: <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> High School Quarterly Dashboard will show the following changes over baseline data from the previous school year: <ul style="list-style-type: none"> Attendance: 1% increase each quarter from same quarter the previous year <ul style="list-style-type: none"> Baseline 2015 attendance rate 93.45 10% decrease in chronically tardy students from term one to term four; <ul style="list-style-type: none"> Baseline Spring 2015 3,600 tardies average for year (Students not the number of tardies will be used – baseline number) 5% decrease each quarter, over the same quarter from previous year, in the number of suspensions; Baseline number of suspensions 2015 Q1-52, Q2- 88, Q3 138, Q4 94 1% decrease each semester, over same semester from previous year, in the 	<ul style="list-style-type: none"> The percentage of teachers implementing focused educator evaluation elements, as evidenced by district monitoring observation data, will increase 5% each quarter over baseline data from the previous year. 	<ul style="list-style-type: none"> All principals will create a chart comparing instructional strategies to the NWEA performance of students based on NWEA test results. Review MCAS scores to teacher evaluations. Review principals number of observations to student performance in each classroom. Discuss observations from each of these comparison documents and set plan to improve areas where there may be a disparity.

	<ul style="list-style-type: none"> number of dropouts; ○ Baseline % and number of dropouts 2015 Q1-7, Q2-1, Q3-3, Q4 -0 ○ 10% decrease each quarter, over same quarter from previous year, in the number of failing grades in required courses. <ul style="list-style-type: none"> ▪ Baseline % of failing grades Q1 - 29%, Q2-31%, Q3-32%, Q4-36% 		
Initiative 3: Meet the needs of all learners by providing high-quality tiered instruction, with a focus on increasing academic achievement of students with disabilities and African American students.	<ul style="list-style-type: none"> • 70% of students from targeted populations (e.g., African-American, students w/ disabilities) will make a minimum of 1.5 years' growth (end of SY2015 to end of SY 2016 as evidenced by NWEA results (MAP) in ELA and Math (new students will demonstrate a 1.5 years growth (beginning of year to end of year based on NWEA growth charts for grade level). <ul style="list-style-type: none"> ○ Baseline 2015 63% Math 63% ELA • All district schools will show a 3% increase in their student growth percentile in math and ELA on each administration of the NWEA as compared to the previous year. <ul style="list-style-type: none"> ○ Baseline ELA 62% Baseline Math 61% 	100% of all teachers will demonstrate student progress in ELA, math and science through the student assessment spreadsheet.	<ul style="list-style-type: none"> • All principals will identify low performing classrooms by utilizing the following criteria: <ul style="list-style-type: none"> ○ Number of classes on track for success would meet the following criteria: 80% of students in average range or higher overall in all assessments to date. ○ Number of classrooms approaching success would meet following criteria: 60% to 79% of students in average range or higher overall on all assessments to date. ○ Number of classrooms not meeting expectations would meet following criteria: 59% or lower of students in average range or higher on all assessments in data window to date.

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 Completed?
Develop and introduce a set of common rubrics across core subjects for each grade level to assess student writing of argumentative and informational writing	Coaches/ Dept. Chair	July 2015	August 2015
Develop and introduce district writing expectations and a portfolio guide book, K-12	ELA Dir	August 2015	August 2015
Train coaches in writing protocol for Looking at Student Work (LASW)	ELA Dir	September 2015	January 2016
Devote one CPT meeting each month to calibrate and score student writing and create action plans	Principal	January 2016	June 2016
Create and implement a calendar for common writing assessments	ELA Dir	July 2015	August 2015
Hire mathematics consultants to support principals and coaches in building capacity to effectively deliver K-12 mathematics literacy instruction	Asst. Supt	July 2015	August 2016
Continue to implement and increase the use of Keys to Literacy comprehension strategies in grades K-12	ELA Dir	September 2015	June 2016
Instructional coaches and literacy coordinators will continue to model effective classroom practices to assist in aligning expectations	ELA Dir	September 2015	June 2016
Introduce and implement new data tracking system to provide ease of access to data and the ability to more effectively use it to inform instructional practices	HS Math Chair	July 2015	August 2015
Review/revise school master schedules to ensure Tier 2 and Tier 3 supports and interventions are in effectively addressing student needs in ELA and Math	Academic Drs./ Asst. Supt.	July 2015	August 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 Completed?
Update instructional practice guide to ensure more clarity around adjustment to practice and meeting the needs of diverse learners, specifically on how to best support ELL and special education students	Directors	July 2015	August 2015
Administrators and coaches will identify instructional videos that demonstrate effective instructional practices in adjustment to practice and the needs of diverse learners and share/discuss with staff	ELA Director	July 2015	June 2016
Principals will establish time for teachers to conduct learning walks that focus on the implementation of adjustment to practice and meeting the needs of diverse learners	Principals	September 2015	June 2016
Administrators and coaches will in-service staff on the revised Instructional Practice Guide to ensure that staff is knowledgeable and will implement the key areas	Principals	September 2015	September 2015
Develop specific expectations for specialist teachers in differentiating instruction to meet the needs of diverse learners	SPED Director	July 2015	August 2015
Increase the K-12 focus on college and career readiness. Continue success classes at K-5 and enhance the time to help students begin planning at Randolph Community Middle School and Randolph High School	Guidance Coordinator	September 2015	August 2016

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 Completed?
Review district RTSS expectations for Tiers 1 - 3, and develop a handbook illustrating tools and expectations	Academic Directors	July 2015	August 2015
Establish and communicate an intervention schedule for Middle School and High School in ELA and mathematics	Principals	July 2015	August 2015
Establish and communicate clear expectations for teacher use of WIDA tools, such as “Can Do” descriptors and language objectives	ELL Director	July 2015	August 2015
Establish educational equity expectations for implementation in the classroom, train teachers and monitor its	Equity Team	July 2015	September 2015

implementation			
Hire a part-time K-12 Guidance Coordinator to support the continuous implementation of the Massachusetts Model for School Counseling and support the principals in supervising the guidance counselors	HR Director	July 2015	July 2015
The secondary guidance counselor and social worker teams will implement a structure to guide their work to proactively support students through monthly guidance meetings	SPED Dir. / Guidance Coordinator	September 2015	June 2016
Design and implement a Global Leadership Academy at the Middle School and High School to support the acceleration of students to increase their learning capacity	ELA Dir/Supt.	July 2015	June 2016
Design and implement a plan to increase the number of students enrolled in and successfully completing Algebra and Pre-Algebra (C or better) in the Middle School	Principal	July 2015	September 2015
Create and implement student data monitoring tool to ensure teachers are tracking student growth	Asst. Supt/ HS Math Chair	July 2015	September 2015
Building administrators and staff analyze and synthesize data to identify students not making sufficient progress each month; teachers will develop re-teach plans based on this analysis	Principals	September 2015	June 2016
Each month during the monthly principals' meeting there will be a focus on student progress at each grade level, and the strategies being used to monitor growth of African-American and students w/IEPs	Asst. Supt	September 2015	June 2016
Develop processes and procedures for the collection of student discipline data in all schools to improve communication	Director Climate	July 2015	September 2015
Create a schedule during the school day for secondary guidance counsellors and social workers to provide Tier 1 instruction	Principal	July 2015	September 2015
Establish the criteria to identify chronically tardy students and how to accurately measure the decrease	Principal/Dir. of Climate	July 2015	September 2015

Strategic Objective 2: Educator and Student Outcomes				
Strategic Initiatives	Student Outcomes	Teacher Outcomes	Principals/District Outcomes	
Initiative 1: Provide training and support to strengthen literacy instruction.	<ul style="list-style-type: none"> 75% of all students will reach grade level median RIT by the end of the year as evidenced by NWEA assessment tool (MAP) in ELA. <ul style="list-style-type: none"> Baseline NWEA end of year median RIT There will be a 10% decrease in the district's gap between the state in answering open response writing prompts in grades 6-8 and 10. The district in 2015 was 0.42 from the state in 2015. The target for 2016 will be 0.38. 80% of all students will meet their ELA and Math student growth percentile on NWEA by last the test session for NWEA. <ul style="list-style-type: none"> Baseline NWEA meeting growth Projection Spring 2016 	<ul style="list-style-type: none"> The percentage of teachers implementing focused educator evaluation elements, as evidenced by district monitoring observation data, will increase 5% each quarter over baseline data from the previous year. 	<ul style="list-style-type: none"> All principals will report-on their monthly student academic achievement data from the instructional practice sheet and present an action plan if not on track to meet the 5% target by the end of the year. 	
Initiative 2: Provide training and support to strengthen core instruction using specific elements in the Educator Evaluation Rubrics: <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> High School Quarterly Dashboard will show the following changes over baseline data from the previous school year: <ul style="list-style-type: none"> 1% increase each quarter, over same quarter from previous year, in the attendance rate; <ul style="list-style-type: none"> Baseline 2015 attendance rate 93.45 10% decrease in chronically tardy students from term one to term four; <ul style="list-style-type: none"> Baseline Spring 2015 3,600 tardies average for year (Students not the number of tardies – find the baseline number) 5% decrease each quarter, over the same quarter from previous year, in the number of suspensions; 	<ul style="list-style-type: none"> The percentage of teachers implementing focused educator evaluation elements, as evidenced by district monitoring observation data, will increase 5% each quarter over baseline data from the previous year. 	<ul style="list-style-type: none"> All principals will create a chart comparing instructional strategies to the NWEA performance of students based on NWEA test results. Review MCAS scores to teacher evaluations. Review principals number of observations to student performance in each classroom Discuss observations from each of these comparison documents and set plan to improve areas where there may be a disparity. 	

	<ul style="list-style-type: none"> ○ Baseline number of suspensions 2015 Q1-52, Q2- 88, Q3 138, Q4 94 ○ 1% decrease each semester, over same semester from previous year, in the number of dropouts; <ul style="list-style-type: none"> ○ Baseline dropouts 2015 Q1-7, Q2-1, Q3-3, Q4 -0 ○ 10% decrease each quarter, over same quarter from previous year, in the number of failing grades in required courses. <ul style="list-style-type: none"> ○ Baseline number of failing grades Q1 -29%, Q2-31%, Q3-32%, Q4-36% 		
Initiative 3: Meet the needs of all learners by providing high-quality tiered instruction, with a focus on increasing academic achievement of students with disabilities and African American students.	<ul style="list-style-type: none"> • 70% of students from targeted populations (e.g., African American, students with disabilities) will make a minimum of 1.5 years' growth from end of 2015 school year to end of 2016 school year as evidenced by the NWEA assessment tool (MAP) in ELA and Math—with the exception that new students will demonstrate a 1.5 years growth from beginning of year to end of year based on NWEA growth charts for grade level. <ul style="list-style-type: none"> ○ Baseline 2015 63% Math 63% ELA • All district schools will show a 3% increase in their student growth percentile in math and ELA on each administration of the NWEA as compared to the previous year. <ul style="list-style-type: none"> ○ Baseline ELA 62% Baseline Math 61% 	100% of all teachers will demonstrate student progress in ELA, math and science through the student assessment spreadsheet	<ul style="list-style-type: none"> • All principals will identify low performing classrooms by using the following criteria: <ul style="list-style-type: none"> ○ Number of classes <u>on track</u> for success would meet the following criteria: 80% of students in average range or higher overall in all assessments to date. ○ Number of classrooms <u>approaching</u> success would meet following criteria: 60% to 79% of students in average range or higher overall on all assessments to date. ○ Number of classrooms <u>not meeting</u> expectations would meet following criteria: 59% or lower of students in average range or higher on all assessments in data window to date.

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 Completed?
Provide district leaders, coaches and school staff members with professional development on writing expectations and the portfolio guide book (K-12) aligned with Keys to Literacy writing routines	ELA Director	September 2015	December 2015
Provide school staff with frequent support in scoring student work using the writing folders	ELA Director	September 2015	June 2016
Provide monthly support to principals on math literacy through math consultants	Asst. Supt.	August 2015	June 2016
Provide opportunities for all staff members to visit model classrooms monthly where peer feedback, questions, take-a ways and next steps will be the focus	Principals	September 2015	June 2016
Provide training during Summer Leadership Institute and continue to support school staff on the use and entry of data into the new tracking system	Asst. Supt/ HS Math Chair	July 2015	June 2016
Provide training and support for administrators and teachers to evaluate previous Advanced Placement English Literature and English Language exams to assess the correlation between classroom grades and exam scores	ELA Dir. / HS Principal	September 2015	October 2015
Provide support for administrators and teachers to evaluate previous PSAT and SAT Reading Comprehension and Writing data and provide supports to students preparing to take or retake future PSAT or SAT	ELA Dir / HS Principal	September 2015	June 2016
Provide support to principals on scheduling, staffing, and the implementation of Tier 2 and Tier 3 ELA and math supports	Academic Directors	July 2015	August 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)			
Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Completed?
Administrators will meet monthly with teachers to deepen their understanding of the Instructional Practice Guide and ensure alignment of instructional priorities	Principals	September 2015	June 2016

Provide professional development time to engage teachers in watching selected instructional videos which align to the Instructional Practice Guide; conduct protocols to identify best practices and processes for implementation	Principals	September 2015	June 2016
Provide professional development for teachers connected to the development and implementation of Adjustment to Practice (WIDA/L.O./Can Do Descriptors/RETELL course content; and support of IEP and struggling learners)	SPED/ELL	September 2015	June 2016
Provide differentiated data analysis professional development during CPT (ranging from introductory level data analysis of student data to synthesis of multiple data points connected to specialized subgroups - inclusive of MCAS, NWEA, ACCESS, etc.)	Principals / Coaches	September 2015	June 2016
Continue to extend training in how to disaggregate NWEA data to create supports and interventions for students	Asst. Supt	September 2015	June 2016
Provide professional development for specialists to provide differentiation of instruction to meet the needs of diverse learners in their classrooms	Principals/ SPED Dir.	September 2015	June 2016
Provide opportunities for Counselors and Social Workers to meet; align supports for students understanding of college and career readiness	Principals/ SPED Dir.	September 2015	June 2016

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 Completed?
Provide professional development for core academic teachers on scaffolding instruction as needed to meet the needs of struggling and accelerated learners	Academic Directors/ Principals	September 2015	June 2016
Receive I-Pass training and create schedules to support intervention block at the secondary level	Technology Director	July 2015	June 2016
Create a schedule to conduct Walk-Throughs using the WIDA “look-for” tool in core content classes	ELL Director	July 2015	August 2015
Continue providing consistent Educational Equity training to staff	ED Equity Team	September 2015	June 2016
Establish professional development calendar for Guidance Counselors and Social Workers to continue their work with the Mass Model	Guidance Coord.	July 2015	August 2015
Provide professional development to all staff on how to analyze student assessment data sheets	Asst. Supt.	September 2015	August 2016
Create a monthly schedule for Guidance Counselors and Social Workers to collect data and report student discipline and failures to school staff	SPED Dir. / Guid Coord.	July 2015	September 2015
School administrators will ensure that a protocol for daily communication regarding student discipline referrals is established	Principals/ Dir. Climate	July 2015	August 2016
Provide professional development to principals in establishing a process and supports for students who are struggling in core content areas versus foundational skills	Asst. Supt	July 2015	June 2016

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

Strategic Initiatives	Student Outcomes	Teacher Outcomes	Principals/District 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>3. Meeting the needs of all learners by providing quality tiered instruction with an additional focus on our Students With Disabilities and African-American populations</p>	<ul style="list-style-type: none"> Seventy-five (75%) of all students will reach grade level benchmarks by the end of the year as evidenced by NWEA assessment tool (MAP) in ELA. One hundred percent (100%) of schools will show a 3% increase in their student growth percentile on each administration of the NWEA as compared to previous year. Seventy percent (70%) of students from targeted populations (e.g., African-American, Students With Disabilities) 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 High School Quarterly Dashboard demonstrates the following changes over base line data from the previous school year: <ul style="list-style-type: none"> 1% 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% decrease each semester, over same semester from previous year, in the number of dropouts; 10% decrease each quarter, over 	<ul style="list-style-type: none"> One hundred percent (100%) of core teachers can demonstrate that they are tracking student progress through the student assessment spreadsheet and are providing support as evidenced by action plans developed by teachers. There will be a 5% increase each quarter from the previous year in the number of teachers implementing focused educator evaluation elements as evidenced by district monitoring observation data. 	<ul style="list-style-type: none"> One hundred percent (100%) of principals will be able to identify low performing classrooms within their building. One hundred percent (100%) of principals will demonstrate 75% growth in moving students from W/NI to P/A on end-of-year NWEA assessment through school-based data meetings with staff, and quarterly data meetings with the superintendent and central office staff.

	same quarter from previous year, in the number of courses failed; ○ 10% decrease in chronically tardy students from term one to term four.		
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 Completed?
Quarterly surveys will be conducted on the effectiveness of professional development sessions to better address staff needs	Director Fam/Engage	October 2015	June 2016
Principals and coaches will evaluate a random set of writing folders quarterly to assess the effectiveness of the writing process across the district and provide quality feedback on specific trends	ELA Dir. / Principals	October 2015	June 2016
Use the student performance data monitoring system to focus on math data points and assess the effectiveness of the implemented strategies	Principals	October 2015	June 2016
Principals will use the monthly RPS Monitoring Calendar (data points) and submit and/or present their data analysis, next steps, and implementation of interventions and supports to the district for feedback	Superintendent	September 2015	June 2016
Initiative 3.2 Accountability for Strengthening Core Instruction by Focusing on Specific Elements in the Educator Evaluation Rubrics <i>(For teachers: well-structured lessons, adjustment to practice, student engagement, meeting diverse needs)</i> <i>(For administrators: lesson development support, diverse learners' needs, observations and feedback, alignment review)</i>			
Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Completed?
Building administrators and directors will conduct joint classroom observations (6 week cycle) to monitor effectiveness of implementation of the Instructional Practice Guide and provide recommendations for progress	Asst. Supt. Principals	September 2015	June 2016
Each month building administrators will identify the correlation between student achievement data and classroom observation data to assess trends and patterns	Asst. Supt. Principals	September 2015	June 2016
Principals will assess the effectiveness of teacher action plans, based on student data, to support student needs using the 6 week cycle	Principals	September 2015	June 2016
Building administrators and teachers will collect and review student work protocols to identify the effectiveness of supports and interventions each month	Principals	September 2015	June 2016

Evaluate the monitoring system to track progress of ELL and SPED students across the district and make necessary adjustments based on student performance (monthly)	SPED/ELL	July 2015	August 2016
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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 Completed?
Principals and coaches will conduct monthly check-ins with teachers during CPT to monitor supports for struggling students and assess the effectiveness and next steps	Principals	September 2015	June 2016
Building administrators will monitor effectiveness of the intervention blocks through student performance data tracking of identified underperforming students and work with staff to make the necessary adjustments	Principals	September 2015	June 2016
Director of ELL will use WIDA “Look For” document during Walk-Throughs and meet with principal to discuss school growth as compared to previous data to identify trends and patterns (monthly)	ELL Director	September 2015	June 2016
Guidance/Counseling Coordinator will conduct monthly meetings with counselors and social workers to provide evidence of Massachusetts Model implementation	Guidance Coord.	September 2015	June 2016
The Director of Special Education and ELL will assess the use of RTSS to ensure that the appropriate supports and interventions are being effective in SPED and ELL classrooms (monthly)	SPED Director	October 2015	June 2016
Director of School Climate and Safety will monitor and support school staff in accurately inputting discipline data in I-Pass and analyse discipline trends and patterns (monthly)	Climate/Safety Director, Tech Director	October 2015	June 2016
School administrators will frequently monitor teacher action plans to ensure-protocols are being effectively used in classrooms and follow-up with teachers to create the next steps	Principals	September 2015	June 2016
Principals will monitor and analyze student performance data and discuss share findings and next steps during a monthly principals’ meeting	Principals	September 2015	June 2016

Strategic Objective 4: Educator and Student Outcomes			
Strategic Initiatives	Student Outcomes	Teacher Outcomes	Principals/District Outcomes
Initiative 4: Engage in regular, two-way, culturally competent communication with families of students in the Needs improvement and warning range on MCAS about their children's learning and performance.	<ul style="list-style-type: none"> District will decrease the percent of students in warning and needs improvement by 3% from 2015 scores in ELA and Math <ul style="list-style-type: none"> Baseline ELA 60% Baseline Math 48% District will increase the number of student's proficient/advanced by 3%. From 2015 in ELA and Math <ul style="list-style-type: none"> Baseline ELA 52% Baseline Math 39% 	<ul style="list-style-type: none"> All district staff will receive training on the ESE family engagement rubric by October 2015. At least 75% of classrooms will infuse educational equity strategies in their classrooms by year-end, as evidenced by district mentoring observations. 	<ul style="list-style-type: none"> All district schools will have a two-way communication plan for families in place by October 2015.

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 Completed?
Create three cable TV sessions in conjunction with RCTV during the year to illustrate RPS' focus on the teaching and learning process. The discussions will highlight discussion with teachers and parents as well as classroom footage and student reflections	Family Engage Dir.	September 2015	June 2016
Provide at least 1 high quality literacy and 1 high quality math evening workshop at each school to parents and students throughout the year	Family Engage Dir.	September 2015	June 2016
Train and support principals on DESE rubric for two-way communication with families and its use to assess schools' action plans on two-way communication	Family Engage Dir.	July 2015	June 2016
Building administrators and teachers will develop, implement and monitor a two-way communication plan that will be assessed and supported by artifacts, including an end of the year parent survey	Principals	July 2015	June 2016

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 Completed?
Continue Educational Equity professional development that deepens teacher understanding of all students with a focus on African-American and Students w/Disabilities	Family Engage Dir.	September 2015	June 2016
The ELL Department and the Multicultural Parent Advisory Council will continue to provide professional development on Cultural Competency as it relates to targeted populations to increase staff understanding	ELL Director	September 2015	June 2016
Create a monitoring tool that is aligned to the data points on the school performance calendar to support the effective use of educational equity strategies in the classroom	Principals / Fam Engage Dir.	July 2015	December 2016
Support principals with monitoring effective educational equity strategies on a monthly basis to better equip teachers in delivering quality instruction	Principals / Fam Engage Dir.	July 2015	December 2016
Create a needs assessment survey for parents to be distributed to all schools at the start of the year to determine the next steps	Family Engage Dir.	July 2015	September 2015
Parent/teacher communication log will be collected and reviewed by principals every month to identify trends and patterns in order to adjust current practices	Principals	September 2015	June 2016
Professional development will be provided to administrators and teachers and appropriate support staff on best practices as it pertains to effective two-way communication with parents	Family Engage Dir/Principals	September 2015	June 2016
Central Office Directors and/or Coordinators will participate in Urban Leaders Network for School Culture and Student Support meetings (November, January, March and May) to increase capacity to strategically support schools and guide the process through providing quality professional development	Supt., Dir. Fam Engage., SPED Coord.	September 2015	June 2016

APPENDIX 1

Randolph Public Schools has set the following proficient learning expectations for all administrators across the district.

- **Table I:** Aligns to researched best practices and the Massachusetts Educator Evaluation System for Administrators. These expectations will be monitored during visits with schools and directors. Every two weeks principals and central office administrators will receive quality actionable feedback from their evaluator. Professional development supports for all administrators will be based on this feedback.
- **Table II:** Articulates the district baseline expectations for principals and central office administrators as it relates to the AIP initiatives, as well as illustrating areas of need for principals in addressing the AIP initiatives.

Overall Skills Expected of All Administrators	Principals Know How to	Principals Are Able To Demonstrate	Central Office Admin Know How to	Central Office Admin Are Able To Demonstrate
<ul style="list-style-type: none"> • Have a clear understanding of the strengths and needs of the entire school community 	<ul style="list-style-type: none"> • Create effective plans, routines and procedures that ensure a safe environment conducive to teaching and learning 	<ul style="list-style-type: none"> • Understanding and articulation of MA CPR rubric and identification of strengths and areas of growth for building • Planning with appropriate departments to ensure compliance 	<ul style="list-style-type: none"> • Effectively work with schools to ensure compliance with all state and federal laws 	<ul style="list-style-type: none"> • Articulate CPR rubric to department • Effective identification of strengths and areas of growth in each building as it relates to CPR rubric for department • Provide support systems to help school meet compliance
<ul style="list-style-type: none"> • Be visible—be in classrooms and learning spaces throughout the day 	<ul style="list-style-type: none"> • Identify effective classroom practices 	<ul style="list-style-type: none"> • Minimally, make one unannounced visit to every classroom every two weeks; provide feedback to teachers 	<ul style="list-style-type: none"> • Laws that are applicable to department 	<ul style="list-style-type: none"> • Visit schools frequently to provide support in area of expertise and provide summary notes to Superintendent
<ul style="list-style-type: none"> • Support staff in their efforts to be innovative risk-takers 	<ul style="list-style-type: none"> • Acknowledge effective practices 	<ul style="list-style-type: none"> • Provide support to less than proficient teachers 	<ul style="list-style-type: none"> • Identify effective practice • Provide feedback to 	<ul style="list-style-type: none"> • Provide district resources to ensure

with their learning and teaching	<ul style="list-style-type: none"> • Provide feedback to teachers who are not using effective practice(s) 	<p>through multiple resources</p> <ul style="list-style-type: none"> • Identification of teacher effective practice and use as a model with staff 	administrators regarding teachers who are not using effective practice	schools are in compliance with all regulations
<ul style="list-style-type: none"> • Focus on student learning 	<ul style="list-style-type: none"> • Create a master schedule and related systems to maximize blocks of uninterrupted time for instruction • How to set expectations for a CPT schedule that focuses staff on student learning • How to create own schedule to ensure 50% of time each day is spent in classrooms and CPT meetings • Deflect non-teaching issues away from dedicated CPT 	<ul style="list-style-type: none"> • Use of IPASS to create Master Schedule • Scheduled support classes/time for Tier 2 and 3 supports • Ensure schedule allows time to observe classrooms and give feedback • Modify student schedules to meet students unique learning needs 	<ul style="list-style-type: none"> • Master schedule process and common planning time schedule to ensure compliance with district and school expectations • Expectations for school schedules and monitor for compliance • Address non-teaching issues away from meeting compliance 	<ul style="list-style-type: none"> • Locate and review classroom schedules in IPASS to ensure compliance • Support principals by reviewing-CPT / Faculty/ Curriculum time schedules to ensure expectations set for department are being met • Attend and monitor appropriate meetings that connect to department for compliance
<ul style="list-style-type: none"> • Ensure hard and soft data are constantly being used to support growth in student learning throughout the school year 	<ul style="list-style-type: none"> • Use Edwin Platform • Navigate NWEA • Complete and analyze student profile data sheets • Protocols for evaluating student work and use the data to support student progress • RTSS expectations • Enter and access attendance and discipline data from IPASS 	<ul style="list-style-type: none"> • Use of data from Edwin to inform staff/community • Identification of data points that will enable teachers to implement strategies and supports for students • Assist in training teachers in protocols for looking at student work • Effective implementation of RTSS expectations • Use of attendance and discipline data to revise procedures and improve outcomes 	<ul style="list-style-type: none"> • Use Edwin Platform • Navigate NWEA portal • To analyze student profile data sheet Protocols for evaluating student work and use of the data to support student progress • RTSS expectations • Access attendance and discipline data from IPASS 	<ul style="list-style-type: none"> • Use data from Edwin to inform schools about state testing results • Identification of data points that will enable teachers to address strengths and areas of concern • Training for administrators and coaches in student writing protocols

<ul style="list-style-type: none"> Communicate a vision for the school that is embraced by all stakeholders 	<ul style="list-style-type: none"> Support the district's and school's mission and vision 	<ul style="list-style-type: none"> Effectively oversee school finances, processes, and procedures to ensure compliance with expected academic outcomes 	<ul style="list-style-type: none"> Support the district's vision and mission <p>Collaborate with all stakeholders on the goals the department</p>	<ul style="list-style-type: none"> Effective support of resources to support student achievement
<ul style="list-style-type: none"> Ensure that sound (research-based) instructional practices are the norm in each classroom 	<ul style="list-style-type: none"> Use district's instructional practice guide How to effectively give written and oral feedback to teachers that results in a change in practice 	<ul style="list-style-type: none"> Effective identification of strong, mediocre, and weak instructional practices Use of RBT to provide feedback to teachers for improved instructional practice 	<ul style="list-style-type: none"> Use district's instructional practice guide Effectively give written and oral feedback to administrators that results in a change in teacher practice 	<ul style="list-style-type: none"> Effective identification of strong, mediocre, and weak instructional practices Use of RBT to provide feedback to teachers and administrators for improved instructional practice
<ul style="list-style-type: none"> Offer supports and resources necessary for high levels of student achievement 	<ul style="list-style-type: none"> Develop, allocate, and manage school budget that aligns to district initiatives 	<p>Adhere to all finance policies and procedures for the district, state, and federal government</p>	<ul style="list-style-type: none"> Support the development, allocation, and management of district/school budgets that align to district initiatives 	<ul style="list-style-type: none"> Follow all finance policies and procedures for the district, state, and federal government
<ul style="list-style-type: none"> Inspire, motivate, and empower all members of the learning community 	<ul style="list-style-type: none"> Know vision of the district Believe all children can learn Inspire students, teachers, staff, parents and community to champion for academic success for all 	<ul style="list-style-type: none"> Communicate and reinforce vision to staff Analysis of data points to measure progress toward vision Design activities for all stakeholders that support the school 	<ul style="list-style-type: none"> Know vision of district Believe all children can learn Inspire students, teachers, staff, parents and community to champion for academic success for all 	<ul style="list-style-type: none"> Communicate and reinforce vision to staff and use strategies to reinforce Analysis of data points to measure progress toward vision
<ul style="list-style-type: none"> Be transparent and focus on telling the school story 	<ul style="list-style-type: none"> Build consensus around critical decisions, using effective strategies 	<ul style="list-style-type: none"> Articulate to all stakeholders the current state of the school 	<ul style="list-style-type: none"> Build consensus around critical district decisions, using effective strategies 	<ul style="list-style-type: none"> Collaborate with all stakeholders Inform stakeholders

APPENDIX 2

Initiatives	Principal and School-based Administrator Expectations
Initiative 1.1: Close the achievement gap by strengthening literacy instruction	Collaborate with consultants monthly to assess implementation progress effective reading comprehension strategies <ul style="list-style-type: none"> • Create a plan to monitor progress on a weekly basis of identified areas of concern • Be able to monitor coach and literacy coordinators support of teacher implementation of reading comprehension strategies • Principal will monitor the effective implementation of the development of student writing portfolios and meet with the ELA Director to discuss progress
Initiative 1.2: Strengthen core instruction by focusing on specific elements in the educator Evaluation Rubrics: <ul style="list-style-type: none"> • <i>For teachers:</i> well-structured lessons, adjustment to practice, student engagement, meeting diverse needs; • <i>For administrators:</i> lesson development support, diverse learners' needs, observations and feedback, alignment review. 	Effectively provide specific feedback to teachers based on classroom observations (Consistent with Evaluation System). <ul style="list-style-type: none"> • Conduct five observations each week and provide quality, actionable feedback to teachers • Effectively use components of the Research for Better Teaching Program to document teacher performance (effective written feedback) • Use the Learning Walk data to identify trends and patterns in which teachers are doing well and are in need of support. This data will also be shared with all staff to better inform instruction • Assess student data in conjunction with teacher evaluation information to identify a correlation and create teacher action plans to address the discrepancies • Properly monitor the implementation of district Instructional Practice Guide strategies in lesson plans and classroom practice • Effectively incorporate professional development into CPT as part of the data analysis and planning process • Effectively use RTSS and ELL monitoring tools during learning Walks and observations to assess and provide quality feedback to inform instruction
Initiative 1.3: Meet the needs of all learners by providing high-quality tiered instruction, with a focus on increasing academic achievement of students with disabilities and African-American students.	Effectively implement tiered systems of support <ul style="list-style-type: none"> • Ensure teacher input of all assessment data on student profile sheets • Monitor teacher analysis on student profile data and implementation of action planning • Use the strategic monitoring tool to identify supports and interventions based on student performance Data will be presented quarterly during Superintendents data meetings • Oversee the RTSS process (Tier 2 and Tier 3 intervention blocks in 6 week cycles)
Initiative 4.0: Engage in regular, two-way, culturally competent communication with families about their children's learning and performance.	<ul style="list-style-type: none"> • Establish clear expectations for and provide support to teachers, administrators, and other educators to communicate regularly with families • Design, implement, and monitor two-way school-family communication plan • Conduct bi-annual family survey to secure feedback from families that informs improvement to the communication plan

APPENDIX 3

Supports for RPS Central Office and School-Based Administrators

1. *Summer Leadership Institutes:*

- Two were conducted during the summer to provide school-based and central office administrators with information on all system initiatives and expectations with an intense focus on the expected outcomes for the AIP
 - i. Focus areas: School Performance Monitoring Calendar, Keys to Literacy writing, RTSS implementation expectations, mathematics curriculum, discipline procedures, ELL structures and supports (DESE presentation), UDL overview, student writing portfolio expectations, School Improvement Plan expectations, mental health services (collaboration with partners)

2. *New Administrator Meetings:*

- The Assistant Superintendent will collaborate with central office Directors and Coordinators to facilitate new administrator workshops (i.e., writing quality instructional feedback to teachers, implementing the tiered systems of support, identifying Keys to Literacy strategies in the classroom, and using UDL principles).
- Professional development will correlate with Table 1 and be based on feedback as to areas in greatest need of support.

3. *Professional Development (differentiated based on current skillset):*

- Principals / Assistant Principals / Deans (all new administrators have been assigned a mentor). Professional development will be based on self-analysis in addition to areas highlighted in evaluations. Each month during full day principal meetings (six hours), support will be provided in several areas including: Mass Counseling Model and appropriate intervention – (PBIS type model and classroom management, teacher feedback exemplars, Skillful Leader (RBT), Excel (differentiated for levels), Project-based learning, using IPASS effectively, and working with student profile sheets to properly implement RTSS plan.
- Central Office - Professional development will be based on self-analysis in addition to areas highlighted in evaluations. Each month during one of the weekly Organizational Meetings, support will be provided in several areas including: using data to inform decisions, understanding data systems, supervisory expectations, effective presentation skills, and coaching staff.