



Southbridge Public Schools Accelerated Improvement Plan

July 28, 2015

Southbridge Public School District Accelerated Improvement Plan 7-28-15

I. The Process for Development of the Accelerated Improvement Plan

The development of this AIP has been an inclusive and energizing process. The district implementation of an inclusive process for the 2015-16 AIP ensured many voices were heard and a broader commitment will be in place to start the new school year.

Beginning in April a group of fifteen principals, instructional resource specialists, and central office administrators met to begin the process. Following the planning outline in “Strategy in Action”, the group outlined accomplishments, problems, what has been learned and root causes of problems.

Included in the accomplishments were:

- Instructional focus at each building and work of the IRSs (Instructional Resource Specialists) regarding teacher buy-in for focus
- Consistent implementation of evaluation system
- SWD and ELL root cause analysis and action planning
- Adoption of the reading program – Reach for Reading
- Lesson planning online (lessonplan.com)

After a broad outline of problems, a discussion resulted in what the district has learned:

- Transitions have paralyzed the system and community
- AIP must be reflective of system priorities and work on a daily basis
- Teachers need to buy in to the AIP
- Current assessment system a problem; not able to show growth
- There are insufficient academic and social-emotional interventions
- Need consistent communication and expectations as well as transparency
- Learning walks not very effective and should be changed to improve instruction

Three groups were formed and asked to develop a consensus about key problems that if solved would take student achievement to the next level. It was a revelation to everyone that all three groups identified the exact same problems:

- A. Lack of rigor and effectiveness in core instruction and effective use of assessments
- B. Lack of a tiered system for effective academic and social-emotional interventions
- C. A problematic district and school climate including a divided professional culture.

The root cause analysis was very revealing with some of the causes listed below:

A. Lack of rigor and effectiveness in core instruction and effective use of assessments

Root causes included:

- i. Lack of training and professional development, particularly in differentiation, co-teaching, co-planning, looking at student work to improve instruction
- ii. Lack of a definition of rigor
- iii. Lack of consistent support and coaching for teachers
- iv. Changes in programs and initiatives due to constant turnover
- v. Lack of expectations and accountability throughout
- vi. Limited belief that all students can learn at high levels
- vii. Ineffective use of data to improve instruction

B. Lack of a tiered system for effective academic and social-emotional interventions

Root causes included:

- i. Lack of wrap-around services
- ii. Inconsistent academic and social-emotional interventions and no evaluation of interventions in place
- iii. Need appropriate staffing (right positions) and training for interventions
- iv. Need better reporting of discipline and follow-up
- v. Limited approach to discipline / lack of professional development
- vi. Lack of social-emotional curriculum
- vii. Inconsistent programming throughout schools for SWD & ELLs

C. A problematic district and school climate including a divided professional culture.

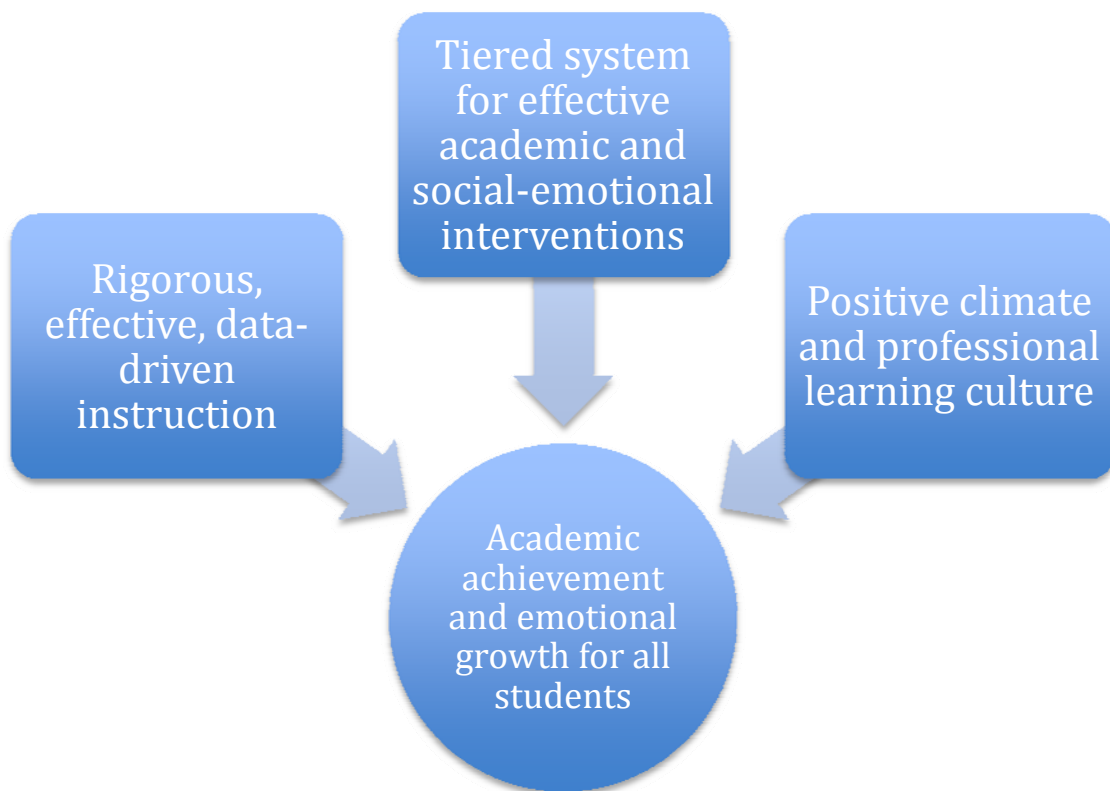
Root causes included:

- i. Trauma of transitions
- ii. Lack of stability; chronic staff / administration turnover
- iii. Lack of shared vision / leadership; lack of trust
- iv. For some, resistance to change
- v. Empowered implementation of AIP and teacher buy-in lacking
- vi. No transparent communication; lack of consistent messaging
- vii. Lack of community faith & trust in institution of schools, systems and processes

II. The Issues

After the root cause analysis of the three key problems and a shared understanding of the depth of the issues, the AIP planning team drafted the strategic objectives that will drive the 2015-16 AIP

- A. Strategic Objective 1: Ensure that all students experience rigorous, effective, data-driven instruction that builds an environment for continuous improvement.
- B. Strategic Objective 2: Develop a district-wide tiered system for effective academic and social-emotional interventions and implement with fidelity.
- C. Strategic Objective 3: Establish a united, supportive and effective climate that fosters a positive and professional learning culture and develops community engagement and support



III. Building Involvement and Commitment to The AIP

To build involvement and commitment, a special session with Focus on Results with all schools' ILTs (Instructional Leadership Teams) was conducted to obtain feedback on the identified objectives and the initiatives needed to successfully implement the AIP. That feedback was incorporated in the revisions and additions to the draft AIP.

Most importantly the ILTs planned the involvement processes in each building to ensure inclusive planning and commitment.

Eastford Road School

At Eastford Road staff meeting, faculty was give the 3 objectives, divided into 3 groups and asked what the critical components for implementation would be. A sample of their responses is below:

Components for implementation should include

- Professional development on analyzing data to drive instruction and re-teach
- Differentiate instruction based on data
- Social-emotional curriculum for preK and up
- SBST – organized, consistent support
- More support for SWD and ELL
- Community partnerships

Charlton Street School:

CSS presented objectives at grade level meetings; each grade level outlined what was needed to implement the objectives. A sample of their responses is below:

Their ideas included:

- Consistent progress monitoring (checks for understanding; appropriate scaffolding)
- Writing increased in all academic subject areas
- Maintain intervention tiered flexible reading groups
- Social-emotional curriculum
- Involve staff in decision-making
- Team building with parents and community

West Street School:

At a West Street School faculty meeting 3 objectives were presented; a carousel was used and faculty placed notes on chart paper regarding possible initiatives and activities. Sample notes are below:

Their ideas included:

- Improve ways for students to own their own data and set goals
- Consistent teaching and assessment (modules
- Concrete curriculum for RTI and intervention groups
- PBIS followed with fidelity including clear consequences
- Positive recognition of peers and work (high 5s)
- Effective parent/teacher communication and involvement

Southbridge Middle/High School:

At a MS/HS faculty meeting 3 objectives were presented; a carousel was used and faculty placed notes on chart paper regarding possible initiatives and activities that were realistic for classroom teachers. Sample notes are below:

Their ideas included:

- More administrator visits / personal feedback
- Have a checklist for rigorous instruction
- Offer an academic support class for general education students
- Assign every student a “mentor” to develop a genuine relationship
- Bring back Peace Builder Program
- Community newsletter / monthly meetings for community

IV. The Data

In addition to the thoughtful analysis by the AIP Planning Team and by the ILTs and school-based review processes, data available during this school year provided support for the importance of the strategic objectives.

MCAS

Although the 2014 MCAS results showed some improvement, it was still evident that there was much improvement needed. In ELA, mathematics and science, the percent of students in Southbridge scoring proficient or above was significantly below the state. (43% vs. 69% in ELA; 35% vs. 60% in mathematics; 27% vs. 55% in science) Student growth percentiles showed lower growth than the state average in both ELA and mathematics.

The achievement gap for ELL and SWDs continued to be of major concern. In 2014 only 7% of ELL students were proficient or above in ELA and only 4% in mathematics. For SWDs only 10% were proficient or above in ELA and only 5% in mathematics.

ANET and DIBELS

Both ANet and DIBELS data were provided to schools and classroom teachers to review and to plan interventions and re-teaching. The district learned that re-teaching is not an effective lever for improving instruction and student performance. Focus should be on core instruction in all classrooms.

The district also found that ANet data was not helpful in tracking student progress in a meaningful way. The standards ANet assessed are not aligned to the Southbridge scope and sequence and the appropriate sequence of skills.

DIBELS only measures fluency, one aspect of literacy. It does not provide for progress monitoring in all aspects, specifically comprehension.

The district will be moving to a new assessment system in the fall – NWEA (MAP)

SMHS SQR

Southbridge Middle/High School underwent a school quality review in April conducted by SchoolWorks an outside, independent agency. Among the problems cited that needed attention were the following:

- Instruction is not rigorous and does not meet the needs of all students.
- The school is developing assessments and beginning to use assessment data to inform instruction.
- Academic supports do not meet the needs of all students.
- The school does not provide a supportive environment for all students.
- The school has some social-emotional supports; however, these are not effectively meeting the needs of all students.

The match with the strategic objectives is evident. The rigor of instruction, the use of valid assessments, the development of appropriate academic and social-emotional interventions must be addressed in order for the district to improve the success of Southbridge students.

SMHS ATTENDANCE, SUSPENSION, FAILURES AND DROP OUT DATA

High School Gr 9-12	2013/2014	2014/2015	% Change
# Suspensions	252	299	+18.7%
# Dropouts	19	27	+42.1%
% Failing at Least 1 course			
9th grade		51%	
10th grade		28%	
11th grade		24%	
12th grade		12%	
Year End Attendance	88%	86.5%	-1.5%
Graduation Rate	69%	72%	+3%

Above is the yearly data for Southbridge High School showing significant increases in suspensions and dropouts and a decline in the attendance rate. The graduation rate improved from 69% to 72%. The failure rate for students at grades 9 through 11 is alarmingly high.

Middle School Gr 6-8	2013/2014	2014/2015	% Change
# Suspensions	537	305	-43.2%
% Failing at Least 1 course			
6th grade		34.5%	1
7th grade		33.0%	1
8th grade		25.9%	1
Year End Attendance	91%	91.7%	+0.7%

Above is the yearly data for Southbridge Middle School showing a significant decrease in suspensions and an increase in the attendance rate. The failure rate for students at grades 6 through 8 is alarmingly high.

V. The Initiatives

Based on the work of the AIP Planning Team, school-based involvement and review of data, initiatives to successfully implement the objectives were drafted.

Draft Southbridge Strategic Objectives and Initiatives

- A. Strategic Objective 1: Ensure that all students experience rigorous, effective, data-driven instruction that builds an environment for continuous improvement.
 - Initiative 1: Plan and provide ongoing professional development and teacher collaboration time to identify and interpret (unpack) priority standards to develop, refine and implement curriculum maps and rigorous units of instruction.
 - Initiative 2: Embed a system of standards-based assessments aligned to the curriculum standards and, utilizing all assessments, track the progress of all students including ELLs and SWDs and use to inform instruction and plan interventions appropriately.
 - Initiative 3: Ensure all administrators and IRSs have a common understanding of rigorous classroom instruction and provide actionable feedback.

- B. Strategic Objective 2: Develop a district-wide tiered system for effective academic and social-emotional interventions and implement with fidelity.
- Initiative 1: Build leadership skills and ownership of the work such that all leaders maintain a common understanding of school-wide academic and social-emotional expectations so that all leaders send consistent, mutually reinforcing messaging to teachers and staff.
 - Initiative 2: Establish a structured problem-solving process (supported by professional development) that identifies and addresses the social-emotional needs of all students and provide a flexible, supplemental instruction and intervention system for students identified with intensive behavioral needs.
 - Initiative 3: Establish a structured problem-solving process (supported by professional development) that identifies and addresses the academic needs of all students and provide a flexible, supplemental instruction and intervention system for students identified with intensive academic needs.
- C. Strategic Objective 3: Establish a united, supportive and effective climate that fosters a positive and professional learning culture and develops community engagement and support
- Initiative 1: Establish a professional learning culture that includes long-term vision for the district, a system for ongoing communication to ensure that staff are well informed about district issues and initiatives and promotes a culture of clear expectations for teaching and learning.
 - Initiative 2: Provide quality and sustained support and implement a system of clear expectations and accountability for all administration and staff to develop a united and positive climate in the Southbridge Public Schools.
 - Initiative 3: Develop a process for involving and informing the community about the goals and successes of SPS.

VI. Final Outcomes

- All students and subgroups will meet their MCAS Student Growth Percentile (SGP) EOY target for ELA and mathematics.
- All students and subgroups will meet their Composite Performance Index (CPI) EOY target for ELA, mathematics and science.
- MCAS results show a 5% increase in students scoring A/P in mathematics, ELA and science for the aggregate and high needs subgroups at each school.
- MCAS results show a 5% decrease in students failing in mathematics, ELA and science for the aggregate and high needs subgroup at each school.
- Dropout rate and 4 year graduation rate will reach PPI targets for all students and high needs subgroups.

VII. Summary and Theory of Action

The focus developed this year by the Southbridge Public Schools is to ensure high expectations for student learning through expert core instruction and challenging curriculum provided for every student, in every classroom, every day to show improved results. We believe that this AIP will help us reach that lofty goal.

We are committed to the faithful implementation of the enclosed plan. We believe that the inclusive process used to develop the plan will increase staff understanding and commitment to implementation and that the systems we have built will ensure effective monitoring and accountability.

THEORY OF ACTION

If we ensure that all students experience rigorous, effective, data-driven instruction, implement a district-wide three-tiered system of academic and social-emotional support and establish a positive and professional learning culture, student achievement and emotional growth will improve significantly.

Southbridge Public Schools: Accelerated Improvement Plan Summary

Objective 1: Ensure that all students experience rigorous, effective, data-driven instruction that builds an environment for continuous improvement.

Strategic Initiatives	Student Outcomes and Educator Outcomes
Initiative 1: Plan and provide ongoing professional development and teacher collaboration time to identify and interpret (unpack) priority standards to develop, refine and implement curriculum maps and rigorous units of instruction. Initiative 2: Embed a system of standards-based assessments aligned to the curriculum standards and, utilizing all assessments, track the progress of all students including ELLs and SWDs and use to inform instruction and plan interventions appropriately. Initiative 3: Ensure all administrators and IRSs have a common understanding of rigorous instruction and provide actionable feedback.	<u>Student Outcomes</u> • Utilizing the NWEA MAP assessment in ELA, the majority of students within each grade level will produce growth exceeding that produced by a matched comparison group MOY and EOY • Utilizing the NWEA MAP assessment in reading, the majority of students within each grade level will produce growth exceeding that produced by a matched comparison group MOY and EOY • Utilizing the NWEA MAP assessment in mathematics, the majority of students within each grade level will produce growth exceeding that produced by a matched comparison group MOY and EOY • 75% of ELLs will make overall language proficiency gains in at least the 40th percentile compared to their ELL peers (same grade and initial proficiency level) in Massachusetts as measured by the ACCESS test using the overall composite score • Students with disabilities (SWD) at each school and grade level, in comparison with the total group, will narrow the achievement gap at each MAP test administration in each subject area. • English Language Learners (ELL) at Levels 3, 4 and 5 at each school and grade level, in comparison with the total group, will narrow the achievement gap at each MAP test administration in each subject area. • Data on the Principals Quarterly Reports for Middle/High School Students will show the following changes over base line data from the previous school year: ○ 10% decrease each quarter in the number of students failing ○ 10% decrease each quarter in the number of suspensions ○ 10% decrease each quarter in the number of suspension days ○ 5% decrease in the number of individual students suspended each quarter ○ 1.5% increase each quarter in the attendance rate ○ 10% decrease each quarter in the number of tardies

○ 1.5% decrease in dropout rate

Educator Outcomes

- Non-evaluative classroom visits by administrators and IRSs will demonstrate 80% of teachers observed are proficient in focus areas of best instructional practices when appropriate by December 2015 using a revised Southbridge Standard rubric developed in the fall.
- Non-evaluative classroom visits by administrators and IRSs show that 100% of teachers observed are implementing available district developed curriculum maps by December 2015 using a revised Southbridge Standard rubric developed in the fall.
- 100% of teachers demonstrate mastery of elements of rigorous lesson planning and alignment to curriculum maps where available by December 2015 as measured by rubric developed by the fall and assessed by Principals and IRSs reviewing PlanBook.
- 100% of IRSs provide timely and actionable feedback after non-evaluative classroom visits regarding a rigorous lesson plan implemented in the classroom, effective implementation of best practices and adherence to available curriculum maps as logged on a tracking template without reference to specific teachers.
- 100% of administrators provide timely and actionable feedback after evaluative observations as assessed by the Superintendent and Assistant Superintendent during school visits with principals and assistant principal as documented on school visit forms.

Initiative 1.1 Plan and provide ongoing professional development and teacher collaboration time to identify and interpret (unpack) priority standards to develop, refine and implement curriculum maps and rigorous units of instruction.

Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
Identify and communicate instructional shifts required in understanding and implementing the Common Core and Mass Frameworks at each grade level/content	IRSs	July 2015	June 2016
Provide staff the time for collaboration and professional development support connected to instructional focus and evidence-based best practices • Grade level meetings • Faculty meetings • PLC and course alike meetings • Common planning time	Assistant Superintendent Principals IRSs	June 2015	September 2015
Introduce coaching cycle which includes using problems of practice, co-teaching, and feedback for all staff	IRSs	September 2015	Ongoing
Establish a planned coaching cycle which includes teachers to be coached and scheduled, and coaching suggestions from principal observations to include pre-conference, co-teaching or observation, and post conference	Principals	June 2015	Ongoing
Create and implement coaching schedules, and submit a coaching log (without names) to DLT quarterly	IRSs	June 2015	Ongoing
Create coaching template to implement district-wide (re: Leveraging Leadership) as a result of coaching training in June to include FOR best practices	IRSs	June 2015	July 2015
Analyze outcomes of instruction through looking at student work protocols during collaboration times	IRSs	June 2015	Ongoing
Implement HS and MS PLCs (two per cycle) and Elementary PLCs (one per cycle) to plan, look at student work, collaborate on instructional best practices in grade level or content specific and/or interdisciplinary teams	Principals	September 2015	July 2015
Create agendas for PLC and minutes from meetings for quarterly analysis at DLT	IRSs	September 2015	Ongoing

Create workgroups to develop and/or revise curriculum maps and units of instruction	Assistant Superintendent	June 2015	August 2015
Continue implementation of essential elements of an effective lesson (bell to bell teaching, activators, summarizers) in OCIAD (Objective, Curriculum, Instruction, Assessment, Differentiation) lesson planning to be observed in classroom instruction	Principals	July 2015	Ongoing
Create and implement a rubric to demonstrate mastery of developing rigorous lesson planning	IRSs	September 2015	Ongoing
Principals, assistant principals and IRSs review lesson plans for alignment with curriculum.	Principals	July 2015	Ongoing
Principals, assistant principals, and IRSs observe lessons and provide feedback on alignment between lessons, lesson plans and student activities in classroom observations	Principals	July 2015	Ongoing

Initiative 1.2 Embed a system of standards-based assessments aligned to the curriculum standards and, utilizing all assessments, track the progress of all students including ELLs and SWDs and use to inform instruction and plan interventions appropriately.

Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
Provide ongoing professional development on MAP K-12 to understand how to effectively administer MAP, use data to assess student intervention needs, utilize data to inform instruction in planning and collaboration meetings - Grade level meetings with IRS at elementary schools for analyzing data - Course alike meetings with IRS at middle and high school for analyzing data	Principals	June 2015	June 2016
Develop and implement common unit assessments and use PLC, course alike, and grade level meetings as appropriate - Elementary in Math and ELA only K-5 - MS/HS Math, ELA, Science, SS, and World Languages - Common chapter tests/unit assessments	IRSs	June 2015	June 2016
Develop and implement data collection template for Chapter Tests and/or Unit Assessments to inform re-teaching as appropriate	IRSs	June 2015	Ongoing

Use the data to monitor and adjust daily instruction paying special attention to differentiating for needs of students	Principals IRSs	September 2015	Ongoing
Use assessment data at DLT, to assess progress, to plan professional development and make resource allocation decisions	Superintendent	June 2015	June 2016
Use assessment data and non-evaluative classroom visit information with ILTs (Instructional Leadership Teams) at each school to determine needed instructional improvements and to drive classroom change.	Principals	September 2015	Ongoing
Create and implement common expectations for assessment modification, interventions, and instructional best practices for ELL and SWD students in all content areas through the ELL and SWD improvement plans	Assistant Superintendent PPS Director	June 2015	June 2016

Initiative 1.3 Ensure all administrators and IRSs have a common understanding of rigorous instruction and provide actionable feedback.

Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
Develop a common definition of rigor, a system for identifying rigor during classroom observations and a process for calibration	Assistant Superintendent	Summer 2015	October 2015
Fully implement OCIAD (Objective, Curriculum, Instruction, Assessment, Differentiation) to ensure effective lesson planning	IRSs	June 2015	Ongoing
Train administrators and IRSs to calibrate actionable feedback by analyzing data collected using the rubric in order to come to consensus about actionable feedback through Focus Schools	Assistant Superintendent	June 2015	June 2016
Create rubric to assess effectiveness in implementation of the Southbridge Standard (to be revised)	Assistant Superintendent	July 2015	September 2015

Strategic Objective 2: Develop a district-wide tiered system for effective academic and social-emotional interventions and implement with fidelity.

Strategic Initiatives	Student Outcomes and Educator Outcomes
Initiative 1: Build leadership skills and ownership of the work such that all leaders maintain a common understanding of school-wide academic and social-emotional expectations so that all leaders send consistent, mutually reinforcing messaging to teachers and staff. Initiative 2: Establish a structured problem-solving process (supported by professional development) that identifies and addresses the social-emotional needs of all students and provide a flexible, supplemental instruction and intervention system for students identified with intensive behavioral needs. Initiative 3: Establish a structured problem-solving process (supported by professional development) that identifies and addresses the academic needs of all students and provide a flexible, supplemental instruction and intervention system for students identified with intensive academic needs.	<u>Student Outcomes</u> • Utilizing the NWEA MAP assessment in ELA, the majority of students within each grade level will produce growth exceeding that produced by a matched comparison group MOY and EOY • Utilizing the NWEA MAP assessment in reading, the majority of students within each grade level will produce growth exceeding that produced by a matched comparison group MOY and EOY • Utilizing the NWEA MAP assessment in mathematics, the majority of students within each grade level will produce growth exceeding that produced by a matched comparison group MOY and EOY • 75% of ELLs will make overall language proficiency gains in at least the 40th percentile compared to their ELL peers (same grade and initial proficiency level) in Massachusetts as measured by the ACCESS test using the overall composite score • Students with disabilities (SWD) at each school and grade level, in comparison with the total group, will narrow the achievement gap at each MAP test administration in each subject area. • English Language Learners (ELL) at Levels 3, 4 and 5 at each school and grade level, in comparison with the total group, will narrow the achievement gap at each MAP test administration in each subject area. • Data on the Principals Quarterly Reports for Middle/High School Students will show the following changes over base line data from the previous school year: ○ 10% decrease each quarter in the number of students failing ○ 10% decrease each quarter in the number of suspensions ○ 10% decrease each quarter in the number of suspension days ○ 5% decrease in the number of individual students suspended each quarter ○ 1.5% increase each quarter in the attendance rate ○ 10% decrease each quarter in the number of tardies

- 1.5% decrease in dropout rate

Educator Outcomes

- Each student identified in tier II/III will receive progress monitoring every 6 weeks to determine if student responds to intervention or not by the SBST/RTI/PBIS team via intervention tracker on OneDrive by January 2016.
- Survey of teachers indicates improved satisfaction with support in implementation w/ MTSS (Multi Tiered System of Support) and satisfaction with the MTSS system from MOY to EOY.
- A comprehensive tiered system of social emotional supports matched to student needs will be developed, implemented and communicated throughout system; evidence indicates increased success of interventions for students with social-emotional needs as measured by lowered failure rates and suspension rates and increased attendance each quarter at MHS and by a reduction in discipline referrals at the elementary level.
- A comprehensive tiered system of academic supports matched to student needs will be developed, implemented and communicated throughout the system; data will be provided that indicates effective academic Tier II and Tier III interventions that result in reduced failure rates at the MHS and increased academic growth at the elementary and secondary level as shown by MAP MOY and EOY assessments.

Initiative 2.1 Build leadership skills and ownership of the work such that all leaders maintain a common understanding of school-wide academic and social-emotional expectations so that all leaders send consistent, mutually reinforcing messaging to teachers and staff.

Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
Develop and implement a consistent set of expectations and a system of rewards, consequences and interventions at each school	Principals	July 2015	September 2015
Ensure that district leaders (e.g., principals, IRSs, etc...) have a common understanding of what the successful implementation of instruction and classroom management practices look like, and through calibration exercises and classroom visits be able to provide consistent, mutually reinforcing feedback to staff	Assistant Superintendent	June 2015	Ongoing
Provide tiered support to principals related to school needs; in particular to the MHS given the concerns about student achievement, discipline and failure data and to the new principal at WSS.	Superintendent	July 2015	Ongoing
Ensure student support teams, whose purpose is to support teachers in monitoring student needs and developing student-specific intervention strategies, meet on regular basis and follow the SBST protocol with fidelity	Principals	August 2015	Ongoing
Create a data collection and monitoring system to ensure that our student support teams are selecting interventions that remain aligned with student needs	DLT	June 2015	September 2015
Principal's staff communication tool includes consistent messaging regarding expectations to reinforce the use of rewards, consequences and interventions at each school (one or more times per month)	Assistant Superintendent	September 2015	Ongoing
Classroom expectations are clearly posted throughout all school buildings and school leaders use walkthroughs to observe whether or not teachers and staff are reinforcing those common expectations with fidelity	Principals	September 2015	Ongoing
Train and assist staff in implementing Positive Action Curriculum (K-8) (advisory only in grade 9)	Assistant Superintendent	Opening PD Days 2015	October 2015
Train and assist staff in implementing PBIS (K-8)	PPS Director	Opening PD Days 2015	Ongoing

Initiative 2.2 Establish a structured problem-solving process (supported by professional development) that identifies and addresses the social-emotional needs of all students and provide a flexible, supplemental instruction and intervention system for students identified with intensive behavioral needs.

Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
Create a system for evaluating the effectiveness of current social/emotional interventions in consultation with DSAC/MTSS	Assistant Superintendent PPS Director	Summer 2015	Summer 2015
Identify and evaluate current social/emotional interventions utilized at each level	Asst. Supt. PPS Director	Summer 2015	September 2015
Continue implementing effective interventions and add additional evidence-based interventions to create a comprehensive tiered system of social/emotional support	Assistant Superintendent PPS Director	September 2015	Ongoing
Provide professional development at each school to implement the comprehensive tiered system of social/emotional support	Principals	June 2015	By first faculty meeting at each school
Create measures to determine effectiveness of student response to interventions in all tiers	Principals	June 2015	Fall 2015
Develop and implement a progressive discipline system with suspension guidelines that are aligned to the expectations in each school, while providing alternatives that avoid the disruption of student learning	Principals	Summer 2015	Fall 2015
Establish student support rooms to provide immediate intervention to students and establish protocols for how and when to refer students to these resources	PPS Director	September 2015	Fall 2015
Monitor students who access the student support room to ensure that the support provided is effective at helping students with special social-emotional needs	Principals	September 2015	Ongoing
Through school-based teams, identify students needing tier II/III social emotional supports and ensure the implementation of both	Principals	Fall 2015	Ongoing
Implement skill development groups to support students with social-emotional needs	PPS Director	Fall 2015	Ongoing

Initiative 2.3 Establish a structured problem-solving process (supported by professional development) that identifies and addresses the academic needs of all students and provide a flexible, supplemental instruction and intervention system for students identified with intensive academic needs.

Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
Create a system for evaluating the effectiveness of current academic interventions in consultation with DSAC/MTSS	Assistant Superintendent	Summer 2015	Fall 2015
Identify and evaluate current academic interventions utilized at each level	Assistant Superintendent	Summer 2015	Fall 2015
Continue implementing effective interventions and add additional evidence-based interventions to create a comprehensive tiered system of academic support	Assistant Superintendent	September 2015	November 2015
Provide professional development at each school to implement the comprehensive tiered system of academic support	Principals	June 2015	By first faculty meeting at each school
Create measures to determine effectiveness of student response to interventions in all tiers	Principals	Immediately	Fall 2015
Through school-based teams, identify students needing tier II/III academic supports and ensure the implementation of both	Principals	Fall 2015	Ongoing
Restructure the intervention block in grades 6-8 to ensure the need of all learners are being met and that academic growth is being measured	Principal	Summer 2015	Ongoing
Strengthen Supports to ELL Students			
Create and put in place an ELL curriculum that is specifically designed for the unique population of ELLs in Southbridge, to be implemented in the ELD classes targeting the four domains; speaking, listening, reading, and writing	Assistant Superintendent	June 2015	August 2015
Prepare ELL teachers to deliver instruction from newly developed ELL curriculum and provide follow-up PD to ensure instructional effectiveness utilizing data from ACCESS	Assistant Superintendent	June 2015	October 2015

Provide ELL teachers with necessary resources to effectively implement new ELL curriculum	Assistant Superintendent	August 2015	Ongoing
Ensure all ELLs receive core instructional support by SEI endorsed teachers	Superintendent	Fall 2015	2016 Expectation
Monitor ELL student proficiency levels to ensure proper placement and reassignment of students based on need (quarterly/trimester)	ELL IRS	Summer 2015	August 2015
Follow protocols outlined in the ESL Handbook with fidelity	Principals	June 2015	Ongoing
Strengthen Supports to Students with Disabilities			
Provide professional development options focusing on co-teaching and other inclusion best practices to a broader school-wide model	PPS Director	September 2015	Ongoing
Provide oversight for consistent implementation of best instructional practices by utilizing “look fors” for classroom visits and observations	Principals	September 2015	Ongoing
Hold accountable, through evaluation, both special education teachers and classroom teachers working with SWD	Principals	September 2015	Ongoing
Provide training institute for educational assistants working with special education students to understand disabling conditions in the classroom	PPS Director	Opening PD Days 2015	November 2015
Provide opportunities for co-teaching PLCs during school-based collaborative time to assure that high needs students are considered in the development of curricular material, the roll out of initiatives, and in the purchase of materials	PPS Director Principals	September 2015	June 2016

Strategic Objective 3: Establish a united, supportive and effective climate that fosters a positive and professional learning culture and develops community engagement and support.

Strategic Initiatives

Initiative 1: Establish a professional learning culture that includes long-term vision for the district, a system for ongoing communication to ensure that staff are well informed about district issues and initiatives and promotes a culture of clear expectations for teaching and learning.

Initiative 2: Provide quality and sustained support and implement a system of clear expectations and accountability for all administration and staff to develop a united and positive climate in the Southbridge Public Schools.

Initiative 3: Develop a process for involving and informing the community about the goals and successes of SPS.

Student Outcomes and Educator Outcomes

Student Outcomes

- Utilizing the NWEA MAP assessment in ELA, the majority of students within each grade level will produce growth exceeding that produced by a matched comparison group MOY and EOY
- Utilizing the NWEA MAP assessment in reading, the majority of students within each grade level will produce growth exceeding that produced by a matched comparison group MOY and EOY
- Utilizing the NWEA MAP assessment in mathematics, the majority of students within each grade level will produce growth exceeding that produced by a matched comparison group MOY and EOY
- 75% of ELLs will make overall language proficiency gains in at least the 40th percentile compared to their ELL peers (same grade and initial proficiency level) in Massachusetts as measured by the ACCESS test using the overall composite score
- Students with disabilities (SWD) at each school and grade level, in comparison with the total group, will narrow the achievement gap at each MAP test administration in each subject area.
- English Language Learners (ELL) at Levels 3, 4 and 5 at each school and grade level, in comparison with the total group, will narrow the achievement gap at each MAP test administration in each subject area.
- Data on the Principals Quarterly Reports for Middle/High School Students will show the following changes over base line data from the previous school year:
 - 10% decrease each quarter in the number of students failing
 - 10% decrease each quarter in the number of suspensions
 - 10% decrease each quarter in the number of suspension days
 - 5% decrease in the number of individual students suspended each quarter
 - 1.5% increase each quarter in the attendance rate
 - 10% decrease each quarter in the number of tardies

- 1.5% decrease in dropout rate

Educator Outcomes

- A yearly climate and culture survey of teachers demonstrates growth in positive climate and culture from previous year.
- Communication to parents and families including newsletters, all calls, monthly notices and web site information result in increased satisfaction as shown in parent/family survey from the previous school year.
- Expanded community publicity and an increase in community meetings will be demonstrated by a comprehensive evidence binder.
- Agendas and minutes from CPT meetings show evidence of professional collaboration, team building and data analysis.

Initiative 3.1 Establish a professional learning culture that includes long-term vision for the district, a system for ongoing communication to ensure that staff are well informed about district issues and initiatives and promotes a culture of clear expectations for teaching and learning.

Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
Create district wide representative group to formulate the vision for a professional learning culture including belief that every child, every day will meet success in a rigorous learning environment	Superintendent Assistant Superintendent	August 2015	August 2015
Vision will be posted in each buildings on signs created by HS Graphic Arts dept. lobby, office, work rooms and common areas as well as district and school web sites	Assistant Superintendent	August 2015	September 2015
Communicate the vision and the AIP to staff on first PD day in August and continue status updates at monthly DLT and IRS meetings on the AIP initiatives and objectives	Superintendent	August 24, 2015	Ongoing
Communicate the vision and the AIP to the community during the opening of school and open houses/orientation	All Administrators and Staff	August 26, 2015	Ongoing
Principals work with School Councils to align SIP with AIP to be reviewed and approved by the Superintendent	Principals Superintendent	June 2015	November 2015
Following DLT/IRS meetings send minutes to all administrators	Superintendent Assistant Superintendent	September 2015	Ongoing
Administrators send relevant information to staff via weekly memo, ILT, Team, Grade level, Department and CPT meetings	Principals	August 2015	Ongoing
Building principals conduct AIP/SIP progress updates at monthly faculty meetings, ILT and School Council meetings	Principals	September 2015	Ongoing
Distribute district-wide monthly newsletter highlighting progress on the initiatives from all buildings	Assistant Superintendent	September 2015	Ongoing

Initiative 3.2: Provide quality and sustained support and implement a system of clear expectations and accountability for all administration and staff to develop a united and positive climate in the Southbridge Public Schools.

Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
Develop a shared file at each building containing PD initiatives and resources, training and information on Instructional Focus	IRS	July 2015	ongoing
Clearly communicate and update the Evaluation Process to all staff including spreadsheet listing teacher name, evaluator and deadlines	Principals	August 2015	ongoing
Update electronic staff handbooks to include revised instructional focus areas as well as all expectations and accountability for example use of Planbook.com., including expectations of what should be included in lesson plans and a template, sub folder, PBIS, social emotional program and initiatives, building and call out procedures, social media electronic communications policies or guidelines, grading, list of components that must be included in every lesson and include vision statement to include staff sign off of agreement	Superintendent DLT	July 2015	August 2015
Provide support and information for new hires through a well structured mentor program	Assistant Superintendent Mentor Coord.	August 2015	Ongoing
Provide training for new mentors	Assistant Superintendent	August 2015	September 2015
DLT Summer Institute to include some team building initiatives and establish norms and protocols and standards for professional behaviors and expectations	Superintendent	August 2015	August 2015
Have administrators model and bring back information and ideas to IRS, ILT, staff and faculty including norms and standards for professional educator behavior	Principals	August 2015	Ongoing
Establish and implement a process for ensuring consistent positive messaging regarding district and building initiatives, norms and protocols	Superintendent DLT	August 2015	Ongoing
Implement an optional PD program, earning PDPs for teachers focused on district priorities	Superintendent	Fall 2015	Ongoing
Implement work groups that earn PDPs for teachers such as book study groups.	Superintendent	Fall 2015	Ongoing

Initiative 3.3 Develop and implement a process for involving and informing the community about the goals and successes of SPS.

Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
Establish and implement a protocol and schedule for positive media and social media submissions	Superintendent DLT	August 2015	August 24, 2015
Weekly all-calls and emails to parents/caregivers	Principals	July 2015	Ongoing
Community meetings with Business leaders, interested residents for updates and mutual support and broadcast on cable access selecting 4-5 critical events for community input and communication: School and District areas for support, community partnerships, reading buddies, volunteers including possible financial support as approved by Supt and SC for assistance with specific programs, materials etc. Budget-including program changes/updates Building and leadership changes or updates MCAS / PAARC results	Superintendent DLT Principals	July 2015	Ongoing
Schedule Wrap Around services collaboration meetings	PPS Director	August 2015	Ongoing
Parent/family engagement survey	Assistant Superintendent	May 2016	June 2016
AIP reports to SC- Slide Shows/ presentations and student recognitions	Superintendent DLT	September 2015	Ongoing
Encourage membership in PTA/ ASPIRA/SEF/SPED PAC as well as in other community groups	Superintendent DLT	July 2015	Ongoing

