



Salem Public Schools

District Accelerated Improvement Plan (AIP) 2014-15



Submitted July 2014

Revision 12/2014

Level 4 District Accelerated Improvement Plan Template

District: SALEM PUBLIC SCHOOLS

Date: July 2014

Section 1: Explanation of key issues and how the district will address them

In this section, summarize the key issues arising from District Review findings and recommendations, Monitoring Reports, external or internal evaluations, and any other pertinent available quantitative and qualitative evidence. Note which issues you are prioritizing and why.

Reflecting on Year 2 – Accomplishments

The AIP team met mid-June to reflect on the work underway. By consensus the group agreed that the following list represents some of the most important accomplishments of the district's second year of reform work:

2014 Preliminary ELA Data

School	2012 CPI	2013 CPI	Gain/ Loss	2014 CPI	Gain/ Loss	Median SGP
Bates	67.9	74.5	6.6	70.9	-3.6	30.5
Bentley	64.2	61.0	-3.2	65.8	4.8	43.0
Bowditch	71.4	69.7	-1.7	63.1	-6.6	45.0
Carlton	70.5	69.9	-0.6	78.1	8.2	65.5
Collins	81.5	76.4	-5.1	79.2	2.8	44.0
HMLS	70.8	71.5	0.7	68.1	-3.4	37.0
Saltonstall	83.6	80.4	-3.2	80.3	-0.1	54.0
Witchcraft	80.9	81.1	0.2	83.8	2.7	63.0
Salem High	92.2	93.8	1.6	90.8	-3.0	41.0

2014 Preliminary Math Data

School	2012 CPI	2013 CPI	Gain/Loss	2014 CPI	Gain/Loss	Median SGP
Bates	69.6	79.9	10.3	76.9	-3.0	60.5
Bentley	58.8	58.2	-0.6	68.5	10.3	65.0
Bowditch	65.0	68.2	3.2	56.6	-11.6	40.0
Carlton	62.5	62.8	0.3	74.3	11.5	57.0
Collins	64.9	62.8	-2.1	60.2	-2.6	37.0
HMLS	68.7	70.6	1.9	67.2	-3.4	28.0
Saltonstall	75.8	76.0	0.2	73.7	-2.3	51.0
Witchcraft	83.1	83.6	0.5	87.4	3.8	51.0
Salem High	81.8	81.3	-0.5	78.0	-3.3	40.5

**Gain/Loss: Green = gain greater than 1.0; Red = loss greater than 1.0; Yellow = gain or loss less than 1.0

Data show ELA performance gains in 4 out of 9 schools, one school with flat results, and four showing declines. Seven out of 9 schools have median student growth percentiles in the typical (40-60) to high (60+) growth range. This reflects improvement over 2013.

Math data show 3 of the 9 schools with CPI performance gains in 2014 with declines in six. Seven of the nine schools have a median student growth percentile in the typical 40-60 range with two in the 60+ range. While modest, this reflects improvement over 2013.

When disaggregating these data the signals that change is underway become more evident. Below are a few headlines:

- ✓ In Gr. 3 at **Bentley Elementary** the % of students proficient/advanced grew from 23% to 42%.
- ✓ In Gr. 5 at **Bentley Elementary** the % of students proficient/advanced grew from 26% to 32% and the % of students in warning/failing decreased from 25% to 11%.
- ✓ In Gr. 3 at **Carlton Innovation School** the % of students proficient/advanced grew from 38% to 53% and the % of students in warning/failing decreased from 9% to 3%.
- ✓ In Gr. 4 at **Carlton Innovation School** the % of students proficient/advanced grew from 31% to 53% and the % of students in warning/failing decreased from 26% to 12%.
- ✓ In Gr. 7 at **Collins Middle School** the % of students proficient/advanced grew from 45% to 57%.
- ✓ In Gr. 8 at **Collins Middle School** the % of students proficient/advanced grew from 60% to 68%.
- ✓ In Gr. 5 at **Saltonstall School** the % of students proficient/advanced grew from 41% to 54%.
- ✓ In Gr. 3 at **Witchcraft Heights** the % of students proficient/advanced grew from 47% to 58%.
- ✓ In Gr. 5 at **Witchcraft Heights** the % of students proficient/advanced grew from 59% to 68%.

Math data also show a number of bright spots as change is occurring across the district. A few informative data points from the math MCAS results include:

- ✓ In Gr. 4 at **Bates**, the % of proficient/advanced grew from 41% to 71%.
- ✓ In Gr. 3 at **Bentley**, the % of proficient/advanced grew from 33 to 59%.
- ✓ In Gr. 5 at **Bentley**, the % of proficient/advanced grew from 28 to 45%.
- ✓ In Grs. 3,4 and 5 at **Carlton**, the % of proficient/advanced grew by 17%, 18% and 12% respectively
- ✓ In Gr. 3 at **Horace Mann**, the % of proficient/advanced grew from 47 to 58%.
- ✓ In Gr. 4 & 5 at **Saltonstall**, the % of proficient/advanced grew by over 10%
- ✓ In Gr. 5 at **Witchcraft Heights** the % of students proficient/advanced grew from 63% to 81%.

While we are encouraged by these bright spots of improvement, overall student performance, as measured by the MCAS, remains an urgent challenge. The components of this year's AIP are intentional in supporting our ultimate goal to improve student achievement and the growth of all students. We also recognize that additional supports and interventions will be needed to close existing gaps.

2014 ACCESS Data

ACCESS data for the district also indicates positive outcomes for the district's English Language Learners.

- ✓ 49.5% of students made high or very high SGP.
- ✓ 17.8% of students made moderate SGP.
- ✓ Almost half (48.8%) of the students at **Nathaniel Bowditch School** are making high or very high SGP.
- ✓ Almost two-thirds (64.3%) of the students at **Saltonstall School** are making high or very high SGP. The majority (53.6) is making high SGP.
- ✓ Over half (58.1%) of the students at **Witchcraft Heights** are making high or very high SGP.

2013 BAS Data

With one exception (Bowditch), each elementary school met its BAS benchmark of 80% of all students in grades 1 through 5, will be reading at grade level, or will make at least one year's growth as measured by the BAS assessment.

QPR Reports Improved

In 2013-14, ratings on all but one of the district's AIP initiatives moved from "technical implementation" to "practices in place". This signals that an external reviewer acknowledges and recognizes that improved practices, structures, and routines are evident in the work of schools and the district.

AIP Team Oversight

The AIP continued to commit time and effort to the direct oversight, monitoring, and support of schools. The senior team consisting of the Superintendent, two Assistant Superintendents, and ESE Plan Manager meets weekly for two hours. The agenda for these meetings is focused on assessing progress toward implementing action steps in the AIP as well as monitoring benchmarks. AIP team members conducted several instructional rounds at schools throughout the year, met with principals to review school level data following interim assessments, and observed other key school practices such as data meetings and common planning time.

As a result of its engagement with principals and presence in classrooms, the AIP team was able to effectively and efficiently differentiate support to schools in order to respond to unique needs and challenges. Some examples include:

- ✓ Addition of staff to respond to bona fide student needs
- ✓ Purchase of materials to improve classroom libraries particularly with leveled-texts for struggling readers
- ✓ Deployment of consultants (e.g. TLA, Landmark, etc.) to support and assist schools with resolving particular problems of practice
- ✓ Use of district directors and coordinators at schools, grade-levels, and classrooms where data indicated the need for additional support

Positive Behavioral Intervention System (PBIS)

The district has an ongoing commitment to fostering a culture of high expectations for all. Positive Behavioral Interventions and Supports (PBIS) is an evidence-based, data-driven framework proven to reduce disciplinary incidents, increase a school's sense of safety and support improved academic outcomes. This year PBIS initiatives were formally rolled-out at Bates, Bentley, Bowditch and Salem High School.

The district laid the foundation for PBIS by developing a cadre of behavior specialists to work in concert with classroom teachers in defining classroom expectations and supporting the social, emotional, and behavioral needs of students. The team is more than 50% bilingual /bicultural and is lead by a bilingual /bicultural PhD level BCBA.

Salem High School has experienced a strong burst of initial success with their PBIS initiative. SHS data showed high numbers of student suspensions as a target intervention area. Expectations and supports were defined for students and teachers. Positive/pro-social behavior by both student and staff were consistently rewarded. Since the SHS mid-year implementation of PBIS, suspensions for all students dropped in Q3 of SY 13-14 by 55% over Q3 suspension in the previous year.

Differentiated Support for Bentley

The year started out with placing the Bentley principal on an improvement plan. The AIP team assisted in monitoring parts of the improvement plan through bi-monthly meetings with the principal to review data and progress toward meeting MAGS in the turnaround plan. These sessions were followed-up by written progress reports to the principal completed by the Superintendent. Ultimately, this process led to the removal of the principal. Co-principals replaced her, and for a short period of time, an Overseer was put in place in order to provide the district with daily monitoring of efforts to stabilize the school.

Consulting support from TLA and Landmark was increased above and beyond what other schools received, and the services provided by consultants were guided and monitored by the district. An outside math coach (Dona Apple) was also contracted by the district to work at Bentley with the express purpose of facilitating math planning sessions during common planning time. District Coordinators from Specialized Instruction and the K-8 ELA and Math Directors prioritized time at Bentley. They provided coaching for teachers in an effort to improve instructional quality and levels of differentiation.

The district took bold steps in the Spring of 2014, to partner with Blueprint Schools Network, who will assume management of the Bentley School starting with grades 3-5 in the Fall of 2014. Under the provisions of a restart plan, the school's new principal has autonomies related to hiring, length of the school day and year, and working conditions that will assist in creating the conditions for rapid improvement at the school. The gains in student performance indicated in 2014 preliminary MCAS results provide a platform for future success at the school.

Expanding Use of Interim Assessments

Carlton Innovation School joined other district K-8 schools in using ANet interim assessments and coaching. At the high school level, the district partnered with ATI Galileo to build standards-based interim assessments at Gr. 9-10 in ELA, math, and biology. Focus on Results was brought on to build the high school's capacity to use data to drive instructional focus and reteaching.

Educator Evaluation

This year marked the district's first full-year of implementing the new educator evaluation model. Given the newness of the model, early implementation is characterized by a focus on technical aspects such as meeting deadlines, completing an adequate number of unannounced observations per educator, etc. Lynn Stuart, from the Center for Collaborative Education, completed four rounds of onsite coaching with evaluators during which they co-observed instruction to calibrate observations around the teacher rubric and to get normed around what the resulting feedback should identify as a strength and area for growth.

Five two-hour Evaluator Seminar Sessions were held throughout the year. These were planned and implemented collaboratively by Lynn and the district. During these sessions, evaluators shared with colleague's feedback they had written as well as formative and summative reports. They shared reflections and ideas on how to improve the quality of feedback being shared with the educator.

On the end-of-year AIP survey, 59.3% of responding teachers indicated that the feedback they received from their evaluator was helpful in improving their performance. (This is up from 45% at the same time last year.)

Balanced Literacy

The district launched, in school year 2013-14, a series of reform strategies designed to improve the quality of literacy practices across schools and classrooms in the district. Appendix A outlines the key

supports and shifts associated with this effort including:

- ✓ Building a Common Core aligned ELA curriculum and rolling it out district-wide
- ✓ Engaging a lead literacy partner—Teaching & Learning Alliance (TLA)
 - Providing each school 10 days of onsite coaching by TLA consultants
- ✓ Hiring and training 8 full-time literacy coaches (by repurposing existing positions at no additional cost to the district)
- ✓ Establishing 33 lab classes in 8 schools that served as demonstrations sites for early implementation of expected practices
- ✓ Six half-day professional development sessions in literacy practices

Instructional Rounds

The district made significant progress with embedding instructional rounds into the routine practice of leaders. Expectations for Teaching & Learning were identified and used to guide observations during rounds. AIP team members modeled how to lead organized rounds during the first half of the year and took the lead in writing follow-up feedback. Rounds conducted during the second half of the year were led by building administrators who also wrote follow-up feedback. This gradual release model has supported school leaders in growing as instructional leaders who observe instruction and provide feedback on an ongoing basis.

Staff Involvement with the AIP

From our end-of-year staff survey, we learned that 70% of the teaching staff believes that the AIP initiatives have the potential to improve teaching and learning; only 8.7% disagree. Also the percentage of teachers who responded that the feedback they received from their evaluator was useful in improving their performance increased this year to 59.3% (up from 45.1% last year.) Also, 66.5% of teachers indicated that their ability to analyze student data improved this year (up from 62% last year), and 43% of the respondents indicated that planning changes to instruction based on student data had a very strong/strong impact on their instructional practice this year. Finally, 80% of teachers responded that they agreed/strongly agreed that the time they were spending planning instruction through the various initiatives was leading to improved student achievement.

Lessons Learned

Lesson #1: What gets monitored gets done.

The district led by example. We rolled our sleeves up and got into classrooms on a routine basis and followed-up with verbal and written feedback. This level of oversight allowed the AIP team to celebrate what was working and to make timely adjustments as needed.

Lesson #2: Staying the course takes courage and commitment.

The AIP team, along with building principals and other district leaders, are confident that the strategies outlined in the AIP are the “right” ones to effect district-wide gains in student performance. When performance results are not immediately forthcoming, it is tempting to bring on new initiatives, and it can, at times, be a challenge to stay focused on the AIP plan. Staying the course should not be confused with blindly moving forward or being resistant to new ideas. What it does mean, however, is that SPS leadership has had a laser-like focus on the core elements in the plan that will have the greatest impact on student learning and avoids those things that will not. We believe we have the right structures in place—data, observation and feedback, teams, time, planning and professional development; our challenge is to do these things better and more efficiently and effectively with each passing day.

Lesson #3: Data is a power lever.

Nothing has more potential to impact the quality of instruction than does the effective use of data, and

our school leaders continue to grow in their ability to use data to drive results in their schools. With increasing proficiency, principals are leading the work of their school-based data teams. They guide their data teams in reviewing interim assessment results and, most importantly, they ensure that teachers take action based on what they learn from their analysis. We are at a point in our work where we need to take a more balanced approach to data by not simply taking a deficit view but also recognizing bright spots and accomplishments.

Lesson #4: Coherence, Coherence, Coherence

SPS school leaders have learned that in order to create change we routinely find ourselves asking teachers and leaders to take on more and to frequently step out of their comfort zone. We are ever mindful that it is easy to create chaos in that space. Therefore, we have found that it is incredibly important to communicate frequently and openly with faculty and staff about expectations and how different pieces of the reform work interconnect. We use meetings, professional development sessions, email, reports, graphics, etc. to help create a sense of coherence between initiatives and work underway in the district. Additionally, considerable effort is made to guide and align the work of our partners. Our partners willingly customize their support to meet the district's needs, and we bring partners together frequently in an effort to coordinate their work so that teachers do not receive conflicting messages. As a result, all "ships" are headed in the same direction, and this level of coordination helps to create efficiencies as we work toward meeting benchmarks in our AIP.

Moving Forward

In preparation of the 2014-15 AIP, district leaders engaged the members of the district leadership team in a substantive discussion structured around three essential questions regarding the AIP:

1. What is making a difference?
2. What are we missing or is needed to move us forward?
3. Why are we seeing only gradual success?

DLT members were asked to reflect on each then talked in small groups about the questions. Every member was asked to report out to the group one response from their perspective on each question. These responses were captured and informed the AIP Team's work in developing the plan for year 3.

In addition, the Salem School Committee and district leaders conducted a retreat in February 2014 where the AIP was a focus of discussion. This discussion and the questions asked provided members of the AIP Team with a deeper understanding of the vision of the newly constituted Committee and the policy implications of the initiatives taken. This further informed the work of the AIP Team in preparing the 2014-15 AIP.

The 2014-15 AIP is designed to address the following areas of need:

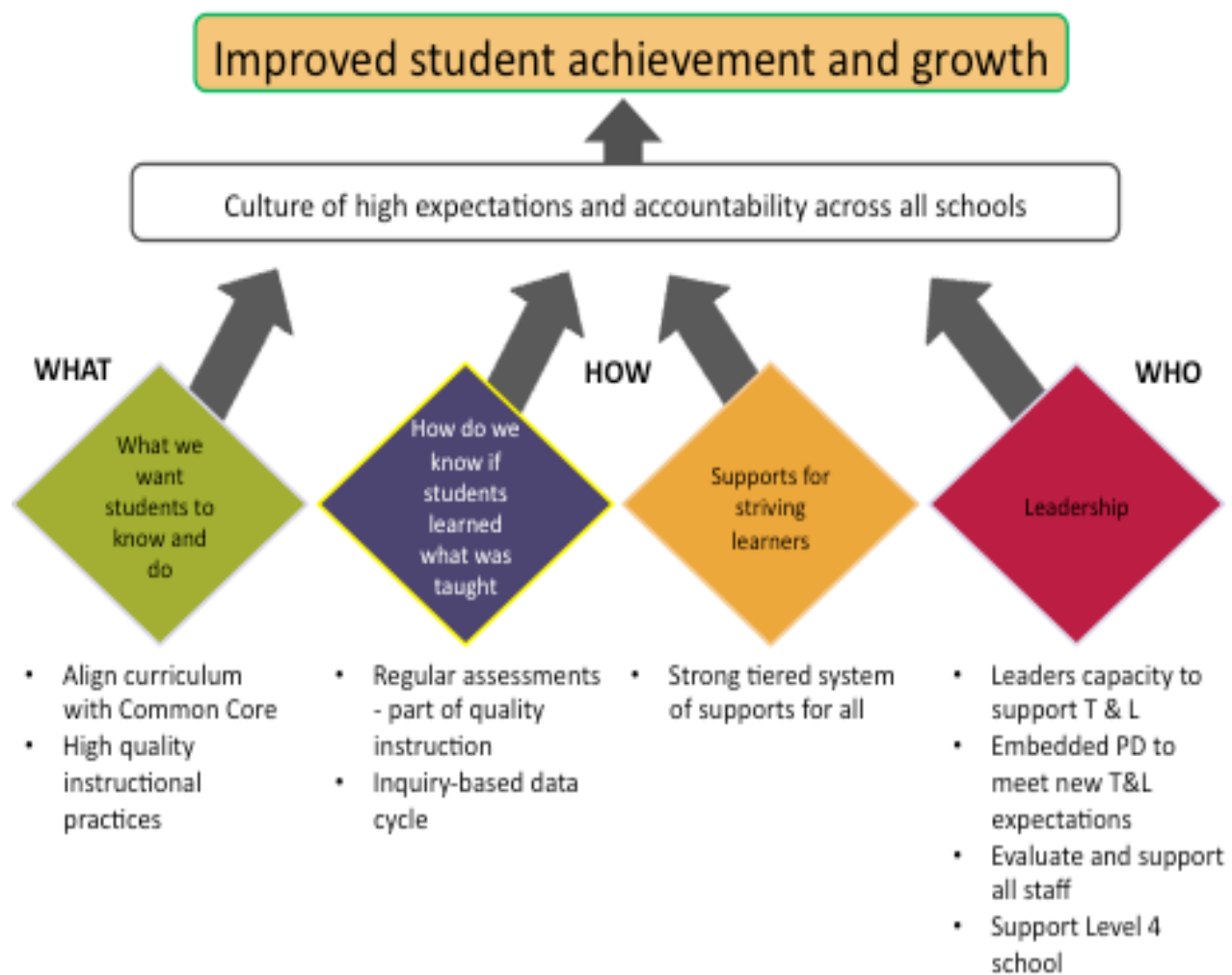
1. The district is entering its third year of working with the Achievement Network. The goal is for each principal to be prominently positioned as the data leader/champion for his or her school.
2. 2014-15 will be the district's second full year of implementing the new educator evaluation system. Overall, implementation is at the technical level, and the district must drive toward a standard of quality written and verbal feedback by every evaluator.
3. Systems and structures to support change are in place at the district level (e.g. curriculum maps, interim assessments, high quality PD, etc.). In the upcoming year, these resources must be leveraged, efficiently and effectively by each school leadership team in order to accelerate improvement and bring about results in their school.

4. Achievement gaps persist. A focus on the achievement of high-needs students needs to be ever present in school-level data meetings.

The plan will align to the original Theory of Action. We believe the theory of action, detailed below, used to guide the development of the Year 2 AIP provides a structure that is helping the district focus on critical areas of improvement—aligned curriculum, formative assessment, and strong instructional leadership. These areas are consistent with the MA Department of Elementary and Secondary Education’s *District Standards and Indicators* and the *Essential Conditions for School Effectiveness*. Therefore, we will remain committed to using the following framework to shape the Year 3 AIP:

The Theory of Action that drives this plan: *If the district is clear about what students should know and are able to do, and we regularly monitor student progress and adjust instruction and supports (for students and educators) accordingly, student achievement and growth will improve.*

Theory of Action—Key Questions
What do we want students to know and be able to do?
How will we actively monitor what they have learned and been taught? What networks of supports are in place for students striving to learn?
What leadership support is needed to bring about quality teaching and learning?



- ***The spirit of the strategic initiatives will remain constant.*** For example, in Year 1 a priority was to “develop and implement an aligned curriculum and high quality instructional practices and expectations across the district”. This will continue to be an area of focus but the aim of the work will be to go deeper with implementation. Now that curriculum maps are in place, the district will focus on supporting teachers and principals with implementing the curriculum maps and on using them to develop daily lessons aligned to the curriculum maps.
- ***The plan will include a focused set of action steps.*** It is very easy to layer a wide array of initiatives in any given plan. The goal this year is to be focused, purposeful, and thorough.
- ***Benchmarks will be streamlined.*** The district realized that last year’s plan included too many benchmarks and ones that were too difficult to collect data on. This plan will focus on benchmarks that are substantive and reasonable to collect data about using existing resources.
- ***Paying attention to sustainability.*** The plan manager has added significant value to the district’s improvement planning process. Because the plan manager is not permanent staff, the district needs to develop a plan that it can sustain through its own efforts.

What do we want students to know and be able to do?

Strategic Objective 1 – Develop and implement an aligned curriculum and high quality instructional practices and expectations across the district

Initiatives:

- 1.1 Ensure consistent and rigorous instruction in all classrooms of all students.
- 1.2 Continue to develop and ensure implementation of the preK-12 curriculum aligned with the MA Curriculum Frameworks and Common Core.
- 1.3 Provide a tiered system of supports to improve the performance of all students based on students' needs.

How will we know students have learned what they have been taught and what supports are in place for students striving to learn?

Strategic Objective 2 – Embed a data-driven system that assesses and supports learning and improves instructional practices throughout the district

Initiatives:

- 2.1 Refine and embed the district-wide interim assessments system that is aligned to the core curriculum.
- 2.2 Refine and embed the inquiry-based data cycle to adapt instruction and improve student achievement.

What leadership support is needed to enact quality teaching and learning?

Strategic Objective 3 – Ensure high quality leadership exists across the district that supports and monitors the continuous improvement of teaching and learning

Initiatives:

- 3.1 Embed differentiated supports for administrators' support and accountability for quality teaching and learning.
- 3.2 Embed a quality educator evaluation system to improve performance and accountability throughout the district.
- 3.3 Provide differentiated and targeted support to schools based on specific needs or the performance of the school.

Summary:

In the big picture, SPS is still in the early phase of its improvement work given that we are only 18 months from the approval of our first Accelerated Improvement Plan. Despite the newness of the district's reform efforts, results and significant change are emerging in student achievement, instructional practice, organizational systems, and leadership capacity. The emergence of bright spots and growth fuel the district's ever-present sense of urgency and commitment to continuous improvement.

The 2014-15 AIP represents a bold set of initiatives and signifies that the district is not yet content with the depth and breadth of change and growth; there is still much work to be done. Early results signal to the district that the strategic initiatives established and implemented in the 2013 and 2014 AIPs contain the right "ingredients" to stimulate desired change, and therefore the 2015 AIP seeks to "go deeper" with strategies, practices, and routines established by earlier versions of the plan. The district will "stay the course" and take steps to embed best practices in the daily work that teachers, school principals, and district leaders do.

Key to Acronyms/Groups

- **ACCESS:** state assessment of language acquisition for students
- **AIP:** Accelerated Improvement Plan
- **AIP Team:** Superintendent, Assistant Superintendents (Teaching and Learning and Pupil Personnel Services), and Plan Manager
- **ANet:** The Achievement Network - interim assessment provider and data cycle coach and partner in grades 2-8
- **Bentley Restart School:** Grades 3-5 at Bentley School that are managed by the Blueprint Schools Network. The Bentley Restart is a partnership with Salem Public Schools but provides management, operational, instructional and contractual autonomies that do not exist in other district schools.
- **CCS:** Common Core standards
- **DDM:** District Determined Measures - assessments that will be used in education evaluation process to show student learning
- **DESE:** Massachusetts Department of Elementary and Secondary Education
- **DLT:** District Leadership Team - Central Office Administrators, Directors, Principals
- **ELL:** English Language Learners
- **Focus on Results (FOR):** a data cycle coach and partner in grades 9-12
- **Galileo:** interim assessment partner in grades 9-12
- **High Needs:** students who are SWD, ELL or on free or reduced lunch
- **IR:** Instructional Rounds
- **KTL:** Keys to Literacy - a professional development partner for Literacy in grades 6-12
- **LTF:** Laying the Foundation - a professional development partner for math and literacy in grades 6-12
- **MAGS:** Measureable Annual Goals
- **PBIS:** Positive Behavioral Intervention System
- **PD:** professional development
- **PTS:** professional teaching status – granted after 3 successful years of teaching in a district
- **RETELL:** Rethinking Equity and Teaching for English Language Learners, a state initiative to transform teaching and learning for ELL students
- **School Data Leadership Team (Data Team):** Principal as leader, membership varies slightly from school-to-school but includes 5-8 teachers, teacher leaders
- **SEI:** Sheltered English Immersion – method of delivering teaching and learning to ELL students
- **Senior Leadership:** Superintendent, Assistant Superintendent Teaching & Learning, Assistant Superintendent Pupil Personnel Services

- **SMART:** goals written in a Strategic, Measureable, Attainable, Relevant, and Time-bound manner
- **SWD:** Students with Disabilities
- **TLA:** Teaching and Learning Alliance - literacy partner for balanced literacy in grades K-8
- **WIDA:** World-class Instructional Design and Assessment - an instructional development initiative for ELL students

Describe the specific, measurable, final end-of-year outcomes the district aims to achieve by implementing the Plan.

In addition to inspiring our students to realize their full potential and prepare them to function successfully in a complex world . . .

The district will meet or exceed the annual PPI target of 75 for 2015 for all students.

The district will meet or exceed the annual PPI target of 75 for 2015 for the high needs population of students.

APPENDICIES THAT ARE PART OF THIS PLAN

- A. Key supports for balanced literacy in 2013-14
- B. Science plan
- C. District professional development plan
- D. Tiered system of support plan
- E. Bowditch Working Group Plan

PLEASE NOTE

The Bentley Restart management agreement, between the district and the Blueprint School Network, provides the Bentley principal and operator a level of autonomy that does not exist in other district schools. Thus, a number of the initiatives, activities and benchmarks included in this AIP may not apply to the Bentley Restart School. During the first year of this partnership, the district and Blueprint Schools will mutually determine which of the benchmarks are applicable to the Bentley Restart School and the appropriate accountability measures and reporting.

Section 2: Plan Summary

Strategic Objective 1: Develop and implement an aligned curriculum and high quality instructional practices and expectations across the district	
Strategic Initiatives	Early Evidence of Change, Short-Term Outcomes, Final Outcomes
<p>Establish structures to ensure that all students have access to rigorous learning experiences that extend from a common set of district expectations for teaching and learning by:</p> <p><u>Initiatives:</u></p> <p>1.1 Ensure consistent and rigorous instruction in all classrooms of all students.</p> <p>1.2 Continue to develop and ensure implementation of the preK-12 curriculum aligned with the MA Curriculum Frameworks and Common Core.</p> <p>1.3 Provide a tiered system of supports to improve the performance of all students based on students' needs.</p>	<p>Educator Outcomes:</p> <ol style="list-style-type: none"> 1. Through the system of district and school IRs, district administrators will participate in, and provide feedback to principals on, the focus of the IR (including the five teaching and learning characteristics developed for district focus this year), the execution of the IR, the substantive and aligned feedback provided staff, and the accuracy of which the feedback reflects what was observed. 100% of the schools will receive a higher rating on IRs conducted after February 1 than on those conducted prior to February 1. 2. Through a series of targeted IRs focused on the implementation of modified SEI practices for students in Levels 1 & 2 and Levels 3 & 4, 75% of classrooms visited will demonstrate the core characteristics of the changed practices. (new) 3. The AIP team will review the feedback provided by principals on grade level CPT quarterly. 75% of the feedback will meet the district's effective feedback criteria. 4. Three (3) of the five (5) cohort 1 PBIS schools, will meet May Center criteria to begin implementation of targeted tier 2 supports by June.

	<p>Student Outcomes:</p> <ol style="list-style-type: none"> 5. On each ANet assessment, the district will achieve an equal or higher average score on 60% of the measured standards than the ANet identified network of high performing schools. This will be assessed for ELL and SWD subgroups as well. (new) 6. 80% of the high school students assessed will meet proficient on quarterly assessments taken (English 1, English 2, Algebra, Geometry, and Biology). (Prior year, the percent varied by content area and subgroup; for ‘all’ students the average was approximately 65%) <ol style="list-style-type: none"> a. The gap in percentage of all high school students assessed reaching proficiency on the interim assessments and the ELL student population will be reduced by 5% between A1 and A2, 10% between A1 and A3, and 15% between A1 and A4. b. The gap in percentage of all high school students assessed reaching proficiency on the interim assessments and the SWD student population will be reduced by 5% between A1 and A2, 10% between A1 and A3, and 15% between A1 and A4. 7. Bentley will demonstrate that it is on-target to meet its MAGS as determined by the 4-6 week monitoring school review by Blueprint Schools Network and reported to the AIP team. (new) 8. 60% of district students with a student growth percentile (SGP) score on the ACCESS assessment will perform in the “Very High Growth” or “High Growth” category. (2014 percentage was 49.5%) 9. By the end of the year, 80% of students tested in grades 1-5 in each school will be at grade level or make one or more year’s
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	<p>growth (in levels) as measured by the BAS assessment. (Reported for all students, high needs, ELL and SWD) <In prior year, six of seven schools meet this benchmark for ‘all’ students.></p> <p>10. For each K-1 math assessment, at least 75% of the students in each grade level at each school will reach a benchmark of at least 70% correct. (Reported for all students, high needs, ELL and SWD) <In prior year, four of the seven schools met this benchmark for ‘all’ students.></p> <p>11. The number of high school students failing one or more classes will be reduced by 10% over the same marking period from prior year as measured at the end of the 2nd quarter and final grade. (Reported for all students, high needs, ELL and SWD)</p> <p>12. The number of dropouts at the high school will decrease by at least 10% over the same period from the prior year as measured at the end of the 2nd quarter and end of year. <In prior year, the reduction in dropouts of ‘all’ students was 23%></p> <p>13. The average daily attendance at each school for all students, high needs, SWD and ELL students will increase by at least 1% each month, over same month from prior year. <In prior year, the district’s ADA was 94.02%></p> <p>14. For Salem High, the total number of students suspended in- or out of school at least one time will decrease by 15% each quarter, over the same period from the prior year. (Reported for all students, high needs, ELL and SWD)</p>
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ACTIVITIES

Activities to Achieve the Outcomes for the Initiative	Who will lead?	When will it start?	When will it be complete?
1.1 Ensure consistent and rigorous instruction in all classrooms of all students.			
A. Refine instructional practice			
1. Literacy			
a) Provide targeted PD			
(i) Small group instruction—teachers will learn and implement how to use conferring notes and student data to inform goals and composition of small groups such as guided reading groups, strategy groups, etc.	Asst. Supt. T & L, Director CIA	July 2014	June 2015
(ii) Writing about reading—teachers will learn and implement strategies for helping students track their thinking about reading such as readers’ journals, etc.	Asst. Supt. T & L, Director CIA	July 2014	June 2015
(iii) Close reading – teachers will learn and implement strategies for helping students conduct close reading on text. Strategies will be taken from teacher resources such as <i>Falling in Love with Close Reading</i> by Christopher Lehman and Kate Roberts.	Asst. Supt. T & L, Director CIA	July 2014	June 2015
b) Phonics – All teachers grades Kindergarten – Gr 3. received new phonics resources (Phonics Mini-Lessons by Fountas & Pinnell) in April 2014. They also received 4 hours of training. Use of these resources within the word study portion of Readers’ Workshop is expected at the beginning of the 2014-15 school year. Literacy coaches and principals will guide and monitor implementation.	Asst. Supt. T & L, Director CIA	July 2014	June 2015
2. Math			
a) Introduce math coaches			

i) Coaches will be deployed based on data, assigned to schools, grade-levels, and classrooms with most urgent need. Coaches will facilitate CPT, model instructional strategies, provide professional development, assist with facilitating data meetings, tutor small groups of students, etc.	Asst. Supt. T & L, Director of Teacher/Leader Development	August 2014	June 2015
ii) Coaches will attend monthly networking and training sessions	Asst. Supt. T & L, Director of Teacher/Leader Development	August 2014	June 2015
3. Science			
a) Implement strategies to improve science achievement including curriculum alignment, launch science coaches, provide teachers with improved science instructional materials, administer quarterly assessments, provide targeted PD, etc. (See Appendix B—Science Plan)	Asst. Supt. T & L, Director of CIA, Director of Teacher/Leader Development	August 2014	June 2015
4. Differentiated instruction			
a) Increase the quality and frequency of small group instruction. (Small group instruction is a differentiation strategy where the specific needs of students are addressed by direct instruction with students in fluid small groups within the general education classroom.)	Asst. Supt. T & L, Asst. Supt. PPS	October 2014	June 2015
i) Teachers use conferring notes, running records, and data to determine needs and composition of small groups	Asst. Supt. T & L, Director of CIA	October 2014	June 2015
ii) Provide teachers with PD to help support quality implementation of small group instruction	Asst. Supt. T & L, Asst. Supt. PPS	October 2014	June 2015
iii) Strengthen resources that assist teachers with implementing small group instruction (e.g. guided reading texts, manipulatives, and text of a variety of levels).	Asst. Supt. T & L, Asst. Supt. PPS	October 2014	June 2015
iv) SHS lead teachers to join leadership team in reviewing lessons plans for inclusion of DI practices.	SHS Leadership Team, Lead Teachers	October 2014	June 2015

5. Time			
a) Revise each school's master schedule to capitalize on every minute of every day in support of teaching and learning	Principals, AIP Team	June 2014	August 2015
i) Implement and monitor revised master schedules	Principals, AIP Team	September 2014	June 2015
ii) Structure CPT so that teachers use the time to plan lessons from standards, review student work/data, build reteach plans based on data, etc.	Principals, Coaches	September 2014	June 2015
b) Implement expanded learning time at CMS	Director of ELT, Principal, ELT Team	August 2014	June 2015
B. Monitor Instructional Practice			
1. Continue school-based IRs			
a) Review and amend the four (4) focus areas of teaching and learning expectations for 2014-15.	District Leadership Team	August 2014	September 2014
b) Establish expectations for number and focus of IRs	AIP Team	July 2014	September 2014
c) Participate in IRs to monitor implementation and review feedback letters to ensure quality	AIP Team	September 2014	June 2015
d) Principals, APs, and coaches participate in IRs at other schools to share best practices	Principals, APs, Coaches	September 2014	June 2015
2. Provide each principal/AP with two pieces of TeachPoint feedback on Standard 1 by January 1, 2015 specifically noting the quality of their instructional leadership; two more pieces of feedback by June 2015	Superintendent, Asst. Supts.	September 2014	January 2015 June 2015
1.2 Continue to develop and ensure implementation of the preK-12 curriculum aligned with the MA Curriculum Frameworks and Common Core.			
A. Refine existing curriculum maps			

1. ELA maps (K-Gr. 8)			
a) Revise skills and knowledge sections so that they better align to the standards and are written as student learning objectives	Director of CIA, Humanities Coord., Literacy Coaches, Lab Teachers	August 2014	September 2015
b) Include recommended student work products	Director of CIA, Humanities Coord., Literacy Coaches, Lab Teachers	August 2014	September 2015
c) Include suggested mentor texts	Director of CIA, Humanities Coord., Literacy Coaches, Lab Teachers	August 2014	September 2015
2. Math maps (K-Gr. 8)			
a) Revise skills and knowledge sections so that they better align to the standards and are written as student learning objectives	Director of CIA, Director of Tchr. & Ldr. Development, STEM Coordinator	August 2014	September 2015
b) Reduce the number of units to assist with pacing	Director of CIA, Director of Tchr. & Ldr. Development, STEM Coordinator	August 2014	September 2015
c) Integrate suggested instructional resources	Director of CIA, Director of Tchr. & Ldr. Development, STEM Coordinator	August 2014	September 2015
3. SHS maps			
a) Revise skills and knowledge sections so that they better align to the standards and are written as student learning objectives	SHS Academic Director, Lead Teachers	August 2014	September 2015

B. Develop new curriculum maps			
1. Complete ELA and math PreK maps	Director of CIA, Coordinators	August 2014	September 2015
2. Develop science maps aligned to the newly released science frameworks	Director of CIA, STEM Coordinator	August 2014	September 2015
3. Complete maps for 50 SHS courses following previously developed process	SHS Academic Director, Lead Teachers	August 2014	June 2015
4. Begin development of K-12 music, art, foreign language, PE maps	Director of CIA, Coordinators	August 2014	September 2015
C. Provide PD and resources for effective implementation of maps			
1. See Appendix C: PD plan	Asst. Supt. T & L	August 2014	September 2015
2. Make budget requests for additional resources (e.g. classroom libraries, science instructional resources, supplemental math resources, etc.)	Asst. Supt. T & L	January 2015	June 2015
D. Support use of curriculum maps			
1. Principals will structure and observe the CPT and provide feedback at least 1 time per month per grade level.	Principals	August 2014	September 2015
2. Principals will leverage their coaches as a resource for structuring CPT.	Principals	August 2014	September 2015
3. Train a cadre of teacher leaders, district-wide, who are then used to facilitate CPT	Director of Teacher & Leader Development	November 2014	June 2015

1.3 Provide a tiered system of supports to improve the performance of all students based on students' needs.			
A. Implement the reading Tiered System of Support Plan (see Appendix D: Tiered system plan)	Asst. Supt. T & L	September 2014	June 2015
1. Train interventionists (monthly training)	Carlton Principal	September 2014	June 2015
2. Use specialized materials (e.g. QRI, comprehensive tool kit).	Reading Specialists	September 2014	June 2015
3. Implement progress monitoring of student growth	AIP Team, Principals, IST	September 2014	June 2015
B. Develop a plan for a math Tiered System of Support.	Asst. Supt. T & L, Director of CIA, STEM Coord.	December 2014	June 2015
C. Implement Positive Behavioral Supports			
1. Cohort 1 (Bates, Bentley, Carlton, Bowditch and High School)			
a. Implement Universal Tier 1 PBIS with support of May Institute National TA Center	Director PBIS Building-based PBIS Team	September 2014	June 2015
i) Monitor and report on the monthly dashboard, suspension and attendance data at Cohort 1 schools. This will set the benchmark for future year progress monitoring.	Principals Building-based PBIS Team	September 2014	June 2015
b. Once Tier 1 quality indicators are achieved, begin implementation of Targeted Tier 2 supports	Director PBIS Building-based PBIS Team	January 2015	June 2015
2. Cohort 2 (Collins, Saltonstall, Witchcraft Hts., Horace Mann Lab School)			
a. Survey staff and students and utilize data to develop plan for roll-out of PBIS Universal Tier 1	Director PBIS Building-based PBIS Team	September 2014	December 2014

b. Implement and progress monitor Tier 1 PBIS with support of May Institute National TA Center.	Director PBIS Building-based PBIS Team	January 2015	June 2015
D. Refine K- 8 programming and services for level 1& 2 and 3 & 4 ELLs			
1. Restructure existing SEI program into a newcomers' program for level 1 & 2 ELL students utilizing support and consultation from SSU	Asst. Superintendent PPS, ELL Director, Principal	July 2014	August 2014
a. Provide classroom with intensive ELD focusing on reading, writing, listening and speaking, with an emphasis on vocabulary development and reaching each learner.	ELL Director, ELL Coach	September 2014	June 2015
b. Implement formative assessment based on WIDA standards to inform instruction and measure progress for Level 1 & 2 students. (This will become a student outcome benchmark once it's implemented.)	ELL Director, ELL Coach	September 2014	June 2015
c. Utilize assessment data to provide targeted teacher professional development and in-class supports	Asst. Superintendent PPS, ELL Director, Principal	September 2014	June 2015
E. Implement an inclusive flooded support model for level 3 & 4 ELL students			
1. Match teachers with appropriate students, based on credentials, experience and desire to teach in flooded support model.	Asst. Superintendent PPS, ELL Director, Principal	July 2014	August 2014
2. Review student data to determine initial tier 2 & 3 interventions and groupings; reassess bi-monthly	ELL Director, ELL Coach, Principal	September 2014	June 2015
3. Utilize formative assessment data (ANet) to provide targeted teacher professional development and in-class supports	ELL Director, ELL Coach, Principal	September 2014	June 2015
F. Implement supports to improve student success at SHS			
1. Create a Sophomore House with targeted supports and PD	SHS Principal and SHS Leadership Team	July 2014	June 2015
2. Continue credit recovery initiatives	Asst. Superintendent PPS, SHS Principal & Leadership Team	July 2014	June 2015

3. Expand summer credit recovery to include increased special education and ELL supports	Asst. Superintendent PPS, SHS Principal & Leadership Team	July 2014	August 2014
4. Expand and provide no cost summer credit recovery to High Needs Students	Asst. Superintendent PPS, SHS Principal and Leadership Team	July 2014	August 2014
5. Refine grading system to provide a clear link between mastery of standard and grade.	SHS Principal and SHS Leadership Team	July 2014	June 2015
G. Strengthen Supports to Students with Disabilities			
1. Provide professional development offering classroom tested and immediately useful strategies and materials to meet diverse students' needs (as evidenced by student outcomes 6 & 7).	Asst. Superintendent PPS, Coordinators of Specialized Instruction, Landmark Outreach Program	July 2014	June 2015
a) Provide scholarships to all teachers interested in attending Landmark Outreach program Summer Institute focusing on developing strategies in teaching high needs students	Asst. Superintendent PPS	July 2014	September 2014
b) Offer hands-on workshops focusing on lesson-plan development. These consultative sessions will provide individualized support and suggestions in differentiating instruction	Asst. Superintendent PPS	July 2014	June 2015
c) Continue quarterly instructional rounds with focus on differentiated instruction	Asst. Superintendent PPS, Landmark	Nov 2014	June 2015
2. Offer principals a menu of differentiated PD options related to raising the achievement of High Needs Students that align with AIP but allow principals autonomy in leading their schools.	Asst. Superintendent PPS, Principals	July 2014	June 2015
3. Develop a cadre of teachers, to provide intensive and specialized reading interventions to students reading significantly below grade level	Asst. Superintendent PPS, Coordinators of Specialized Instruction	July 2014	June 2015
a. Provide a summer learning experience for teachers of specialized reading focused on Phonemic Awareness and Multi-Sensory Early Literacy Instruction	Asst. Superintendent PPS, Coordinators of Specialized Instruction	August 2014	August 2014

b. Utilize data to identify students in need of intensive reading interventions and implement interventions	Asst. Superintendent PPS, Coordinators of Specialized Instruction	September 2014	June 2015
c. Provide ongoing monthly formal support for identified cadre of teachers	Asst. Superintendent PPS, Coordinators of Specialized Instruction	September 2014	June 2015
d. Provide ongoing consultation and modeling of early literacy instruction to cadre of teachers	Asst. Superintendent PPS, Coordinators of Specialized Instruction	September 2014	June 2015
e. Track growth of identified students via district-wide data wall.	Asst. Superintendent PPS, Coordinators of Specialized Instruction	September 2014	June 2015
4. Partner with Office of Teaching and Learning to assure that High Needs students are considered in the development of curricular materials, the roll-out of initiatives, and in the purchases of materials and supplies needed to support the general curriculum	Asst. Superintendent PPS & Asst. Superintendent T&L	August 2014	June 2015

Strategic Objective 2:

Embed a data-driven system that assesses and supports learning and improves instructional practices throughout the district

Strategic Initiatives	Early Evidence of Change, Short-term Outcomes, and Final Outcomes
<p>Establish structures and practices to monitor student learning of core concepts and content, to guide adaptive instruction, and to focus the consistent delivery of targeted interventions by:</p> <p><u>Initiatives</u></p> <p>2.1 Refine and embed the district-wide interim assessment system that is aligned to the core curriculum</p> <p>2.2 Refine and embed the inquiry-based data cycle to adapt instruction and improve student achievement</p>	<p>Educator Outcomes:</p> <ol style="list-style-type: none"> 1. By January, at least 6 of the school principals will demonstrate effective (Drive Results & Innovating) facilitation of school data teams as evidenced by the principals' self-assessment, reported on the monthly leadership dashboard (using a subset of the ANet Leader Levers Rubric). By EOY, at least 8 principals will be rated at this level by the contracted partner. 2. Following each assessment, principals will report on the monthly dashboard, the percentage of teachers adapting their instruction as indicated in data driven action plans. Principals, supported by the partner coaches, will review a sample of action plans and observe the respective classrooms. At least

	<p>90% of the observations will report the teacher adapted their instruction based on the action plan (prior year ranged from 75% - 100%).</p> <p>3. 100% of principals will meet at least the “proficiency” rating on their mid-year performance assessment by the superintendent in the area of data team leadership.</p> <p>Student Outcomes: The initiatives and activities in this objective directly relate to the student outcomes indicated in Strategic Objective 1. They are not duplicated here.</p>
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ACTIVITIES

Activities to Achieve the Outcomes for the Initiative	Who will lead?	When will it start?	When will it be complete?
2.1 Refine and embed the district-wide interim assessment system that is aligned to the core curriculum			
A. Develop formative assessments			
1. Gr. 3-8 science assessments			
a) Using Galileo develop and administer Gr. 3-8 science assessments in pilot schools (See Appendix B: Science Plan)	Asst. Supt. T & L, Director of CIA, STEM Coordinator	December 2014	September 2015
b) Analyze data at data meetings and use results to inform instruction	Principals, Science Coaches	January 2014	September 2015
2. Identify and administer formative assessments for Level 1 & 2 ELLs			
a) Gr 1-8 ELD formative assessments utilizing WIDA standards for Level 1 & 2 ELLs	Asst. Supt. PPS, Director of ELL	August 2014	September 2015
b) Partnering with Salem State University ESL consultant, create, implement, and calibrate interim assessments	Asst. Supt. PPS, Partner, Director of	August 2014	September 2015

	ELL		
c) Analyze data at data meetings for SEI program teachers facilitated in conjunction with SSU and use results to inform instruction	Asst. Supt. PPS, Director of ELL	October 2014	June 2015
d) Implement bi-monthly Instructional Rounds in SEI program classrooms using SEI specific focus characteristics	Asst. Supt. PPS, Director of ELL	September 2014	June 2015

2.2 Refine and embed the inquiry-based data cycle to adapt instruction and improve student achievement.			
A. Improve elements of inquiry data cycle			
1. Continue partnership with ANet and Focus on Results to embed effective data team and data cycle implementation	AIP Team	September 2014	June 2015
a) Principals to establish professional practice goal related to data leadership	Principals	September 2014	October 2014
b) Principals self-assess practice using ANet and principal rubric	Principals	September 2014	December 2014 April 2015
c) AIP Team to observe principals and data teams leading data meetings, CPT and provide feedback in TeachPoint using ANet and principal rubric	AIP Team, Principals	September 2014	December 2014 April 2015
2. Expand focus of data team to include multiple assessments	AIP Team, Principals	September 2014	June 2015
a) Set as a priority with ANet and FOR coaching principals to incorporate other data sources (e.g. BAS, DDMs, etc.)	AIP Team, Principals	September 2014	June 2015
3. Data teams enhance the monitoring of student performance resulting from adapted instructional practices and action plans	Principals	September 2014	June 2015

4. School-based data teams review MCAS and ACCESS data and revise SIPs; principals report changes to AIP team	AIP Team, Principals	September 2014	October 2014
5. Expand the influence of the district-wide High Needs Data team	Asst. Supt. PPS	September 2014	October 2014
a) Assure each school has administrative leadership represented at High Needs Data Team	Asst. Supt. PPS	September 2014	September 2014
b) Assure each school Data Leadership Team has representation of High Needs population	Asst. Supt. PPS	September 2014	September 2014
c) High Needs Data Team meetings reflect a priority on sharing promising practices between schools and with school data teams	Asst. Supt. PPS	September 2014	June 2015

Strategic Objective 3:

Ensure high quality leadership exists across the district that supports and monitors the continuous improvement of teaching and learning

Strategic Initiatives	Early Evidence of Change, Short-term Outcomes, and Final Outcomes
<p>Build upon the structures and processes implemented to bring higher quality leadership and a culture that is able to sustain continuous improvement by . . .</p> <p><u>Initiatives:</u></p> <p>3.1 Embed differentiated supports for administrators' support and accountability for quality teaching and learning</p> <p>3.2 Embed a quality educator evaluation system to improve performance and accountability throughout</p>	<p>Educator Outcomes:</p> <ol style="list-style-type: none"> 1. By January, the AIP Team and Partner's review of randomly sampled observations and feedback at each school will find 75% of evaluators demonstrate proficiency in providing effective feedback to teachers, as measured against a district standards for effective feedback; 90% by May 1. 2. SPS evaluators participating in the dissemination grant project will increase proficiency on Educator Evaluation priority indicators from Standard I (A, B, C, E) and II (C), related specifically to standards-based instructional practice. This will be demonstrated by district leaders recording baseline and end of year proficiency data for all leaders participating in dissemination activities (2013-2014 evaluation data, 2014-2015 self-assessments and 2014-2015

<p>the district</p> <p>3.3 Provide differentiated and targeted support to schools based on specific needs or the performance of the school</p>	<p>evaluation data). Proficiency is based on skill and implementation.</p> <p>3. Teachers report that the feedback from their evaluator has been useful to their performance; 75% report this on a mid-year survey (compared to 61% in prior year); 80% (as compared to the 59% in prior year's survey) report this on the annual AIP survey</p> <p>4. Administrators report that the feedback from their evaluator has been useful to their performance; 90% (compared to the 71% in last year's survey) report this on the annual AIP survey</p> <p>Student Outcomes: The initiatives and activities in this objective directly relate to the student outcomes indicated in Strategic Objective 1. They are not duplicated here.</p>
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ACTIVITIES

Activities to Achieve the Outcomes for the Initiative	Who will lead?	When will it start?	When will it be complete?
3.1 Embed differentiated supports for administrators' support and accountability for quality teaching and learning			
A. Support and build capacity for school and district leaders			
1. All leaders			
a) Develop a multi-year strategic plan to sustain and support the development of school leaders. Include budget requests to support execution of the plan in the 2016 budget process.	AIP Team	September	January
b) Conduct 4-day leadership institute for district and school administrators focused on using a selected number of high leverage practices to produce significant gains in student achievement and to close gaps for high-needs students. These	AIP Team	August	August

strategies include: 1) efficient and effective use of data; 2) frequent observations of <u>all</u> staff followed by prompt, targeted, actionable feedback; 3) the creation of a healthy school culture and smoothly functioning teams; 4) thoughtfully planned, top-notch, and relevant professional development; and 5) attention to scheduling so that every minute is spent on the important “stuff”. Leaders will consider how these high-leverage strategies can be applied in their own schools; they will have the opportunity to develop some concrete plans for implementation in September.			
c) Continue to enhance the District Leadership Team meetings with each agenda focused on driving toward quality implementation of the priority levers noted in (b) above.	AIP Team	September	June
d) District leaders provide monthly support opportunities, including action oriented feedback, to school leadership teams and instructional leadership teams	AIP Team	September	June

2. Differentiated Supports for leaders			
a) If needed, engage a mentor for experienced leaders on specific issue(s) or leadership in general.	Supt.	September	June
b) Continue to provide, assess and strengthen the alignment of monthly Asst. Principal meetings with the AIP.	Asst. Supt. T & L	September	June
3. Supports for new leaders			
a) Engage a partner and provide an on-going mentoring program for all new leaders in the district focused on school culture, observation and feedback, use of data, use of time, PD, and managing teams	AIP Team	September	June
b) Prior to the opening of school, the partner and district leaders will engage the new principals in a comprehensive program about managerial, instructional, assessment and technical aspects of the position.	AIP Team and partner	August	September

B. Embed system of monitoring and accountability within the district			
1. Administrators submit SMART goals aligned to AIP to Superintendent by August 30th	Supt.	August	August
2. AIP Team (Supt., Asst. Supts., Plan Manager) conducts school reviews (IRs) of each school using the focus instructional elements and the high leverage practices indicated in A.1. (b). Each school will receive a minimum of two (2) reviews, with more planned for schools requiring additional support.	AIP Team	October	May
3. Principals submit monthly dashboard report to AIP team; AIP team provides feedback and response to identified needs	Principals AIP Team	September	June
4. Principals present progress report on school's SIP to the DLT and school community (e.g. PTO, parents.)	Principals	October	November
5. School leaders monitor common planning time (CPT) and provide teachers feedback	Principals	September	June
6. AIP Team conducts mid-year progress and data meeting with each school's administration and leadership team. These meetings to include: MCAS, ACCESS, interim assessment data, monthly dashboard report, CPT feedback, and IR results and feedback. Result of meeting may be mid-year corrections, reset goals, triggers for district support.	AIP Team Principals	January	February

Activities to Achieve the Outcomes for the Initiative	Who will lead?	When will it start?	When will it be complete?
3.2 Embed a quality educator evaluation system to improve performance and accountability throughout the district			
A. Ensure quality implementation of the educator evaluation model			
1. Engage a partner and provide on-going coaching and PD with focus on effective feedback to teachers. Regular written feedback provided to evaluator.	Asst. Supt. T&L, Partner	August	June
2. Establish guidance for principals to use in establishing goals with teachers in priority areas (e.g. lesson planning, DI, etc.) and develop consensus on artifacts to be collected (e.g. lesson plan from	Asst. Supt. T&L	August	October

beginning, middle, and end of year)			
3. Administrators complete at least three (3) observations with feedback to each NPTS educator, and at least two (2) observations with feedback to each PTS educator by January 1. They will complete at least four (4) observations with feedback to any educator who may receive mid-year ratings of needs improvement or unsatisfactory.	Administrators	September	January
4. Administrators will complete at least two (2) observations with feedback to NPTS educators, and at least one (1) observation with feedback to each PTS educator between February and May.	Administrators	February	May
5. Bi-monthly PD at DLT meetings on calibration of instructional effectiveness and quality feedback provided	Asst. Supt. T&L, DLT	October	May
B. Embed monitoring and accountability into the process			
1. AIP Team monitors technical implementation (deadlines met, goals written as SMART goals, number of observations conducted) of educator evaluation process.	AIP Team	September	June
2. Quarterly, AIP Team reviews a sample of observation feedback from each administrator, calibrates with interim assessment data and discusses findings with administrators	AIP Team	November	May
3. AIP Team will review, and provide support and feedback for, all improvement plans that principals develop for educators in need of improvement	AIP Team	September	June
4. District improvement to TeachPoint system with training for evaluators.	Dir. of Tech.	July	October
C. Develop DDMs to meet state requirement			
1. Work plan developed and executed to develop DDMs in areas identified in report to DESE	Asst. Supt. T&L, Director of Teacher/Leader Development	October	June
2. HS administrators and staff developing DDMs for writing response to text which will be used for several content areas	Asst. Supt. T & L, Director of Teacher/Leader Development, HS	October	June

	Principal, Academic Chair		
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Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
3.3 Provide differentiated and targeted support to schools based on specific needs or the performance of the school			
A. Bentley			
1. AIP Team, Bentley, and Bentley Restart leadership meet monthly to review student outcomes and other expectations included in AIP applicable to restart program	AIP Team Bentley Restart Principal, Bentley Principal	August	September
2. Bentley Startup, Blueprint Schools Network leaders present, and discuss with AIP Team, progress toward meeting the restart MAGS and findings of the 4-6 week progress monitoring review conducted by the Blueprint Schools Network.	AIP Team Blueprint Leaders	October	June
B. Bowditch			
1. Develop a plan to provide support for Bowditch (see Appendix E: Bowditch plan)	Supt.	August	June
2. Collaborate and support the Bowditch School Working Group in developing and presenting their future report to School Committee	Supt.	July	August
C. Other			
1. AIP Team conducts school reviews, reviews interim data, QPR data, and conducts mid-year progress meetings with each school's administration and leadership team. From this data, the AIP Team will continue to differentiate leadership support, collaborate on mid-year corrections to SIP, reset goals, and engage specific and targeted triggers for district support.	AIP Team Principals	Dec	January