**Gill-Montague Regional School District**

**Accelerated Improvement Plan**

**2012 - 2013**

**Theory of Action:** If the Gill-Montague Regional School District implements a curriculum aligned to new state frameworks, and utilizes standards based lesson plans to guide instruction; becomes a data driven system that collects, analyzes, and uses data to track the learning and performance of students; uses data to modify instructional practice and to determine professional development needs; and if the District holds teachers and administrators accountable for student learning through the implementation of the educator evaluation system aligned with Massachusetts regulations, then we will ensure more effective teaching and learning resulting in improved student outcomes.

**Section 1: Summary of Key Issues and Strategic Objectives**

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| These areas were identified following a review by Department of Elementary and Secondary Education:   1. Lack of complete, aligned curriculum 2. Professional development structures unable to support necessary professional development 3. Lack of common understandings regarding data use 4. Teacher evaluation instrument does not promote overall effectiveness.   **Key Issue#1**: **The district’s curriculum is not consistently aligned with state standards.** An aligned curriculum is needed to ensure instruction is provided allowing students to master grade level standards. Student outcomes are below state averages and do not show significant growth  **Key Issue#2: The professional development plan is not able to address district needs.** Professional development time must be allocated to address curriculum alignment, use of best practices, and use of data. The district will establish various means of providing professional development, which is critical to district improvement  **Key Issue#3: The district does not have a clear system for analyzing data.** There is variation in understanding regarding the assessment initiatives. Necessary structures are not in place for effective use of data to assess curriculum or other programs. Use of data will be a key factor in curriculum decisions and resource allocation  **Key Issue#4: The teacher evaluation tool does not promote growth or overall effectiveness**. The teacher evaluation tool will be redesigned in alignment with new teacher evaluation guidelines. The goal will be increasing effective instruction as demonstrated by improved student outcomes  This Plan is a tool to support progress toward ambitious goals and consistency across the district. To this end, the Plan consists of the following Objectives and Initiatives that address the key issues noted above:  **Strategic Objective 1: To improve the performance of all students through high quality instruction measured through an aligned curriculum and standards based lesson plans.**  **Initiatives:**   1. To implement a Preschool - grade 12 curriculum aligned with the 2011 Massachusetts Curriculum Frameworks 2. All teachers will differentiate the use of research based instructional practices within each classroom leading to improved student outcomes 3. Support principals as instructional leaders by maintaining a structure of administrative mentoring 4. To conduct monthly Learning Walkthroughs identifying trends in the use of research based best practices which will guide instructional change and professional development 5. Leverage Common Planning Time to improve educator practice and student learning outcomes   **Strategic Objective 2: To improve the performance of all students by thoughtfully analyzing student performance data and using the results to inform modifications to curriculum and instruction.**  **Initiatives:**   1. Administer formative, interim and benchmark assessments PK – 12. Use the data to inform teacher specific instructional groupings 2. Grade/content, school and district based data teams will analyze varying sources of student level data, document themes, and use data to inform make decisions and changes in instruction 3. Teachers and administrators create collaborative structures for the ongoing collection and analysis of data   to improve performance for identified students  **Strategic Objective 3: To provide professional development resulting in improved teaching practice and student outcomes**  **Initiatives:**   1. Through the support of academic coaches, teachers will increase the use of district wide, research based practices resulting in improved student outcomes 2. The district will implement a professional development plan that increases teachers’ use of the district wide, research based best practices to improve student outcomes and ensures that newly hired or previously untrained teachers receive targeted professional development 3. Administrators will receive professional development and mentoring improving their supervision and evaluation skills relating to the new educator evaluation standards 4. Staff will receive professional development improving their understanding of the new evaluation tool and the new educator evaluation standards   **Strategic Objective 4: To function as a united, goal oriented, forward moving and civil School Committee that makes decisions around student needs**  **Initiatives:**   1. To prioritize the Accelerated Improvement Plan, creating continuity across the district in supporting the needs and achievement of all students 2. To improve communication within the School Committee and among all stakeholders for the purpose of creating confidence, clarity and transparency 3. To become a more effective School Committee by adopting operational norms for agendas and School Committee practices.  |  | | --- | | **Describe the specific, measurable, final end-of-year outcomes the district aims to achieve by implementing the Plan. Include dates for each outcome.** | | School leaders and teachers are engaged in a focused effort to improve teacher-specific instructional strategies. Teaming structures were created and are being used to ensure continuous attention to the improvement of instruction in the classroom. These teaming structures along with the initiatives and objectives identified in this AIP will enable the district to meet or exceed the annual PPI target of 75 for SY12-13 for all students. This is comprised of reaching a CPI of 85 in ELA, 75 in math and 77 in science; with a SGP of 51 in ELA and math. Additionally, the district will receive extra credit points in ELA, math and science. Furthermore, the District will demonstrate rapid improvement by meeting or exceeding the PPI target of 75 for SY12-12 for the High Needs student population. This results from reaching a CPI of 78 in ELA, 66 in math and 62 in science; a SGP of 51 in ELA and math and achieving extra credit points in ELA, math and science. For details on how these targets were determined, please see the worksheet on pg40 of this document. | |

**Section 2: Plan Summary**

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| **Strategic Objective 1: To improve the performance of all students through high quality instruction measured through an aligned curriculum and standards based lesson plans.** | |
| **Strategic Initiatives** | **Early Evidence of Change, Short-term Outcomes, and Final Outcomes** |
| 1.  To implement a  preschool through  grade 12  curriculum aligned  with the  Massachusetts Frameworks | **Early Evidence:**  100% of teachers, grades pre-school through 12, implement a curriculum aligned with state frameworks in ELA and math as evidenced by administrators’ weekly review of standards based lesson plans and weekly classroom observations.  **Short-term Outcomes:**  Analysis of classroom formative (assessment analysis matrices), interim (common unit assessments), and benchmark (DIBELS and NWEA) assessment data indicate that implementation of a standards based curriculum at all grade levels has resulted in increased student performance of 10 percentage points over baseline upon each administration in Math and ELA at all grade levels (Fall-to-Winter; Winter-to-Spring).  **Final Outcomes:**  Implementation of a standards based curriculum ensures all students are taught grade level standards resulting in the number of students scoring within the Advanced/Proficient range on MCAS increasing by 10% resulting in 69% scoring in Advanced/Proficient in ELA and 60% scoring in Advanced/Proficient in Math. |
| 2.  All teachers will differentiate the use of research based instructional practices within each classroom leading to improved student outcomes | **Early Evidence:**  100% of teachers implement differentiated instruction in ELA and math as evidenced by administrators’ weekly review of standards based lesson plans and weekly classroom observations.  **Short-term Outcomes:**    Analysis of classroom formative (assessment analysis matrices), interim (common unit assessments), and benchmark (DIBELS and NWEA) assessment data indicate that implementation of a standards based curriculum at all grade levels has resulted in increased student performance of 10 percentage points over baseline upon each administration in Math and ELA at all grade levels (Fall-to-Winter; Winter-to-Spring).  **Final Outcomes:**  Consistent use of research based best practices and differentiated instruction will result in the number of  students scoring within the Advanced/Proficient range on MCAS increasing by 10% resulting in 69%  scoring in Advanced/Proficient in ELA and 60% scoring in Advanced/Proficient in Math |
| 3.  Support principals as instructional leaders by maintaining a structure of administrative mentoring | **Early Evidence**:  All principals improve in the quality of their feedback to teachers regarding differentiated instructional strategies, standards-based lesson plans and curriculum maps as evidenced by monthly supervision meetings with superintendent.  **Short-term Outcomes**  Analysis of classroom formative (assessment analysis matrices), interim (common unit assessments), and benchmark (DIBELS and NWEA) assessment data indicate that improved feedback to teachers has resulted in increased student performance of 10 percentage points over baseline upon each administration in Math and ELA at all grade levels (Fall-to-Winter; Winter-to-Spring).  **Final Outcomes**  Improved ability of staff to implement a standards based curriculum and use research based practices through effective administrative feedback will result in the number of students scoring within the Advanced/Proficient range on MCAS increasing by 10% resulting in 69% scoring in Advanced/Proficient in ELA and 60% scoring in Advanced/Proficient in Math |
| 4.  To conduct monthly Learning Walkthroughs identifying trends in the use of research based best practices which will guide instructional changes and professional development. | **Early Evidence :**  100% of teachers will participate in Learning Walkthroughs identifying trends in use of research based best practices and identifying “quick wins” for immediate changes in instruction as evidenced by Learning Walkthrough summary documents and follow up administrative classroom observation documents.  **Short-term Outcomes:**    Analysis of classroom formative (assessment analysis matrices), interim (common unit assessments), and benchmark (DIBELS and NWEA) assessment data indicate that instructional changes based on learning walkthrough feedback have resulted in increased student performance of 10 percentage points over baseline upon each administration in Math and ELA at all grade levels (Fall-to-Winter; Winter-to-Spring).  **Final Outcomes:**    Ensuring district wide implementation of research based instructional practices will result in the number of students scoring within the Advanced/Proficient range on MCAS increasing by 10%; resulting in 69% scoring in Advanced/Proficient in ELA and 60% scoring in Advanced/Proficient in Math |
| 5.  Leverage Common Planning Time to improve educator practice and student learning outcomes. | **Early Evidence:**  Teachers will use school-based common planning time to have discussions about best practices and to use data to drive instructional change as evidenced by agendas and meeting minutes with the superintendent and school administrators.  **Short-term Outcomes:**    Analysis of classroom formative (assessment analysis matrices), interim (common unit assessments), and benchmark (DIBELS and NWEA) assessment data indicate that strategic use of common planning time has resulted in increased student performance of 10 percentage points over baseline upon each administration in Math and ELA at all grade levels (Fall-to-Winter; Winter-to-Spring).  **Final Outcomes:**    A focused allocation of district resources to the goals of the AIP will result in the number of students scoring within the Advanced/Proficient range on MCAS increasing by 10%; resulting in 69% scoring in Advanced/Proficient in ELA and 60% scoring in Advanced/Proficient in Math |

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| **Strategic Objective 2: To improve the performance of all students by thoughtfully analysizing student performance data and using the results to inform modifications to curriculum and instruction.** | |
| **Strategic Initiatives** | **Early Evidence of Change, Short-term Outcomes, and Final Outcomes** |
| 1.  Formative, interim and benchmark assessments will be administered PK – 12 and used to inform teacher specific instructional groupings | **Early Evidence:**  100% of principals and teachers will receive training in analysis of formative, interim and benchmark assessment data and will Incorporate the data into lesson planning and instructional practices.  **Short-term Outcomes:**    Analysis of classroom formative (assessment analysis matrices), interim (common unit assessments), and benchmark (DIBELS and NWEA) assessment data indicate that incorporating data into planning and teacher instructional practice has resulted in increased student performance of 10 percentage points over baseline upon each administration in Math and ELA at all grade levels (Fall-to-Winter; Winter-to-Spring).  **Final Outcomes:**  Accurate analysis of student performance data and instructional changes results in the number of students scoring within the Advanced/Proficient range on MCAS increasing by 10%; resulting in 69% scoring in Advanced/Proficient in ELA and 60% scoring in Advanced/Proficient in Math |
| 2.  Grade/content, school and district based data teams will analyze varying sources of student level data, document themes, and use data to inform make decisions and changes in instruction | **Early Evidence:**  100% of data teams will produce and implement a plan for instructional change, as evidenced by agendas, meeting minutes, and observations. Evidence will be monitored monthly by superintendent and school administrators.  **Short-term Outcomes:**    Analysis of classroom formative (assessment analysis matrices), interim (common unit assessments), and benchmark (DIBELS and NWEA) assessment data indicate that data teams’ plans for instructional change have resulted in increased student performance of 10 percentage points over baseline upon each administration in Math and ELA at all grade levels (Fall-to-Winter; Winter-to-Spring).  **Final Outcomes:**  Teachers’ effective use of assessment data to make instructional changes results in the percentage of students scoring within the Advanced/Proficient range on MCAS increasing by 10%; resulting in 69% scoring in Advanced/Proficient in ELA and 60% scoring in Advanced/Proficient in Math |
| 3.Teachers and administrators create collaborative structures for the ongoing collection and analysis of data to improve performance for identified students | **Early Evidence:**    Student performance data will be utilized to identify needs for individual student level interventions for 100% of students below expected levels of performance, which will be implemented following fall benchmark and interim assessments  **Short-term Outcomes:**    Provision of student level, targeted interventions results in a 25% increase in performance on targeted skills as evidenced by interim and benchmark assessments for individual students.  **Final Outcomes :**  Providing individualized interventions based on performance data will result in the number of students scoring within the Advanced/Proficient range on MCAS increasing by 10%; resulting in 69% scoring in Advanced/Proficient in ELA and 60% scoring in Advanced/Proficient in Math |

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| **Strategic Objective 3: To provide professional development resulting in improved teaching practice and student outcomes** | |
| **Strategic Initiatives** | **Early Evidence of Change, Short-term Outcomes, and Final Outcomes** |
| 1.  Through the support of academic coaches, teachers will increase the use of district wide, research based practices resulting in improved student outcomes | **Early Evidence:**  100% of teachers embed research based instructional practices and strategies for differentiation into daily instruction as evidenced by classroom observations and administrative review of lesson plans and follow up feedback to teachers.  **Short-term Outcomes:**    Analysis of classroom formative (assessment analysis matrices), interim (common unit assessments), and benchmark (DIBELS and NWEA) assessment data indicate that instructional coaches’ support of teacher practice has resulted in increased student performance of 10 percentage points over baseline upon each administration in Math and ELA at all grade levels (Fall-to-Winter; Winter-to-Spring).  **Final Outcomes:**    Teachers’ use of district wide, research based best practices and differentiated instruction results in the number of students scoring within the Advanced/Proficient range on MCAS will increase by 10%; resulting in 69% scoring in Advanced/Proficient in ELA and 60% scoring in Advanced/Proficient in Math |
| 2. The district will implement a professional development plan that increases teachers’ use of the district wide, research based best practices to improve student outcomes and ensures that newly hired or previously untrained teachers receive targeted professional development | **Early Evidence:**  100% of teachers receive introductory level professional development regarding differentiation of district wide, research based best practices evidenced by minutes of coach facilitated collaborative meetings; weekly principal communications and professional development agendas and sign in sheets.  100% of newly hired and previously untrained staff are scheduled for training in established district wide instructional programs as evidenced by scheduling documents or attendance sheets from trainings.  **Short-term Outcomes:**    The district will implement a yearlong professional development plan utilizing 100% of professional development days targeting differentiated instruction and district wide research based best practices, supported by collaborative meetings and 1:1 coaching  100% of trained teachers will utilize strategies consistent with effective, established district wide instructional programs as evidenced through classroom observations and review of lesson plans.  **Final Outcomes:**  On-going, targeted professional development related to differentiation of district wide research based best practices will result in students who score within the Advanced/Proficient range on MCAS will increase by 10%; resulting in 69% scoring in Advanced/Proficient in ELA and 60% scoring in Advanced/Proficient in Math. |
| 3. Administrators will receive professional development and mentoring improving their supervision and evaluation skills relating to the new educator evaluation standards | **Early Evidence:**  Administrators will complete weekly classroom observations to collect data based upon the new educator standards, as evidenced by their observation notes reviewed at monthly meetings with the Superintendent.  **Short-term Outcomes:**  Administrators will complete mid-cycle educator evaluations based on the new educator standards.  **Final Outcomes:**  Targeted feedback provided to teachers through effective supervision and evaluation practices will result in an increase of 10% over Spring 2012 MCAS scores for the percentage of students within the Advanced and Proficient ranges for English Language Arts and Math  . |
| 4. Staff will receive professional development improving their understanding of the new evaluation tool and the new educator evaluation standards. | **Early Evidence**:  100% of staff will receive professional development regarding the new educator evaluation standards.  **Short-term Outcomes:**    100% of staff will develop educational goals for the upcoming FY12-FY13 school year based upon the new educator evaluation standards. Staff identified as participants in year one will utilize the new educator evaluation tool to document goals.  **Final Outcomes:**    Targeted feedback provided to staff through effective supervision and evaluation practices through the use of both ongoing feedback and feedback provided through the new educator evaluation tool will result in an increase of 10% over FY12 scores. |

| **Strategic Objective 4: To function as a united, goal oriented, forward moving and civil School Committee that makes decisions around student needs** | |
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| **Strategic Initiatives** | **Early Evidence of Change, Short-term Outcomes, and Final Outcomes** |
| 1. To prioritize the Accelerated Improvement Plan creating continuity across the district in supporting the needs and achievement of all students | **Early Evidence of Change**:  AIP related agenda items will be on 100% of the routinely scheduled School Committee meetings. AIP agenda items will be listed as the first agenda item for discussion under School Committee Report, as evidenced by review of School Committee agendas.  **Short term Outcome:**  School Committee will prioritize the AIP through budget and policy discussions. Changes which allow or improve the ability of district staff to implement necessary instructional changes within the classrooms leading to improved student outcomes will be supported as a result of School Committee actions on policy and budget items. These changes will be evidenced in 75% of School Committee meeting minutes documenting discussions prior to votes specifically noting links to the AIP  **Final Outcomes:**  By prioritizing the implementation of the AIP, the School Committee will create the conditions that allow the district to sustain the changes and improvements that are required to meet the final AIP outcome of students scoring within the Advanced/Proficient range on MCAS increasing by 10%; resulting in 69% scoring in Advanced/Proficient in ELA and 60% scoring in Advanced/Proficient in Math. |
| 2. To improve communication within the School Committee and among all stake holders for the purpose of creating confidence, clarity and transparency | **Early Evidence of Change**  To improve district wide communication, the results of surveys and minutes from public forums will be posted on the School Committee website; copies of forum minutes will be readily available in the school and district administrative offices.  **Short Term Outcomes**  The School Committee will facilitate a series of public forums. Each session will have a specific topic and be scheduled, on a rotating basis, in each of the Gill Montague Regional School District communities. These forums will provide all stake holders with an opportunity to gain clarity on current district topics.  **Final Outcomes**    By improving communication within the School Committee and with all stake holders, the School Committee will create the conditions that allow the district to sustain the changes and improvements that are required to meet the final AIP outcome of students scoring within the Advanced/Proficient range on MCAS increasing by 10%; resulting in 69% scoring in Advanced/Proficient in ELA and 60% scoring in Advanced/Proficient in Math |
| 3.  To become a more effective School Committee by adopting operational norms for agendas and School Committee practices. | **Early Evidence of Change:**  The School Committee will provide evidence of more effective leadership as demonstrated in the School Committee agenda format; attendance at professional development sessions and through the creation of an annual School Committee calendar.  **Short term Outcomes:**  The School Committee will hold more effective and efficient meetings as demonstrated by a meeting agenda that includes a focus on student achievement; respectful exchanges between the committee members themselves and meeting attendees; and the implementation of operational norms as demonstrated in video recordings of meetings and the meeting minutes.  **Final Outcomes:**  By becoming more effective and efficient, the School Committee will create the conditions that will allow the district to sustain the changes and improvements that are required to meet the final AIP outcome of students scoring within the Advanced/Proficient range on MCAS increasing by 10%; resulting in 69% scoring in Advanced/Proficient in ELA and 60% scoring in Advanced/Proficient in Math |

**Section 3: Activities**

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| **Objective 1: To improve the performance of all students through high quality instruction measured through an aligned curriculum and standards based lesson plans** | | | | | |
| **Initiative 1:** To implement a preschool through grade 12 curriculum aligned with the Massachusetts Frameworks | | | | | |
| **Activities to Achieve the Outcomes for the Initiative** | **Who will Lead?** | **When will it Start?** | **When will it be Complete?** |
| Provide new teachers with curriculum maps and training needed for implementation | Director of Teaching and Learning | August 2012 | June 2013 or completion of hiring |
| Administrators review lesson plans weekly to ensure teachers deliver a standards based curriculum to all students | Director of Teaching and Learning,  Principals | September 2012 | Ongoing weekly through  June 2013 |
| Administrators conduct weekly classroom observations to ensure a standards based curriculum is delivered in all classrooms. | Principals | September 2012 | Ongoing weekly through  June 2013 |
| The Superintendent provides feedback to principals regarding: (a) observed instructional trends; (b) quality of principals’ observations based on principals’ weekly observation summaries | Superintendent | September 2012 | Ongoing weekly through  June 2013 |
| Administrators provide feedback to staff based on administrative observations, review of lesson plans and Superintendent’s feedback of observation summaries. | Principals | October 2012 | Ongoing weekly through  June 2013 |
| Coaches reinforce implementation of standards based curriculum based on administrative feedback of classroom practices | Principals  Director of Teaching and Learning | October 2012 | Ongoing at weekly or twice monthly meetings through  June 2013 |
| Administrative team, Curriculum and Professional Development Committees review student assessment data and use the results to inform curriculum change and professional development planning | Superintendent  Director of Teaching and Learning  Principals | November 2012 | June 2013 |

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| **Objective 1: To improve the performance of all students through high quality instruction measured through an aligned curriculum and standards based lesson plans** |
| **Initiative 2**: All teachers will differentiate the use of research based instructional practices within each classroom leading to improved student outcomes. |

| **Activities to Achieve the Outcomes for the Initiative** | **Who will Lead?** | **When will it Start?** | **When will it be Complete?** |
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| Teachers receive professional development regarding differentiated instruction. | Director of Teaching and Learning | August 2012 | June 2013 |
| Teachers implement standards based lesson plans including district wide research based best practices and differentiated instruction | Principals  Director of Teaching and Learning | October 2012 | June 2013 |
| Teacher teams (grade and department) review student assessment results and use to develop plans to address identified strengths and gaps | Director of Teaching and Learning  Principals | October 2012  January 2013  March 2013  June 2013 | June 2013 |
| Administrators review lesson plans and conduct weekly observations to reinforce the implementation of best practices and differentiated instruction | Principals | October 2012 | June 2013 |
| Coaches reinforce implementation of best practices and differentiated instruction at staff, grade level and department meetings | Principals  Director of Teaching and Learning | October 2012 | Ongoing at weekly or monthly meetings through  June 2013 |
| Administrators provide feedback to staff based on administrative observations, lesson plans and Superintendent’s feedback of observation summaries. | Principals | October 2012 | June 2013 |

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| **Objective 1: To improve the performance of all students through high quality instruction measured through an aligned curriculum and standards based lesson plans** |
| **Initiative 3:** Support principals as instructional leaders by maintaining a structure of administrative mentoring |

| **Activities to Achieve the Outcomes for the Initiative** | **Who will Lead?** | **When will it Start?** | **When will it be Complete?** |
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| Administrative mentors meet with principals and assistant principals to provide individualized support in supervision and evaluation | Superintendent | November 2012 | Ongoing 5 times through  June 2013 |
| Administrators write personal goals for the 2012-2013 academic year, based on feedback from the Superintendent | Superintendent | October 2012 | June 2013 |
| Administrators attend weekly administrative meetings to reflect on effective supervision and evaluation practices. | Superintendent | September 2012 | Ongoing weekly through  June 2013 |
| Mentors shadow administrators as they conduct classroom observations and provide feedback. | Superintendent | September 2012 | Ongoing monthly through June 2013 |
| Administrators incorporate feedback from mentors in providing feedback to staff regarding instructional practices and student outcomes | Principals | October 2012 | Ongoing weekly through  June 2013 |
| Administrators share weekly classroom observation summaries with mentors, Superintendent and colleagues to review practices for supervision. | Principals, Superintendent | October 2012 | Ongoing weekly through  June 2013 |
| Administrators will modify evaluation practices based on mentor and Superintendent feedback. | Superintendent | October 2012 | Ongoing through  June 2013 |

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| **Objective 1: To improve the performance of all students through high quality instruction measured through an aligned curriculum and standards based lesson plans** | | | | | |
| **Initiative 4:** To implement monthly Learning Walkthroughs identifying trends in the use of research based best practices which will guide instructional changes and professional development | | | | | |
| **Activities to Achieve the Outcomes for the Initiative** | **Who will Lead?** | **When will it Start?** | **When will it be Complete?** |
| All teachers will receive professional development related to planning and conducting Learning Walkthroughs related to research based best practices | Director of Teaching and Learning | December 2012 | Monthly through June 2013 |
| Learning Walkthroughs will be conducted once a month with a focus of inquiry related to a district best practice. | Principals | October 2012 | June 2013 |
| Learning Walkthrough summaries include specific data and summary statements related to the focus of inquiry and are shared with building staff. | Principals | October 2012 | June 2013 |
| Teacher teams will reflect on Learning Walkthrough summaries and plan for instructional changes based on data | Team Leaders/  Curricular Chairs | October 2012 | June 2013 |
| Coaches will reinforce implementation of recommended instructional changes during grade level and department meetings. | Director of Teaching and Learning | October 2012 | June 2013 |
| Administrative classroom observations will focus on instructional changes recommended from Learning Walkthrough summaries | Principals | October 2012 | June 2013 |
| Administrative team, Curriculum and Professional Development Committees review Learning Walkthrough recommendations to inform curriculum change and professional development planning | Superintendent  Director of Teaching and Learning  Principals | October 2012 | June 2013 |

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| **Objective 1: To improve the performance of all students through high quality instruction measured through an aligned curriculum and standards based lesson plans** | | | | | |
| **Initiative 5:** Leverage Common Planning Time to improve educator practice and student learning outcomes | | | | | |
| **Activities to Achieve the Outcomes for the Initiative** | **Who will Lead?** | **When will it Start?** | **When will it be Complete?** |
| Research best practices related to effective use of common planning time | Superintendent | August 2012 | Oct 2012 |
| Early implementation of common planning time using research-based practices | Principals | Sept 2012 | Nov 2012 |
| Identify research-based protocols to deepen the work done during common planning time | Superintendent | Sept 2012 | Oct 2012 |
| Train principals in identified protocols | Superintendent | Oct 2012 | Dec 2012 |
| Principals facilitate protocols during common planning time | Principals | Dec 2012 | June 2013 |
| Principals’ facilitation of common planning time and other meetings is monitored and supported as part of Educator Evaluation process; superintendent conducts 1 announced observation and 2 unannounced observations of each administrator | Superintendent | Oct 2012 | June 2013 |

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| **Objective 2: Through the analysis and transparent communication of student performance data, the district will improve teaching and learning for all students by modifying curriculum and instruction, and providing targeted professional development** | | | | | |
| **Initiative 1:** Administer formative, interim and benchmark assessments PK – 12. Use the data to inform teacher specific instructional groupings | | | | | |
| **Activities to Achieve the Outcomes for the Initiative** | **Who will Lead?** | **When will it Start?** | **When will it be Complete?** |
| Interim and benchmark assessments will be administered | Principals | October 2012  January 2013  June 2013 | June 2013 |
| Teachers create matrices based on unit assessments and access/analyze NWEA reports | Coordinator of Educational Data,  Principals | October 2012  January 2013  June 2013 | June 2013 |
| Teacher teams (grade and department) review student assessment results and develop plans to address identified strengths and gaps in the curriculum and student knowledge; create intervention strategy | Director of Teaching and Learning  Principals | October 2012  January 2013  June 2013 | June 2013 |

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| **Objective 2: Through the analysis and transparent communication of student performance data, the district will improve teaching and learning for all students by modifying curriculum and instruction, and providing targeted professional development** | | | | | |
| **Initiative 2:** Grade/content, school and district based data teams will analyze varying sources of student level data, document themes, and use data to inform make decisions and changes in instruction | | | | | |
| **Activities to Achieve the Outcomes for the Initiative** | **Who will Lead?** | **When will it Start?** | **When will it be Complete?** |
| Assessment results and next steps are shared with stakeholders | Superintendent  Principals | October 2012  January 2013  June 2013 | June 2013 |
| Administrative team, Curriculum and Professional Development Committees review assessments to inform curriculum change and professional development planning | Director of Teaching and Learning | October 2012 | June 2013 |
| Coaches and principals facilitate meetings with teachers to analyze trends in data | Principals | October 2012 | June 2013 |
| Teachers embed recommended instructional practices into lesson plans | Principals | October 2012 | June 2013 |
| Coaches support teachers’ implementation of recommended practices | Director of Teaching and Learning | October 2012 | June 2013 |
| Administrators review lesson plans weekly to reinforce the implementation of recommended practices | Principals, | October 2012 | June 2013 |
| Administrators conduct weekly classroom observations ensuring implementation of recommended practices | Principals  Superintendent | October 2012 | June 2013 |

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| **Objective 2: Through the analysis and transparent communication of student performance data, the district will improve teaching and learning for all students by modifying curriculum and instruction, and providing targeted professional development** | | | | | |
| **Initiative 3:** Teachers and administrators create collaborative structures for the ongoing collection and analysis of data  to improve performance for identified students. | | | | | |
| **Activities to Achieve the Outcomes for the Initiative** | **Who will Lead?** | **When will it Start?** | **When will it be Complete?** |
| **These activities will occur in a cycle following assessment. The cycle will occur 3 times per year.** |  |  |  |
| Common interim and benchmark assessments are administered | Principals | September 2012 | June 2013 |
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| **Teachers u**se common planning time and afterschool meeting time to review the data in an effective way | Principals | October 2012 | June 2013 |
| Administrators and staff identify struggling students based on assessment. | Principals | October 2012 | June 2013 |
| Administrators model the use of the SST process and development of data based intervention plans. | Principals | October 2012 | January 2013 |
| Administrators monitor and support implementation of individual intervention plans | Principals | October 2012 | June 2013 |
| Administrators provide feedback to staff regarding the implementation of intervention plans | Principals | October 2012 | June 2013 |

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| **Objective 3: To provide professional development resulting in improved teaching practice and student outcomes** | | | | | |
| **Initiative 1:** Through the support of academic coaches, teachers will increase the use of district wide, research based practices resulting in improved student outcomes | | | | | |
| **Activities to Achieve the Outcomes for the Initiative** | **Who will Lead?** | **When will it Start?** | **When will it be Complete?** |
| Coaches facilitate collaborative meetings discussing use of best practices and differentiated instruction | Director of Teaching and Learning | October 2012 | June 2013 |
| Coaches support development of standards based lesson plans | Principals | October 2012 | June 2013 |
| Principals conduct classroom observations regarding teachers’ use of best practices | Principals | October 2012 | June 2013 |
| Given administrators’ feedback, coaches will provide individual professional development for staff | Principals | October 2012 | June 2013 |
| Coaches provide follow up to district wide professional development | Director of Teaching and Learning | October 2012 | June 2013 |
| Coaches facilitate analysis of student assessments during common planning time | Director of Teaching and Learning | October 2012 | June 2013 |
| Administrative team, Curriculum and Professional Development Committees review recommended changes from assessment to inform curriculum change and professional development planning | Superintendent  Director of Teaching and Learning  Principals, | October 2012 | June 2013 |
| Coaches facilitate implementation of instructional changes resulting from student assessment analysis | Director of Teaching and Learning | October 2012 | June 2013 |
| Learning Walkthroughs with a focus on best practice are conducted monthly | Principals | October 2012 | June 2013 |

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| **Objective 3: To provide professional development resulting in improved teaching practice and student outcomes** |
| **Initiative 2:** The district will implement a professional development plan that increases teachers’ use of the district wide, research based best practices to improve student outcomes and ensures that newly hired or previously untrained teachers receive targeted professional development |

| **Activities to Achieve the Outcomes for the Initiative** | **Who will Lead?** | **When will it Start?** | **When will it be Complete?** |
| --- | --- | --- | --- |
| The PD Committee will be established for the 2012-2013 academic year. | Director of Teaching and Learning | August 2012 | September 2012 |
| The PD committee will identify the district wide instructional programs | Director of Teaching and Learning | September 2012 | October 2012 |
| A plan for PD in district wide instructional programs (including Responsive Classroom, Developmental Design, Tools of the Mind, and Keys to Literacy) will be presented to the Superintendent | Director of Teaching and Learning | September 2012 | October 2012 |
| Professional development is provided regarding differentiated instruction including use of data to make instructional change on district wide PD days | Superintendent  Director of Teaching and Learning | August 2012 | June 2013 |
| Teachers will receive embedded professional development in analysis of student performance data and resulting instructional change during team and grade level time | Principals  Director of Teaching and Learning | September 2012 | June 2013 |
| Coaches will provide professional development for staff in implementing best practices following district wide PD days | Director of Teaching and Learning | October 2012 | June 2013 |
|  |  |  |  |
| Using district databases, administrators will determine which staff require training | Director of Teaching and Learning | September 2012 | June 2013 |
|  |  |  |  |
| Administrators will review implementation of PD throughout the year to ensure progress toward training goals | Superintendent | September 2012 | June 2012 |
| Program specific coaches (Tools of the Mind, Keys to Literacy) will be utilized to support teachers newly and previously trained in implementation of program elements | Director of Teaching and Learning | September 2012 | June 2013 |
| PD Committee will review staff and administrator feedback to build PD calendar for the following academic year. | Director of Teaching and Learning | September 2012 | June 2013 |

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| **Objective 3: To provide professional development resulting in improved teaching practice and student outcomes** |
| **Initiative 3:** Administrators will receive professional development and mentoring improving their supervision and evaluation skills relating to the new educator evaluation standards. |

| **Activities to Achieve the Outcomes for the Initiative** | **Who will Lead?** | **When will it Start?** | **When will it be Complete?** |
| --- | --- | --- | --- |
| Administrators will attend training related to the DESE new educator evaluation system | Superintendent | Summer 2012 | June 2013 |
| Administrative mentors provide individualized support in supervision and evaluation | Superintendent | October 2012 | June 2013 |
| Administrators write personal goals for the 2012-2013 academic year utilizing the new educator evaluation tool | Superintendent | September 2012 | June 2013 |
| Administrators attend weekly administrative meetings to reflect on effective supervision and evaluation practices. | Superintendent | September 2012 | June 2013 |
| Administrators incorporate feedback from mentors in providing feedback to staff regarding instructional practices and student outcomes | Superintendent | September 2012 | June 2013 |
| Administrators incorporate mentors’ feedback into evidence collection and writing of staff evaluations using the new educator evaluation | Superintendent | September 2012 | June 2013 |
| Administrators share weekly classroom observation summaries with mentors, Superintendent and colleagues to review practices for supervision. | Superintendent | September 2012 | June 2013 |
| The Superintendent provides feedback to principals regarding feedback to staff and written midyear evaluations using the new educator evaluation | Superintendent | September 2012 | June 2013 |
| Administrators will reflect on and modify supervision practice based on mentor and Superintendent feedback. | Superintendent | September 2012 | June 2013 |
| Administrators modify personal goals for the 2013-2014 academic year, based on feedback from the Superintendent, mentors and observable changes in the classroom instruction. | Superintendent | September 2012 | June 2013 |

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| **Objective 3: To provide professional development resulting in improved teaching practice and student outcomes** |
| **Initiative 5:** Staff will receive professional development improving their understanding of the new evaluation tool and the new educator evaluation standards. |

| **Activities to Achieve the Outcomes for the Initiative** | **Who will Lead?** | **When will it Start?** | **When will it be Complete?** |
| --- | --- | --- | --- |
| Staff will receive professional development regarding the new educator evaluation tool at district wide PD days and through staff and department meetings | Superintendent  Director of Teaching and Learning | August 2012 | Ongoing through June 2013 |
| A sample group will participate in the new educator evaluation based on evaluation cycle | Superintendent  Principals | September 2012 | June 2013 |
| Staff will draft goals for performance given the new educator evaluation tool | Principals | September 2012 | June 2013 |
| Administrators will conduct weekly classroom observations with a focus on components in the new educator evaluation tool | Principals | September 2012 | June 2013 |
| Administrators will provide feedback on instructional practices utilizing the new educator evaluation rubric and guidelines | Principals | September 2012 | June 2013 |
| Administrators solicit feedback from staff regarding the new educator evaluation tool and supervision process | Superintendent  Principals | November 2012 | June 2013 |
| Administrators, School Committee and Teachers’ Association representatives will review feedback and incorporate changes as appropriate into the new educator evaluation tool and process | Superintendent | November 2012 | June 2013 |

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| **Objective 4: To function as a united, goal oriented, forward moving and civil School Committee that makes decisions around student needs** |
| **Initiative 1:** To prioritize the Accelerated Improvement Plan creating continuity across the district in supporting the needs and achievement of all students |

| **Activities to Achieve the Outcomes for the Initiative** | **Who will Lead?** | **When will it Start?** | **When will it be Complete?** |
| --- | --- | --- | --- |
| All School Committee agendas will include updates, discussion and votes related to the AIP as the first agenda items for discussion in School Committee Report as reflected in all School Committee agendas for routinely scheduled meetings. This will ensure sufficient time is provided for decisions related to the AIP at each meeting. | Chairperson | Summer 2012 | June 2013 |
| SC will discuss research and best practices that support the AIP. An article will be presented for discussion or presentation arranged that is related to a topic related within the AIP. Discussion will be facilitated by SC members a minimum of once every three months. | School Committee member | Summer 2012 | June 2013 |
| The School Committee will be presented with or attend updates regarding various portions of the AIP to ensure School Committee is updated on progress to date. | Superintendent | Summer 2012 | June 2013 |
| 100% of School Committee members will complete a survey drafted by the Superintendent, demonstrating their understanding of the AIP | Superintendent and a member of the School Committee | September 2012 | June 2013 |
| The School Committee will identify the resources needed by staff to implement and maintain improvements. | School Committee and administration | Summer 2012 | June 2013 |

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| **Objective 4: To function as a united, goal oriented, forward moving and civil School Committee that makes decisions around student needs** |
| **Initiative 2:** To improve communication within the School Committee and among all stake holders for the purpose of creating confidence, clarity and transparency |

| **Activities to Achieve the Outcomes for the Initiative** | **Who will Lead?** | **When will it Start?** | **When will it be Complete?** |
| --- | --- | --- | --- |
| The School Committee will maintain an ongoing list of school functions celebrating or emphasizing the importance of academics for students. Updates will be scheduled as an agenda item at future meetings. Updates to be presented by a member of the committee, staff member, community member or staff member. | School Committee chairperson | Summer 2012 | June 2013 |
| The School Committee will develop and implement a process for increased staff, student, parent and community discussions | School Committee chairperson | Summer 2012 | June 2013 |
| Surveys will be developed and utilized by the School Committee and administration on current topics for the purpose of encouraging improved communication amongst all stake holders (community members, students, staff etc.) | School Committee vice-chair | Summer 2012 | June 2013 |
| Identify and utilize a variety of vehicles (Ed Line, etc...) for improved communication. | School Committee secretary | Summer 2012 | June 2013 |

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| **Objective 4: To function as a united, goal oriented, forward moving and civil School Committee that makes decisions around student needs** |
| **Initiative 3:** To become a more effective School Committee by adopting operational norms for agendas and School Committee practices |

| **Activities to Achieve the Outcomes for the Initiative** | **Who will Lead?** | **When will it Start?** | **When will it be Complete?** |
| --- | --- | --- | --- |
| School Committee will review current practices related to roles and responsibilities; operational and behavioural norms and protocols; and clarify micromanagement versus oversight resulting in the development of new/updated operational norms agreed upon by School Committee members. These operational norms will become the standard practice for all School Committee meetings. | MASC | Summer 2012 | June 2013 |
| The School Committee will establish norms for formatting discussions at School Committee meetings to improve School Committee communication and problem solving protocols | MASC | Summer 2012 | June 2013 |
| The School Committee will attend professional development related to team building | School Committee Secretary | Summer 2012 | June 2013 |

**Appendix: Gill-Montague Professional Development Plan FY 2012-2013**

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| --- | --- | --- | --- | --- | --- |
| **WHEN?** | **WHO?** | **WHAT?** | **HOW?** | **AIP** | **Funding** |
| 2012-2013 | Administration and consultants | Plan for 2013  in-service days | Administrators & PD Committee | Obj.#3.2 | Local |
| August 27th  District Inservice | All teachers and administrators | New Teacher Evaluation System and Required Annual Trainings | Presentations by School Administrators | Obj.#3.4  Obj.#3.5 | Local |
| August 28th  School Based Inservice | All teachers and administrators | Introduction to Differentiated Instruction& Lesson Planning | Presentation by Dr. Kathy Porcaro Lesson Planning by Teachers | Obj.#1.2  Obj#2.3  Obj.#3.1 | Local  RTTT |
| September 13 | All teachers and administrators | Accessing and using data reports to plan differentiated instruction | Presentation by Dr. Kathy Porcaro Lesson Planning by Teachers | Obj.#2.1  Obj.#2.2  Obj.#2.3 | Local  RTTT  Title II |
| October 18 | All teachers and administrators | Additional training on New Teacher Evaluation System | Presentations by School Administrators | Obj.#3.4  Obj.#3.5 | Local  Title II |
| November 1 | All teachers and administrators | Differentiated Instruction – Focus on Tier 1 | Presentation by Dr. Kathy Porcaro Lesson Planning by Teachers | Obj.#1.2  Obj#2.3  Obj.#3.1 | Local  RTTT  Title II |
| December 6 | All teachers and administrators | Additional training on New Teacher Evaluation System | Presentations by School Administrators | Obj.#3.4  Obj.#3.5 | Local  Title II |
| December 21 | All teachers and administrators | Differentiated Instruction – Focus on Tier 1 | Presentation by Dr. Kathy Porcaro Lesson Planning by Teachers | Obj.#1.2  Obj#2.3  Obj.#3.1 | Local  RTTT  Title II |
| January 18 | All teachers and administrators | Differentiated Instruction – Making It Work | Presentation by Dr. Kathy Porcaro Lesson Planning by Teachers | Obj.#1.2  Obj#2.3  Obj.#3.1 | Local  RTTT  Title II |
| February 15 | All teachers and administrators | Differentiated Instruction – Making It Work | Presentation by Dr. Kathy Porcaro Lesson Planning by Teachers | Obj.#1.2  Obj#2.3  Obj.#3.1 | Local  RTTT  Title II |
| March 15 | All teachers and administrators | Differentiated Instruction – Making It Work | Presentation by Dr. Kathy Porcaro Lesson Planning by Teachers | Obj.#1.2  Obj#2.3  Obj.#3.1 | Local  RTTT  Title II |

On our in-service days teachers will receive training in differentiated instruction and the new teacher evaluation system. We will also continue training in Tools of the Mind, Responsive Classroom, Developmental design, and Keys to Literacy. Note that our implementation of differentiated instruction will be aligned with our Massachusetts Tiered System of Support plans.

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| **Project the 2013 annual PPI and 2013 cumulative PPI** | | | | | **PPI Points Awarded** | | | | |
| **2010** | **2011** | **2012** | **Projected 2013** | |
| **English language arts** | | Narrowing proficiency gaps (Composite Performance Index) | | | 25 |  | 75 | 75 | |
| Growth (Student Growth Percentiles) | | | 50 | 50 | 50 | 75 | |
| Extra credit for decreasing % Warning/Failing (10% or more) | | |  | 25 |  | 25 | |
| Extra credit for increasing % Advanced (10% or more) | | | 25 | 25 | 25 | 25 | |
| **Mathematics** | | Narrowing proficiency gaps (Composite Performance Index) | | | 100 | 75 | 25 | 50 | |
| Growth (Student Growth Percentiles) | | | 75 | 75 | 50 | 75 | |
| Extra credit for decreasing % Warning/Failing (10% or more) | | | 25 |  |  | 25 | |
| Extra credit for increasing % Advanced (10% or more) | | |  |  |  | 25 | |
| **Science** | | Narrowing proficiency gaps (Composite Performance Index) | | | 75 | 25 |  | 75 | |
| Extra credit for decreasing % Warning/Failing (10% or more) | | |  | 25 |  | 25 | |
| Extra credit for increasing % Advanced (10% or more) | | |  |  | 25 | 25 | |
| **High School** | | Cohort Graduation Rate | | | 75 | 75 | 75 | 75 | |
| Annual Dropout Rate | | | 25 | 25 | 50 | 50 | |
| Points awarded for narrowing proficiency gaps, growth, and high school indicators | | | | | 425 | 375 | 325 | 475 |
| Points awarded for extra credit | | | | | 50 | 75 | 50 | 150 |
|  |  | |  |  |  |  |  |  |
| Total points awarded | | | | | 475 | 450 | 375 | 625 |
| Number of proficiency gap narrowing, growth, and high school indicators | | | | | 7 | 7 | 6 | 7 |
| **Actual 2010, 2011, 2012, & *Projected* 2013 Annual PPIs = (Total points / number of indicators)** | | | | | **68** | **64** | **63** | **89** |
|  |  | |  |  |  |  |  |  |
| Cumulative PPI Weighting | | | | | 10% | 20% | 30% | 40% |
|  |  | |  |  |  |  |  |  |
| ***Projected* 2013 Cumulative PPI = (2010\*1 + 2011\*2 + 2012\*3 + 2013\*4 / 10)** | | | | | **74** | **Met Target** | | |