#

Focused Planning for

Accelerating Student Learning

Fall River Public Schools



August 18, 2013

Meg Mayo-Brown, Superintendent of Schools

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

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| **In this section summarize the key issues arising from the District Review and any other available quantitative and qualitative evidence. Identify the Strategic Objectives that the Plan will focus on and why they are important (maximum 900 words). Conclude with a Theory of Action.** |
| From 2009 – 2011 the Fall River Public Schools was under a recovery plan co-developed with the Massachusetts Department of Elementary and Secondary Education. This plan stemmed from a district review that found significant deficiencies in the system as whole. More specifically, the review revealed the areas of School Committee Governance, Human Resources, Financial Management, and Teaching and Learning were significantly flawed, negatively impacting the quality of education provided to students. Through much planning and restructuring, the District showed significant improvement. The final monitoring report from October 2011 states, “Overall, there has been significant progress made in putting processes and systems in place that will lead to high quality teaching and learning in the Fall River Public Schools.” The report continues on to define the next level of District improvement work.*The challenge that now faces the District is to constantly monitor the work across the school system, from the central office to the classroom level. The goal is to ensure that in each and every classroom the newly aligned curriculum is alive and being delivered in a consistent manner, using appropriate teaching strategies.*The four Strategic Objectives in this plan are meant to accomplish this goal: *Each child in every classroom receives high quality instruction, each and every day.* Strategic Objective 1 aims to ensure that communication between central office and schools, as well as among and within schools is fluid and purposeful. This strategy recognizes the need to have staff members collectively work towards the academic success of all students. We accomplish this through two avenues. First, each school is assigned an Office of Instruction Liaison to support and oversee the specific work of the school. Second, the Office of Instruction facilitates district-wide networks of instructional coaching/department heads in ELA, Math, and Student Adjustment Counselors. These key personnel then in turn facilitate their respective school-based vertical teams.The district’s mission is to prepare all students for success in college and careers. This can only be achieved through the teaching and learning of a rigorous curriculum, aligned with 21st century skills (e.g., critical thinking, problem solving, and real-world applications). The purpose of Strategic Objective 2 is to define such rigorous learning expectations, and provide teachers with the tools and knowledge they will need to ensure that *all* students achieve those college and career readiness expectations. These efforts are currently focused on implementing the instructional shifts of the Common Core that emphasize improved focus, coherence, and rigor across content areas.Strategic Objective 3 recognizes that students’ social and emotional readiness to learn impacts their ability to learn. That is, students’ abilities to recognize and manage their emotions, demonstrate caring and concern for others, establish positive relationships, make responsible decisions, constructively handle challenging social situations, and persevere through challenging tasks either enhance or diminish their engagement in learning. The District believes that these social skills are not predetermined nor a fixed character trait. Rather, Strategic Objective 3 sets out to proactively enhance these skills in students through arming staff with knowledge and tools and aims to engage families and the larger community in supporting the social and emotional development of students.The intended impact of Strategic Objectives 1-3 will not reach their full potential without systematically improving the quality of all educators, the focus of Strategic Objective 4. Educator improvement opportunities occur in a variety of professional development formats, from large scale training sessions, collaborative planning and problem-solving with colleagues, to self-reflection on unsuccessful and successful practices. In addition, a key driver in this improvement is feedback to all staff. Just as students need specific feedback on their performance, so too do all staff. This feedback can occur both formally or informally. The feedback must be purposeful and drive improvement either through actionable pedagogical strategies or directed professional development that targets the needs of groups as well as individual staff members. Effective implementation of the AIP will lead to a dramatic increase in student performance over the course of SY13. These targets are designated below:

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| **Project the 2014 annual PPI and 2014 cumulative PPI** | **PPI Points Awarded** |
| **2011** | **2012** | **2013** | **Projected2014** |
| **English language arts** | Narrowing proficiency gaps (Composite Performance Index) | 50 | 25 | 50 | 75 |
| Growth (Student Growth Percentiles) | 50 | 50 | 50 | 100 |
| Extra credit for decreasing % Warning/Failing (10% or more) |   |   |   | 25 |
| Extra credit for increasing % Advanced (10% or more) | 25 |   | 25 | 25 |
| **Mathematics** | Narrowing proficiency gaps (Composite Performance Index) | 50 | 25 | 50 | 75 |
| Growth (Student Growth Percentiles) | 50 | 50 | 50 | 100 |
| Extra credit for decreasing % Warning/Failing (10% or more) |   |   |   | 25 |
| Extra credit for increasing % Advanced (10% or more) |   |   |   | 25 |
| **Science** | Narrowing proficiency gaps (Composite Performance Index) | 25 | 0 | 50 | 75 |
| Extra credit for decreasing % Warning/Failing (10% or more) |   |   | 25 | 25 |
| Extra credit for increasing % Advanced (10% or more) |   | 25 | 25 | 25 |
| **High School** | Cohort Graduation Rate | 75 | 25 | 25 | 75 |
| Annual Dropout Rate | 50 | 50 | 50 | 75 |
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| Points awarded for narrowing proficiency gaps, growth, and high school indicators | 350 | 225 | 325 | 575 |
| Points awarded for extra credit | 25 | 25 | 75 | 150 |
|  |  |  |  |  |  |  |  |
| Total points awarded | 375 | 250 | 400 | 725 |
| Number of proficiency gap narrowing, growth, and high school indicators | 7 | 7 | 7 | 7 |
| **Actual 2010, 2011, 2012, & *Projected* 2013 Annual PPIs = (Total points / number of indicators)** | **54** | **36** | **57** | **104** |
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| Cumulative PPI Weighting | 10% | 20% | 30% | 40% |
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| ***Projected* 2014 Cumulative PPI = (2011\*1 + 2012\*2 + 2013\*3 + 2014\*4 )/ 10** | **71** | **Did Not Meet Target** |
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While this plan contains four strategic objectives, they are anything but discrete. We understand that our goal of preparing all students for college and careers is dependent upon how well these objectives work in unison. That is, high quality rigorous instruction (Strategic Objective 2) will not occur without improving educator quality (Strategic Objective 4) and will need to include supporting the social emotional needs of students and families (Strategic Objective 3). Furthermore, we view the communication networks within schools and from district to schools (Strategic Objective 1) to be the conduit or “central artery” through which this work occurs. Once all parts are working as a seamless system, then the district will be able to accelerate student learning.**District Theory of Action****If all improvement efforts are strategically aligned to improve delivery of effective, high quality, and rigorous instruction,*****and*****If we as a staff collectively engage in the implementation of those efforts,*****and*****If we utilize our communication networks to monitor, support, and provide feedback on educator performance,*****then*****Each student will receive a high quality education that prepares them to be successful in college and future careers.** |

**Section 2: Plan Summary**

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| **Strategic Objective 1: District systems developed and or strengthened during Recovery support effective school-based implementation of School Improvement Plans through enhanced leadership capacity and administrator quality.** |  |
| **Strategic Initiatives** | **Early Evidence of Change, Short-term Outcomes, and Final Outcomes** | **Interdependencies** |
| 1. ***Provide differentiated support to schools through continuation of school review visits from Office of Instruction.***

Currently, the achievement levels and needs of each of the district’s 16 schools are vast. The purpose of the School Review Visits is to provide differentiated support to schools based on their need level. This support is accomplished through assigning a member of the Office of Instruction to schools as a School Review Visit (SRV) Partner, matching the need of the school with the expertise of the OOI Staff. In addition, schools in greater need are visited more frequently. The SRV Partner works closely with the Principal and the Instructional Leadership Team on school improvement efforts. This work begins with a “Data Think Tank” session conducted collaboratively with Office of Instruction and a school’s leadership team to conduct a root cause analysis of the previous year’s performance data. That process leads to identifying high leverage short term goals, which then become the focus of the School Review Visits (see Appendix A for Short Term Goal Template). The goals are set for a 2-3 month increments so as to allow for mid-course corrections and are assessed through early evidence of change and defined short term outcomes, as parallel to the Accelerated Improvement Plan (AIP) structure.  | **Early Evidence of Change*** School improvement efforts are focused and targeted with regard to short term goals as measured by memos, common planning agendas, professional practice /student learning goals and embedded professional development sessions and recorded in the School Review Visit Monitoring Tool (Part A). Data is compiled bi-weekly for Tier 3 (***High Priority)*** schools (Talbot, Kuss, Morton, Fonseca & Watson), monthly for Tier 2 (***Moderate Priority)*** schools (Durfee, Silvia, Letourneau, Tansey) and quarterly for Tier 1 (***Sustaining)*** schools (Spencer Borden, Doran, Greene, and Viveiros) along with our alternative schools (Stone, ACESE, and RPS). SRV Partners will provide feedback on all data collected with the School Review Visit Monitoring Tool to schools according to the tiered schedule described above, providing multiple entry points for mid-course corrections.
* Principals are routinely leading school walkthroughs and provided oral and written feedback that is focused on either the identified short term goals or Instructional Shifts at least 85% of the time. Data is compiled within School Review Visit Monitoring Tool (Part A).

**Short-term Outcomes*** All schools will have an increase of 10% of students demonstrating proficiency or above using the district benchmarks as identified in the Short Term Goal Template for the given 2-3 month time period.

**Final Outcomes*** Schools that showed no change (Morton, Watson, and Talbot) as measured by the annual Progress and Performance Index (PPI) less than 50 will improve to an annual PPI of 50 or above for SY 14.
* Schools that improved but below target (Kuss, & Fonseca) as measured by an annual PPI between 50 and 74 will accelerate their improvement to achieve an annual PPI of 75 or above in SY 13.
* Schools that scored above or on Target (Tansey, Letourneau, Spencer Borden, Silvia, Doran, Greene, Durfee, and Viveiros) as measured by an annual PPI of 75 or above will maintain a PPI of 75 or above.
 | The School Review Visit (SRV) process is the lever through which the district provides support, monitors progress, and holds all schools accountable for school improvement efforts. Therefore, the SRV process is dispersed throughout all objectives and corresponding initiatives and activities. |
| 1. ***Provide consistent learning environment across all classrooms through communication vehicles among and across district-level and school-level staff through a variety of networks and vertical teams including school based teacher teams.***

This initiative speaks to the need to ensure that all students receive high quality instruction across schools and grade levels. This goal will not be reached without establishing dense communications networks within schools, across schools, and across grade levels. In addition to grade level and content common planning which is common practice for all schools, each school is expected to form a minimum of three vertical content teams—Mathematics, Language and Literacy, and Social Emotional Learning (SEL). At least one member from each of these teams is expected to serve on the school’s Instructional Leadership Team. These teams are facilitated by the instructional coaches for Literacy and Math, and a Student Adjustment Counselor (SAC). These facilitators, in turn, participate in district networks of the three areas, Math, Literacy, and Social Emotional Learning (see Strategic Objective 3 for more detail on SEL). Networks meet bi-weekly and are facilitated by a member of the office of instruction.Both the district networks and instructional coaching networks are charged with the consistent implementation of the designated instructional priorities for SY 13. The academic priorities are focused on implementation of the Common Core State Standards:Literacy Across Content Areas* Increase the use of non-fiction texts to 50-50 at elementary and 80-20 at secondary,
* Reading and writing tasks must be grounded in evidence from text, and
* Students are regularly interacting with complex texts and its academic vocabulary.

Mathematics* Increased emphasis on *Deep Understanding* which enables students to see mathematics as a discipline of (a) connected concepts that are communicated using (b) a variety of representations, and (c) can be applied to authentic situations and problems to solve.
 | **Early Evidence of Change*** At least 85% of SRV walkthrough data indicates that teachers are implementing the instructional priorities as identified for Literacy and Math (see description in box on left). This data will be collected on each walkthrough and feedback will be given to school on a regular basis. This data will be recorded in the School Review Visit Monitoring Tool (Part B) and then presented as feedback to schools on a regular basis.

**Short-term Outcomes*** District benchmarks for ELA that assess non-fiction comprehension (e.g., Reading Street for elementary, Non-Fiction District Benchmark grades 2-10) will show an improvement of 10% in the percentage of students showing mastery of those passages over the course of a year. This improvement should occur for 100% of grade levels district-wide, 90% of schools, and then for 80% of teachers within a school.
* For SY 14, each math district benchmark will include one or more performance assessments that assess “Deep Understanding” in the form of open response or short answers. Progress will be determined by a 10% increase in performance on these items over the course of the academic year.

**Final Outcomes**This measure is more aligned with CPI by setting a goal of 75% correct by SY 17. So for Non-Fiction baseline was 60 (average of performance from SY 12) and goal is 80 by SY 17. For Math Short Answer and Open Response baseline was 54 and goal is 74. Subsequent Targets are:* ELA Non-Fiction 66 for SY 14.
* Math SA/OR is 62 for SY 14.
 | SRV Partners (see Strategic Objective 1, Initiative 1) are members of the Office of Instruction, which in turn lead district networks of instructional coaches/department heads and Student Adjustment Counselors. |
| **Strategic Objective 2: Ensure success for all students through high quality, rigorous teaching and learning leading to high academic achievement.** |  |
| **Strategic Initiatives** | **Early Evidence of Change, Short-term Outcomes, and Final Outcomes** | **Interdependencies** |
| 1. ***Improve quality and consistency of curriculum through the alignment to 2011 MA Curriculum Frameworks and the establishment of cycle of continuous curriculum review and refinement.***

The Common Core State Standards, and its subsequent MA adoption, provides a lens through which to examine the level of rigor in terms of college and career expectations of the district’s existing curricula. Issues of text complexity, evidenced and text based discussions, and the ownership of literacy across all content areas signals a significant shift in curriculum. In Mathematics, the emphasis on focus, coherence, and deep understanding support our earlier math curriculum initiatives. However, the movement of topics vertically across grade levels demands a shift and need for re-alignment. Curriculum alignment work began last year through two avenues: ad hoc district vertical teams (science, algebra and ELA 6-12) and instructional coaching networks (elementary math, elementary ELA). This work is in is in initial stages for Science and Social Studies.However, for math and ela, the work is more advanced and curriculum work this summer focused on breaking the maps from 6 week guiding chunks to 3 week guiding sections so that teachers can be more focused on mid-block (3 week) learning objectives and the use of formative assessment to determine which student are on track to proficiency on the end of unit district benchmark.  | **Early Evidence*** 95% of classroom observations indicate that classroom lessons are aligned with existing curriculum maps for all content areas--Math, ELA, Science, and Social Studies.

**Short Term Outcomes*** District benchmarks that assess Common Core Instructional Priorities for Math and Non-fiction show a 10% improvement in percentage of students scoring proficient*--(same short term outcomes as Strategic Objective 1, Strategic Initiative 2*).

**Final Outcomes*** MCAS scores meet CPI Growth Targets for Math, Literacy, and Science for all grade levels.
* 10% Increase in students scoring advanced in Math, ELA, and Science.

  | Teaming Networks (see Strategic Objective 1, Initiative 2) are responsible for ensuring effective implementation at both school and district levels. The district networks are also responsible for curricular alignment. |
| 1. ***Provide support for rigorous planning and delivery of consistent instructional expectations.***

Last summer the district embarked on a plan to revise our tiered model of instruction to better align with Massachusetts Tiered System of Support. The self-assessment indicated that we would not have the capacity to implement an effective tiered system without improving the consistency of tier I or core instruction. Hence, this initiative is written with goal that 100% of students receive effective core instruction on a daily basis. The standards by which we assess classroom effectiveness are integrally tied with the FRPS Educator Evaluation Tool. In particular, the tool provides rubrics by which to assess this effectiveness of core or tier I instruction according to the following standards:* **Standard I: Curriculum, Planning, and Assessment.** The teacher promotes the learning and growth of all students by providing high-quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an ongoing basis, and continuously refining learning objectives. This standard includes three indicators: (a) Curriculum and Planning, (b) Assessment, and (c) Analysis
* **Standard II: Teaching All Students**. The teacher promotes the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency. This standard includes four indicators: (a) Instruction, (b) Learning Environment, (c) Cultural Proficiency, and (d) Expectations.
 | **Early Evidence of Change** * Schools identify teachers not yet meeting Standard I (Curriculum, Planning, and Assessment) and Standard II (Teaching All Students) of the FRPS Teacher Evaluation Tool and prioritize support (e.g., more frequent feedback, professional development, coaching) to those teachers with the outcome of improved practice. The effectiveness of this support will be assessed through an improvement in practice for 90% of identified teaches according to the rubric defined in Standards I and II and monitored through the School Review Visit Monitoring Tool (Part C).

**Short Term Outcomes*** All District Benchmarks (K-12) show a 10% decrease in students scoring at the Warning Level. These Benchmarks are given regularly throughout the year and are compiled quarterly by the Office of Instruction and then are reported out at Principals’ Meetings and to the School Committee.

**Final Outcomes*** MCAS results show median Student Growth Percentiles (SGP) targets are met for Math and ELA across all grade levels.
* MCAS results show a 10% decline in students scoring in the Warning/Failing Category for Math, ELA, and Science.
 | Instructional Coaching Networks (see Strategic Objective 1, Initiative 2) are the school embedded supports for teachers to improve instruction. |
| 1. **Provide differentiated support to students based on identified academic needs**

Our data indicates that we are not meeting the academic needs of far too many of our students. The Massachusetts Tiered System of Support (MTSS) provides a framework to help us identify “cracks” in the instructional system. The first of these is the implementation of a rigorous viable curriculum to all students. Strategic Objective 2, Initiatives 1 and 2 are targeting that goal. Even with consistent effective core instruction, some students (approximately 15%) need supplemental or differentiated support. This strategic initiative aims to outline the structures that need to be in place to ensure that the needs of all students, even those in need of supplemental support, are met. The Massachusetts Tiered System of Support serves as the backdrop for this initiative. Given that we began the revision of our tiered system of support during the summer of 2012 much of the early evidence of change describes creating appropriate structures. This differs from other initiatives where structures exist. Hence, we recognize our tiered system of instruction across all schools is at the beginning stages. In addition, while we have worked to develop a continuum of services for our students with disabilities PreK-12, we recognize that services and placements need to be strengthened. To address the achievement gap for our students with disabilities, we will begin restructuring our K-12 placement settings to ensure that all students have access to viable curriculum and rigorous teaching and learning. | **Early Evidence of Change** * All Schools use data analysis to identify students in need of supplemental and/or more targeted instruction as presented as evidence by the school-based administrator (see Administrator Standards. 1.E.3, 1.B.3, & 1.C.2)
* Instructional Support Teams include instructional coaches and provide targeted feedback and action plans to teachers for students in need of Tier 2 support. The tier 2 plans indicate instructional activities, time and duration of intervention, and protocols for progress monitoring. Instructional Support Teams provide regular feedback and check in’s with teachers to ensure students are moving appropriately across Tiers.
* Curriculum Accommodation Teams are formed for students not successful with Tier 2 support and include a broader group of experts such as instructional coaches, school psychologists, and ELL and Sped staff. This team provides direction and planning for more intensive interventions that require more frequent progress monitoring and more frequent feedback to teachers implementing the intervention to ensure students are moving appropriately across tiers.
* Staff delivering tiered instruction and special education services are observed and provided with regular feedback on performance. Feedback and observations should identify an improvement in instruction, as collected through the SRV process. Such feedback will be monitored and commented on through SRV process.

**Short Term Outcomes** * All District Benchmarks (K-12) show a 10% decrease in students scoring at the Warning Level, in the aggregate and for all subgroups. These Benchmarks are given regularly throughout the year and are compiled quarterly by the Office of Instruction and then are reported out at Principals’ Meetings and to the School Committee.
* ELL benchmark data from Keystones and Avenues show a 10% increase in performance (baseline 2012).

**Final Outcomes*** All students and high needs subgroups meet annual PPI targets.
* ACCESS data shows a 15% increase in English Language Learner proficiency rates to obtaining English.
* Warning/Failing Categories of MCAS decreases by 10% for the aggregate and high needs subgroup.
* The number of referrals to Special Education for lack of Academic Achievement will decline by 5%
* Substaintally separate and Out of District placements will decrease by 5% and partial inclusion placements will increase by 5% for students with disabilities.
 | Instructional Coaching networks (see Strategic Objective 1, Initiative 2) participate on Instructional Support Teams to support creation of Tier 2 plans. |
| **Strategic Objective 3: Ensure success for all students through the development of students’ social and emotional wellness.** |  |
| **Strategic Initiatives** | **Early Evidence of Change, Short-term Outcomes, and Final Outcomes** | **Interdependencies** |
| 1. ***Create postive school and classroom climate.***

The purpose of this Strategic Objective is to improve the social emotional learning (SEL) skills of our students so that students develop the habits of mind and skills that will allow them to be successful academically. We utilize the MA DESE SEL Guidelines on Social Emotional Learning, to define those skills as: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision Making. As stated in our Wraparound Zone (WAZ) Plan (supported through RTTT funds), we take a multifacted approach to providing the necessary learning conditions and experiences that will maximize the development of social emotional skills. The FRPS WAZ plan is built upon three legs: Positive School and Classroom Climate (Initiative 1 of Strategic Objective 3), and Connections between Home and School (Initiative 2 of Strategic Objective 3), and Positive Youth Development Activitiea (Initiative 3 of Strategic Objective 4).We view these three focus areas as three contexts in which we must maximize students development of social emotional skills. That is, although the settings differ, the outcomes are the same. Therefore, the Long Term Outcomes in each of these first three initiatives of this objective are intentionally the same, and focus on student behavior and SEL Data.For this initiative, *Positive School and Classroom Climate,* we have begun training schools in pro-active classroom management programs. Responsive Classroom is being utilized on the elementary level, where four schools have been trained and a train the trainer model is being planned for remaining district schools. All elementary schools have received comprehensive training in Playworks which assists schools in desiging recess to promote safe, meaningful play, teach conflict resolution, and develop positive play skills during recess time. The middle schools have received training in the Gudided Discipline methodology. Guided Discipline addresses the formation of positive school wide discipline procedures, positive behavior interventions and supports, and positvie, collaborative classroom management. All four middle schools have received Guided Discipline training. Durfee High School is currently in a self-assessment year regarding climate and culture inititative. They are reviewing several programs including Gudied Discipline to assess which would best meet their needs, but have instituted a freshman advisory program. Durfee High School, thorugh the NEASC accrediation process is preparing to launch an advisory proram for a ll students beginning in the 2013-2014 SY.Stone Therepeautic and Resiliency Preparatory School both have undertaken improving climate and culture specific to the unique needs of their populations either through staffing behavior or counseling specialists, embedding unique programming options that tailor to student needs, or creating activities that enhance school identity. | **Early Evidence of Change*** Observations indicate an improvement in the climate of classroom as measured against the Standard II, *Teaching All Students:* The teacher promotes the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency. This indicator will be compiled at the school level through observation protocols, and formative and summative evaluations with a goal of 80% proficiency or above. Results will be included in SRV reports to schools for feedback.

**Short Term Outcomes*** Survey data from staff and students indicates a 5-10% improvement in climate and culture as measured by the Conditions for Learning Survey by American Institute for Research.

**Long Term Outcomes*** Out of school suspensions rates decline from 30 to 25 for high school, 25 to 20 for middle, and 7.6 to 5 for elementary grades 4 and 5) for the 2014 school year.
* Percent of students chronically absent (18 or more days) will decline from 45.4 to 40 at the high school level, 29 to 24 at the middle school level, and 22 to 17 at the elementary level.
* Students show a 5% improvement in SEL Skills, as measured by Developmental Studies Center Child Development Project Scales.
* The number of referrals to SPED for Emotional and Behavioral Disabilities decline by 5%.
* Dropout rate reaches PPI targets for all students and high needs subgroups and cohort graduation rates increase.
 | Initiatives 1-3 of the this Strategic Objective are three different contexts that aim at the same final outcome. Furthermore, this Strategic Objective aims to provide students with social emotional skills they need to be ready to learn. Therefore, the achievement data outlined in the outcomes for Strategic Objectives 1 and 2 are intertwined with this Objective. Furthermore, there is an understanding that the delivery of instruction identified in Strategic Objective 2 must occur within the context of supporting students development of social emotional skills. |
| 1. ***Empower parents through enhanced home school connections***

The Fall River Public Schools recognizes the important role parents play in their child’s academic success and strives to increase parental involvement in schools. Parent engagement is focused along three facets: school-wide planning and collaboration (e.g., school council), collaborative problem solving that parents and school-based staff need to engage in to ensure all children are successful, and offerings that support parental empowerment such as ESL classes, or job training.  | **Early Evidence of Change:** * Schools increase their parental involvement activities along the three dimensions and according to the needs of their population. This data is aligned with Standard III (Family and Community Engagement) of the administrator evaluation rubric. Therefore, we will leverage this instrument to help monitor the parental outreach at each school.

**Short term Outcomes:** * Formative and Summative Outcomes show at least 85% of staff demonstrate proficiency on Teaching Standard III, Family and Community Engagement: The teacher promotes the learning and growth of all students through effective partnerships with families, caregivers, community members, and organizations.
* A (5-10%) increase in family involvement as measured on a family engagement survey. Families articulate that they feel a connection to their school community and view schools as their partners and allies.

**Long Term Outcomes:** * Out of school suspensions rates decline from 30 to 25 for high school, 25 to 20 for middle, and 7.6 to 5 for elementary grades 4 and 5) for the 2014 school year..
* Percent of students chronically absent (18 or more days) will decline from 45.4 to 40 at the high school level, 29 to 24 at the middle school level, and 22 to 17 at the elementary level.
* Students show a 5% improvement in SEL Skills, as measured by Developmental Studies Center Child Development Project Scales.
* The number of referrals to SPED for Emotional and Behavioral Disabilities decline by 5%.
* Dropout rate reaches PPI targets for all students and high needs subgroups and cohort graduation rates increase.
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| 1. ***Develop and enhance positive youth development opportunities.***

Positive Youth Development (PYD) activities is crucial to child and adolescent development. Sports, the arts, academic clubs, and civic engagement opportunities are positive youth development opportunities in areas such as sports, health and fitness activities, the arts, leadership opprotunities and civic engagement activities will afford students a greater opprotunity to connect and identify with their school and the larger community as they develop individual social competencies. As of now the district offers many PYD opportunities but they are not necessarily equitable across schools nor is participation monitored. Elementary and Middle schools participating in the WAZ plan will begin to pilot Positive Youth Development Plans, which will track the number of students engaged in such activities while at the same time identifying students who would benefit from such participation. The goal will be to expand the PYD plans to the remaining schools in the district in SY 15.  | **Early Evidence of Change:** * Elementary and Middle Wraparound Zone Schools (Viveiros, Kuss, Doran, Talbot, and Fonseca) will pilot Individual Positive Youth Development Plans in SY 14. The goal for SY 14 is that a minimum of 40% of students will participate in or belong to a Positive Youth Development Group on a regular basis, with a goal of 10% increase each school year.
* Remaining schools will increase the number of Positive Youth Development offerings by at least one. The district Wrararound Zone Coordinator will compile this data bi-annually.

**Short Term Outcomes:** * Students on PYD Plans show a 10% improvement in SEL Skills, as measured by Developmental Studies Center Child Development Project Scales.

**Long Term Outcomes:*** Out of school suspensions rates decline from 30 to 25 for high school, 25 to 20 for middle, and 7.6 to 5 for elementary grades 4 and 5) for the 2014 school year.
* Percent of students chronically absent (18 or more days) will decline from 45.4 to 40 at the high school level, 29 to 24 at the middle school level, and 22 to 17 at the elementary level.
* Students show a 5% improvement in SEL Skills, as measured by Developmental Studies Center Child Development Project Scales.
* The number of referrals to SPED for Emotional and Behavioral Disabilities decline by 5%.
* Dropout rate reaches PPI targets for all students and high needs subgroups and cohort graduation rates increase.
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| 1. ***Provide differentiated support to students based on identified social emotional needs.***

The above wraparound zone initiatives (positive youth development, positive school and classroom climate, and home-school connections) represent core or tier 1 learning conditions in *non-academic* areas of focus. We understand that even with a sound core experience a small percent of students will still need tier 2 and tier 3 supports for the development of social emotional skills. Similar to the tiered model of (academic) instruction outlined in Strategic Objective 2, Initiative 3, the district embarked on redesigning a tiered model for non-academic needs based on the MTSS framework during the summer of 2012. The tenets of data driven decision making, referrel to Instructional Support Teams, and progress monitoring written for the academic model of instruction applies to then non-academic needs as well. | **Early Evidence of Change** * All Schools use data analysis to identify students in need of supplemental and/or more targeted support for behaviour and social emotional development.
* Instructional Support Teams include Student Adjustment Counselors and other SEL team members and provide targeted feedback and action plans to teachers for students in need of Tier 2 support. The tier 2 plans indicate instructional activities, time and duration of intervention, and protocols for progress monitoring. Instructional Support Teams provide regular feedback and check in’s with teachers to ensure students are moving appropriately across Tiers.
* Curriculum Accommodation Teams are formed for students not successful with Tier 2 support and include a broader group of experts such as instructional coaches, school psychologists, and ELL and Sped staff. This team provides direction and planning for more intensive interventions that require more frequent progress monitoring and more frequent feedback to teachers implementing the intervention to ensure students are moving appropriately across tiers.
* Staff delivering tiered instruction are observed and provided with regular feedback on performance. Feedback and observations should identify an improvement in instruction.

**Short Term Outcomes*** Students on tier 2 and tier 3 plans show an improvement in SEL skills as measured by selected instruments such as Developmental Studies Center Scales.
* Students on tier 2 and tier 3 plans show an increase in pro-social behaviour as measured by a 5% decrease in office referrals, suspensions, and individual student absenteeism, measured at least quarterly.

**Final Outcomes*** Students’ social emotional learning needs are being met within the tiered model of behaviour and therefore, the number of referrals to Special Education for emotional and behavioural disabilities concerns declines by 5%.
* Substaintally separate and Out of District placements will decrease by 5% and partial inclusion placements will increase by 5% for students with behavioral and emotional disabilities.
* Student on tier 2 and 3 non-academic support plans show an increase in academic performance as measured by an SGP greater than 51 in grades 4-8, 10 in Math and ELA or 5-10% increase in end of year summative assessments in ELA or Math for grades K-3, 9, and 11-12.
* Dropout rate reaches PPI targets for all students and high needs subgroups and cohort graduation rates increase.
 | This initiative mirros the academic initiative for differentiated instruction outline in Strategic Objective 2, Intiative 3. Both were based on the MTSS framework. Implementation is dependent upon effective teaming at the school level (see Strategic Objective 1, Intiative 2). |
| **Strategic Objective 4: Improve quality of all educators (educator quality)** |  |
| **Strategic Initiatives** | **Early Evidence of Change, Short-term Outcomes, and Final Outcomes** | **Interdependencies** |
| 1. ***Develop and implement effective educator evaluation tools and protocols to provide consistent feedback and support to all educators***

The collaborative spirit with which the FRPS administration and the FREA engaged in to create the FRPS Educator Evaluation Tool resulted in the recognition by a broad range of stakeholders that through the implementation of a comprehensive evaluation and educator support system, the district is creating a tool for assessing teaching and leadership practice and for providing transformative and actionable feedback resulting in improved teacher practice, school/district leadership and ultimately, student outcomes. The evaluation system provides an assessment of an educator’s ability to demonstrate effective instruction including the use of research based best practice, and assessment of student learning through analysis of formative, interim and benchmark assessments to inform instructional change. The evaluation system will also include consideration of the supports that can be provided to educators to build teaching and leading capacityWith that goal in mind, principals have been asked to place teacher need levels into one of three tiered categories: low support, moderate support, and intense support. These tiers correlate with the summative evaluation of staff that places staff on two year self-directed plan, one year self-directed plan, directed plan, or improving plan, but still allowing principal discretion for contexts of individual buildings and staff.The goal of this initiative is to ensure that all educators are provided with effective and consistent feedback that promotes instructional improvement. Hence, early evidence of change indicators will assess the degree to which the differentiated feedback needs of staff members are being met.The focus of this overarching strategic objective and this initiative in particular is to improve educator quality so that we have an effective educator in 100% of the classrooms district wide. The student performance targets outlined in strategic objectives 1-3 will not occur without an effective educator in 100% of the classrooms district wide. Therefore, our short term outcomes and final outcomes are measured at the teacher level rather than student performance level.However, the lack of correlation between teacher rating and performance begets the need to improve the consistency of teacher evaluation. Therefore, just examining the % of teachers proficient at a building will not be useful unless we as a district are able to assess the quality and consistency of those ratings. If the district can accomplish this, then the educator evaluation tool can be used as a lever for improved teaching and learning. Therefore, at the district level, we will leverage the administrator (principal) evaluation tool to improved administrator capacity to meet Standard I.D: Evaluation so that educator evaluation ratings improve the quality of instruction. | **Early Evidence of Change*** Effective feedback as measured against the criteria for ***actionable*** (feedback is concrete enough to affirm effective practice and to provide targeted practice priorities for improvement so that reflects a growth mind-set), ***focused*** (feedback is high leverage to target either school and district wide priorities and/or connected with teachers’ professional growth and student learning goals), ***developmental*** (the extent to which the feedback builds on previous feedback along a continuum of improvement), and ***timely*** (feedback is provided to staff within 24 hours of an observation and the quantity of feedback is differentiated according to the need levels of teachers). This data will be collected during the SRV process and captured with the School Review Visit Monitoring Tool (Section D). SRV partners are expected to use the data to provide regular feedback to school-based administrators with the goal that 95% of written feedback is rated effective by end of year.

**Short Term Outcomes*** Formative Evaluation Reports rate administrators overall as (a) Unsatisfactory, (b) Needs Improvement, (c) Proficient, and (d) Exemplary. Expectations are that with effective feedback and support from SRV partners and senior staff, 90% of school based administrators will be rated as proficient in Standard I.D: Evaluation.

**Final Outcomes*** Mirroring the formative evaluation process, Summative Evaluations of Overall Performance are also rated (a) Unsatisfactory, (b) Needs Improvement, (c) Proficient, and (d) Exemplary. Expectations are that with effective feedback (and PD systems described in following initiatives), all schools will have 85% or more summative evaluations meet the Proficient or Exemplary Status, 10% fall under Needs Improvement, and 5% fall under Unsatisfactory. This data will be compiled at the school level in SRV report outs to schools. (Note: This data will be interpreted through the context of the school-based administrators rating on Standard I.D: Evaluation).
* Summative Evaluation Reports rate administrators overall as (a) Unsatisfactory, (b) Needs Improvement, (c) Proficient, and (d) Exemplary. Expectations are that with effective feedback and support from SRV partners and senior staff, 95% of school based administrators will be rated as proficient in Standard I.D: Evaluation.
 | This Strategic Objective as a whole is the central to district-wide improvement. That is, the outcomes identified in Strategic Objectives 1-3 are dependent upon the improvement of educator quality. Therefore, the outcomes of this objective are written in terms of the individual teacher but with the understanding that the student performance indicators delineated in above Strategic Objectives will improve as the quality of educator improves. |
| 1. ***Develop a PD system to address the differentiated needs of educators across a career ladder (novice to a master).***

This initiative aims to create a professional development system that is responsive to both district priorities and differentiated needs of educators. Up to this point, much of the professional development opportunities have been driven by district-wide curricular initiatives (e.g., Reading Street Implementation, Responsive Classroom, etc.). Although these professional development supports are necessary, they do not necessarily offer opportunities to create experts in a content area of teachers on the verge of becoming master teachers or provide the pedagogical training necessary for most novice teachers. The FRPS Educator Evaluation Tool provides a framework upon which we can build a Professional Development system that is responsive to both district and individual educator needs. The Educator Evaluation Tool provides a framework for identifying novice to master teachers according to the level of plan a teacher is put on: 2-Yr. Self-Directed, 1-Yr. Self-Directed, Directed, Improvement, or Developing. The Teaching Standards and accompanying rubrics designate levels of competence along the following: Curriculum, Planning and Assessment, Teaching All Students, Family and Community Engagement, and Professional Culture. Consequently, we aim to align our existing professional development options to the above two dimensions—plan level, and teaching standards—so that educators and staff can identify activities/strategies with appropriate professional development.In order to ensure that our system is responsive to all individuals, we plan to conduct semi-annual audits of professional growth goals and ratings on teaching standards and accompanying indicators. The results of this analysis will help identify which professional development is supportive of growth, and which goals and needs must be addressed and/or refined.Similar to the above initiative short term and long term outcomes are assessed at the teacher level with the understanding that improved and more targeted professional development will support improved educator quality which will in turn support improved student performance outlined in Strategic Objectives 1-3.  | **Early Evidence of Change*** 95-100% of Action/Strategies identified in individual Educator Plans support the professional growth and student learning goals stated in the plans, as monitored against the educator evaluation tool (I.D.1: Educator Goals).
* District and School based PD offerings are modified based on a semi-annual audit of professional practice goals and quantitative analysis of teacher rubric indicators.

**Short Term Outcomes*** Formative Evaluation Reports rate teachers in each of the 4 Teaching Standards as (a) Unsatisfactory, (b) Needs Improvement, (c) Proficient, and (d) Exemplary. Expectations are that with effective feedback and PD systems, all schools will have 75% or more formative evaluations meet the Proficient or Exemplary Status, 20% fall under Needs Improvement, and 5% fall under Unsatisfactory in all 4 Teaching Standards. This data will be compiled at the school level in SRV report outs to schools.

**Final Outcomes*** Mirroring the formative evaluation process, Summative Evaluations of the 4 Teaching Standards are also rated (a) Unsatisfactory, (b) Needs Improvement, (c) Proficient, and (d) Exemplary. Expectations are that with effective feedback and PD systems, all schools will have 85% or more summative evaluations meet the Proficient or Exemplary Status, 10% fall under Needs Improvement, and 5% fall under Unsatisfactory in all 4 Teaching Standards. This data will be compiled at the school level in SRV reports to schools. (Note: This data will be interpreted through the context of the school-based administrators rating on Standard I.D: Evaluation).
* Summative Evaluation Reports rate administrators overall as (a) Unsatisfactory, (b) Needs Improvement, (c) Proficient, and (d) Exemplary. Expectations are that with effective feedback and support from SRV partners and senior staff, 95% of school based administrators will be rated as proficient in Standard I.D: Evaluation.
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| 1. ***Improve retention of effective educators to ensure increased stability and high quality teaching.***

The Fall River Public Schools Recovery Plan, as written in 2009, addressed significant deficiencies in human resource management. The Plan called for the recruitment and selection of an Executive Director of Human Resources to establish a recruitment plan to create a pool of highly qualified candidates, and implement effective hiring practices. There is now a clear protocol that all principals and directors need to follow as they go through the process of recruiting and hiring new staff. Additionally, the Recovery Plan called for the development of districts systems in order to support building administrators. Overall, as indicated in the district's most recent progress report, the monitor noted, "human resource systems have been put in place that are designed to support and guide the system in developing and retaining a high quality staff. It is critical that the recruitment protocols are used with fidelity."Although the district has launched a comprehensive system designed to guide the district in developing and retaining an effective educator workforce, the district seeks to further refine the system to focus on retaining effective educators. Although the teacher turnover rate has declined in recent years, the effect of losing effective educators serves to only slow momentum on the district's agenda of accelerated student progress.The research on teacher retention highlights four areas where districts’ can focus in order to improve (a) supportive and safe learning environments, (b) professional development opportunities that re-energize staff, (c) high quality mentor and induction programming for novice teachers, and if (d) differentiated roles that give teachers expanded authority for work outside the classroom. This last strategy may influence the retention of teachers in at least two ways. First, those who are less experienced may perceive the roles as a promising, future opportunity and thus decide to remain in schools and the profession. Second, teachers who hold the roles may experience heightened job satisfaction and increased retention. The former two areas are addressed in Strategic Objective 3, Initiative 1 (positive school and classroom climate), and Initiative 2 of this Strategic Objective (developing a PD system responsive to educator needs). This initiative then delineates a path to address the latter two.  | **Early Evidence of Change*** Observation data indicates that novice educators implementing effective instructional practices as directed by feedback from mentors and administrators (as compiled Mentor Coordinator).
* Effective educators self-select district and school based opportunities for teacher and administrative leadership (as measured by composition of school-based and district-based ad hoc teams).

**Short Term Outcomes*** Mid-cycle or formative evaluation reports of novice teachers indicate 85% of novice teachers are moving towards proficiency.

**Final Outcomes*** At the district level, 90% of summative evaluations of novice staff are proficient by the end of their third year of teaching. (Note: This data will be interpreted through the context of the school-based administrators rating on Standard I.D: Evaluation).
* At the district level, the retention rate of effective educators (those whose are evaluated as proficient or exemplary) reaches 85%, measured annually with baseline from SY 13.
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**Section 3: District Strategy Sheet**

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| 1. **District Strategic Objective 1: District systems developed and or strengthened during Recovery support effective school-based implementation of School Improvement Plans through enhanced leadership capacity and administrator quality.**
 | **B. Overall Lead (Objective):** Meg Mayo-Brown, Superintendent |
| **C. Initiative Number and Description: SO1.1*****Provide differentiated support to schools through continuation of School Review Visits from Office of Instruction.***Currently, the achievement levels and needs of each of the district’s 16 schools are vast. The purpose of the School Review Visits is to provide differentiated support to schools based on their need level. This support is accomplished through assigning a member of the Office of Instruction to schools as a School Review Visit (SRV) Partner, matching the need of the school with the expertise of the OOI Staff. In addition, schools in greater need are visited more frequently. The SRV Partner works closely with the Principal and the Instructional Leadership Team on school improvement efforts. This work begins with a “Data Think Tank” session conducted collaboratively with Office of Instruction and a school’s leadership team to conduct a root cause analysis of the previous year’s performance data. That process leads to identifying high leverage short term goals, which then become the focus of the School Review Visits. The goals are set for a 2-3 month increments so as to allow for mid-course corrections and are assessed through early evidence of change and defined short term outcomes, as parallel to the Accelerated Improvement Plan (AIP) structure.  | **D. Short term and Final Outcomes from the Initiative:** **Short-term Outcomes*** All schools will have an increase of 10% of students demonstrating proficiency or above using the district benchmarks as identified in the Short Term Goal Template for the given 2-3 month time period.

**Final Outcomes*** Schools that showed no change (Morton, Watson, and Talbot) as measured by the annual Progress and Performance Index (PPI) less than 50 will improve to an annual PPI of 50 or above for SY 14.
* Schools that improved but below target (Kuss, & Fonseca) as measured by an annual PPI between 50 and 74 will accelerate their improvement to achieve an annual PPI of 75 or above in SY 13.
* Schools that scored above or on Target (Tansey, Letourneau, Spencer Borden, Silvia, Doran, Greene, Durfee, and Viveiros) as measured by an annual PPI of 75 or above will maintain a PPI of 75 or above.
 | **E. Overall Lead (Initiative):**Fran Roy, Chief Academic Officer |

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| **F. Which recommendations from the District Review or other evidence does this initiative address?**The primary goal of this initiative is to build capacity of and provide support to the instructional leaders of individual schools. This goal, although connecting with many other goals embedded in the Fall River Public School Recovery Plan, directly addresses Strategy 2 of the Human Resource Management Section: Identify and address the needs of building level administrators with input from a representative committee. |
| **G. What are the key indicators for this initiative to show early evidence of change?** **Early Evidence of Change*** School improvement efforts are focused and targeted with regard to short term goals as measured by memos, common planning agendas, professional practice /student learning goals and embedded professional development sessions and recorded in the School Review Visit Monitoring Tool (Part A). Data is compiled bi-weekly for Tier 3 schools (Henry Lord, Tansey, Letourneau, Morton, & Watson), monthly for Tier 2 schools (Durfee, Spencer Borden, Fonseca, Talbot, Doran, RPS, & Stone) and quarterly for Tier 1 schools (Kuss, Viveiros, Greene, & Silvia). SRV Partners will provide feedback on all data collected with the School Review Visit Monitoring Tool to schools according to the tiered schedule described above, providing multiple entry points for mid-course corrections.
* Principals are routinely leading school walkthroughs and provided oral and written feedback that is focused on the identified short term goals at least 80% of the time. Data is compiled within School Review Visit Monitoring Tool (Part A).
 | **H. By when?** **September 2013** |

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| Quarter | I. Activities to Achieve the Outcomes for the Initiative | J. Who will Lead? | K. When will it Start? | L. When will it be Complete? | M. What Resources are Needed? |
| August 2013 | Data Think Tanks sessions are conducted to identify root causes. SRV Partners and School-Based ILT develop short term goals for Quarter 1.  | Fran Roy | August 2013 | September 2013 | n/a |
| September 2013 | Cycle I Begins: SRV Partners meet regularly with School ILT to assess progress toward short term goals. Office of Instruction (OOI) Team meets weekly to discuss progress of schools, and develop protocols as necessary | Fran Roy | September 2013 | October 2013 | n/a |
| October 2013 | OOI Team triangulates district data with short term goal progress, and reports out to Superintendent and school based staff. | Fran Roy | October 2013 | October 2013 | n/a |
| November2013 | SRV Partners work with school based ILT to implement midcourse corrections and set short term goals for November-January. | Fran Roy | November 2013 | November 2013 | n/a |
| December 2013 | Cycle II Begins: SRV Partners meet regularly with School ILT to assess progress toward short term goals. Office of Instruction (OOI) Team meets weekly to discuss progress of schools, and develop protocols as necessary | Fran Roy | December 2013 | January 2014 | n/a |
| January 2014 | OOI Team triangulates district data with short term goal progress, and reports out to Superintendent and school based staff. | Fran Roy | January 2014 | January 2014 | n/a |
| February 2014 | SRV Partners work with school based ILT to implement midcourse corrections and set short term goals for February, March, and April. | Fran Roy | February 2014 | April 2014 | n/a |
| March 2014 | Cycle III Begins: SRV Partners meet regularly with School ILT to assess progress toward short term goals. Office of Instruction (OOI) Team meets weekly to discuss progress of schools, and develop protocols as necessary. | Fran Roy | March 2014 | May 2014 | n/a |
| May 2014 | OOI Team triangulates district data with short term goal progress, and reports out to Superintendent and school based staff. | Fran Roy | June 2014 | June 2014 | n/a |
| June 2014 | SRV Partners support School Improvement Planning for SY 14 through analysis of SRV reports, MCAS preliminary data, and other sources. | Fran Roy | June 2014 | August 2014 | n/a |

**Quarterly Progress Rating (QPR) of the Strategic Initiative**

**Key: P = Process, O = Outcome**

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|  | **September 2012** | **December 2012** | **January 2012** | **March** **2013** | **June** **2013** | **August** **2013** |
| **P** |  |  |  |  |  |  |
| **O** |  |  |  |  |  |  |

It is critical to provide a separate rating for the process of implementation (activities) and outcomes (early evidence of change as well as short-term outcomes and final outcomes).

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| 1. **District Strategic Objective 1: District systems developed and or strengthened during Recovery support effective school-based implementation of School Improvement Plans through enhanced leadership capacity and administrator quality.**
 | 1. **Overall Lead (Objective):**

Meg Mayo-Brown, Superintendent |
| 1. **Initiative Number and Description: SO1.2**

***Provide consistent learning environment across all classrooms through communication vehicles among and across district-level and school-level staff through a variety of networks and vertical teams including school based teacher teams.***This initiative speaks to the need to ensure that all students receive high quality instruction across schools and grade levels. This goal will not be reached without establishing dense communications networks within schools, across schools, and across grade levels. In addition to grade level and content common planning which is common practice for all schools, each school is expected to form a minimum of three vertical content teams—Mathematics, Language and Literacy, and Social Emotional Learning (SEL). At least one member from each of these teams is expected to serve on the school’s Instructional Leadership Team. These teams are facilitated by the instructional coaches for Literacy and Math, and a Student Adjustment Counselor (SAC). These facilitators, in turn, participate in district networks of the three areas, Math, Literacy, and Social Emotional Learning (see Strategic Objective 3 for more detail on SEL). Networks meet bi-weekly and are facilitated by a member of the office of instruction.Both the district networks and instructional coaching networks are charged with the consistent implementation of the designated instructional priorities for SY 13. The academic priorities are focused on implementation of the Common Core State Standards:**Literacy Across Content Areas*** Increase the use of non-fiction texts to 50-50 at elementary and 80-20 at secondary,
* Reading and writing tasks must be grounded in evidence from text, and
* Students are regularly interacting with complex texts and its academic vocabulary.

**Mathematics*** Increased emphasis on *Deep Understanding* which enables students to see mathematics as a discipline of (a) connected concepts that are communicated using (b) a variety of representations, and (c) can be applied to authentic situations and problems to solve.
 | 1. **Short term and Final Outcomes from the Initiative:**

**Short-term Outcomes*** District benchmarks for ELA that assess non-fiction comprehension (e.g., Reading Street for elementary, Non-Fiction District Benchmark grades 2-10) will show an improvement of 10% in the percentage of students showing mastery of those passages over the course of a year. This improvement should occur for 100% of grade levels district-wide, 90% of schools, and then for 80% of teachers within a school.
* For SY 14, each math district benchmark will include one or more performance assessments that assess “Deep Understanding” in the form of open response or short answers. Progress will be determined by a 10% increase in performance on these items over the course of the academic year.

**Final Outcomes**This measure is more aligned with CPI by setting a goal of 75% correct by SY 17. So for Non-Fiction baseline was 60 (average of performance from SY 12) and goal is 80 by SY 17. For Math Short Answer and Open Response baseline was 54 and goal is 74. Subsequent Targets are:* ELA Non-Fiction 66 for SY 14.
* Math SA/OR is 62 for SY 14.
 | **E. Overall Lead (Initiative):**Fran Roy, Chief Academic Officer |

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| **F. Which recommendations from the District Review or other evidence does this initiative address?**This initiative speaks to the need to ensure consistency across the district in terms of improvement efforts and goal setting. This goal is delineated in the Teaching and Learning section of the FRPS Recovery Plan, Strategy 1: Through a collaborative strategic planning process, develop a 5 year strategic plan (September 2010- August 2015), a 3 year District Improvement Plan (Sept 2011- August 2013) and yearly School Improvement Plans that are strategically aligned. |
| **G. What are the key indicators for this initiative to show early evidence of change?** **Early Evidence of Change*** At least 85% of SRV walkthrough data indicates that teachers are implementing the instructional priorities as identified for Literacy and Math (see description in box on left). This data will be collected on each walkthrough and feedback will be given to school on a regular basis. This data will be recorded in the School Review Visit Monitoring Tool (Part B) and then presented as feedback to schools on a regular basis.
 | **H. By when?**October 2013 |

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| Quarter | I. Activities to Achieve the Outcomes for the Initiative | J. Who will Lead? | K. When will it Start? | L. When will it be Complete? | M. What Resources are Needed? |
| August 2013 | Principal Institute and Educator’s Conference set the instructional priorities for the school year.  | Superintendent and Chief Academic Officer | August 2013 | August 2013 | n/a |
| August 2013 | School-Based Vertical Teams analyse preliminary MCAS data to identify SMART Goals and refine School Improvement Plans.  | Principals and assigned SRV Partner | August 2013 | August 2013 | Stipends |
| September 2013 | Networks of instructional coaches and SACs meet biweekly for facilitation, professional development, and curriculum work. | OOI staffMath-CAOLiteracy-Dir. Of PDSAC’s-WAZ Coordinator | September 2013 | June 2013 | n/a |
| September 2013 | School-based Teams for Math, Language and Literacy, and SEL begin school-based monitoring of short term implementation goals, identified PD needs, and other school-based needs. | Team Facilitators | October 2012 | May 2012 | Stipends (anticipated for 15 staff members per school for 40 hours of work at $30 per hour for a total of 288,000). |
| October 2013 | District Teams will collect data on early evidence of change and interim benchmark data as measured against short term outcomes. Reports will occur bi-monthly dependent upon administration of benchmark data. | Office of Instruction Members and Team Facilitators | October 2013 | May 2013 | Stipends (see above) |
| June 2014 | School-based Teams for Math, Language and Literacy, and SEL provide input to School Improvement Plans for SY 2014. | Team Facilitators | June 2014 | August 2014 | Stipends (see above) |
| June 2014 | District Teams will collect data on final outcomes and report out to Superintendent. | Team Facilitators | June 2014 | August 2014 | Stipends (see above) |

**Quarterly Progress Rating (QPR) of the Strategic Initiative**

**Key: P = Process, O = Outcome**

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|  | **August 2012** | **September 2012** | **October 2012** | **December 2012** | **June 2013** | **August 2013** |
| **P** |  |  |  |  |  |  |
| **O** |  |  |  |  |  |  |

It is critical to provide a separate rating for the process of implementation (activities) and outcomes (early evidence of change as well as short-term outcomes and final outcomes).

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| **A. District Strategic Objective 2: Ensure success for all students through high quality, rigorous teaching and learning leading to high academic achievement.** | **B. Overall Lead (Objective):** Fran Roy, Chief Academic Officer |
| **C. Initiative Number and Description: SO2.1*****Improve quality and consistency of curriculum through the alignment to 2011 MA Curriculum Frameworks and the establishment of cycle of continuous curriculum review and refinement***The Common Core State Standards, and its subsequent MA adoption, provides a lens through which to examine the level of rigor in terms of college and career expectations of the district’s existing curricula. Issues of text complexity, evidenced and text based discussions, and the ownership of literacy across all content areas signals a significant shift in curriculum. In Mathematics, the emphasis on focus, coherence, and deep understanding support our earlier math curriculum initiatives. However, the movement of topics vertically across grade levels demands a shift and need for re-alignment. Curriculum alignment work began last year through two avenues: ad hoc district vertical teams (science, algebra and ELA 6-12) and instructional coaching networks (elementary math, elementary ELA). This work is in is in initial stages for Science and Social Studies.However, for math and ela, the work is more advanced and curriculum work this summer focused on breaking the maps from 6 week guiding chunks to 3 week guiding sections so that teachers can be more focused on mid-block (3 week) learning objectives and the use of formative assessment to determine which student are on track to proficiency on the end of unit district benchmark. | **D. Short term and Final Outcomes from the Initiative:** **Short Term Outcomes*** District benchmarks that assess Common Core Instructional Priorities for Math and Non-fiction show a 10% improvement in percentage of students scoring proficient*--(same short term outcomes as Strategic Objective 1, Strategic Initiative 2*).

**Final Outcomes*** MCAS scores meet CPI Growth Targets for Math, Literacy, and Science for all grade levels.
* 10% Increase in students scoring advanced in Math, ELA, and Science.
 | **E. Overall Lead (Initiative):**Pam Pacheco, Director of Professional Development |

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| **F. Which recommendations from the District Review or other evidence does this initiative address?**This initiative is a continuation of the work begun under the Teaching and Learning section of the Recovery Plan, Strategy 6: Develop a guaranteed viable curriculum that is aligned with the MA DESE Curriculum Frameworks to be completed by August 2010. |
| **G. What are the key indicators for this initiative to show early evidence of change?** **Early Evidence*** 95% of classroom observations indicate that classroom lessons are aligned with existing curriculum maps for all content areas--Math, ELA, Science, and Social Studies.
 | **H. By when?** **December 2013** |

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| Quarter | I. Activities to Achieve the Outcomes for the Initiative | J. Who will Lead? | K. When will it Start? | L. When will it be Complete? | M. What Resources are Needed? |
| August 2013 | Revisions to unit for math and ela are complete, including smaller blocks (approximately 3 weeks) and embedded formative assessments. Further revisions will occur during the year.  | Pam PachecoFran Roy | June 2013 | June 2014 | n/a |
| August 2013 | Grade 4-5 Social Studies, Grade 4-5 Science, and Grade 8 Science begin revisions.  | Fran RoyKelly Cooney | August 2013 | June 2014 | Discover Ed Techbooks; PLTW Science materials |
| September 2013 | District Kick of Session on Common Core for Year 2 Implementation: Instructional Shifts at a Deeper Level | Meg Mayo-Brown and Fran Roy | September 3, 2013 | September 3, 2013 | n/a |
| October 2013 | District begins roll-out of revised science and social studies units | Fran RoyKelly Cooney | October 2013 | May 2014 | n/a |
| September 2013 | Literacy and Math coaches provide embedded PD for teachers on revised maps as necessary | Pam PachecoFran Roy | September 2013 | May 2014 | n/a |

**Quarterly Progress Rating (QPR) of the Strategic Initiative**

**Key: P = Process, O = Outcome**

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|  | **July 2012** | **August 2012** | **September 2012** | **October 2012** | **December 2012** | **Jan 2013** | **March 2013** | **June 2013** |
| **P** |  |  |  |  |  |  |  |  |
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It is critical to provide a separate rating for the process of implementation (activities) and outcomes (early evidence of change as well as short-term outcomes and final outcomes).

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| **A. District Strategic Objective 2: Ensure success for all students through high quality, rigorous teaching and learning leading to high academic achievement.** | **B. Overall Lead (Objective):** Fran Roy, Chief Academic Officer |
| **C. Initiative Number and Description: SO2.2*****Provide support for rigorous planning and delivery of consistent instructional expectations.***This summer the district embarked on a plan to revise our tiered model of instruction to better align with Massachusetts Tiered System of Support. The self-assessment indicated that we would not have the capacity to implement an effective tiered system without improving the consistency of tier I or core instruction. Hence, this initiative is written with goal that 100% of students receive effective core instruction on a daily basis. The standards by which we assess classroom effectiveness are integrally tied with the FRPS Educator Evaluation Tool. In particular, the tool provides rubrics by which to assess this effectiveness of core or tier I instruction according to the following standards:* **Standard I: Curriculum, Planning, and Assessment.** The teacher promotes the learning and growth of all students by providing high-quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an ongoing basis, and continuously refining learning objectives. This standard includes three indicators: (a) Curriculum and Planning, (b) Assessment, and (c) Analysis.
* **Standard II: Teaching All Students**. The teacher promotes the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency. This standard includes four indicators: (a) Instruction, (b) Learning Environment, (c) Cultural Proficiency, and (d) Expectations.
 | **D. Short term and Final Outcomes from the Initiative:** **Short Term Outcomes*** All District Benchmarks (K-12) show a 10% decrease in students scoring at the Warning Level. These Benchmarks are given regularly throughout the year and are compiled quarterly by the Office of Instruction and then are reported out at Principals’ Meetings and to the School Committee.

**Final Outcomes*** MCAS results show median Student Growth Percentiles (SGP) targets are met for Math and ELA across all grade levels.
* MCAS results show a 10% decline in students scoring in the Warning/Failing Category for Math, ELA, and Science.
 | **E. Overall Lead (Initiative):**Pam Pacheco, Director of Professional Development |
| **F. Which recommendations from the District Review or other evidence does this initiative address?** The initiative is directly linked to Strategy 6 of the Teaching and Learning section of the FRPS Recovery Plan: Developing a viable curriculum aligned to the standards. The MA adoption of the Common Core State Standards will ensure that our curriculum will support the rigor necessary for college and career readiness. |
| **G. What are the key indicators for this initiative to show early evidence of change?** **Early Evidence of Change*** Schools identify teachers not yet meeting Standard I (Curriculum, Planning, and Assessment) and Standard II (Teaching All Students) of the FRPS Teacher Evaluation Tool and prioritize support (e.g., more frequent feedback, professional development, coaching) to those teachers with the outcome of improved practice. The effectiveness of this support will be assessed through an improvement in practice for 90% of identified teaches according to the rubric defined in Standards I and II and monitored through the School Review Visit Monitoring Tool (Part C).
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| Quarter | I. Activities to Achieve the Outcomes for the Initiative | J. Who will Lead? | K. When will it Start? | L. When will it be Complete? | M. What Resources are Needed? |
| August2013 | Mid-Level Administrator Institute Improves administrator skills in evaluating and providing feedback to staff. Mid-level networks continue to meet bi-monthly. | Mark Garceau | August2013 | May2014 | n/a |
| September 2013 | Schools Identify struggling teachers and create a targeted support plan to support improvement. | SRV Partners | September 2013 | January 2014 | n/a |
| January 2014 | Principals complete formative evaluations and use data to identify teachers in need of additional support. Support plans are created to improve practice.  | SRV Partners | January 2014 | June 2014 | n/a |

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| **A. District Strategic Objective 2: Ensure success for all students through high quality, rigorous teaching and learning leading to high academic achievement.** | **B. Overall Lead (Objective):** Fran Roy, Chief Academic Officer |
| **C. Initiative Number and Description: SO2.3*****Provide differentiated support to students based on identified academic needs.***Our data indicates that we are not meeting the academic needs of far too many of our students. The Massachusetts Tiered System of Support (MTSS) provides a framework to help us identify “cracks” in the instructional system. The first of these is the implementation of a rigorous viable curriculum to all students. Strategic Objective 2, Initiatives 1 and 2 are targeting that goal. Even with consistent effective core instruction, some students (approximately 15%) need supplemental or differentiated support. This strategic initiative aims to outline the structures that need to be in place to ensure that the needs of all students, even those in need of supplemental support, are met. The Massachusetts Tiered System of Support serves as the backdrop for this initiative. Given that we began the revision of our tiered system of support during the summer of 2012 much of the early evidence of change describes creating appropriate structures. This differs from other initiatives where structures exist. Hence, we recognize our tiered system of instruction across all schools is at the beginning stages. In addition, while we have worked to develop a continuum of services for our students with disabilities PreK-12, we recognize that services and placements need to be strengthened. To address the achievement gap for our students with disabilities, we will begin restructuring our K-12 placement settings to ensure that all students have access to viable curriculum and rigorous teaching and learning. | **D. Short term and Final Outcomes from the Initiative:** **Short Term Outcomes*** All District Benchmarks (K-12) show a 10% decrease in students scoring at the Warning Level, in the aggregate and for all subgroups. These Benchmarks are given regularly throughout the year and are compiled quarterly by the Office of Instruction and then are reported out at Principals’ Meetings and to the School Committee.
* ELL benchmark data from Keystones and Avenues show a 10-15% increase in performance (baseline 2012).

**Final Outcomes*** All students and high needs subgroups meet annual PPI targets.
* ACCESS data shows a 15% increase in English Language Learner proficiency rates to obtaining English.
* Warning/Failing Categories of MCAS decreases by 10-15% for the aggregate and high needs subgroup.
* The number of referrals to Special Education for lack of Academic Achievement will decline by 5%
* Substaintally separate and Out of District placements will decrease by 5% and partial inclusion placements will increase by 5% for students with disabilities.
 | **E. Overall Lead (Initiative):**Pam Pacheco, Director of Professional DevelopmentIvone Medeiros, Executive Director of Special Education |
| **F. Which recommendations from the District Review or other evidence does this initiative address?** Targeting the needs of all learners is cross cutting from the specific needs of students with disabilities, those who are English Language Learners, to those who are simply behind and need supplemental support. Specific actions steps in the Recovery Plan that address this issue includes the following Strategies form the Teaching and Learning Section:* Strengthen the ELL expertise of teachers and staff in coordination with revised policies, procedures and plans (e.g., the DIP, SIP, and ELE CAP) to improve the achievement of English language learners,
* Strengthen the expertise of teachers to improve the achievement of students with disabilities, and
* Strengthen educator capacity to use student assessment data to improve instruction and achievement.

However, the successes of these goals are interdependent in many ways to ensure that instruction is data-driven and targeted based on need rather than assumptions. Hence, we utilize the MTSS framework to outline the action steps needed to meet the goals of this initiative. |
| **G. What are the key indicators for this initiative to show early evidence of change?** **Early Evidence of Change*** All Schools use data analysis to identify students in need of supplemental and/or more targeted instruction as presented as evidence by the school-based administrator (see Administrator Standards. 1.E.3, 1.B.3, & 1.C.2)
* Instructional Support Teams include instructional coaches and provide targeted feedback and action plans to teachers for students in need of Tier 2 support. The tier 2 plans indicate instructional activities, time and duration of intervention, and protocols for progress monitoring. Instructional Support Teams provide regular feedback and check in’s with teachers to ensure students are moving appropriately across Tiers.
* Curriculum Accommodation Teams are formed for students not successful with Tier 2 support and include a broader group of experts such as instructional coaches, school psychologists, and ELL and Sped staff. This team provides direction and planning for more intensive interventions that require more frequent progress monitoring and more frequent feedback to teachers implementing the intervention to ensure students are moving appropriately across tiers.
* Staff delivering tiered instruction and special education services are observed and provided with regular feedback on performance. Feedback and observations should identify an improvement in instruction, as collected through the SRV process. Such feedback will be monitored and commented on through SRV process.
 | **H. By when?** **January 2013** |

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| Quarter | Activities to Achieve the Outcomes for the Initiative | Who will Lead? | When will it Start? | When will it be Complete? | What Resources are Needed? |
| September 2013 | The Language and Literacy, Math and SEL Teams meet to analyse data and create a plan of action (see Strategic Initiative 2). Teams report out to staff with regard to data and the plan of action with regard to large and small group instruction.  | Team Facilitators | September 2013 | September 2013 | n/a |
| October 2013 | Teams conduct a needs assessment to identify supplemental and intensive interventions The teams create a list of interventions and an “if/then” column to help teachers identify appropriate interventions for students and appropriate assessments, both in terms of diagnostic and progress monitoring assessments. Additional Supplemental Interventions and additional training is identified and reported out at Instructional coaching networks (Math, Literacy, and SAC) for central office coordination and support.  | Pam Pacheco (Literacy)Fran Roy (Math) | October 2013 | October 2013 | Funds to purchase additional interventional material and training. TBD.  |
| November 2013 | Instructional coaching networks coordinate plans for professional development of teachers for tier II and tier III interventions. | Pam Pacheco (Literacy)Fran Roy (Math) | November 2013 | November 2013 | Stipends for Teachers TBD |
| November 2013 | School-Based Vertical Teams analyze Fall benchmarks to identify school trends, strengths, and weaknesses, as well as students in need of supplemental support, disaggregated by subgroup. School-Based Vertical teams, then create an action plan to improve large and small group instruction. | Team Facilitators | January 2014 | January 2014 | n/a |
| February 2014 | School-Based Vertical Teams analyze Winter benchmarks to identify school trends, strengths, and weaknesses, as well as students in need of supplemental support, disaggregated by subgroup. School-Based Vertical teams, then create an action plan to improve large and small group instruction. | Team Facilitators | February 2013 | February 2013 | n/a |
| May 2014 | School-Based Vertical Teams analyze Spring benchmarks to identify school trends, strengths, and weaknesses, as well as students in need of supplemental support, disaggregated by subgroup. School-Based Vertical teams, then create an action plan to improve large and small group instruction. | Team Facilitators | May 2014 | May 2014 | n/a |
| May 2013 | RTI District Team reconvenes to examine Spring data, including referrals to the Curriculum Accommodation Team (CAT), revisit policies and procedures, and identify school-based training.  | Pam Pacheco | May 2013 | May 2013 | Stipends, TBD |

**Quarterly Progress Rating (QPR) of the Strategic Initiative**

**Key: P = Process, O = Outcome**

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|  | **September 2012** | **October 2012** | **November 2012** | **December 2012** | **February 2013** | **May 2013** | **June 2013** | **August 2013** |
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It is critical to provide a separate rating for the process of implementation (activities) and outcomes (early evidence of change as well as short-term outcomes and final outcomes).

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| 1. **District Strategic Objective 3: Ensure success for all students through the development of students’ social and emotional wellness.**
 | 1. **Overall Lead (Objective):**

Fran Roy, Chief Academic Officer |
| 1. **Initiative Number and Description: SO3.1**

***Create positive school culture and classroom climate.***The purpose of this Strategic Objective is to improve the social emotional learning (SEL) skills of our students so that students develop the habits of mind and skills that will allow them to be successful academically. We utilize the MA DESE SEL Guidelines on Social Emotional Learning, to define those skills as: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision Making. As stated in our Wraparound Zone (WAZ) Plan (supported through RTTT funds), we take a multifacted approach to providing the necessary learning conditions and experiences that will maximize the development of social emotional skills. The FRPS WAZ plan is built upon three legs: Positive School and Classroom Climate (Initiative 1 of Strategic Objective 3), and Connections between Home and School (Initiative 2 of Strategic Objective 3), and Positive Youth Development Activitiea (Initiative 3 of Strategic Objective 4).We view these three focus areas as three contexts in which we must maximize students development of social emotional skills. That is, although the settings differ, the outcomes are the same. Therefore, the Long Term Outcomes in each of these first three initiatives of this objective are intentionally the same, and focus on student behavior and SEL Data.For this initiative, *Positive School and Classroom Climate,* we have begun training schools in pro-active classroom management programs. Responsive Classroom is being utilized on the elementary level, where four schools have been trained and a train the trainer model is being planned for remaining district schools. All elementary schools have received comprehensive training in Playworks which assists schools in desiging recess to promote safe, meaningful play, teach conflict resolution, and develop positive play skills during recess time. The middle schools have received training in the Gudided Discipline methodology. Guided Discipline addresses the formation of positive school wide discipline procedures, positive behavior interventions and supports, and positvie, collaborative classroom management. All four middle schools have received Guided Discipline training. Durfee High School is currently in a self-assessment year regarding climate and culture inititative. They are reviewing several programs including Gudied Discipline to assess which would best meet their needs, but have instituted a freshman advisory program. Durfee High School, thorugh the NEASC accrediation process is preparing to launch an advisory proram for a ll students beginning in the 2013-2014 SY.Stone Therepeautic and Resiliency Preparatory School both have undertaken improving climate and culture specific to the unique needs of their populations either through staffing behavior or counseling specialists, embedding unique programming options that tailor to student needs, or creating activities that enhance school identity.For this initiative, *Positive School and Classroom Climate,* we have begun training schools in pro-active classroom management programs. Responsive Classroom is being utilized on the elementary level, where four schools have been trained a train the trainer model is being planned for remaining district schools. All elementary schools have received comprehensive training in Playworks which assists schools in desiging recess to promote safe, meaningful play, teach conflict resolution, and develop positive play skills during recess time. The middle schools have received training in the Gudided Discipline methodology. Guided Discipline addresses the formation of positive school wide discipline procedures, positive behavior interventions and supports, and positvie, collaborative classroom management. All four middle schools have received Guided Discipline training. Durfee High School is currently in an exploration year regarding climate and culture inititative. They are reviewing several programs including Gudied Discipline to assess which would best meet their needs, but have instituted a freshman advisory program.Stone Therepeautic and Resiliency Preparatory School both have undertaken improving climate and culture specific to the unique needs of their populations either through staffing behavior or counseling speciliastsque, embedding unique programming options that tailor to student needs, or creating activities that enhance school identity. | **D. Short term and Final Outcomes from the Initiative:** **Short Term Outcomes*** Survey data from staff and students indicates a 5-10% improvement in climate and culture as measured by the Conditions for Learning Survey by American Institute for Research.

**Long Term Outcomes*** Out of school suspensions rates decline from 30 to 25 for high school, 25 to 20 for middle, and 7.6 to 5 for elementary grades 4 and 5) for the 2014 school year.
* Percent of students chronically absent (18 or more days) will decline from 45.4 to 40 at the high school level, 29 to 24 at the middle school level, and 22 to 17 at the elementary level.
* Students show a 5% improvement in SEL Skills, as measured by Developmental Studies Center Child Development Project Scales.
* The number of referrals to SPED for Emotional and Behavioral Disabilities decline by 5%.
* Dropout rate reaches PPI targets for all students and high needs subgroups and cohort graduation rates increase.
 | **E. Overall Lead (Initiative):**District Wrap Around Zone Coordinator |

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| **F. Which recommendations from the District Review or other evidence does this initiative address?**The framework for the development of students’ social emotional wellness through positive school and classroom climate, home school connections, and positive youth development through community partnerships comes from the district’s Wraparound Zone Initiative (WAZ). The WAZ initiative is a Race to the Top Project that provided us with financial and technical assistance to develop WAZ plans in a cohort of schools (Doran, Kuss, and Viveiros for year 1, and Talbot, Fonseca, and Durfee for year 2). By embedding these initiatives in the District’s Accelerated Improvement Plan, we aim to expand the social emotional supports throughout all schools in the district. |
| **G. What are the key indicators for this initiative to show early evidence of change?** **Early Evidence of Change*** Observations indicate an improvement in the climate of classroom as measured against the Standard II, *Teaching All Students:* The teacher promotes the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency. This indicator will be compiled at the school level through observation protocols, and formative and summative evaluations with a goal of 80% proficiency or above. Results will be included in SRV reports to schools for feedback.
 | **H. By when?**Initial monitoring visits will be completed by November 2013 |

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| Quarter | I. Activities to Achieve the Outcomes for the Initiative | J. Who will Lead? | K. When will it Start? | L. When will it be Complete? | M. What Resources are Needed? |
| August 2013 | Faculty in the Wrap Around Schools, middle schools, and Durfee Freshman Academy attend Responsive Classroom or Guided Discipline Professional Development training. | District Wrap Around Zone Coordinator | June 2013 | August 2013 | n/a |
| Sept. 2013 | Development of a school based Social-Emotional Learning team to develop and monitor social emotional initiatives in the school. | District Wrap Around Zone Coordinator | Sept. 2013 | Sept. 2013 | n/a |
| October 2013 | Students are administered a school culture and climate survey to gather base line data. | District Wrap Around Zone Coordinator | October 2013 | November 2013 | Survey Tool |
| October 2013 | Positive classroom climate observations will take place to monitor for fidelity to the principals of Responsive Classroom and Guided Discipline and SEL initiatives from school based SEL teams. | District Wrap Around Zone Coordinator | October 2013 | June 2013 | Responsive Classroom and Guided Discipline Assessment Tool for Administrators |
| January 2014 | SEL teams monitor implementation strategies to ensure school-based goals are met. | District Wrap Around Zone Coordinator | January 2014 | January 2014 | n/a |
| May 2014 | Climate and culture survey administer and data analysed to monitor gains and make adjustments for upcoming year. | SEL Team | May 2014 | June 2014 | Survey Tool |

**Quarterly Progress Rating (QPR) of the Strategic Initiative**

**Key: P = Process, O = Outcome**

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|  | **Oct 2011** | **Jan 2012** | **April 2012** | **July 2012** | **Oct 2012** | **Jan 2013** | **April 2013** | **July 2013** | **Oct 2013** |
| **P** |  |  |  |  |  |  |  |  |  |
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It is critical to provide a separate rating for the process of implementation (activities) and outcomes (early evidence of change as well as short-term outcomes and final outcomes).

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| 1. **District Strategic Objective 3: Ensure success for all students through the development of students’ social and emotional wellness.**
 | 1. **Overall Lead (Objective):**

Fran Roy, Chief Academic Officer |
| **C. Initiative Number and Description: SO3.2*****Empower parents through enhanced home school connections.***The Fall River Public Schools recognizes the important role parents play in their child’s academic success and strives to increase parental involvement in schools. Parent engagement is focused along three facets: school-wide planning and collaboration (e.g., school council), collaborative problem solving that parents and school-based staff need to engage in to ensure all children are successful, and offerings that support parental empowerment such as ESL classes, or job training. | **D. Short term and Final Outcomes from the Initiative:** **Short term Outcomes:** * Formative and Summative Outcomes show at least 85% of staff demonstrate proficiency on Teaching Standard III, Family and Community Engagement: The teacher promotes the learning and growth of all students through effective partnerships with families, caregivers, community members, and organizations.
* A (5-10%) increase in family involvement as measured on a family engagement survey. Families articulate that they feel a connection to their school community and view schools as their partners and allies.

**Long Term Outcomes:** * Out of school suspensions rates decline from 30 to 25 for high school, 25 to 20 for middle, and 7.6 to 5 for elementary grades 4 and 5) for the 2014 school year.
* Percent of students chronically absent (18 or more days) will decline from 45.4 to 40 at the high school level, 29 to 24 at the middle school level, and 22 to 17 at the elementary level.
* Students show a 5% improvement in SEL Skills, as measured by Developmental Studies Center Child Development Project Scales.
* The number of referrals to SPED for Emotional and Behavioral Disabilities decline by 5%.
* Dropout rate reaches PPI targets for all students and high needs subgroups and cohort graduation rates increase.
 | **E. Overall Lead (Initiative):**District Wraparound Zone Coordinator |

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| **F. Which recommendations from the District Review or other evidence does this initiative address?** (Intentionally the same as SO3.1). The framework for the development of students’ social emotional wellness through positive school and classroom climate, home school connections, and positive youth development through community partnerships comes from the district’s Wraparound Zone Initiative (WAZ). The WAZ initiative is a Race to the Top Project that provided us with financial and technical assistance to develop WAZ plans in a cohort of schools (Doran, Kuss, and Viveiros for year 1, and Talbot, Fonseca, and Durfee for year 2). By embedding these initiatives in the District’s Accelerated Improvement Plan, we aim to expand the social emotional supports throughout all schools in the district. |
| **G. What are the key indicators for this initiative to show early evidence of change?** **Early Evidence of Change:** * Schools increase their parental involvement activities along the three dimensions and according to the needs of their population. This data is aligned with Standard III (Family and Community Engagement) of the administrator evaluation rubric. Therefore, we will leverage this instrument to help monitor the parental outreach at each school.
 | **H. By when?**December 2013 |

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| Quarter | I. Activities to Achieve the Outcomes for the Initiative | J. Who will Lead? | K. When will it Start? | L. When will it be Complete? | M. What Resources are Needed? |
| November2013 | WAZ coordinator conducts an audit to classify parent engagement into three pathways: school-wide planning and collaboration (e.g., school council), collaborative problem solving that parents and school-based staff need to engage in to ensure all children are successful, and offerings that support parental empowerment such as ESL classes, or job training. | District Wrap Around Zone Coordinator | November 2013 | November 2013 | November2013 |
| December 2013 | Schools provided feedback on the degree to which their parent engagement offerings address the three parent pathways. | District Wrap Around Zone Coordinator | December 2013 | December 2013 | n/a |
| December 2013 | SEL team develops programs to engage and empower parents based on audit results. | Wraparound Zone Coordinator | December 2013 | December 2013 | N/A |
| January 2014 | Parental initiatives are monitored to ensure maximum parental participation. | Wraparound Zone Coordinator | January 2014 | On-going | N/A |
| February 2014 | SEL team continues to develop family engagement opportunities as needs arise. | Wraparound Zone Coordinator | February 2014 | On-going | N/A |
| April 2014 | WAZ coordinator conducts an audit to look for improvements in parent engagement based on school based plans.  | District Wrap Around Zone Coordinator | April 2014 | April 2014 |  |
| May 2014 | Family engagement survey re-administered to monitor program success or need for adjustment. | Wraparound Zone Coordinator | May 2014 | May 2014 | Survey Tool |

**Quarterly Progress Rating (QPR) of the Strategic Initiative**

**Key: P = Process, O = Outcome**

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|  | **Oct 2011** | **Jan 2012** | **April 2012** | **July 2012** | **Oct 2012** | **Jan 2013** | **April 2013** | **July 2013** | **Oct 2013** |
| **P** |  |  |  |  |  |  |  |  |  |
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It is critical to provide a separate rating for the process of implementation (activities) and outcomes (early evidence of change as well as short-term outcomes and final outcomes).

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| 1. **District Strategic Objective 3: Ensure success for all students through the development of students’ social and emotional wellness.**
 | **B. Overall Lead (Objective):** Fran Roy, Chief Academic Officer |
| **C. Initiative Number and Description SO3.3*****Develop and enhance positive youth development.***Positive Youth Development (PYD) activities is crucial to child and adolescent development. Sports, the arts, academic clubs, and civic engagement opportunities are positive youth development opportunities in areas such as sports, health and fitness activities, the arts, leadership opprotunities and civic engagement activities will afford students a greater opprotunity to connect and identify with their school and the larger community as they develop individual social competencies. As of now the district offers many PYD opportunities but they are not necessarily equitable across schools nor is participation monitored. Elementary and Middle schools participating in the WAZ plan will begin to pilot Positive Youth Development Plans, which will track the number of students engaged in such activities while at the same time identifying students who would benefit from such participation. The goal will be to expand the PYD plans to the remaining schools in the district in SY 14.  | **D. Short term and Final Outcomes from the Initiative:** **Short Term Outcomes:** * Students on PYD Plans show a 10% improvement in SEL Skills, as measured by Developmental Studies Center Child Development Project Scales.

**Long Term Outcomes:*** Out of school suspensions rates decline from 30 to 25 for high school, 25 to 20 for middle, and 7.6 to 5 for elementary grades 4 and 5) for the 2014 school year.
* Percent of students chronically absent (18 or more days) will decline from 45.4 to 40 at the high school level, 29 to 24 at the middle school level, and 22 to 17 at the elementary level.
* Students show a 5% improvement in SEL Skills, as measured by Developmental Studies Center Child Development Project Scales.
* The number of referrals to SPED for Emotional and Behavioral Disabilities decline by 5%.
* Dropout rate reaches PPI targets for all students and high needs subgroups and cohort graduation rates increase.
 | **E. Overall Lead (Initiative):**District Wrap Around Zone Coordinator |

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| **F. Which recommendations from the District Review or other evidence does this initiative address?**(Intentionally the same as SO3.1). The framework for the development of students’ social emotional wellness through positive school and classroom climate, home school connections, and positive youth development through community partnerships comes from the district’s Wraparound Zone Initiative (WAZ). The WAZ initiative is a Race to the Top Project that provided us with financial and technical assistance to develop WAZ plans in a cohort of schools (Doran, Kuss, and Viveiros for year 1, and Talbot, Fonseca, and Durfee for year 2). By embedding these initiatives in the District’s Accelerated Improvement Plan, we aim to expand the social emotional supports throughout all schools in the district. |
| **G. What are the key indicators for this initiative to show early evidence of change?** **Early Evidence of Change:** * Elementary and Middle Wraparound Zone Schools (Viveiros, Kuss, Doran, Talbot, and Fonseca) will pilot Individual Positive Youth Development Plans in SY 14. The goal for SY 14 is that a minimum of 40% of students will participate in or belong to a Positive Youth Development Group on a regular basis, with a goal of 10% increase each school year.
* Remaining schools will increase the number of Positive Youth Development offerings by at least one. The district Wrararound Zone Coordinator will compile this data bi-annually.
 | **H. By when?**January 2014 |

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| Quarter | I. Activities to Achieve the Outcomes for the Initiative | J. Who will Lead? | K. When will it Start? | L. When will it be Complete? | M. What Resources are Needed? |
| October 2013 | Formation of a Community Agency Partnership Coalition which will include key community stake holders (Boys & Girls Club, YMCA, Community Recreation Center) to assist in the development of positive youth development activities. | District Wrap Around Zone Coordinator | October 2013 | June of 2014(Will meet monthly). | N/A |
| October 2013 | Schools will conduct a positive youth development survey to gather data regarding the number of students currently engaged in PYD and what types of PYD activities students and families would like to participate in. | District Wrap Around Zone Coordinator | October 2013 | October 2013 | PYD Survey Tool |
| November 2013 | Collaborate with community agencies to provide positive youth development activities based on survey results and individual school needs. | District Wrap Around Zone Coordinator | November 2013 | On-going | n/a |
| November 2013 | SEL teams and SSC team will develop a Positive Youth Development Plan to be piloted at the WAZ schools. | District Wrap Around Zone Coordinator | November 2013 | November 2013 | n/a |
| Jan 2014 | SEL Teams monitor PYD activities for quality and sustainability. | District Wrap Around Zone Coordinator | January 2014 | On-going | n/a |
| May 2014 | Students administered Developmental Studies Center Child Development Project Scales | District Wrap Around Zone Coordinator | May 2014 | May 2014 | Developmental Studies Center Child Development Project Scales |

 **(QPR) of the Strategic Initiative**

**Key: P = Process, O = Outcome**

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|  | **Oct 2011** | **Jan 2012** | **April 2012** | **July 2012** | **Oct 2012** | **Jan 2013** | **April 2013** | **July 2013** | **Oct 2013** |
| **P** |  |  |  |  |  |  |  |  |  |
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It is critical to provide a separate rating for the process of implementation (activities) and outcomes (early evidence of change as well as short-term outcomes and final outcomes).

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| 1. **District Strategic Objective 3: Ensure success for all students through the development of students’ social and emotional wellness.**
 | **B. Overall Lead (Objective):** Ivone Medeiros, Executive Director of Special Education |
| **C. Initiative Number and Description: SO3.4** ***Provide differentiated support to students based on identified social emotional needs.***The above wraparound zone initiatives (positive youth development, positive school and classroom climate, and home-school connections) represent core or tier 1 learning conditions in *non-academic* areas of focus. We understand that even with a sound core experience a small percent of students will still need tier 2 and tier 3 supports for the development of social emotional skills. Similar to the tiered model of (academic) instruction outlined in Strategic Objective 2, Initiative 3, the district embarked on redesigning a tiered model for non-academic needs based on the MTSS framework during the summer of 2012. The tenets of data driven decision making, referrel to Instructional Support Teams, and progress monitoring written for the academic model of instruction applies to then non-academic needs as well. | **D. Short term and Final Outcomes from the Initiative:** **Short Term Outcomes*** Students on tier 2 and tier 3 plans show an improvement in SEL skills as measured by selected instruments such as Developmental Studies Center Scales.
* Students on tier 2 and tier 3 plans show an increase in pro-social behaviour as measured by a 5% decrease in office referrals, suspensions, and individual student absenteeism, measured at least quarterly.

**Final Outcomes*** Students’ social emotional learning needs are being met within the tiered model of behaviour and therefore, the number of referrals to Special Education for emotional and behavioural disabilities concerns declines by 5%.
* Substaintally separate and Out of District placements will decrease by 5% and partial inclusion placements will increase by 5% for students with behavioral and emotional disabilities.
* Student on tier 2 and 3 non-academic support plans show an increase in academic performance as measured by an SGP greater than 51 in grades 4-8, 10 in Math and ELA or 5-10% increase in end of year summative assessments in ELA or Math for grades K-3, 9, and 11-12.
* Dropout rate reaches PPI targets for all students and high needs subgroups and cohort graduation rates increase.
 | **E. Overall Lead (Initiative):**District Wrap Around Zone Coordinator |

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| **F. Which recommendations from the District Review or other evidence does this initiative address?**This initiative mirrors, Strategic Objective 2, Initiative 4 in that is based upon the Massachusetts Tiered System of Support for non-academic needs. The ability of educators to differentiate instruction and target identified needs regardless if those areas are academic, non-academic, or both are represented in the recovery plan in Strategy 4 of the FRPS Recover Plan, strengthen educator capacity to use student assessment data to improve instruction and achievement, and Strategy 3, Strengthen the expertise of teachers to improve the achievement of students with disabilities. |
| **G. What are the key indicators for this initiative to show early evidence of change?** **Early Evidence of Change** * All Schools use data analysis to identify students in need of supplemental and/or more targeted support for behaviour and social emotional development.
* Instructional Support Teams include Student Adjustment Counselors and other SEL team members and provide targeted feedback and action plans to teachers for students in need of Tier 2 support. The tier 2 plans indicate instructional activities, time and duration of intervention, and protocols for progress monitoring. Instructional Support Teams provide regular feedback and check in’s with teachers to ensure students are moving appropriately across Tiers.
* Curriculum Accommodation Teams are formed for students not successful with Tier 2 support and include a broader group of experts such as instructional coaches, school psychologists, and ELL and Sped staff. This team provides direction and planning for more intensive interventions that require more frequent progress monitoring and more frequent feedback to teachers implementing the intervention to ensure students are moving appropriately across tiers.
* Staff delivering tiered instruction are observed and provided with regular feedback on performance. Feedback and observations should identify an improvement in instruction.
 | **H. By when?**January 2014 |

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| Quarter | Activities to Achieve the Outcomes for the Initiative | Who will Lead? | When will it Start? | When will it be Complete? | What Resources are Needed? |
| October 2013 | Student Adjustment Counselors (SAC’s) begin monthly meetings. The goals of the initial meeting are to come to a common understanding of the RTI process for non-academic needs as well as identify difference in approaches for students’ in need of Tier I, II, or III support. The remaining meetings will be utilized to use data to identify school-based SEL improvement foci. | Wraparound Zone Coordinator | October 2013 | June 2014 | Funds to purchase additional intervention material and training.  |
| November2013 | SAC representative presents to building principals at Principal’s meeting on Tiered System of Support for Non-Academic needs. | Wraparound Zone Coordinator | November 2013 | November 2013 | n/a |
| November 2013 | SAC’s facilitate school-based SEL vertical teams and participate in schools’ Instructional Support Teams for RTI process (see Strategic Objective 2, Initiative 3). School-Based Vertical Teams analyze Fall benchmarks to identify school trends, strengths, and weaknesses, as well as students in need of supplemental support, disaggregated by subgroup as measured by SEL data (e.g., survey, office referrals, etc.). School-Based Vertical teams, then create an action plan to improve large and small group instruction. | Wraparound Zone Coordinator | November 2013 | June 2014 | Stipends for Teachers to participate on SEL teams. |
| November 2013 | SAC Network compiles data for the district in terms of progress of SEL skills of students in each of the tiers of support. This data is then used to identify school-based SEL foci.  | Wraparound Zone Coordinator | November 2013 | November 2013 | n/a |
| December 2013 | Summer MTSS Pilot Schools (Greene, Silvia, and Spencer Borden) update the MTSS Self-Assessment. | Pam Pacheco | December 2013 | January 2014 | n/a |
| February 2014 | School-Based Vertical Teams analyze Winter benchmarks to identify school trends, strengths, and weaknesses, as well as students in need of supplemental support, disaggregated by subgroup. School-Based Vertical teams, then create an action plan to improve large and small group instruction. | Wraparound Zone Coordinator | February 2014 | February 2014 | n/a |
| February 2014 | SAC Network compiles data for the district in terms of progress of SEL skills of students in each of the tiers of support. This data is then used to identify school-based SEL foci.  | Wraparound Zone Coordinator | February 2014 | February 2014 | n/a |
| May 2014 | School-Based Vertical Teams analyze Spring benchmarks to identify school trends, strengths, and weaknesses, as well as students in need of supplemental support, disaggregated by subgroup. School-Based Vertical teams, then create an action plan to improve large and small group instruction. | Wraparound Zone Coordinator | May 2014 | May 2014 | n/a |
| May 2014 | SAC Network compiles data for the district in terms of progress of SEL skills of students in each of the tiers of support. This data is then used to identify school-based SEL foci.  | Wraparound Zone Coordinator | May 2014 | May 2014 | n/a |

**Quarterly Progress Rating (QPR) of the Strategic Initiative**

**Key: P = Process, O = Outcome**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Oct 2011** | **Jan 2012** | **April 2012** | **July 2012** | **Oct 2012** | **Jan 2013** | **April 2013** | **July 2013** | **Oct 2013** |
| **P** |  |  |  |  |  |  |  |  |  |
| **O** |  |  |  |  |  |  |  |  |  |

It is critical to provide a separate rating for the process of implementation (activities) and outcomes (early evidence of change as well as short-term outcomes and final outcomes).

|  |  |
| --- | --- |
| 1. **District Strategic Objective 4: Improve quality of all educators.**

 | **B. Overall Lead (Objective):** Joany Santa, Executive Director of Human Resources |
| 1. **Initiative Number and Description: SO4.1** ***Develop and implement effective educator evaluation tools and protocols to provide consistent feedback and support to all educators.***

The collaborative spirit with which the FRPS administration and the FREA engaged in to create the FRPS Educator Evaluation Tool resulted in the recognition by a broad range of stakeholders that through the implementation of a comprehensive evaluation and educator support system, the district is creating a tool for assessing teaching and leadership practice and for providing transformative and actionable feedback resulting in improved teacher practice, school/district leadership and ultimately, student outcomes. The evaluation system provides an assessment of an educator’s ability to demonstrate effective instruction including the use of research based best practice, and assessment of student learning through analysis of formative, interim and benchmark assessments to inform instructional change. The evaluation system will also include consideration of the supports that can be provided to educators to build teaching and leading capacityWith that goal in mind, principals have been asked to place teacher need levels into one of three tiered categories: low support, moderate support, and intense support. These tiers correlate with the summative evaluation of staff that places staff on two year self-directed plan, one year self-directed plan, directed plan, or improving plan, but still allowing principal discretion for contexts of individual buildings and staff.The goal of this initiative is to ensure that all educators are provided with effective and consistent feedback that promotes instructional improvement. Hence, early evidence of change indicators will assess the degree to which the differentiated feedback needs of staff members are being met.The focus of this overarching strategic objective and this initiative in particular is to improve educator quality so that we have an effective educator in 100% of the classrooms district wide. The student performance targets outlined in strategic objectives 1-3 will not occur without an effective educator in 100% of the classrooms district wide. Therefore, our short term outcomes and final outcomes are measured at the teacher level rather than student performance level. | **D. Short term and Final Outcomes from the Initiative:****Short Term Outcomes*** Formative Evaluation Reports rate administrators overall as (a) Unsatisfactory, (b) Needs Improvement, (c) Proficient, and (d) Exemplary. Expectations are that with effective feedback and support from SRV partners and senior staff, 90% of school based administrators will be rated as proficient in Standard I.D: Evaluation.

**Final Outcomes*** Mirroring the formative evaluation process, Summative Evaluations of Overall Performance are also rated (a) Unsatisfactory, (b) Needs Improvement, (c) Proficient, and (d) Exemplary. Expectations are that with effective feedback (and PD systems described in following initiatives), all schools will have 85% or more summative evaluations meet the Proficient or Exemplary Status, 10% fall under Needs Improvement, and 5% fall under Unsatisfactory. This data will be compiled at the school level in SRV report outs to schools. (Note: This data will be interpreted through the context of the school-based administrators rating on Standard I.D: Evaluation).
* Summative Evaluation Reports rate administrators overall as (a) Unsatisfactory, (b) Needs Improvement, (c) Proficient, and (d) Exemplary. Expectations are that with effective feedback and support from SRV partners and senior staff, 95% of school based administrators will be rated as proficient in Standard I.D: Evaluation.
 | **E. Overall Lead (Initiative):**Mark Garceau, Director of Instructional Services |
| **F. Which recommendations from the District Review or other evidence does this initiative address?** This initiative is leveraging the new educator evaluation regulations as well as Strategy 3 in the FRPS section on Human Resources (Develop, revise and update evaluation instruments for all school personnel including all district administrative level positions, support staff, and all other service and support departments), as a framework and opportunity to improve educator effectiveness.The work of building capacity among all the educators (teachers and administrators) in order to sustain a fully embedded change in practice in the Fall River School District is crucial in improvement efforts. The use of an Evaluation Handbook aligned with the new regulations will provide a vehicle for administrators and teachers to engage in a reflective coaching conversation with explicit feedback focused on student success and the educator’s professional development.  |
| **G. What are the key indicators for this initiative to show early evidence of change?** **Early Evidence of Change*** Effective feedback as measured against the criteria for ***actionable*** (feedback is concrete enough to affirm effective practice and to provide targeted practice priorities for improvement so that reflects a growth mind-set), ***focused*** (feedback is high leverage to target either school and district wide priorities and/or connected with teachers’ professional growth and student learning goals), ***developmental*** (the extent to which the feedback builds on previous feedback along a continuum of improvement), and ***timely*** (feedback is provided to staff within 24 hours of an observation and the quantity of feedback is differentiated according to the need levels of teachers). This data will be collected during the SRV process and captured with the School Review Visit Monitoring Tool (Section D). SRV partners are expected to use the data to provide regular feedback to school-based administrators with the goal that 95% of written feedback is rated effective by end of year.
 | **H. By when?**December 2013 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Quarter | I. Activities to Achieve the Outcomes for the Initiative | J. Who will Lead? | K. When will it Start? | L. When will it be Complete? | M. What Resources are Needed? |
| August 2013 | Provide training to all evaluators on the system. | Executive Director of HR | May 2012 | October 2012 | n/a |
| September 2013 | All educators develop and submit Professional Growth and Student Learning Goals. | Executive Director of HR | September 2013 | Pending | n/a |
| September 2013 | Administrators receive PD on effective feedback and processing constructive conversations during feedback with staff during Instructional Leadership Seminars (monthly). | Executive Director of HR | September 2013 | June 2014 | n/a |
| October 2013 | SRV partners provide feedback to evaluators on the quality and frequency of feedback, and report out to schools formally at the end of each SRV Cycle (December, March, and April) so that midcourse corrections can be made. | SRV Partners | October 2013 | June 2014 | n/a |
| January2014 | Senior Staff complete formative evaluations of principals include Standard 1 D on Evaluation. | SuperintendentCAO | January 2014 | January 2014 |  |
| January 2014 | Evaluators conduct mid-cycle formative evaluations with teachers in order to review progress on and/or revise PPG and Student Learning Goals. Data is compiled by SRV partner to identify teachers that are proficient and those that are in need of more intense support. | Executive Director of HR  | January 2014 | February 2014 | n/a |
| May January 2014 | Evaluators review all observational and documentary evidence and assign final educator effectiveness ratings. HR and SRV partners review all evaluation data in order to inform staffing and PD decision making. | Executive Director of HR | May January 2014 | June January 2014 | n/a |
| June 2014 | HR and Office of Instruction schedule training for evaluators and educators for 2013-2014 based on evaluation data.  | Executive Director of HR  | Summer 2014 | Summer 2014 | N/a |

**Quarterly Progress Rating (QPR) of the Strategic Initiative**

**Key: P = Process, O = Outcome**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **September 2012** | **December 2012** | **January 2012** | **March** **2013** | **June** **2013** | **August** **2013** |
| **P** |  |  |  |  |  |  |
| **O** |  |  |  |  |  |  |

It is critical to provide a separate rating for the process of implementation (activities) and outcomes (early evidence of change as well as short-term outcomes and final outcomes).

|  |  |
| --- | --- |
| 1. **District Strategic Objective 4: Improve quality of all educators.**

 | **B. Overall Lead (Objective):** Joany Santa, Executive Director of Human Resources |
| 1. **Strategic Initiative: SO4.2**

***Develop a PD system to address the differentiated needs of educators across a career ladder (novice to a master).***This initiative aims to create a professional development system that is responsive to both district priorities and differentiated needs of educators. Up to this point, much of the professional development opportunities have been driven by district-wide curricular initiatives (e.g., Reading Street Implementation, Responsive Classroom, etc.). Although these professional development supports are necessary, they do not necessarily offer opportunities to create experts in a content area of teachers on the verge of becoming master teachers or provide the pedagogical training necessary for most novice teachers. The FRPS Educator Evaluation Tool provides a framework upon which we can build a Professional Development system that is responsive to both district and individual educator needs. The Educator Evaluation Tool provides a framework for identifying novice to master teachers according to the level of plan a teacher is put on: 2-Yr. Self-Directed, 1-Yr. Self-Directed, Directed, Improvement, or Developing. The Teaching Standards and accompanying rubrics designate levels of competence along the following: Curriculum, Planning and Assessment, Teaching All Students, Family and Community Engagement, and Professional Culture. Consequently, we aim to align our existing professional development option to the above two dimensions—plan level, and teaching standards—so that educators and staff can identify plan activities/strategies with appropriate professional development.In order to ensure that our system is responsive to all individuals, we plan to conduct semi-annual audits of professional growth goals and ratings on teaching standards and accompanying indicators. The results of this analysis will help identify which professional development is supportive of growth, and which goals and needs must be addressed and/or refined.Similar to the above initiative short term and long term outcomes are assessed at the teacher level with the understanding that improved and more targeted professional development will support improved educator quality which will in turn support improved student performance outlined in Strategic Objectives 1-3.  | **D. Short term and Final Outcomes from the Initiative:*** Formative Evaluation Reports rate teachers in each of the 4 Teaching Standards as (a) Unsatisfactory, (b) Needs Improvement, (c) Proficient, and (d) Exemplary. Expectations are that with effective feedback and PD systems, all schools will have 75% or more formative evaluations meet the Proficient or Exemplary Status, 20% fall under Needs Improvement, and 5% fall under Unsatisfactory in all 4 Teaching Standards. This data will be compiled at the school level in SRV report outs to schools.

**Final Outcomes*** Mirroring the formative evaluation process, Summative Evaluations of the 4 Teaching Standards are also rated (a) Unsatisfactory, (b) Needs Improvement, (c) Proficient, and (d) Exemplary. Expectations are that with effective feedback and PD systems, all schools will have 85% or more summative evaluations meet the Proficient or Exemplary Status, 10% fall under Needs Improvement, and 5% fall under Unsatisfactory in all 4 Teaching Standards. This data will be compiled at the school level in SRV reports to schools. (Note: This data will be interpreted through the context of the school-based administrators rating on Standard I.D: Evaluation).
* Summative Evaluation Reports rate administrators overall as (a) Unsatisfactory, (b) Needs Improvement, (c) Proficient, and (d) Exemplary. Expectations are that with effective feedback and support from SRV partners and senior staff, 95% of school based administrators will be rated as proficient in Standard I.D: Evaluation.
 | **E. Overall Lead (Initiative):**Pamela Pacheco, Director of Professional Development |
| **F. Which recommendations from the District Review or other evidence does this initiative address?**The aim of this initiative is to improve the effectiveness of all educators through targeted and differentiated professional development. Similar to the above initiative we leverage the evaluation tool to make the decisions about the professional development needs of educators. This initiative then broadly impacts the strategies that full under the Teaching and Learning sections of the recovery plan and in particular strategy 2 (improve expertise of educators of English Language Learners), strategy 3 (build expertise of educators to improve achievement of students with special needs), and strategy 4 (strengthen educator capacity to utilize assessment data to improve instruction). |
| **G. What are the key indicators for this initiative to show early evidence of change?** **Early Evidence of Change*** 95-100% of Action/Strategies identified in individual Educator Plans support the professional growth and student learning goals stated in the plans, as monitored against the educator evaluation tool (I.D.1: Educator Goals).
* District and School based PD offerings are modified based on a semi-annual audit of professional practice goals and quantitative analysis of teacher rubric indicators.
 | **H. By when?**October 2013 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Quarter | I. Activities to Achieve the Outcomes for the Initiative | J. Who will Lead? | K. When will it Start? | L. When will it be Complete? | M. What Resources are Needed? |
| September2013 | All educators conduct self-assessment and draft professional practice growth goals and student learning goals. | Teachers and Principals | September 2013 | Pending | n/a |
| September2013 | Evaluators review Professional Practice Goals (PPG) for alignment with Improvement plans and district priorities and approve goals. | Principals | September 2013 | Pending | SIPs, AIP |
| October2013 | OOI reviews PPG growth goals to check for alignment with PD activities—will activities lead to accomplished goals?  | SRV partners | October 2013 | October 2013 | n/a |
| November 2013 | District level Professional Development Committee is convened examine evaluations of PD offerings, catalogue existing PD according to Teacher Standards and Level of Plan (self-directed, directed, etc.) as defined in Educator Evaluation Handbook, and to define gaps in PD system based on cited needs and goals of educators. | Director of Professional Development | November 2013 | December 2013 | n/a |
| January 2014 | Evaluators conduct mid-cycle formative evaluations with teachers in order to review progress on and/or revise PPG and Student Learning Goals. Data is compiled by SRV partner to identify teachers that are in need of more support and ensure proposed PD activities will meet intended outcomes. | Executive Director of HR &SRV Partner | January 2014 | February 2014 | n/a |
| June 2014 | Summer PD offerings, are aligned with district priorities and teachers’ needs, and are made available to teachers. | Director of Professional Development | June 2014 | August 2014 | Stipends for teachers and funding for PD providers. |

**Quarterly Progress Rating (QPR) of the Strategic Initiative**

**Key: P = Process, O = Outcome**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **September 2012** | **December 2012** | **January 2012** | **March** **2013** | **June** **2013** | **August** **2013** |
| **P** |  |  |  |  |  |  |
| **O** |  |  |  |  |  |  |

It is critical to provide a separate rating for the process of implementation (activities) and outcomes (early evidence of change as well as short-term outcomes and final outcomes).

|  |  |
| --- | --- |
| 1. **District Strategic Objective 4: Improve quality of all educators.**

 | **B. Overall Lead (Objective):** Meg Mayo-Brown, Superintendent |
| **A. Initiative Number and Description: SO4.3** ***Improve retention of effective educators to ensure increased stability and high quality teaching.*** The Fall River Public Schools Recovery Plan, as written in 2009, addressed significant deficiencies in human resource management. The Plan called for the recruitment and selection of an Executive Director of Human Resources to establish a recruitment plan to create a pool of highly qualified candidates, and implement effective hiring practices. There is now a clear protocol that all principals and directors need to follow as they go through the process of recruiting and hiring new staff. Additionally, the Recovery Plan called for the development of districts systems in order to support building administrators. Overall, as indicated in the district's most recent progress report, the monitor noted, "human resource systems have been put in place that are designed to support and guide the system in developing and retaining a high quality staff. It is critical that the recruitment protocols are used with fidelity."Although the district has launched a comprehensive system designed to guide the district in developing and retaining an effective educator workforce, the district seeks to further refine the system to focus on retaining effective educators. Although the teacher turnover rate has declined in recent years, the effect of losing effective educators serves to only slow momentum on the district's agenda of accelerated student progress.The research on teacher retention highlights four areas where districts’ can focus in order to improve (a) supportive and safe learning environments, (b) professional development opportunities that re-energize staff, (c) high quality mentor and induction programming for novice teachers, and if (d) differentiated roles that give teachers expanded authority for work outside the classroom. This last strategy may influence the retention of teachers in at least two ways. First, those who are less experienced may perceive the roles as a promising, future opportunity and thus decide to remain in schools and the profession. Second, teachers who hold the roles may experience heightened job satisfaction and increased retention. The former two areas are addressed in Strategic Objective 3, Initiative 1 (positive school and classroom climate), and Initiative 2 of this Strategic Objective (developing a PD system responsive to educator needs). This initiative then delineates a path to address the latter two.  | **D. Short term and Final Outcomes from the Initiative:****Short Term Outcomes*** Mid-cycle or formative evaluation reports of novice teachers indicate 85% of novice teachers are moving towards proficiency.

**Final Outcomes*** At the district level, 90% of summative evaluations of novice staff are proficient by the end of their third year of teaching. (Note: This data will be interpreted through the context of the school-based administrators rating on Standard I.D: Evaluation).
* At the district level, the retention rate of effective educators (those whose are evaluated as proficient or exemplary) reaches 85%, measured annually with baseline from SY 13.
 | **E. Overall Lead (Initiative):**Joany Santa, Executive Director of Human Resources |
| **F. Which recommendations from the District Review or other evidence does this initiative address?**The FRPS Recovery Plan identified areas in need of improvement in the area of Human Resources. The first step to improving this system was to hire an Executive Director of Human Resources. That goal was accomplished in 2010. One of the initial projects was to create a recruitment plan and procedure to be utilized by all administrators. The plan was successful as recruitment is on the upswing. We now, in this initiative, turn more focused attention to retention of high quality educators. |
| **G. What are the key indicators for this initiative to show early evidence of change?** **Early Evidence of Change****Early Evidence of Change*** Observation data indicates that novice educators implementing effective instructional practices as directed by feedback from mentors and administrators (as compiled Mentor Coordinator).
* Effective educators self-select district and school based opportunities for teacher and administrative leadership (as measured by composition of school-based and district-based ad hoc teams).
 | **H. By when?**June 2014 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Quarter | I. Activities to Achieve the Outcomes for the Initiative | J. Who will Lead? | K. When will it Start? | L. When will it be Complete? | M. What Resources are Needed? |
| August2013 | Novice teachers receive three day orientation and formally assigned a district mentor. | Mentor Coordinator | August 2013 | August 20201312 | n/a |
| August 2013 | Teacher teams convene for school and district based initiatives (e.g., vertical teams, see SO1.2. RTI see SO2.3) | Principals and OOI | August 2013 | June 2013 | stipends |
| September2013 | Novice teachers meet bi-weekly with mentor for support and feedback. | Mentor Coordinator | September 2013 | June 2014 | n/a |
| October 2013 | Mentors submit monthly collaborative assessment logs to Mentor Coordinator for feedback. | Mentor Coordinator and  | October 2013 | May 2014 | n/a |
| January2014 | HR compiles formative evaluations of novice teachers to identify novice teachers in need of more support. HR connects with Mentor Coordinator to ensure support plans are meeting needs of novice educators. | Executive Director of HR | January 2014 | January 2014 | n/a |
| June 2014 | HR compiles summative evaluation ratings for novice teachers and works with Mentor Coordinator to improve mentor/induction process for upcoming year. | Executive Director of HR | June 2014 | August 2014 | n/a |
| August2014 | The Human Resources department compiles a report on retention of effective educators (proficient or exemplary). Report is delivered to Superintendent and any teacher voice participation opportunities are redesigned. | Executive Director of HR | August 2014 | August 2014 | n/a |

**Quarterly Progress Rating (QPR) of the Strategic Initiative**

**Key: P = Process, O = Outcome**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **September 2012** | **December 2012** | **January 2012** | **March** **2013** | **June** **2013** | **August** **2013** |
| **P** |  |  |  |  |  |  |
| **O** |  |  |  |  |  |  |

It is critical to provide a separate rating for the process of implementation (activities) and outcomes (early evidence of change as well as short-term outcomes and final outcomes).

**Section 4: Running Notes of Progress**

|  |  |  |
| --- | --- | --- |
| **Date** | **Running Notes of Progress and/or Barriers to Achieve the Outcomes** | **Initial** |
|  |  |  |
|  |  |  |

 **Section 4.5: Level 4 District Plan Highlight Template**

|  |  |
| --- | --- |
| **District** |  |
| **Report Date** |  |
| **Superintendent** |  |
| **Level 4 Plan Manager** |  |
| **Reporting period** |  |
| **Report no** |  |
| **Start date** |  |
| **Audience** |  |

|  |
| --- |
| **Highlights*****>*** *current project stage* ***>*** *key milestones/deliverables met with dates >early evidence of change indicators/ activities undertaken*  |
|  |
| **Budget/Resource status****>** *project budget/resource* **>** *project spend/resources sourced and allocated* **>** *remaining budget/resource unallocated* |
|  |
| **Exceptions****>** *key milestones/deliverables missed> absence of early evidence of change* **>***key barriers to change identified> why* **>** *recovery plan/action to be taken* |
|  |
| **Issues / risks to be raised (new or changed)****>** *description of issue* ***>*** *impact of issue* **>** *action required* **>** *who* **>** *date required* **>** *description of risk* **>** *probability* **>** *impact* **>** *mitigation* **>** *action* **>** *who* **>** *date required* |
|  |
| **Work for next period** **>** *key milestone* **>** *deliverables* **>** *decision points with dates > planned activities>date of next report* |
|   |

Appendix A: PPI Calculator

|  |  |  |
| --- | --- | --- |
|  | **2009-2012 Progress and Performance Index (PPI) Calculator** | [Go forward to the 2010-13 Calculator](file:///C%3A/Users/froy/AppData/Local/Microsoft/Windows/Temporary%20Internet%20Files/Content.MSO/C70D6EEE.xlsx#'2010-2013 PPI Calculator'!A1) |
|  | **Use the tool on this tab** to calculate 2009-12 annual PPIs and the 2012 cumulative PPI for a district, school, or subgroup. **Use the tool on the next tab** to **project** the 2013 annual and 2013 cumulative PPIs based on the data inputted into this tab. |
|  |  |  |  |  |  |  |  |  |  |
|  | **Instructions:** Refer to the 2012 accountability data for your district, school, or subgroup. For each group you wish to examine, enter a value of 0, 25, 50, 75, or 100 into the blue cells for the narrowing proficiency gaps, growth, and high school indicators. Next, enter a value of 25 into the blue cells for the extra credit indicators for which the group was awarded 25 PPI points. Leave blank all cells for which no PPI points were awarded. (For example, if a school does not assess students in science, all of the cells next to the science gap narrowing and extra credit indicators should be left blank.) The group's annual PPIs for the years 2009, 2010, 2011, and 2012 and the group's 2012 cumulative PPI will be calculated automatically. |
|  |  |  |  |  |  |  |  |  |  |
|  | **Notes:** To ensure that the underlying formulas work correctly, you may only enter data into the blue cells. For a group to have a valid annual PPI in a given year, it must assess at least 20 students in the aggregate and at least 30 students in a subgroup on ELA and mathematics MCAS tests. For a group to have a valid 2012 cumulative PPI, it must have at least three annual PPIs, including the 2012 annual PPI. If a group is not eligible to receive a cumulative PPI because it does not have at least three annual PPIs, annual PPI(s) may still be calculated for the group, and the 2012 cumulative PPI figure should be ignored. |
|  |  |  |  |  |  |  |  |  |  |
|  | **Calculate 2009-12 annual PPIs and 2012 cumulative PPI** | **PPI Points Awarded** |  |
|  | **2009** | **2010** | **2011** | **2012** |  |
|  | **English language arts** | Narrowing proficiency gaps (Composite Performance Index) | 75 | 25 | 50 | 25 |  |
|  | Growth (Student Growth Percentiles) | 50 | 50 | 50 | 50 |  |
|  | Extra credit for decreasing % Warning/Failing (10% or more) |   |   |   |   |  |
|  | Extra credit for increasing % Advanced (10% or more) | 25 |   | 25 |   |  |
|  | **Mathematics** | Narrowing proficiency gaps (Composite Performance Index) | 50 | 50 | 50 | 25 |  |
|  | Growth (Student Growth Percentiles) | 50 | 75 | 50 | 50 |  |
|  | Extra credit for decreasing % Warning/Failing (10% or more) |   | 25 |   |   |  |
|  | Extra credit for increasing % Advanced (10% or more) |   | 25 |   |   |  |
|  | **Science** | Narrowing proficiency gaps (Composite Performance Index) | 50 | 50 | 25 |   |  |
|  | Extra credit for decreasing % Warning/Failing (10% or more) |   | 25 |   |   |  |
|  | Extra credit for increasing % Advanced (10% or more) | 25 |   |   | 25 |  |
|  | **High School** | Cohort Graduation Rate |   | 75 | 75 | 25 |  |
|  | Annual Dropout Rate | 25 | 50 | 50 | 50 |  |
|  |  |  |  |  |  |  |  |  |  |
|  | Points awarded for narrowing proficiency gaps, growth, and high school indicators | 300 | 375 | 350 | 225 |  |
|  | Points awarded for extra credit | 50 | 75 | 25 | 25 |  |
|  |  |  |  |  |  |  |  |  |  |
|  | Total points awarded | 350 | 450 | 375 | 250 |  |
|  | Number of proficiency gap narrowing, growth, and high school indicators | 6 | 7 | 7 | 6 |  |
|  | **2009, 2010, 2011, & 2012 Annual PPIs = (Total points / number of indicators)** | **58** | **64** | **54** | **42** |  |
|  |  |  |  |  |  |  |  |  |  |
|  | Cumulative PPI Weighting | 10% | 20% | 30% | 40% |  |
|  |  |  |  |  |  |  |  |  |  |
|  | **2012 Cumulative PPI = (2009\*1 + 2010\*2 + 2011\*3 + 2012\*4 / 10)** | **51** | **Did Not Meet Target** |  |
|  |  |  |  |  |  |  |  |  |  |
|  | *NOTE: Annual and cumulative PPI figures may not be identical to figures displayed in 2012 accountability data due to rounding. If you have questions about these calculations, please email esea@doe.mass.edu or call 781-338-3550.* |

|  |  |  |
| --- | --- | --- |
|  | **2010-2013 Progress and Performance Index (PPI) Calculator** | [Go back to the 2009-12 Calculator](file:///C%3A/Users/froy/AppData/Local/Microsoft/Windows/Temporary%20Internet%20Files/Content.MSO/C70D6EEE.xlsx#'2009-2012 PPI Calculator'!A1) |
|  | **Use the tool on the first tab** to calculate 2009-12 annual PPIs and the 2012 cumulative PPI for a district, school, or subgroup. **Use the tool on this tab** to project the 2013 annual and 2013 cumulative PPIs based on the data inputted into the first tab. |
|  |  |  |  |  |  |  |  |  |  |
|  | **Instructions:** To use this tool to project the 2013 annual PPI and 2013 cumulative PPI for a district, school, or subgroup, you must first input 2010, 2011, and 2012 annual PPI data into the 2009-12 calculator into the appropriate blue cells on the first tab. For each group you wish to examine, enter a value of 0, 25, 50, 75, or 100 into the blue cells in the 2013 column for the narrowing proficiency gaps, growth, and high school indicators. Next, enter a value of 25 into the blue cells for the extra credit indicators for which the group was awarded 25 PPI points. Leave blank all cells for which no PPI points were awarded. (For example, if a school does not assess students in science, all of the cells next to the science gap narrowing and extra credit indicators should be left blank.) The group's annual PPIs for the years 2010, 2011, and 2012 will automatically carry over from the data inputted into the first tab; the group's projected 2013 annual PPI and 2013 cumulative PPI will be calculated automatically once data are inputted into the 2013 column. |
|  |  |  |  |  |  |  |  |  |  |
|  | **Notes:** To ensure that the underlying formulas work correctly, you may only enter data into the blue cells. For a group to have a valid annual PPI in a given year, it must assess at least 20 students in the aggregate and at least 30 students in a subgroup on ELA and mathematics MCAS tests. For a group to have a valid 2013 cumulative PPI, it must have at least three annual PPIs, including the 2013 annual PPI. If a group is not eligible to receive a 2013 cumulative PPI because it does not have at least three annual PPIs, the 2013 annual PPI may still be calculated for the group as long as data exist for 2012. In this case, the 2013 cumulative PPI figure should be ignored. |
|  |  |  |  |  |  |  |  |  |  |
|  | **Project the 2013 annual PPI and 2013 cumulative PPI** | **PPI Points Awarded** |  |
|  | **2010** | **2011** | **2012** | **Projected2013** |  |
|  | **English language arts** | Narrowing proficiency gaps (Composite Performance Index) | 25 |   | 25 | 75 |  |
|  | Growth (Student Growth Percentiles) | 50 | 50 | 50 | 100 |  |
|  | Extra credit for decreasing % Warning/Failing (10% or more) |   |   |   | 25 |  |
|  | Extra credit for increasing % Advanced (10% or more) |   | 25 |   | 25 |  |
|  | **Mathematics** | Narrowing proficiency gaps (Composite Performance Index) | 50 | 50 | 25 | 75 |  |
|  | Growth (Student Growth Percentiles) | 75 | 50 | 50 | 100 |  |
|  | Extra credit for decreasing % Warning/Failing (10% or more) | 25 |   |   | 25 |  |
|  | Extra credit for increasing % Advanced (10% or more) | 25 |   |   | 25 |  |
|  | **Science** | Narrowing proficiency gaps (Composite Performance Index) | 50 | 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 | 25 | 50 |  |
|  | Annual Dropout Rate | 50 | 50 | 50 | 100 |  |
|  |  |  |  |  |  |  |  |  |  |
|  | Points awarded for narrowing proficiency gaps, growth, and high school indicators | 375 | 350 | 225 | 575 |  |
|  | Points awarded for extra credit | 75 | 25 | 25 | 150 |  |
|  |  |  |  |  |  |  |  |  |  |
|  | Total points awarded | 450 | 375 | 250 | 725 |  |
|  | 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)** | **64** | **54** | **42** | **104** |  |
|  |  |  |  |  |  |  |  |  |  |
|  | Cumulative PPI Weighting | 10% | 20% | 30% | 40% |  |
|  |  |  |  |  |  |  |  |  |  |
|  | ***Projected* 2013 Cumulative PPI = (2010\*1 + 2011\*2 + 2012\*3 + 2013\*4 / 10)** | **71** | **Did Not Meet Target** |  |
|  |  |  |  |  |  |  |  |  |  |
|  | *NOTE: Annual and cumulative PPI figures may not be identical to figures displayed in 2012 accountability data due to rounding. If you have questions about these calculations, please email esea@doe.mass.edu or call 781-338-3550.* |