**Holyoke Public Schools**

***Year 4 (2014-2015) Accelerated Improvement Plan for Elementary Schools and Holyoke High School[[1]](#footnote-1)***

***Note: All updated benchmarks are highlighted in red text and summarized in an overview table on page 44 and 45.***

*[Last updated: February 20th, 2015]*

**Background**

In March 2011, Holyoke Public Schools (HPS) was designated as a Level 4 district by the Massachusetts Department of Elementary and Secondary Education (ESE), and a variety of issue areas and opportunities were cited in a District Review conducted by ESE. Some of the key issues included:

* Persistently low student achievement across the district (CPI 20 points lower than the state average in Math and ELA)
* An exceptionally high number of special education and LEP students in the warning/failing category on the MCAS (double the state-wide average)
* A lack of consistent district-wide instruction, assessment and intervention policies and procedures
* A lack of clear expectations for use and dissemination of data, monitoring procedures, and sufficient professional development support for the analysis and use of data
* Insufficient levels of training and staffing to support high needs populations

To address the issues and opportunities highlighted by the ESE District Review, HPS articulated and implemented a district-wide Accelerated Improvement Plan (AIP) starting in the 2011-2012 school year.

**Section 1: Progress to Date**

**Year 1 (2011-2012)**

During Year 1 of the district’s Level 4 status, HPS made great progress in establishing conditions in which broader reform can be possible. The focus during this year was on building capacity and structures across the district to serve as a foundation for future, increasingly targeted work. For example, the district implemented a new meeting structure for its leaders, the District Instructional Leadership Team (DILT), which created a venue for school and district leaders to build their individual and collective capacities. Though much progress was made, it was also clear that much work remained to embed lasting change at the classroom level and dramatically improve student achievement.

**Year 2 (2012-2013)**

During Year 2, the district increased its focus on the structures created during Year 1 and leveraged them to generate increased alignment amongst leaders across the district. The district also began to focus on building leaders’ instructional capacity, specifically, their ability to (1) support teachers in using data to drive instruction, and (2) provide frequent and actionable feedback to teachers grounded in key elements of good instruction. The monthly DILT meetings became a more effective venue for building leaders’ capacity to impact instruction and improve student achievement.

**Year 3 (2013-2014**)

During Year 3, under the leadership of a new Superintendent and Assistant Superintendent, the district moved with a heightened sense of urgency, which yielded more progress than prior years. In **early literacy,** two new directors (of ELA/Humanities and Early Childhood) joined in January and worked on strengthening early literacy in several key areas, which included:

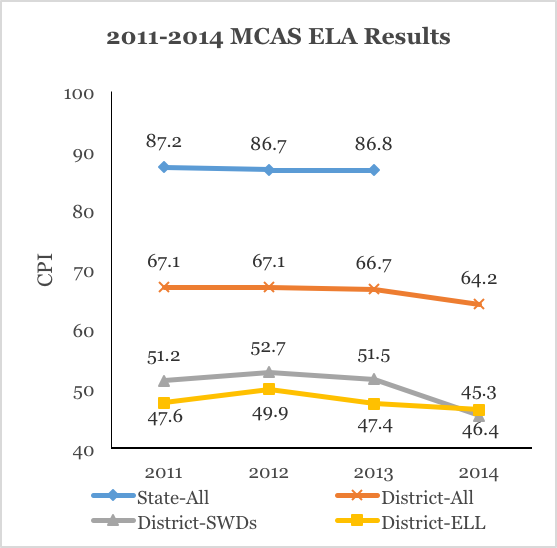
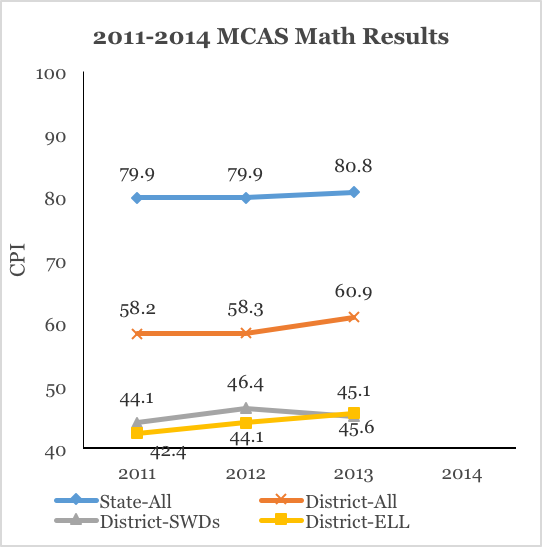
* Developing a strategic 15-point plan for improving early literacy
* Creating a user-friendly and standards-based literacy curriculum for grades K-4
* Setting up and leading bimonthly Professional Learning Communities to support teachers in implementing the new curriculum and applying instructional best practices
* Providing targeted coaching (i.e., co-planning, co-teaching, modeling, observation, and feedback) for a select group of teachers identified through data.

In SY 13-14, the district also began implementing a bold plan to **expand its leadership capacity** for SY14-15 by creating new central office positions and working with a recruiter to fill four new central-office leadership positions (i.e., Director of Talent and PD, STEM director, Director of Leadership Effectiveness (DLE), and ELL Director), two new principal positions, and ~10 Instructional Leadership Specialist positions. These hiring decisions were made with the goal of having highly talented team of instructional leaders who will work together to effect significant changes in teacher practice in SY 14-15.

All of this work reflects significant progress during the past year; however, these changes did not occur early enough for full impact during the 2013-2014 school year- the new ELA and Early Childhood directors began in January, the new curriculum wasn’t rolled out until January and February, and the coaching support did not start until February. Additionally, the new directors for ELL, STEM, and Talent and PD did not begin until July, and the Director of Leadership Effectiveness and ILSs have come on board later in the summer. While much was accomplished during the spring, the district expects that the full effect will not be felt until the 2014-2015 school year.

**Analysis of Student Performance 2011-2014**

The following analyses examine 2011-2014 MCAS results in English Language Arts and math, comparing Holyoke’s performance – for all students, students with disabilities (SWDs), and English Language Learners (ELL) to the state average:

\*Note: All 2014 figures preliminary. 2014 figures only available for ELA at the district level.

The MCAS results indicate the following:

* **No progress in ELA**: Although the district made significant investments in laying a foundation for effective instruction in literacy in SY13-14 (i.e., developing new curriculum, setting up structures for teacher learning, collaboration, and coaching), the changes did not occur early enough in the year and have not yet translated to meaningful change at the student level. The results from the last four years demonstrate the urgent need to ensure that classroom practice improve in the coming year
* **Slight (but insufficient) progress in math**: Between 2011 and 2013, the district made a slight gain in math scores for all students. During a period in which the state CPI score in math increased by almost 1 point, the district’s overall score increased by two points, ELL students increased by 3.2 points, and students with disabilities increased by 1 point; as a result, the gap between the district and the state closed slightly, although the progress will not be sufficient in terms of meeting longer-term student achievement goals
* **The district needs an explicit plan for its subgroups**:The data from previous years shows that significant gaps exist between the district’s largest subgroups – ELLs and SWDs- and the student population as a whole, indicating that the district needs to focus on defining effective instructional strategies for these students. Since 90% of the Holyoke student population are considered ‘high needs,’ the district plans to explicitly target all core instruction towards raising the achievement of ELLs and students with disabilities; for example, strategies that have proven effective for ELLs (e.g., explicit vocabulary instruction, student discourse) will be a focus of daily instruction.

**Section 2: Planning for 2014-2015**

While the district made definite progress during the past year, the work has not translated into sustained gains in student achievement, and much remains to be done. The process for planning for accelerated improvement in 2014-15 included the following:

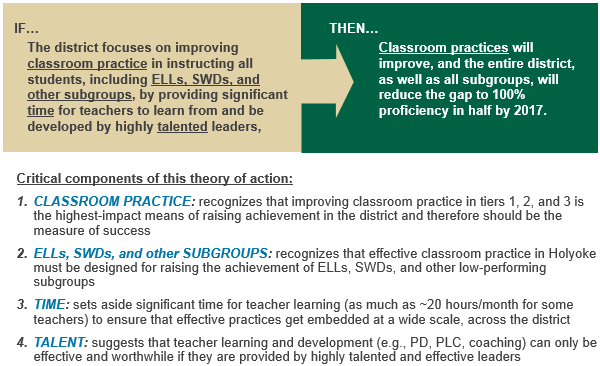
* Developing a clear theory of action for how the district will achieve improved student outcomes
* Identifying 5 strategic objectives that identify priorities and align with the theory of action
* Identifying the desired outcomes and outputs for each strategic objective and fleshing out the necessary inputs (i.e., activities and processes) that will lead the district to achieve desired outcomes

An overview of the district’s theory of action and strategic objectives that undergird the entire document are described below.

**Theory of Action**

*The theory of action for this year seeks changes in classroom practice through focuses on classroom practice, student subgroups, time, and talent:*

2014-2015 Theory of Action



**Unpacking the Theory of Action- Critical Components**

To build off of the foundation established in Years 1-3 and to realize noticeable and sustained improvements in classroom practice, HPS developed a theory of action for the 2014-2015 school year to focus on four critical levers to improve instruction and raise student achievement:

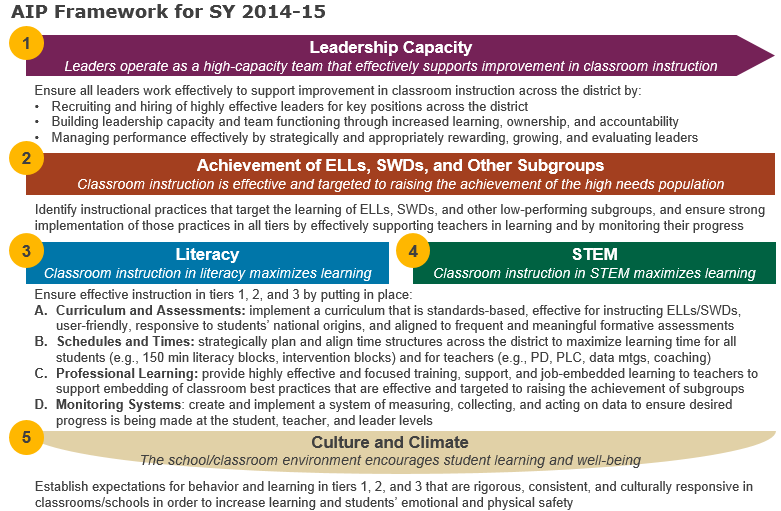
1. **Classroom practice:** Recognizes that improving classroom practice in Tiers 1, 2, and 3 is the highest-impact means of raising achievement in the district and therefore should be the measure of success
2. **English Language Learners, Students with Disabilities, and other subgroups:** Recognizes that effective classroom practice in Holyoke must be designed for raising the achievement of ELLs, SWDs, and other low performing subgroups
3. **Time:** Sets aside significant time for teacher learning (as much as ~20 hours per month for some teachers) to ensure that effective practices get embedded at a wide scale across the district
4. **Talent:** Recognizes the critical importance of having highly talented and effective leaders to support teacher learning and development (e.g., PD, PLC, coaching)

**Strategic Objectives**

Given the district’s theory of action, which posits that 1) improving classroom practice, 2) effectively targeting instruction towards ELLs, SWDs, and other subgroups, 3) setting aside significant time for teacher learning, and 4) ensuring that teacher learning is supported by highly talented and effective leaders, it will adopt the following five strategic objectives to drive the work for the coming year:

1. **Leadership capacity:** In order to have high-capacity instructional leaders to support teachers, the district focus on building the capacity of its leaders across the district. The will occur in a multi-pronged effort which includes (1) both recruiting and hiring strong new leaders for key positions, (2) investing in developing its existing leadership team, and (3) setting up systems and structures for support and monitoring their performance. With this effort, the vision is that all school and district leaders will have the resources and skills to recognize successful classroom practice, support teachers effectively in improving their classroom practice, build positive, outcomes-oriented school environments, and integrate data-based decision-making into all aspects of their leadership practice. Continuing to invest in leadership capacity will ensure that the district can build off the progress made during the past 3 years in building a strong foundation for reform in Holyoke.
2. **Achievement of English Language Learners, Students with Disabilities, and other subgroups:** Urged by the alarming student achievement data, particularly of the district’s student subgroups, the district will articulate explicit strategies for ensuring that *all* classroom instruction targets improved achievement for English Language Learners and SWDs. By highlighting the achievement of ELLs/SWDs in its own objective (instead of embedding it within other objectives), the district plans to ensure that all work done to maximize student learning across content areas is based on, rather than modified for, effective instruction for subgroups. During the coming year, the district will work to identify and support teachers in implementing effective instructional practices, particularly for ELLs and SWDs.
3. **Literacy**: Due to continued low achievement in ELA/literacy across the district, the district will continue to intensify efforts to strengthen literacy instruction in Tier 1, Tier 2, and Tier 3, with a focus on ensuring achievement of ELLs and SWDs. To achieve this, the district will focus on 1) developing and implementing rigorous, standards-aligned curriculum and assessments that allow teachers and leaders to monitor student progress real-time throughout the year, 2) providing more frequent and effective opportunities for teachers to develop their practice, 3) ensuring that all professional learning is high-quality, sustained, intensive, and mutually-reinforcing for teachers to successfully implement effective practices for literacy instruction, and 4) improving the effectiveness and integration of all systems to monitor and support teachers throughout the year.
4. **STEM:** Similar to Literacy, the goal for STEM is to intensify effort to strengthen STEM instruction for all students Tier 1-3, focusing on effective instructional strategies for ELLs and SWDs in alignment with Strategic Objective #2. To achieve this, the district will focus on 1) developing and implementing rigorous, standards-aligned curriculum and assessments that allow teachers and leaders to monitor student progress real-time throughout the year, 2) providing more frequent and effective opportunities for teachers to develop their practice, 3) ensuring that all professional learning is high-quality, sustained, intensive, and mutually-reinforcing for teachers to successfully implement effective practices for STEM instruction, and 4) improving the effectiveness and integration of all systems to monitor and support teachers throughout the year.
5. **Climate and Culture:** The district has recognized the importance of school and classroom culture/climate in creating a positive and rigorous environment that maximizes student learning. School and district leaders will undertake initial efforts to lay a foundation and build buy-in for creating positive cultures and climates in schools that hold students and teachers to consistent and high standards of learning. The district will also establish support systems in schools for fostering students’ social-emotional growth. One key element of the initial focus will be on supporting teachers in implementing effective classroom management strategies, which will be supported by the integration of the Positive Behavior Interventions and Supports program into many schools this year.

Overview of 2014-2015 Accelerated Improvement Plan Strategic Objectives



**Ongoing Work from Year 3**

During Year 3, the district made a significant investment in attracting talented new school and district leaders, with the express purpose of improving the capacity for the leadership team to support instruction. Given the great strides made on leadership capacity during Year 3, the logical next step for the district is to focus on leveraging those leaders to change teacher practice across the district. While the shift in emphasis requires the development of some new systems (particularly around aligning support and monitoring teacher progress), it will also mark a continuation of work from Year 3; for example, the work to develop leader abilities to support teachers will take place through the ongoing DILT meetings. Strategic Objective 3 (“Literacy,”) is another objective where efforts from Year 3 will continue; the extensive curriculum development work undertaken by the directors of ELA/Humanities and Early Childhood will transition from development to implementation. The work around the data cycle will continue as well, having been incorporated into Strategic Objectives 3 and 4 (“Literacy” and “Stem”) as a best practice for informing instruction. Overall, while the plan for Year 4 emphasizes different levers, it is very heavily built on a foundation laid during Years 1-3, and represents an intensifying of, rather than a departure from, prior efforts.

**Section 3: Structuring the Accelerated Improvement Plan**

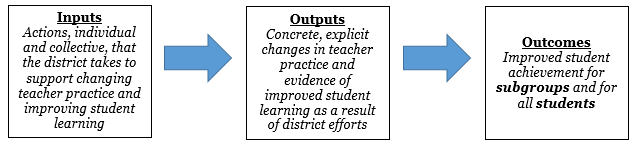
The Accelerated Improvement Plan is organized into the four following levels, with each subsequent level providing more specificity and focus. The following example illustrates the components of each strategic objective:

Accelerated Improvement Framework

**Strategic Objective # X: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

*Describes what we want to achieve and what we will prioritize*

**Progress Measures:**  The progress measures for each objective are specific and measurable indicators that will indicate to district leaders whether or not they are on track to meet the goals of each strategic objective, and whether the activities and initiatives underway are actually having an impact on changing teacher practice and improving student achievement. These measures are divided into 3 broad categories: 1) **inputs**, which are the actions taken by district leaders and teachers, 2) **outputs**, which are the expected changes in teacher practice and student learning as a result of the inputs, and 3) **outcomes**, which are long-term improvements in student achievement for subgroups and all students:



* **Outcomes (Final Outcomes):** Targets for student achievement on summative assessments.
* **Outputs (Short-term Outcomes):** 
  + **For Teachers:** Explicit and measurable indicators of change in teacher practice (e.g., implementation of effective classroom practices)
  + **For Students:** Evidence that student learning is improving, based on formative and mid- year assessment data.
* **Inputs (Early Evidence of Change):** Key operational benchmarks that indicate that activities necessary to realize short and long-term outcomes are underway.

**Initiative X.Y:**

*For each strategic objective, there are 3-4 major initiatives necessary to meet the objectives. This section provides the rationale for the initiative and an overview of the types of activities it will involve*.

***Owner:*** *This section indicates what person is responsible for meeting the objectives of the initiative.*

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| **Initiative X.Y: Activities and Supports** | | | | | | | | | | | | | | | | | |
| **Action Step** | **Roles Involved** | **Aug** | **Sep** | **Oct** | **Nov** | **Dec** | **Jan** | **Feb** | | **Mar** | | **Apr** | | **May** | | **Jun** | |
| 1. ***Major activity:*** *Under**each initiative, there are 3- 5 major activities to carry out the initiative* | | | | | | | | | | | | | | | | | |
| *1a.* ***Sub-activity:*** *Under each major activity, “sub-activities” details the specific action step required, the roles that will be involved in carrying it out, and the timeline for implementation.* | *Roles responsible for ensuring action occurs* |  |  |  |  |  |  | |  | |  | |  | |  | |  |

**Strategic Objective # 1: “Leadership Capacity”**

*Leaders will operate as a high-capacity team that effectively supports improvement in classroom instruction.*

**Why is this objective necessary to improve teacher practice and student achievement?**

Teachers across the district interact with many different leaders – such as principals, administrators, Instructional Leadership Specialists (ILSs), and department directors – all of whom share responsibility for developing teachers on behalf of students. In order to improve classroom instruction and increase student achievement, district leaders need to have a shared and deep understanding of what effective classroom instruction looks like, to have the skills to effectively develop teachers’ classroom practices, to coordinate as a leadership team to provide mutually reinforcing and clear messages to teachers, and to provide strong systems and structures to support teachers’ learning.

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| **Progress Measures:**  *Note: Progress measures may span multiple strategic objectives.*  For the 2014-2015 AIP, success is defined primarily through changes in teacher practice, and through associated improvements in student learning (as measured through formative assessments). Accordingly, the progress measures for Strategic Objective #1 track outcomes associated with teacher practice.   * **Outcomes (Final Outcomes):** The district will meet its PPI target of 75 points. * **Outputs (Short-term Outcomes)**   + **For Teachers:**     - By the end of year, 40% of teachers will demonstrate performance on district-wide focus walks that is consistent with a “proficient” on end-of-year evaluations.     - By end of year, 90% of teachers working with Instructional Leadership Specialists (ILSs) will demonstrate performance on district-wide focus walks that is consistent with a “proficient” on end-of-year evaluations.     - Note: As of December, 2014, 24 teachers have been coached by Instructional Leadership Specialists. The district will track and report progress on this metric, but will not set benchmarks (due to a lack of prior “reference” data). * **Inputs (Early Evidence of Change)**   + 100% of **principals and directors** will spend a significant portion of their day *(note: specific number of hours will be agreed upon with principals and directors, depending on their role)* supporting teachers’ instructional practice as measured through the monthly “teacher trackers”   + 100% of **ILSs** will engage with at least 6 teachers in comprehensive coaching cycles (planning, modeling, observation, and feedback) on a given month, as measured by the coaching trackers   + 100% **principals, directors, and ILSs** will submit their completed trackers monthly, by the monthly due date   + 100% of **principals** **and directors** will ensure that all district-wide formative assessment results are collected and submitted to central office data coordinator by each due date specified in the data collection calendar\*   *(\*Assessment data collection system is still being developed, so the specifics of this benchmark may change)* |

**Overview of Strategic Objective 1: (“Leadership Capacity”)**

The district will undertake the following initiatives in support of the overall goal of improving the leadership team’s capacity to support effective classroom instruction:

* **Initiative 1.1 “Recruiting and Hiring”:** Focuses on cultivating a leadership pipeline, streamlining recruiting and hiring systems, and hiring new leaders.
* **Initiative 1.2 “Learning and Development”:** Includes district efforts to develop existing leaders’ ability to effectively support classroom instruction.
* **Initiative 1.3 “Performance Management”:** Articulates action steps around implementation, including monitoring and evaluating leaders to both provide support and hold them accountable for improving classroom practice and student achievement.

**Initiative 1.1: “Recruiting and Hiring”**

In order for classroom practice to improve in every classroom for every student, all teachers need consistent access to strong leaders who are effective in supporting their development. The district will recruit, hire, and deploy a high-capacity leadership team by:

1. ***Cultivating a strong pipeline of highly effective leaders*** *through aggressive recruiting and key relationships with partners, organizations and higher-education institutions*
2. ***Implementing an efficient and rigorous process*** *for recruiting, hiring, and staffing new leaders*
3. ***Continuing to hire strong new leaders*** *in key positions*

***Owner: Director of Talent and PD***

| **Initiative 1.1: Activities and Supports** | | | | | | | | | | | | | | | | | | | |
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| **Action Step** | **Roles Involved** | **Aug** | **Sep** | **Oct** | **Nov** | **Dec** | | **Jan** | | **Feb** | | **Mar** | | **Apr** | | **May** | | **Jun** | |
| ***1. Cultivate a strong pipeline of highly effective leaders*** | | | | | | | | | | | | | | | | | | | |
| 1a. Research local and regional leadership training programs to identify which programs the district should partner with to recruit highly effectively leaders | Dir. of Tal. & PD |  |  |  |  | |  | |  | |  | |  | |  | |  | |  |
| 1b. Meet with directors of priority leadership training programs to build a relationship with Holyoke public schools | Supt.  Asst. Supt. |  |  |  |  | |  | |  | |  | |  | |  | |  | |  |
| 1c. Identify anticipated hiring needs and actively recruit graduates of priority leadership training programs beginning in October/November | Supt.  Asst. Supt.  Dir. of Tal. & PD |  |  |  |  | |  | |  | |  | |  | |  | |  | |  |
| 1d. Identify, develop, and maintain a list of strong leaders to target as potential leaders for HPS, both within HPS and through relationships with surrounding districts | Supt.  Asst. Supt.  Dir. of Tal. & PD |  |  |  |  | |  | |  | |  | |  | |  | |  | |  |
| ***2. Implement an efficient and rigorous process for recruiting, hiring, and staffing new leaders*** | | | | | | | | | | | | | | | | | | | |
| 2a. Outline a clear and streamlined set of expectations and timeline for recruiting/hiring that ensures that the district begin recruiting in the fall and is able to make offers as early as April | Dir. of Tal. & PD |  |  |  |  | |  | |  | |  | |  | |  | |  | |  |
| 2b. Develop a rigorous interview process and protocol that includes questions/tasks that accurately screen for talent and specify the number of interview rounds, interviewer qualifications, scoring rubrics, and an objective decision-making protocol | Supt.  Asst. Supt.  Dir. of Tal. & PD |  |  |  |  | |  | |  | |  | |  | |  | |  | |  |
| 2c. Post positions and recruit candidates according to timeline, ensuring that the district is ready to make offers as early as April | Supt.  Asst. Supt.  Dir. of Tal. & PD, HR |  |  |  |  | |  | |  | |  | |  | |  | |  | |  |
| 2d. Identify interview committee members | Supt.  Asst. Supt.  Dir. of Tal. & PD |  |  |  |  | |  | |  | |  | |  | |  | |  | |  |
| 2e. Train and calibrate all interviewers in the interview “look-fors” and in the agreed-upon process | Dir. of Tal. & PD, interview committee members |  |  |  |  | |  | |  | |  | |  | |  | |  | |  |
| 2f. Develop and implement an onboarding plan that will ensure new leaders are prepared to be highly effective, including plans to integrate them into the existing leadership team and ensure that they have a deep understanding of district goals and priorities | Dir. of Talent and PD  Asst. Supt. |  |  |  |  | |  | |  | |  | |  | |  | |  | |  |
| ***3. Continue to hire strong new leaders in key positions*** | | | | | | | | | | | | | | | | | | | |
| 3a. Identify key leadership positions to be recruiting for in the coming year to ensure that the leadership team’s capacity continues to increase | Dir. of Tal. & PD |  |  |  |  | |  | |  | |  | |  | |  | |  | |  |
| 3b. Recruit applicants from pipeline programs and from potential leaders list early to ensure that the district can make offers as early as April | Supt.  Asst. Supt.  Dir. of Tal. & PD |  |  |  |  | |  | |  | |  | |  | |  | |  | |  |
| 3c. Post positions and commence recruiting/hiring process according to agreed-upon schedule (see Step 2) | Asst. Supt.  Dir. of Tal. & PD |  |  |  |  | |  | |  | |  | |  | |  | |  | |  |
| 3d. Vet and interview candidates according to new, rigorous, interview process (see Step 2) | Supt.  Asst. Supt.  Dir. of Tal. & PD |  |  |  |  | |  | |  | |  | |  | |  | |  | |  |
| 3e. Make final offers and continue to reach out to ensure that candidates accept offers | Supt.  Asst. Supt. |  |  |  |  | |  | |  | |  | |  | |  | |  | |  |

**Initiative 1.2: “Learning and Development”**

In order for all teachers to change their practice and improve student outcomes, they need consistent and coherent support from district leaders. To provide this support, district leaders must be able to collaborate effectively and must have a shared understanding of the most effective systems and strategies for supporting teachers. This means investing time and resources into developing the leaders to ensure that they have a strong collaborative culture, are aligned in their goals, and coordinated in their objectives.

***At a high level, this initiative will be focused on developing a high-functioning team of district leaders:***

1. ***Build a high-functioning and collaborative team*** *of central office instructional leaders, referred to as the Teaching and Learning Team (TLT), which includes the Assistant Superintendent and central office academic department directors; the TLT will be responsible for overseeing and supporting school leaders in implementing district strategies to improve teacher practice and increase student achievement.*
2. ***Implement effective systems of learning and accountability*** *for principals and directors through the District Instructional Leadership Team (DILT), which is comprised of school leaders as well as the Teaching and Learning Team; the DILT meets on a monthly basis to collaborate in developing the leadership team’s ability to improve teacher practice and increase student achievement (e.g., ownership of DILT session, peer data reviews, implementation of AIP/SIPs).*
3. ***Tightly manage and deploy ILSs*** *through an effective district-wide model for coaching, deployment, and training that is delivered at monthly ILS team meetings and facilitated by central office academic directors as needed.*
4. ***Ensure coordinated and coherent efforts*** *by all leaders (i.e., directors, principals, and ILSs) to support change in teacher practice*

***Owner: Superintendent and Assistant Superintendent***

| **Initiative 1.2: Activities and Supports** | | | | | | | | | | | | |
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| **Action Step** | **Roles Involved** | **Aug** | **Sep** | **Oct** | **Nov** | **Dec** | **Jan** | **Feb** | **Mar** | **Apr** | **May** | **Jun** |
| ***4. Build a high-functioning and collaborative team of central office instructional leaders ( the “Teaching and Learning Team”)*** | | | | | | | | | | | | |
| 4a. TLT adopts an outcomes-oriented charter and norms that commit the team to holding each other accountable to results at each meeting, as well as agreeing to a regular and frequent cadence that ensures that the group is able to effectively support building leaders and teachers | Asst. Supt.  TLT |  |  |  |  |  |  |  |  |  |  |  |
| 4b. TLT determines roles and responsibilities (e.g., facilitator, note-taker) for each meeting that ensure active engagement from all members, and ensure that meetings are documented and decisions are followed up on | Asst. Supt.  TLT |  |  |  |  |  |  |  |  |  |  |  |
| 4c. In and outside of each TLT meeting, members will be relentlessly focused on reviewing progress towards desired outputs, work together to problem-solve challenges, and effectively support improved teacher practice | Asst. Supt.  TLT |  |  |  |  |  |  |  |  |  |  |  |
| ***5. Implement effective systems of learning and accountability for principals and directors*** | | | | | | | | | | | | |
| 5a. Establish a year-long plan for the DILT meetings that ensures that DILT meetings are focused on building leaders’ capacities to support improvement in teacher practice | Dir. of Tal. & PD  TLT  DLE |  |  |  |  |  |  |  |  |  |  |  |
| 5b. Set up frequent and regular structures for principal coaching and support (e.g., school visits, coaching sessions) to develop principals in more effectively supporting improvement in teacher practice | Asst. Supt.  DLE |  |  |  |  |  |  |  |  |  |  |  |
| 5c. Meet regularly as central office leaders to discuss progress on principal coaching and identify tiered levels of support to school | Asst. Supt.  DLE |  |  |  |  |  |  |  |  |  |  |  |
| 5d. Design monthly peer data review protocol to facilitate evidence-based strategic leadership actions based on progress in teacher practice and in student learning | Dir. of Tal. & PD  TLT |  |  |  |  |  |  |  |  |  |  |  |
| 5e. Meets monthly as a DILT to learn from peers and experts on the skills and knowledge required to support teacher improvement (e.g., effective feedback, effective classroom practices for increasing achievement with subgroups, and in literacy/STEM, ways to support better climate and culture) | DILT |  |  |  |  |  |  |  |  |  |  |  |
| 5f. Meet monthly as a TLT bimonthly (see 4c for specifics) | TLT |  |  |  |  |  |  |  |  |  |  |  |
| 5g. Meet bimonthly as ILSs to review data on how teachers are responding to coaching, ensure alignment in feedback and supports being provided, and learn/share best practices in supporting changing teacher practice | ILSs  TLT |  |  |  |  |  |  |  |  |  |  |  |
| ***6. Tightly manage and deploy ILSs*** | | | | | | | | | | | | |
| 6a. Establish a district-wide model for coaching (e.g., components of coaching cycle, duration, protocol for feedback, expectations for caseload, how they will support principals) | Dirs. ELA & Early Ch. |  |  |  |  |  |  |  |  |  |  |  |
| 6b. Provide bimonthly training to ILSs on (1) content (i.e., Common Core, effective instructional practices), and (2) coaching skills (see 5g) | Dirs. of Tal. & PD, ELA, Early Ch. |  |  |  |  |  |  |  |  |  |  |  |
| 6c. At each ILS meeting, use data to identify which teachers each ILS will prioritize and establish an explicit schedule and goals for the coaching cycle | Principals  Dirs. ELA & Early Ch.  ILSs |  |  |  |  |  |  |  |  |  |  |  |
| 6d. Reflect and review data quarterly to adjust ILS deployment as necessary | Principals  ILSs |  |  |  |  |  |  |  |  |  |  |  |
| ***7. Ensure coordinated and coherent efforts by all leaders*** | | | | | | | | | | | | |
| 7a. Develop a tool for district leaders to track and share interactions with teachers, and a protocol for how leaders use the tool in their work with teachers | TLT  ILSs  Select Principals |  |  |  |  |  |  |  |  |  |  |  |
| 7b. Identify and use frequent opportunities (at least monthly) for leaders to jointly review teacher progress, ensure alignment in feedback, and coordinate appropriate supports | Principals  ILSs  DLE |  |  |  |  |  |  |  |  |  |  |  |
| 7c. Develop protocol for “district focus walks” that will allow all leaders to evaluate teacher progress in using effective practices in every classroom and every school. | TLT |  |  |  |  |  |  |  |  |  |  |  |

**Initiative 1.3: “Performance Management”**

As leaders begin to implement efforts in schools to change teacher practice and raise student achievement, the district will need to monitor leader performance to ensure that teachers are receiving support from a highly functioning team of effective leaders, so that classroom practice and student achievement will improve. The district will implement systems to monitor and coach leaders, and to hold them accountable:

1. ***Revamp the accountability system*** *for monitoring leader performance (e.g., observation reporting tool, data dashboard, monthly data submissions)*
2. ***Use an evidence-based and data-driven decision making system*** *for providing appropriate coaching and supports to leaders*
3. ***Recognize strong leaders*** *with greater autonomy, investment, and leadership opportunities*
4. ***Evaluate and exit*** *underperforming leaders based on evidence and data*

To ensure that the district is able to effectively monitor and manage leader performance, the district will develop **comprehensive “teacher trackers”** which directors, principals, and ILSs will use to record their work with teachers. Although the tools will be tailored to each role, all tools will: 1) be aligned to the effective classroom practices that are the focus of the AIP, 2) allow the user to quickly identify which teachers need and/or are receiving extra support, 3) allow district leaders to track teacher progress over time, and 4) facilitate easy sharing of information amongst leaders to drive coordinated efforts in supporting teachers.

***Owner: Superintendent and Assistant Superintendent***

| **Initiative 1.3: Activities and Supports** | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Action Step** | **Roles Involved** | **Aug** | **Sep** | **Oct** | **Nov** | **Dec** | **Jan** | **Feb** | **Mar** | **Apr** | **May** | **Jun** |
| ***8. Revamp the accountability system for monitoring leader performance*** | | | | | | | | | | | | |
| 8a. Design the walkthrough reporting tool(s) (i.e., “teacher trackers”) and student achievement data dashboards to ensure that all leaders are held accountable for seeing changes in teacher practice and student outcomes; ensure that the tool is also integrated into the educator evaluation system | TLT  Asst. Supt. |  |  |  |  |  |  |  |  |  |  |  |
| 8b. Establish and communicate clear expectations for leader actions (e.g., how many classrooms per week leaders should visit); establish a schedule for leaders to submit the tracking tool to the Supt/Asst. Supt, as well as a timeline for educator evaluations | Supt.  Asst. Supt. |  |  |  |  |  |  |  |  |  |  |  |
| 8c. Collect and review tracking tool monthly to ensure that leaders are meeting expectations (see 8b), to ensure that teacher practice is changing, and to appropriately provide a tiered level of supports | Supt.  Asst. Supt.  DLE |  |  |  |  |  |  |  |  |  |  |  |
| 8d. Conduct “district focus walks” in September, January, and May on teacher implementation of “effective Holyoke classroom practices.” Use the findings to establish baselines, target tiered-levels of support to schools/teachers, monitor growth, and provide coaching and accountability to principals based on results | TLT  DLE  Asst. Supt. |  |  |  |  |  |  |  |  |  |  |  |
| ***9. Use an evidence-based and data driven decision making system*** | | | | | | | | | | | | |
| 9a. Establish and communicate protocol for reviewing data on director, principal and ILS performance that includes criteria for interventions based on leader performance in order to be able to appropriate provide tiered levels of support to different leaders | Supt.  Asst. Supt.  DLE  TLT |  |  |  |  |  |  |  |  |  |  |  |
| 9b. Review data on a monthly basis, and identify which leaders are consistently meeting expectations and which are not, and deploy supports and provide feedback accordingly | Supt.  Asst. Supt.  DLE |  |  |  |  |  |  |  |  |  |  |  |
| 9c. Use data from district focus walks conducted in September, January, and May to evaluate whether teachers are making desired progress in using “effective Holyoke classroom practices” and provide targeted coaching to principals based on the results | TLT  DLE  Asst. Supt. |  |  |  |  |  |  |  |  |  |  |  |
| ***10. Recognize strong leaders*** | | | | | | | | | | | | |
| 10a. During each review cycle, analyze data to identify consistent top performers whose data demonstrates that their support of teachers is improving teacher practice and student achievement | Supt.  Asst. Supt  DLE |  |  |  |  |  |  |  |  |  |  |  |
| 10b. Based on these reviews, identify which leaders are consistently successful; reward these leaders with greater autonomy, and leverage their success by identifying leadership opportunities (via, DILT, TLT, or ILS meetings) | Supt.  Asst. Supt  DLE |  |  |  |  |  |  |  |  |  |  |  |
| ***11. Evaluate and exit underperforming leaders*** | | | | | | | | | | | | |
| 11a. Based on monthly data review and results of district focus walks, identify chronically underperforming leaders, who do not meet expectations in terms of using the “teacher tracker,” and who are not showing evidence of improving teacher practice; provide ongoing supports to help leaders who struggle | Supt.  Asst. Supt.  DLE |  |  |  |  |  |  |  |  |  |  |  |
| 11b. Meet with chronically underperforming leaders; develop improvement plans targeted to ensure that leaders improve in the areas where they are underperforming | Supt  Asst. Supt.  DLE |  |  |  |  |  |  |  |  |  |  |  |
| 11c. Move to exit leaders who do not meet requirements of improvement plans, and ensure that strong candidates are recruited to replace them | Supt.  Asst. Supt.  Dir. of HR |  |  |  |  |  |  |  |  |  |  |  |

**Strategic Objective #2: “Subgroup Achievement”**

*Classroom instruction is effective and targeted to*

*raising the achievement of the underperforming subgroups*

**Why is this objective necessary to improve teacher practice and student achievement?**

Given the large population of high-needs students in Holyoke (~90%), and given the sizeable achievement gaps that persist for those students, improving outcomes for all students in Holyoke will be synonymous with improving outcomes for high-needs students. Including subgroup achievement as a strategic objective reflects learning on the part of the district - the focus in prior years on improving instruction for all, including for high-needs students, has not yielded the dramatic gains that Holyoke wants to see for its subgroups. By making subgroups an explicit priority, HPS will target all instruction, first and foremost, towards its neediest students, with the belief that effective instruction targeted for low-performing subgroups will raise the achievement of all students in the district.

**Overview of Strategic Objective 2: “Subgroup Achievement”**

The district will undertake the following initiatives in support of the goal of ensuring that all classroom instruction is effective at raising the achievement of the high-needs population:

* **Initiative 2.1 “Identify Best Practices”:** Is a planning step focused primarily on determining what effective classroom instruction looks like in Holyoke, and creating a clear list of prioritized “effective Holyoke classroom practices” for all teachers to implement in every classroom
* **Initiative 2.2 “Support Implementation”:** Details the actions that the district will take in support of teachers implementing the “effective Holyoke classroom practices” in their classrooms
* **Initiative 2.3: “Monitor Progress”**: Covers actions the district will take to hold teachers and leaders accountable for improving classroom practice by implementing the “effective Holyoke classroom practices,” and steps the district will take to track and evaluate the impact these practices have on student achievement

**Progress Measures:**

*Note: In output formulation, special focus was given to critical grades leading up to MCAS.*

* For the 2014-2015 AIP, success is defined primarily through changes in teacher practice, and through associated improvements in student learning (as measured through formative assessments). Accordingly, the progress measures for Strategic Objective #2 track outcomes associated with teacher practice and student learning.
* **Outcomes (Final Outcomes):** The district will meet its PPI target of 75 points for ELLs and SWDs.
* **Outputs (Short-term Outcomes)**
  + **For Teachers:**
    - By the end of year, 40% of teachers will demonstrate performance on district-wide focus walks that is consistent with a “proficient” on end-of-year evaluations.
    - By the end of year, 90% of teachers working with Instructional Leadership Specialists (ILSs) will demonstrate performance on district-wide focus walks that is consistent with a “proficient” on end-of-year evaluations.
  + **For Students:** 
    - By the end of year, 40% of kindergarteners will be on-level on the BAS assessment.
    - By the end of year, 50% of 1st graders will be on-level on the BAS assessment (a 20 percentage point increase from baseline).
    - By the end of year, 60% of 2nd graders will be on-level on the BAS assessment (a 20 percentage point increase from baseline).
    - By the end of year, 33% of 3rd - 8th graders will score “like proficient” (at or above average score of those scoring proficient on MCAS last year) on ELA interim assessment (a 10 percentage point increase from baseline).
    - By the end of year, 36% of 4th - 8th graders will score “like proficient” on Math interim assessment (a 10 percentage point increase from baseline).
    - By the end of year, 63% of 9th grade students will score “like proficient” (70% or above) on English 1 interim assessment (a 10 percentage point increase from baseline).
    - By the end of year, 59% of 10th grade students will score “like proficient” on English 2 interim assessment (a 10 percentage point increase from baseline).
    - By the end of year, 45% of 9th and 10th grade students will score “like proficient” (at or above average score of those scoring proficient on MCAS last year on Algebra interim assessment (a 10 percentage point increase from baseline).
    - By the end of year, 49% of 9th and 10th grade students will score “like proficient” (at or above average score of those scoring proficient on MCAS last year on Geometry interim assessment (a 10 percentage point increase from baseline).
    - Note: Due to a lack of prior reference data, the district will track and report science progress, but will not set benchmark targets. District will report performance on 9th and 10th grade biology course assessments.
  + **Subgroups:** While the above targets apply to “all students”, each of the metrics will be tracked and reported by subgroup throughout the school year.
* **Inputs (Early Evidence of Change)**
  + 100% of **principals and directors** will spend a significant portion of their day *(note: specific number of hours will be agreed upon with principals and directors, depending on their role)* supporting teachers’ instructional practice as measured through the monthly “teacher trackers”
  + 100% of **ILSs** will engage with at least 6 teachers in comprehensive coaching cycles (planning, modeling, observation, and feedback) on a given month, as measured by the coaching trackers
  + 100% **principals, directors, and ILSs** will submit their completed trackers monthly, by the monthly due date
  + *100% of* ***principals******and directors*** *will ensure that all district-wide formative assessment results are collected and submitted to central office data coordinator by each due date specified in the data collection calendar\**

*(\*Assessment data collection system is still being developed, so the specifics of this benchmark may change)*

**Initiative 2.1: “Identify Best Practices**

To ensure that classroom instruction is effective and targeted for high-needs students, and especially for English Language Learners (who make up a significant percentage of the Holyoke student population), all teachers need to know what effective instruction for these students looks like. Before that can happen, the ELL director, TLT, and other district leaders need to reach a shared understanding of what specific practices will improve student outcomes if implemented in every classroom, every day, and then need to communicate this understanding to teachers:

1. ***Conduct best practice research*** *on ELL instruction to identify proven high-leverage practices that drive learning of ELLs from sources within and external to Holyoke*
2. ***Solicit input*** *from teachers and leaders with demonstrated success in raising ELL achievement – from Holyoke or like districts – to refine the list and apply it to the Holyoke context*
3. ***Finalize a prioritized list of “effective Holyoke classroom practices”*** *that will increase learning for the high needs Holyoke student population*
4. ***Communicate expectations*** *to teachers and leaders about implementing the “effective Holyoke classroom practices”*

***Owner: ELL Director and Special Education Director***

| **Initiative 2.1: Activities and Supports** | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Action Step** | **Roles Involved** | **Aug** | **Sep** | **Oct** | **Nov** | **Dec** | **Jan** | **Feb** | **Mar** | **Apr** | **May** | **Jun** |
| ***1. Conduct best practice research*** | | | | | | | | | | | | |
| 1a. Identify research-based best practices for ELL instruction (e.g., SEI strategies) to create a working list of effective classroom practices the district could potentially focus on implementing in every classroom | Dirs. ELA, ELL, Early Ch. |  |  |  |  |  |  |  |  |  |  |  |
| ***2. Solicit input from teachers and leaders with demonstrated success*** | | | | | | | | | | | | |
| 2a. Review recent student achievement data to identify 5-10 teachers and leaders who have had success in raising ELL achievement | TLT |  |  |  |  |  |  |  |  |  |  |  |
| 2b. Vet initial list of best practices with this group to identify which practices have worked in Holyoke, and make any additions/deletions from list; solicit feedback from colleagues in other districts as needed | TLT  Select Principals & Teachers |  |  |  |  |  |  |  |  |  |  |  |
| ***3. Finalize a prioritized list of “effective Holyoke classroom practices”*** | | | | | | | | | | | | |
| 3a. Finalize a list of high-leverage practices[[2]](#footnote-2) that builds on last year’s work of strengthening literacy best practices and will drive teacher PD, coaching, administrator feedback, etc. (***Note: The district has selected 5 best practices: 1) Student Discourse, 2) Vocabulary, 3) Close Reading, 4) Text-based questions, and 5) school-specific climate and culture strategies to be determined by school leaders)*** | TLT |  |  |  |  |  |  |  |  |  |  |  |
| 3b. Develop detailed description and specific “look-fors” for each practice to support teachers and leaders | TLT |  |  |  |  |  |  |  |  |  |  |  |
| 3c. Develop a teacher handbook on “effective Holyoke classroom practices” that provides specific guidance on what each practice is, what it looks like and how to implement it, and provides example resources teachers can use as they implement the practices in their classrooms | Dirs. ELA, ELL, Early Ch. |  |  |  |  |  |  |  |  |  |  |  |
| 3d. Integrate the final list of practices into the educator evaluation tools by incorporating expectations and “look-fors” into the evaluation protocol so that teachers will be held accountable for the practices | TLT |  |  |  |  |  |  |  |  |  |  |  |
| ***4. Communicate expectations to teachers and leaders*** | | | | | | | | | | | | |
| 4a. Share practices with all school leaders to ensure that expectations around implementing the practices are clear and explicit; revise as necessary | TLT  Principals |  |  |  |  |  |  |  |  |  |  |  |
| 4b. Share practices with teachers during 20 hours per month of professional learning so that all teachers are aware of the practices they are expected to begin implementing in their classrooms | Dirs. ELA, ELL, Early Ch.  Principals |  |  |  |  |  |  |  |  |  |  |  |

**Initiative 2.2: “Support Implementation”**

Identifying the “effective Holyoke classroom practices” will only have a significant impact on student achievement across the district if all teachers and leaders have a deep understanding of these practices so that teachers can embed them in their daily instruction and leaders can support teachers in doing so. Additionally, the district needs to ensure that it is able to deliver extra instruction for the students who need it the most, meaning that scheduling will need to be more strategic. To ensure that all teachers have the time and the tools to learn and embed the “effective Holyoke classroom practices”, the district will:

1. ***Create time and provide learning opportunities*** *to help teachers/leaders unpack, practice, and lesson plan using the “effective Holyoke classroom practices” to ensure practice gets embedded*
2. ***Align topics of all professional learning*** *(i.e., PD, PLC, coaching, and feedback) such that the messages that teachers receive from leaders are all focused on the same things and are mutually reinforcing*
3. ***Design school schedules to create “intervention blocks”*** *in addition to the core literacy/math blocks to provide extended time for Tier 2 and Tier 3 teachers (i.e., special educators, ESL teachers, interventionists, and tutors) to provide targeted support to subgroups (e.g., pre-teaching/reviewing of vocabulary)*

***Owner: Director of Talent and PD, ELL Director***

| **Initiative 2.2: Activities and Supports** | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Action Step** | **Roles Involved** | **Aug** | **Sep** | **Oct** | **Nov** | **Dec** | **Jan** | **Feb** | **Mar** | **Apr** | **May** | **Jun** |
| ***5. Create time and provide learning opportunities*** | | | | | | | | | | | | |
| 5a. Revise master schedules to identify ~20 hours per month for “teacher learning” (e.g., formal PD, coaching, feedback, team meetings, faculty meetings, PLCs) to create sufficient time for teachers to develop their capacities to implement the “effective Holyoke classroom practices” | Principals  Dir. Tal. &PD  Asst. Supt, |  |  |  |  |  |  |  |  |  |  |  |
| 5b. Establish and communicate expectations to teachers and leaders for how professional learning times are to be used so that all leaders and teachers are aligned around the goal of supporting teachers in implementing the “effective Holyoke classroom practices” | Asst. Supt., Principals |  |  |  |  |  |  |  |  |  |  |  |
| ***6. Align topics of all professional learning*** | | | | | | | | | | | | |
| 6a. Ensure that all leaders have a shared understanding of what each effective practice[[3]](#footnote-3) is and how to do it, and agree upon common language to use when sharing with teachers by unpacking the practices at monthly DILT meetings | ELL Director  Dirs. ELA &  Early Childhood  Dir. Tal.&PD |  |  |  |  |  |  |  |  |  |  |  |
| 6b. Develop and maintain master PD calendar for whole district that ensures that all teachers get access to the same training, and that all teachers receive supports that are aligned to understanding and implementing the effective practices; review periodically to ensure ongoing alignment | Dir. Tal. &PD  ELL Director |  |  |  |  |  |  |  |  |  |  |  |
| 6c. Develop plans for all professional learning structures aligned to priority practices and agreed-upon messaging so that all teachers receive consistent training in the effective practices | TLT |  |  |  |  |  |  |  |  |  |  |  |
| 6d. Implement professional learning, including PD, as well as all other structures (see 5a), using agreed upon materials and common language. Collect teacher feedback at all PD sessions to assess effectiveness and adjust accordingly (see step 6e) | Dir. Tal.& PD  TLT |  |  |  |  |  |  |  |  |  |  |  |
| 6e. Implement quarterly review of professional learning using student data, walkthrough data, and teacher feedback to evaluate whether learning opportunities are resulting in changed teacher practices, and whether those changes are actually improving student outcomes | Dir. Tal.& PD  TLT |  |  |  |  |  |  |  |  |  |  |  |
| ***7. Design school schedules to create “intervention blocks”*** | | | | | | | | | | | | |
| 7a. Create ~40 min extra-time intervention blocks within the school day to provide extra support for ELLs and SWDs from Tier 2 and 3 specialists | Principals |  |  |  |  |  |  |  |  |  |  |  |
| 7b. Develop and implement expectations for how the intervention blocks should be used, and the desired student learning outcomes from interventions; hold teachers accountable to the outcomes | Asst. Supt.  ELL Director  Dir. Student Support Srv  Dir. SPED |  |  |  |  |  |  |  |  |  |  |  |

**Initiative 2.3: “Monitor Progress”**

To ensure that teachers implement the “effective Holyoke classroom practices” with fidelity, and to analyze which teachers are having success using the practices to improve student achievement, the district will implement systems for tracking and evaluating teacher and student progress:

1. ***Establish leader expectations for frequent and systematic monitoring and action*** *based on the progress of student learning and implementation of the “effective Holyoke classroom practices” in classrooms*
2. ***Revamp the walkthrough system/tools to implement a data collection system*** *among leaders to measure and monitor changes in classroom practice*
3. ***Build leadership capacity to use data from monitoring and assessments*** *to identify and target teacher and student needs*
4. ***Identify highly effective teachers and leaders based on monitoring data*** *to leverage their talents and to further refine the list of “effective Holyoke classroom practices”*

To ensure that the district is able to effectively monitor and manage leader performance, the district will develop **comprehensive “teacher trackers”** which directors, principals, and ILSs will use to record their work with teachers. Although the tools will be tailored to each role, all tools will: 1) be aligned to the effective classroom practices that are the focus of the AIP, 2) allow the user to quickly identify which teachers need and/or are receiving extra support, 3) allow district leaders to track teacher progress over time, and 4) facilitate easy sharing of information amongst leaders to drive coordinated efforts in supporting teachers.

***Owner: ELL Director***

| **Initiative 2.3: Activities and Supports** | | | | | | | | | | | | |
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| **Action Step** | **Roles Involved** | **Aug** | **Sep** | **Oct** | **Nov** | **Dec** | **Jan** | **Feb** | **Mar** | **Apr** | **May** | **Jun** |
| ***8. Establish leader expectations for frequent and systematic monitoring and action*** | | | | | | | | | | | | |
| 8a. Identify interim assessments[[4]](#footnote-4) and measures for tracking student progress | Asst. Supt.  TLT |  |  |  |  |  |  |  |  |  |  |  |
| 8b. Develop expectations and a system for administering assessments, collecting data, reviewing, and supporting teachers/leaders to act on the data | Asst. Supt.  TLT |  |  |  |  |  |  |  |  |  |  |  |
| 8c. Regularly collect and analyze student progress data on interim assessments to identify specific ways to better support teachers and students to meet desired learning gains | Asst. Supt.  TLT |  |  |  |  |  |  |  |  |  |  |  |
| 8d. Delineate roles and responsibilities for all leaders with regard to observing teachers, providing feedback, and intervening so that all teachers know what support to expect and from whom | Supt.  Asst. Supt.  Principals |  |  |  |  |  |  |  |  |  |  |  |
| 8e. Outline specific intervention plans based on teacher progress, so that all leaders know exactly how to proceed for teachers who do not make progress on any of the “effective classroom practices; integrate intervention plans into developing educator plans as part of educator evaluation | Supt.  Asst. Supt.  Principals |  |  |  |  |  |  |  |  |  |  |  |
| 8f. Observe and support teachers according to the plans outlined in 8a and 8b, making sure that all teachers demonstrate progress towards mastery of the effective Holyoke classroom practices | ELL Director  SPED Director  Principals  ILSs |  |  |  |  |  |  |  |  |  |  |  |
| 8g. Hold teachers accountable by incorporating teacher implementation of the effective practices into educator evaluation and improvement plans | Principals |  |  |  |  |  |  |  |  |  |  |  |
| ***9. Revamp the walkthrough system/tools to implement a data collection system*** | | | | | | | | | | | | |
| 9a. Train all leaders on the look-fors for “effective Holyoke classroom practices” through DILTs and ILS trainings; make sure that all leaders know what mastery looks like; conduct joint walkthroughs so that all leaders have shared understanding of how to observe for effective practices | TLT  Dir. Tal. & PD  DLE |  |  |  |  |  |  |  |  |  |  |  |
| 9b. Provide leaders with a clear, standardized “teacher tracker” that will document observations, teacher strengths/growth areas relative to the effective practices, and what feedback has been provided; ensure that leaders understand how to integrate this tool with educator evaluation system | TLT  Asst. Supt. |  |  |  |  |  |  |  |  |  |  |  |
| 9c. Conduct “district focus walks” in September, January, and May to establish a baseline and monitor growth in teacher implementation of “effective Holyoke classroom practices” for subgroup instruction; use data to inform teacher and leader coaching, and to drive professional learning | TLT  Dirs. Of ELL and Special Education |  |  |  |  |  |  |  |  |  |  |  |
| 9d. Using the “teacher tracker” track instructional leadership activities and the impact that they are having on teacher progress | Principals, ILSs |  |  |  |  |  |  |  |  |  |  |  |
| ***10. Build leadership capacity to use data from monitoring and assessments*** | | | | | | | | | | | | |
| 10a. Build a system for collecting student assessment and teacher practice data in a timely manner to drive teacher and leader actions | Asst. Supt  TLT  Principals |  |  |  |  |  |  |  |  |  |  |  |
| 10b. Ensure that every leader has an understanding of what tools – including the “teacher tracker”, data walls, and student assessment reports- are at his/her disposal to assess teacher progress on the effective practices and student progress towards achievement goals | Supt.  Asst. Supt.  DLE |  |  |  |  |  |  |  |  |  |  |  |
| 10c. Institute a peer data review regularly at DILT, TLT, and ILS meeting so leaders can work together to identify struggling teachers and struggling students and plan appropriate interventions | DILT  TLT  ILSs |  |  |  |  |  |  |  |  |  |  |  |
| 10d. Use teacher monitoring and student achievement data to identify which leaders are least successful at supporting teachers in the effective practices and provide coaching to leaders as necessary | Supt.  Asst. Supt.  DLE |  |  |  |  |  |  |  |  |  |  |  |
| ***11. Identify highly effective teachers and leaders based on monitoring data*** | | | | | | | | | | | | |
| 11a. During data reviews (see 10c) identify which leaders are most successful at changing teacher practice and which teachers have the best student outcomes, particularly for subgroups in order to share best practices; ensure that educator evaluations reflect this data | Principals, TLT |  |  |  |  |  |  |  |  |  |  |  |
| 11b. Use the best practices identified by top performers to revise the “effective Holyoke classroom practices” for the coming year | TLT  Select Principals & Teachers |  |  |  |  |  |  |  |  |  |  |  |

**Strategic Objective # 3: “Literacy”**

*Classroom instruction in literacy maximizes learning*

**Why is this objective necessary to improve teacher practice and student achievement?**

Literacy is the foundation of student success. In order to ensure that all teachers deliver high-quality, effective instruction and that student achievement increases, the program for literacy instruction needs to be improved to better support changing teacher practice and increasing student achievement. This means ensuring that all teachers have access to quality curriculum and assessment materials that are responsive to the needs of Holyoke’s students, that schedules allow sufficient time for student and teacher learning, that the district has a robust system for monitoring teacher practice and measuring student progress, and that proper investment is made in professional learning so that that teachers can dramatically improve their practice in literacy instruction.

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| **Progress Measures:**  For the 2014-2015 AIP, success is defined primarily through changes in teacher practice, and through associated improvements in student learning (as measured through formative assessments). Accordingly, the progress measures for Strategic Objective #3 track outcomes associated with teacher practice and student learning.   * **Outcomes (Final Outcomes):** The district will meet its PPI target of 75 points for PPI indicators related to ELA performance * **Outputs (Short-term Outcomes)**   + **For Teachers:**     - By the end of year, 40% of teachers will demonstrate performance on district-wide focus walks that is consistent with a “proficient” on end-of-year evaluations.     - By the end of year, 90% of teachers working with Instructional Leadership Specialists (ILS’s) will demonstrate performance on district-wide focus walks that is consistent with a “proficient” on end-of-year evaluations.   + **For Students:**      - By the end of year, 40% of kindergarteners will be on-level on the BAS assessment.     - By the end of year, 50% of 1st graders will be on-level on the BAS assessment (a 20 percentage point increase from baseline).     - By the end of year, 60% of 2nd graders will be on-level on the BAS assessment (a 20 percentage point increase from baseline).     - By the end of year, 33% of 3rd - 8th graders will score “like proficient” on ELA interim assessment (a 10 percentage point increase from baseline).     - By the end of year, 63% of 9th grade students will score “like proficient” on English 1 interim assessment (a 10 percentage point increase from baseline).     - By the end of year, 59% of 10th grade students will score “like proficient” on English 2 interim assessment (a 10 percentage point increase from baseline). * **Inputs (Early Evidence of Change)**   + 100% of **principals and directors** will spend a significant portion of their day *(note: specific number of hours will be agreed upon with principals and directors, depending on their role)* supporting teachers’ instructional practice as measured through the monthly “teacher trackers”   + 100% of **ILSs** will engage with at least 6 teachers in comprehensive coaching cycles (planning, modeling, observation, and feedback) on a given month, as measured by the coaching trackers   + 100% **principals, directors, and ILSs** will submit their completed trackers monthly, by the monthly due date   + *100% of* ***principals******and directors*** *will ensure that all district-wide formative assessment results are collected and submitted to central office data coordinator by each due date specified in the data collection calendar\**   *(\*Assessment data collection system is still being developed, so the specifics of this benchmark may change)* |

**Overview of Strategic Objective 3: “Literacy”**

The district will undertake the following initiatives so that classroom instruction in literacy maximizes learning:

* **Initiative 3.1 “Curriculum and Assessment**”: Focuses on the development of standards-based curricular resources and frequent common formative assessments to support literacy instruction
* **Initiative 3.2 “ Schedules and Time”:** Discusses the adjusting of school schedules to create literacy and intervention blocks as well as significant time for professional learning for teachers
* **Initiative 3.3 “Professional Learning”:** Provides detail on the implementation of professional learning for teachers that is highly effective and geared towards mastering the “effective Holyoke classroom practices” to support high-quality literacy instruction
* **Initiative 3.4 “Monitoring and Measurement”:** Outlines the implementation of tracking and assessment tools that will evaluate teacher progress in literacy instruction, as well as student progress towards benchmarks

**Initiative 3.1: “Curriculum and Assessment”**

In order for improved classroom practice to have the maximum impact on student achievement, all teachers also need access to high-quality instructional resources that meet the needs of Holyoke’s students, especially its subgroup populations. This includes:

1. ***Developing standards-based curriculum and resources*** *that are rigorous, user-friendly, and aligned with formative assessments, so that teachers have clarity on what they should be teaching and assessments measure what was taught*
2. ***Implementing frequent and reliable formative assessments*** *that are aligned with the curriculum (i.e., Scope and Sequence), generate meaningful data about how students are learning, and provide early signs to teachers about which students require extra support so that instruction can be adjusted accordingly*
3. ***Articulating explicit guidelines*** *on how the core instructional blocks and the intervention blocks should be used to maximize learning, so that instruction is balanced and students receive mutually reinforcing instruction from all teachers tailored specifically to their needs*
4. ***Providing culturally responsive and universally designed curricula*** *in Tiers 1-3 that are targeted for achievement of subgroups, so that differentiation is part of a proactive lesson planning process, rather than a reactive step that risks inhibiting access to content for some students*

***Owner: Directors of ELA and Early Childhood***

| **Initiative 3.1: Activities and Supports** | | | | | | | | | | | | |
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| **Action Step** | **Roles Involved** | **Aug** | **Sep** | **Oct** | **Nov** | **Dec** | **Jan** | **Feb** | **Mar** | **Apr** | **May** | **Jun** |
| ***1. Develop standards-based curriculum and resources that are integrated across Tiers 1-3 and aligned with formative assessments*** | | | | | | | | | | | | |
| 1a. Develop curriculum documents (e.g., scope and sequence) in all grade levels that include (1) standards and/or objectives to be taught for each unit, (2) CC-aligned texts, (3) suggested student work products, and (4) built-in formative assessments | Dirs. ELA and Early Ch. |  |  |  |  |  |  |  |  |  |  |  |
| 1b. Ensure effective roll-out to teachers by providing clear communication/explanation and by making it accessible (i.e., posting online) | Dirs. ELA and Early Ch. |  |  |  |  |  |  |  |  |  |  |  |
| 1c. Providing ongoing support in PLCs, PD, and coaching to teachers in the implementation of the curriculum documents (see initiative 3.3), and in how to incorporate “effective Holyoke classroom practices” into daily instruction using the curriculum documents | TLT  ILSs |  |  |  |  |  |  |  |  |  |  |  |
| ***2. Implement frequent and reliable formative assessments*** | | | | | | | | | | | | |
| 2a. Identify and/or develop a set of common formative assessments[[5]](#footnote-5) that can be used to measure student progress on a frequent basis | Dirs. ELA and Early Ch. |  |  |  |  |  |  |  |  |  |  |  |
| 2b. Ensure that all assessments are curriculum-embedded (i.e., assesses what is being taught), objective, and useful for measuring student progress | Dirs. ELA and Early Ch. |  |  |  |  |  |  |  |  |  |  |  |
| 2c. Set up standard data collection/reporting systems and protocols for teachers and school leaders such that data could be analyzed and acted upon | TLT Information Systems Specialist |  |  |  |  |  |  |  |  |  |  |  |
| 2d. Provide ongoing monitoring and support to teachers to ensure that formative assessments are administered reliably and are being used to adjust instruction | TLT  Principals  ILSs |  |  |  |  |  |  |  |  |  |  |  |
| ***3. Articulate explicit guidelines on how the core instructional blocks and intervention blocks should be used to maximize learning*** | | | | | | | | | | | | |
| 3a. Clearly define what a standard core instructional block should look like for classrooms at all grade levels (e.g., “devote 30 minutes to skills, 1 hour to reading, 1 hour to writing”), and define expectations for implementation of the “effective Holyoke classroom practices” | Supt.  Asst. Supt.  Principals |  |  |  |  |  |  |  |  |  |  |  |
| 3b. Use walkthroughs / observations to ensure that all teachers follow guidelines |  |  |  |  |  |  |  |  |  |  |  |  |
| 3c. Clearly define what should occur in intervention blocks in order to be aligned to Tier 1 instruction and to accelerate student learning; also define the entry/exit criteria for interventions based on student performance on formative assessments and on pre-determined student needs (e.g., stipulated services for ELLs and SWDs). Ensure that classroom teachers continue to revise plans for intervention blocks based on student achievement. | Supt.  Asst. Supt.  TLT |  |  |  |  |  |  |  |  |  |  |  |
| ***4. Provide culturally responsive and universally designed curricula in Tiers 1-3*** | | | | | | | | | | | | |
| 4a. Ensure that all curriculum documents are culturally responsive to the Holyoke context and conducive for universal lesson design to meet the needs of ELLs and SWDs | TLT |  |  |  |  |  |  |  |  |  |  |  |

**Initiative 3.2: “Schedules and Time”**

Time is a precious commodity in schools; though limited, districts that plan carefully can create ample time for both student and professional learning, even within the school day. For Holyoke, this means ensuring that the daily/weekly schedules allow for students to have explicit literacy instructional blocks and intervention blocks, and for teachers to have ample time on a daily/weekly basis to collaborate in a professional learning setting:

1. ***Create schedules that carve out literacy instruction blocks*** *for all students, specific to grade level (e.g., 150 minutes for literacy in grades K-4), so that students have intensive, uninterrupted time devoted to foundational content*
2. ***Create schedules with intervention blocks*** *in addition to the core instructional blocks that provide extra time on task for Tier 2 and 3 students with caseload teachers, to ensure that all students can maximize learning in the core classroom setting*
3. ***Provide consistent and frequent opportunities for teachers to learn, collaborate, and plan*** *(e.g., PD, PLC, data meetings, coaching sessions, feedback) with up to 20 hours per month of professional for classroom teachers, so that all teachers have sufficient time to master “effective Holyoke classroom practices,” to ensure that their instruction is designed to reach all subgroups effectively, and to ensure that teachers can use student data to inform instruction*

***Owner: Principals***

***Central Office Coordinator: Asst. Superintendent***

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| **Initiative 3.2: Activities and Supports** | | | | | | | | | | | | |
| **Action Step** | **Roles Involved** | **Aug** | **Sep** | **Oct** | **Nov** | **Dec** | **Jan** | **Feb** | **Mar** | **Apr** | **May** | **Jun** |
| ***5. Create schedules that carve out literacy instruction blocks*** | | | | | | | | | | | | |
| 5a. Ensure that there are 150 minutes of daily literacy instruction in K-4 in school schedules, with expectations that any pull-out must occur outside of that time | Supt.  Asst. Supt.  Principals |  |  |  |  |  |  |  |  |  |  |  |
| 5b. Use walkthroughs /observations to ensure that literacy blocks are occurring according to guidelines | Principals, APs |  |  |  |  |  |  |  |  |  |  |  |
| ***6. Create schedules with intervention blocks in addition to core instructional blocks*** | | | | | | | | | | | | |
| 6a. Develop schedules that carve out intervention time for literacy and math (~30 min/day) in addition to the core instructional block, for ELLs, SWDs, and any Tier 2/3 students | Principals  Asst. Supt. |  |  |  |  |  |  |  |  |  |  |  |
| ***7. Provide consistent and frequent opportunities for teachers to learn, collaborate, and plan*** | | | | | | | | | | | | |
| 7a. Develop school schedules that maximize opportunities for teachers of literacy to learn, collaborate, and develop their practice (e.g., PD, PLCs, vertical/grade-level team mtgs. coaching sessions, feedback, data meetings), with the goal of identifying ~20 hours per month of teacher learning time to master the effective Holyoke classroom practices | Principals  Asst. Supt. |  |  |  |  |  |  |  |  |  |  |  |
| 7b. Develop plans, protocols, and expectations for all teacher learning opportunities to ensure that they’re aligned and truly supportive of teachers mastering the “effective Holyoke classroom practices” | TLT, Principals, ILSs |  |  |  |  |  |  |  |  |  |  |  |

**Initiative 3.3: “Professional Learning”**

To ensure that all teachers master “effective Holyoke classroom practices,” and to ensure that teachers receive the support and training to use all available resources to drive increased student achievement, Holyoke will leverage all opportunities for professional learning to support teachers in improving classroom instruction:

1. ***Provide professional development*** *(e.g., PD days, PLC, coaching sessions, faculty meetings) that repeatedly focus on supporting teachers in implementing the “effective Holyoke classroom practices”*
2. ***Ensure that highly effective leaders*** *(e.g., directors, principals, ILSs) plan, and facilitate all learning experienced by teachers (i.e., PD, PLC, data meetings, coaching), using common language to ensure that all teachers receive consistent, and aligned support in implementing the “effective Holyoke classroom practices”*
3. ***Provide frequent and actionable feedback*** *from principals, directors, and ILSs on classroom practice and lesson planning that are aligned to PD and result in changes in practice, to ensure that all teachers receive consistent support that can guide and reinforce their changing classroom practices*

***Owner: Director of Talent and PD***

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| **Initiative 3.3: Activities and Supports** | | | | | | | | | | | | |
| **Action Step** | **Roles Involved** | **Aug** | **Sep** | **Oct** | **Nov** | **Dec** | **Jan** | **Feb** | **Mar** | **Apr** | **May** | **Jun** |
| ***8. Provide professional development*** | | | | | | | | | | | | |
| 8a. Identify all venues for professional learning and develop guidelines, expectations, protocols, and calendars for each to ensure that they (1) focus repeatedly on a small set of the same practices (i.e., the “Holyoke best practices”), (2) are led by content experts and effective facilitators, and (3) provide aligned messaging | Asst. Supt.  Dir. of Tal & PD  TLT |  |  |  |  |  |  |  |  |  |  |  |
| 8b. Ensure effectiveness by collecting and analyzing teacher feedback to maintain high-quality professional learning and to inform future sessions | Dir. of Tal. & PD |  |  |  |  |  |  |  |  |  |  |  |
| 8c. Adjust professional learning guidelines, protocols, and calendars based on analysis of effectiveness; continue to monitor effectiveness for remainder of the year | Dir. of Tal. & PD |  |  |  |  |  |  |  |  |  |  |  |
| ***9. Ensure that highly effective leaders plan and facilitate all learning experienced by teachers*** | | | | | | | | | | | | |
| 9a. Identify trainers and facilitators for each teacher learning opportunity who are content experts and effective facilitators | TLT |  |  |  |  |  |  |  |  |  |  |  |
| 9b. Provide opportunities for leaders to collaborate in planning professional learning (PD days, data meetings, walkthrough feedback, etc.) to ensure aligned and consistent messaging; providing “train-the-trainer” sessions where necessary | TLT  Principals  ILSs |  |  |  |  |  |  |  |  |  |  |  |
| 9c. Monitor the effectiveness of facilitation through feedback from teachers; provide feedback to facilitators as necessary | Dir. Talent & PD |  |  |  |  |  |  |  |  |  |  |  |
| ***10. Provide frequent and actionable feedback*** | | | | | | | | | | | | |
| 1oa. Set guidelines regarding the frequency and type of feedback from leaders to teachers | Supt.  Asst. Supt. |  |  |  |  |  |  |  |  |  |  |  |
| 10b. Continue to develop leaders’ (i.e., directors, principals, ILSs) capacities to identify “effective Holyoke classroom practices” and to provide actionable feedback at DILT, TLT, and ILS meetings | Supt.  Asst. Supt.  DLE |  |  |  |  |  |  |  |  |  |  |  |
| 10c. Monitor the frequency and effectiveness of feedback through monthly collection of the walkthrough reporting tool, peer review of feedback, and analysis of changed teacher practice | DLE  Dir. Tal. & PD |  |  |  |  |  |  |  |  |  |  |  |

**Initiative 3.4: “Monitoring and Measurement”**

In order to improve classroom practice in literacy instruction, and to ensure that all students are on track to make significant gains in literacy, the district will set clear district-wide goals for students, and implement systems to monitor student, teacher, and leader progress:

1. ***Establish clear district-wide benchmarks*** *for student outcomes, to which all teachers (Tiers 1-3) are held accountable*
2. ***Implement a system for collecting, aggregating, and analyzing student-level formative assessment data*** *that integrates with existing systems and allows for data to be collected and shared amongst leaders in real-time**to drive teacher/leader decisions about how best to support and improve student learning*
3. ***Implement a system for monitoring changes in teacher practice*** *(e.g., a “teacher tracker” that helps prioritize and track changes in teacher practice, “reteach checks,” LP reviews) so that district leaders can effectively communicate about how to support teachers in implementing “effective Holyoke classroom practices”*
4. ***Implement a system for monitoring effectiveness of ILS deployment*** *(e.g., ILS logs, time management tools) to ensure that ILSs are delivering consistent coaching to teachers, and that their time is allocated to maximize support for the highest-need teachers*

To ensure that the district is able to effectively monitor and manage leader performance, the district will develop **comprehensive “teacher trackers”** which directors, principals, and ILSs will use to record their work with teachers. Although the tools will be tailored to each role, all tools will: 1) be aligned to the effective classroom practices that are the focus of the AIP, 2) allow the user to quickly identify which teachers need and/or are receiving extra support, 3) allow district leaders to track teacher progress over time, and 4) facilitate easy sharing of information amongst leaders to drive coordinated efforts in supporting teachers.

***Owner: Directors of ELA and Early Childhood***

| **Initiative 3.4: Activities and Supports** | | | | | | | | | | | | |
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| **Action Step** | **Roles Involved** | **Aug** | **Sep** | **Oct** | **Nov** | **Dec** | **Jan** | **Feb** | **Mar** | **Apr** | **May** | **Jun** |
| ***11. Establish clear district-wide benchmarks for student outcomes*** | | | | | | | | | | | | |
| 11a. Establish grade level benchmarks for literacy for all grades, including progress monitoring benchmarks throughout the year (e.g., quarterly instructional reading levels for all grades); set clear criteria for intervention (e.g., students 2 levels below referred to literacy intervention block) | Dirs. ELA, Early Ch.  ELL Director |  |  |  |  |  |  |  |  |  |  |  |
| 11b. Assess all students at the beginning of the year to set student-level progress targets to meet benchmarks | Classroom teachers  Principals  Dirs. ELA, Early Ch. |  |  |  |  |  |  |  |  |  |  |  |
| 11c. Use monitoring system (see 3.4.12) to track student progress and adjust instruction as necessary (e.g., refer students to literacy intervention) | Classroom teachers  Principals  Dirs. ELA, Early Ch. |  |  |  |  |  |  |  |  |  |  |  |
| ***12. Implement a system for collecting, aggregating and analyzing student-level formative assessment data*** | | | | | | | | | | | | |
| 12a. Design a standard tool/protocol for collecting formative assessment data that 1) is integrated into existing systems and 2) allows data to be collected and shared in real time | TLT  Information Systems Specialist |  |  |  |  |  |  |  |  |  |  |  |
| 12b. Ensure teachers use the standard tool and/or protocol to record and share formative assessments results within a specified window of administering assessment; results will be shared and reviewed with school/district leaders at least monthly | Principals  Information Systems Specialist  Asst. Supt. |  |  |  |  |  |  |  |  |  |  |  |
| 12c. Support teachers and leaders to review students’ formative assessment results (e.g., data meetings, coaching) and to identify a plan for providing targeted supports to students | TLT  ISS  DLE  Asst. Supt. |  |  |  |  |  |  |  |  |  |  |  |
| ***13. Implement a system for monitoring changes in teacher practice*** | | | | | | | | | | | | |
| 13a. Conduct “district focus walks” in September, January, and May to establish a baseline and monitor growth in teacher implementation of “effective Holyoke classroom practices” for literacy instruction; use data to inform teacher and leader coaching and develop professional learning opportunities | TLT  Dirs. of ELA and Early Childhood |  |  |  |  |  |  |  |  |  |  |  |
| 13b. Record walkthrough, coaching, feedback interactions in a common, shared tool (in support of educator evaluation system) after every teacher interaction to document observed changes in teacher practice around the “effective Holyoke classroom practices” ; integrate feedback into educator evaluations and developing educator plans | Principals  ILS  DLE |  |  |  |  |  |  |  |  |  |  |  |
| 13c. Leaders meet regularly at DILT, TLT, and ILS meetings to review data on teacher and student progress to develop teacher-specific support plans | DILT  TLT  ILSs |  |  |  |  |  |  |  |  |  |  |  |
| ***14. Implement a system for monitoring effectiveness of ILS deployment*** | | | | | | | | | | | | |
| 14a. All ILSs submit a “coaching tracker” to principals and the Asst. Supt. that documents what they are working on with each teacher, the frequency of interaction, and whether any change is occurring | ILSs  Principals  Asst. Supt. |  |  |  |  |  |  |  |  |  |  |  |
| 14b. Principals and ILSs will communicate regularly to review student/teacher data (see above) to ensure that ILS support is aligned to teacher needs; Leaders adjust ILS deployment as needed | Principals  ILSs  Asst. Supt. |  |  |  |  |  |  |  |  |  |  |  |

**Strategic Objective # 4: “STEM”**

*Classroom instruction in STEM maximizes learning*

**Why is this objective necessary to improve teacher practice and student achievement?**

In SY 2014-15, the district will add a new strategic objective to ensure that students receive high-quality instruction in math and science. This means ensuring that all teachers have access to quality curriculum and assessment materials that are responsive to the needs of Holyoke’s students, that schedules allow sufficient time for student and teacher learning, that the district has a robust system for monitoring teacher practice and measuring student progress, and that proper investment is made in professional learning so that that teachers can dramatically improve their practice in math and science instruction.

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| **Progress Measures:**  For the 2014-2015 AIP, success is defined primarily through changes in teacher practice, and through associated improvements in student learning (as measured through formative assessments). Accordingly, the progress measures for Strategic Objective #4 track outcomes associated with teacher practice and student learning.   * **Outcomes (Final Outcomes):** The district will meet its PPI target of 75 points in PPI indicators related to math and science performance. * **Outputs (Short-term Outcomes)**   + **For Teachers:**     - By the end of year, 40% of teachers will demonstrate performance on district-wide focus walks that is consistent with a “proficient” on end-of-year evaluations.     - By the end of year, 90% of teachers working with Instructional Leadership Specialists (ILSs) will demonstrate performance on district-wide focus walks that is consistent with a “proficient” on end-of-year evaluations.   + **For Students:**      - By the end of year, 36% of 4th - 8th graders will score “like proficient” on Math interim assessment (a 10 percentage point increase from baseline).     - By the end of year, 45% of 9th and 10th grade students will score “like proficient” on Algebra interim assessment (a 10 percentage point increase from baseline).     - By the end of year, 49% of 9th and 10th grade students will score “like proficient” on Geometry interim assessment (a 10 percentage point increase from baseline).     - Note: Due to a lack of prior reference data, the district will track and report science progress, but will not set benchmark targets. District will report performance on 9th and 10th grade biology course assessments. * **Inputs (Early Evidence of Change)**   + 100% of **principals and directors** will spend a significant portion of their day *(note: specific number of hours will be agreed upon with principals and directors, depending on their role)* supporting teachers’ instructional practice as measured through the monthly “teacher trackers   + 100% of **ILSs** will engage with at least 6 teachers in comprehensive coaching cycles (planning, modeling, observation, and feedback) on a given month, as measured by the coaching trackers   + 100% **principals, directors, and ILSs** will submit their completed trackers monthly, by the monthly due date   + *100% of* ***principals******and directors*** *will ensure that all district-wide formative assessment results are collected and submitted to central office data coordinator by each due date specified in the data collection calendar\**   *(\*Assessment data collection system is still being developed, so the specifics of this benchmark may change)* |

**Overview of Strategic Objective 4: “STEM”**

The same systems and structures (e.g. Curriculum/Assessments, Schedules/Time, Professional Learning, and Monitoring) that were required for literacy are also required to ensure that the district supports improved practices in STEM. Accordingly, the initiatives and action steps for Strategic Objective 4 are the same as for Strategic Objective 3, with the following key differences:

* **Owners:** The STEM director is responsible for any work in curriculum and assessment development, and will work with the principals and ILSs to support improvements in teacher practice
* **Curriculum and assessment Work:** Unlike with ELA, the district already has a curriculum for Math, so there will be less focus on curriculum development work. In science grades 4-8, curriculum documents and quarterly assessments will be developed.
* **Discipline-specific look-fors**: To support improving teacher practice in STEM, the STEM director will work with principals to identify and develop a shared understanding of walkthrough look-fors specific to Math and Science classrooms as part of the “Effective Holyoke classroom practices.”

The district will undertake the following initiatives so that classroom instruction in STEM maximizes learning:

* **Initiative 4.1 “Curriculum and Assessment**”: Focuses on the development of standards-based curricular resources and frequent common formative assessments to support STEM instruction
* **Initiative 4.2 “ Schedules and Time”:** Discusses the adjusting of school schedules to create science, math, and intervention blocks as well as significant time for professional learning for teachers
* **Initiative 4.3 “Professional Learning”:** Provides detail on the implementation of professional learning for teachers that is highly effective and geared towards mastering the “effective Holyoke classroom practices” to support high-quality STEM instruction
* **Initiative 4.4 “Monitoring and Measurement”:** Outlines the implementation of tracking and assessment tools that will evaluate teacher progress in STEM instruction, as well as student progress towards benchmarks

**Initiative 4.1: “Curriculum and Assessment”**

In order for improved classroom practice to have the maximum impact on student achievement, all teachers also need access to high-quality instructional resources that meet the needs of Holyoke’s students, especially its subgroup populations. This includes:

1. ***Developing standards-based curriculum and resources*** *that are rigorous, user-friendly, and aligned with formative assessments, so that teachers have clarity on what they should be teaching and assessments measure what was taught*
2. ***Implementing frequent and reliable formative assessments*** *that are aligned with the curriculum (i.e., Scope and Sequence), generate meaningful data about how students are learning, and provide early signs to teachers about which students require extra support so that instruction can be adjusted accordingly*
3. ***Articulating explicit guidelines*** *on how the core instructional blocks and the intervention blocks should be used to maximize learning, so that instruction is balanced and students receive mutually reinforcing instruction from all teachers tailored specifically to their needs*
4. ***Providing culturally responsive and universally designed curricula*** *in Tiers 1-3 that are targeted for achievement of subgroups, so that differentiation is part of a proactive lesson planning process, rather than a reactive step that risks inhibiting access to content for some students*

***Owner: STEM Director***

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| **Initiative 4.1: Activities and Supports** | | | | | | | | | | | | |
| **Action Step** | **Roles Involved** | **Aug** | **Sep** | **Oct** | **Nov** | **Dec** | **Jan** | **Feb** | **Mar** | **Apr** | **May** | **Jun** |
| ***1. Develop standards-based curriculum and resources that are integrated across Tiers 1-3 and aligned with formative assessments*** | | | | | | | | | | | | |
| 1a. Develop curriculum documents (e.g., scope and sequence, pacing guides) in math and science that are user friendly and align to the Common Core State Standards | Dirs. STEM and Sec. Math |  |  |  |  |  |  |  |  |  |  |  |
| 1b. Ensure effective roll-out to teachers by providing clear communication/explanation and by making it accessible (i.e., posting online) | Dirs. STEM and Sec. Math |  |  |  |  |  |  |  |  |  |  |  |
| 1c. Providing ongoing support in PLCs, PD, and coaching to teachers in the implementation of the curriculum documents (see initiative 3.3) and in how to incorporate “effective Holyoke classroom practices” into daily instruction using the curriculum documents | ILSs  Dir. Tal. & PD |  |  |  |  |  |  |  |  |  |  |  |
| ***2. Implement frequent and reliable formative assessments*** | | | | | | | | | | | | |
| 2a. Identify and/or develop a set of formative assessments that can be used to measure student progress on a frequent basis (e.g., monthly for math, quarterly for science) | Dirs. STEM and Sec. Math |  |  |  |  |  |  |  |  |  |  |  |
| 2b. Ensure that all assessments are curriculum-embedded (i.e., assesses what is being taught), objective, and useful for measuring student progress | Dirs. STEM and Sec. Math |  |  |  |  |  |  |  |  |  |  |  |
| 2c. Set up standard data collection/reporting systems and protocols for teachers and school leaders such that data could be analyzed | TLT  Information Systems Specialist |  |  |  |  |  |  |  |  |  |  |  |
| 2d. Provide ongoing monitoring and support to teachers to ensure that formative assessments are administered reliably and are being used to adjust instruction | Principals  ILSs  Dirs. STEM and Sec. Math |  |  |  |  |  |  |  |  |  |  |  |
| ***3. Articulate explicit guidelines on how the core instructional blocks and intervention blocks should be used to maximize learning*** | | | | | | | | | | | | |
| 3a. Clearly define what a standard core instructional block should look like for classrooms at all grade levels (e.g., 5 minute do-nows, mini-lesson, independent work) and define expectations for implementation of the “effective Holyoke classroom practices” | Supt.  Asst. Supt.  Principals |  |  |  |  |  |  |  |  |  |  |  |
| 3b. Use walkthroughs to ensure that all teachers follow guidelines |  |  |  |  |  |  |  |  |  |  |  |  |
| 3c. Clearly define what should occur in intervention blocks in order to be aligned to Tier 1 instruction and to accelerate student learning; also define the entry/exit criteria for interventions based on student performance on formative assessments and on pre-determined student needs (e.g., stipulated services for ELLs and SWDs). Ensure that classroom teachers continue to revise plans for intervention blocks based on student achievement. | Supt.  Asst. Supt.  TLT |  |  |  |  |  |  |  |  |  |  |  |
| ***4. Provide culturally responsive and universally designed curricula in Tiers 1-3*** | | | | | | | | | | | | |
| 4a. Ensure that all curriculum documents are culturally responsive to the Holyoke context and conducive for universal lesson design to meet the needs of ELLs and SWDs | TLT |  |  |  |  |  |  |  |  |  |  |  |

**Initiative 4.2: “Schedules and Time”**

Time is a precious commodity in schools; though limited, districts that plan carefully can create ample time for both student and professional learning, even within the school day. For Holyoke, this means ensuring that the daily/weekly schedules allow for students to have explicit STEM instructional blocks and intervention blocks, and for teachers to have ample time on a daily/weekly basis to collaborate in a professional learning setting:

1. ***Create schedules that carve out math instruction blocks*** *for all students, specific to grade level (e.g., 150 minutes for literacy in grades K-4), so that students have intensive, uninterrupted time devoted to foundational content*
2. ***Create schedules with intervention blocks*** *in addition to the core instructional blocks that provide extra time on task for Tier 2 and 3 students with caseload teachers, to ensure that all students can maximize learning in the core classroom setting*
3. ***Provide consistent and frequent opportunities for teachers to learn, collaborate, and plan*** *(e.g., PD, PLC, data meetings, coaching sessions, feedback) with up to 20 hours per month of professional for classroom teachers, so that all teachers have sufficient time to master “effective Holyoke classroom practices,” to ensure that their instruction is designed to reach all subgroups effectively, and to ensure that teachers can use student data to inform instruction*

***Owner: Principals***

***Central Office Coordinator: Asst. Superintendent***

| **Initiative 4.2: Activities and Supports** | | | | | | | | | | | | |
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| **Action Step** | **Roles Involved** | **Aug** | **Sep** | **Oct** | **Nov** | **Dec** | **Jan** | **Feb** | **Mar** | **Apr** | **May** | **Jun** |
| ***5. Create schedules that carve out math/science instruction blocks*** | | | | | | | | | | | | |
| 5a. Ensure that there is consistent time devoted to math and science instruction across schools, with expectations that any pull-out must occur outside of that time | Principals  Asst. Supt. |  |  |  |  |  |  |  |  |  |  |  |
| 5b. Use walkthroughs to ensure that math and science blocks are occurring according to guidelines | Principals, APs |  |  |  |  |  |  |  |  |  |  |  |
| ***6. Create schedules with intervention blocks in addition to core instructional blocks*** | | | | | | | | | | | | |
| 6a. Develop schedules that carve out intervention time for math and literacy (~e0 min/day) in addition to the core instructional block, for ELLs, SWDs, and any Tier 2/3 students | Principals  Asst. Supt. |  |  |  |  |  |  |  |  |  |  |  |
| ***7. Provide consistent and frequent opportunities for teachers to learn, collaborate, and plan*** | | | | | | | | | | | | |
| 7a. Develop school schedules that maximize opportunities for teachers of literacy to learn, collaborate, and develop their practice (e.g., PD, PLCs, vertical/grade-level team mtgs. coaching sessions, feedback, data meetings), with the goal of identifying ~20 hours per month of teacher learning time to master the “effective Holyoke classroom practices” | Asst. Supt.  Principals |  |  |  |  |  |  |  |  |  |  |  |
| 7b. Develop plans, protocols, and expectations for all teacher learning opportunities to ensure that they’re aligned and truly supportive of teachers mastering the “effective Holyoke classroom practices” | TLT, Principals, ILSs |  |  |  |  |  |  |  |  |  |  |  |

**Initiative 4.3: “Professional Learning”**

To ensure that all teachers master “effective Holyoke classroom practices,” and to ensure that teachers receive the support and training to use all available resources to drive increased student achievement, Holyoke will leverage all opportunities for professional learning to support teachers in improving classroom instruction:

1. ***Provide professional development*** *(e.g., PD days, PLC, coaching sessions, faculty meetings) that repeatedly focus on supporting teachers in implementing the “effective Holyoke classroom practices”*
2. ***Ensure that highly effective leaders*** *(e.g., directors, principals, ILSs) plan, and facilitate all learning experienced by teachers (i.e., PD, PLC, data meetings, coaching), using common language to ensure that all teachers receive consistent, aligned support in implementing the “effective Holyoke classroom practices”*
3. ***Provide frequent and actionable feedback*** *from principals, directors, and ILSs on classroom practice and lesson planning that are aligned to PD and result in changes in practice, to ensure that all teachers receive consistent support that can guide and reinforce their changing classroom practices*

***Owner: Director of Talent and PD***

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| **Initiative 4.3: Activities and Supports** | | | | | | | | | | | | |
| **Action Step** | **Roles Involved** | **Aug** | **Sep** | **Oct** | **Nov** | **Dec** | **Jan** | **Feb** | **Mar** | **Apr** | **May** | **Jun** |
| ***8. Provide professional development*** | | | | | | | | | | | | |
| 8a. Identify all venues for professional learning and develop guidelines, expectations, protocols, and calendars for each to ensure that they (1) focus repeated on a small set of the same practices (i.e., the “Holyoke best practices”), (2) are led by content experts and effective facilitators, and (3) provides aligned messaging | Dir. of Tal. & PD  TLT |  |  |  |  |  |  |  |  |  |  |  |
| 8b. Ensure effectiveness by collecting and analyzing teacher feedback to maintain high-quality professional learning and to inform future sessions | Dir. of Tal. & PD |  |  |  |  |  |  |  |  |  |  |  |
| 8c. Adjust professional learning guidelines, protocols, and calendars based on analysis of effectiveness; continue to monitor effectiveness for remainder of the year | Dir. of Tal. & PD |  |  |  |  |  |  |  |  |  |  |  |
| ***9. Ensure that highly effective leaders plan and facilitate all learning experienced by teachers*** | | | | | | | | | | | | |
| 9a. Identify trainers and facilitators for each teacher learning opportunity who are content experts and effective facilitators | STEM Director TLT |  |  |  |  |  |  |  |  |  |  |  |
| 9b. Provide opportunities for leaders to collaborate in planning professional learning (PD days, data meetings, walkthrough feedback, etc.) to ensure aligned and consistent messaging; providing “train-the-trainer” sessions where necessary | TLT  Principals  ILSs |  |  |  |  |  |  |  |  |  |  |  |
| 9c. Monitor the effectiveness of facilitation through feedback from teachers; provide feedback to facilitators as necessary | Dir. Talent &PD |  |  |  |  |  |  |  |  |  |  |  |
| ***10. Provide frequent and actionable feedback*** | | | | | | | | | | | | |
| 1oa. Set guidelines regarding the frequency and type of feedback from leaders to teachers | Supt.  Asst. Supt. |  |  |  |  |  |  |  |  |  |  |  |
| 10b. Continue to develop leaders’ (i.e., directors, principals, ILSs) capacities to identify “effective Holyoke classroom practices” and to provide actionable feedback at DILT, TLT, and ILS meetings | Supt.  Asst. Supt.  DLE |  |  |  |  |  |  |  |  |  |  |  |
| 10c. Monitor the frequency and effectiveness of feedback through monthly collection of the walkthrough reporting tool, peer review of feedback, and analysis of changed teacher practice | DLE  Dir. Talent & PD |  |  |  |  |  |  |  |  |  |  |  |

**Initiative 4.4: “Monitoring and Measurement”**

In order to improve classroom practice in STEM instruction, and to ensure that all students are on track to make significant gains in STEM, the district will set clear district-wide goals for students, and implement systems to monitor student, teacher, and leader progress:

1. ***Establish clear district-wide benchmarks*** *for student outcomes, to which all teachers (Tiers 1-3) are held accountable*
2. ***Implement a system for collecting, aggregating, and analyzing student-level formative assessment data*** *to drive teacher/leader decisions about how best to support and improve student learning*
3. ***Implement a system for monitoring changes in teacher practice*** *(e.g., a “teacher tracker” that helps prioritize and track changes in teacher practice, “reteach checks,” lesson plan reviews) so that district leaders can effectively communicate about how to support teachers in implementing “effective Holyoke classroom practices”*
4. ***Implement a system for monitoring effectiveness of ILS deployment*** *(e.g., ILS logs, time management tools) to ensure that ILSs are delivering consistent coaching to teachers, and that their time is allocated to maximize support for the highest-need teachers.*

To ensure that the district is able to effectively monitor and manage leader performance, the district will develop **comprehensive “teacher trackers”** which directors, principals, and ILSs will use to record their work with teachers. Although the tools will be tailored to each role, all tools will: 1) be aligned to the effective classroom practices that are the focus of the AIP, 2) allow the user to quickly identify which teachers need and/or are receiving extra support, 3) allow district leaders to track teacher progress over time, and 4) facilitate easy sharing of information amongst leaders to drive coordinated efforts in supporting teachers.

***Owner: STEM Director***

| **Initiative 4.4: Activities and Supports** | | | | | | | | | | | | |
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| **Action Step** | **Roles Involved** | **Aug** | **Sep** | **Oct** | **Nov** | **Dec** | **Jan** | **Feb** | **Mar** | **Apr** | **May** | **Jun** |
| ***11. Establish clear district-wide benchmarks for student outcomes*** | | | | | | | | | | | | |
| 11a. Establish grade level benchmarks for math for all grades, including progress monitoring benchmarks throughout the year (e.g., quarterly skill proficiency for all grades); set clear criteria for intervention (e.g., students 2 levels below referred to intervention block for math support) | Dirs. STEM and Sec. Math |  |  |  |  |  |  |  |  |  |  |  |
| 11b. Assess all students at the beginning of the year to set student-level progress targets to meet benchmarks | Classroom teachers  Principals  Dirs. STEM and Sec. Math |  |  |  |  |  |  |  |  |  |  |  |
| 11c. Use monitoring system (see 4.4.12) to track student progress and adjust instruction as necessary (e.g., refer students to intervention) | Classroom teachers  Dirs. STEM and Sec. Math |  |  |  |  |  |  |  |  |  |  |  |
| ***12. Implement a system for collecting, aggregating and analyzing student-level formative assessment data*** | | | | | | | | | | | | |
| 12a. Design a standard tool/protocol for collecting formative assessment data that 1) is integrated into existing systems and 2) allows data to be collected and shared in real time | Information Systems Specialist  TLT |  |  |  |  |  |  |  |  |  |  |  |
| 12b. Ensure teachers use the standard tool and/or protocol to record and share formative assessments results within a specified window of administering assessment; results will be shared and reviewed with school/district leaders at least monthly | Principals  ISS  Asst. Supt. |  |  |  |  |  |  |  |  |  |  |  |
| 12c. Support teachers and leaders to review students’ formative assessment results (e.g., data meetings, coaching) and to identify a plan for providing targeted supports to students | TLT  ISS  DLE  Asst. Supt. |  |  |  |  |  |  |  |  |  |  |  |
| ***13. Implement a system for monitoring changes in teacher practice*** | | | | | | | | | | | | |
| 13a. Conduct “district focus walks” in September, January, and May to establish a baseline and monitor growth in teacher implementation of “effective Holyoke classroom practices” for STEM instruction; use data to inform teacher and leader coaching and develop professional learning opportunities | TLT  Dirs. STEM and Sec. Math |  |  |  |  |  |  |  |  |  |  |  |
| 13a. Record walkthrough, coaching, feedback interactions in a common, shared tool (in support of educator evaluation system) after every teacher interaction to document observed changes in teacher practice around the “effective Holyoke classroom practices ;” integrate feedback into educator evaluations and developing educator plans | Principals  ILSs  DLE |  |  |  |  |  |  |  |  |  |  |  |
| 13b. Leaders meet regularly at DILT, TLT, and ILS meetings to review data on teacher and student progress to develop teacher-specific support plans | DILT  TLT  ILSs |  |  |  |  |  |  |  |  |  |  |  |
| ***14. Implement a system for monitoring effectiveness of ILS deployment*** | | | | | | | | | | | | |
| 14a. All ILSs submit a “coaching tracker” to principals and Asst. Supt. that documents what they are working on with each teacher, the frequency of interaction, and whether any change is occurring | ILSs  Principals  Asst. Supt. |  |  |  |  |  |  |  |  |  |  |  |
| 14b. Principals and ILSs will communicate regularly to review student/teacher data (see above) to ensure that ILS support is aligned to teacher needs; Leaders adjust ILS deployment as needed | Principals  ILSs  Asst. Supt. |  |  |  |  |  |  |  |  |  |  |  |

**Strategic Objective #5: “Climate and Culture”**

*Create a positive environment that addresses the intellectual, social, emotional, and health needs of every member of the school community*

**Why is this objective necessary to improve teacher practice and student achievement?**

HPS believes that students will be most successful if they attend school in an environment that fosters learning, and both teachers and students are held to high expectations for behavior and learning. The district also recognizes that its diverse student body enters the classroom with an equally diverse range of social and emotional needs; accordingly, schools must provide consistent expectations for addressing students’ behavior social-emotional learning. In the coming year, the district will focus on laying a foundation and building buy-in around a common set of goals and expectations for all classrooms in all schools. To support this effort, the district will also be working with schools on a district-wide effort around implementing the Positive Behavior Interventions and Supports (PBIS) program. These efforts will build a strong, positive foundation for student learning in every school.

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| **Progress Measures:**  For the 2014-2015 AIP, success is defined primarily through changes in teacher practice, and through associated improvements in student learning (as measured through formative assessments). Accordingly, the progress measures for Strategic Objective #5 emphasize student discipline and attendance.   * **Outcomes (Final Outcomes):**    + N/A[[6]](#footnote-6) * **Outputs (Short-term Outcomes)**   + **For Students:**      - K-8: District will demonstrate a -       1. 1% increase in overall attendance rate compared to last month (YTD)       2. 15% decrease in total number of infractions compared to last month (YTD)       3. 15% decrease in number of students with 5+ infractions compared to last month (YTD)       4. 15% decrease in number of students suspended at least once during the month compared to last month (YTD)       5. 15% decrease in number of students suspended 3 or more days compared to last month (YTD)     - **9-12:** District will demonstrate a -       1. 1% increase in overall attendance rate compared to last month (YTD)       2. 15% decrease in overall dropout rate compared to last month (YTD)       3. 15% decrease in number of all students suspended at least once compared to last month (YTD)       4. 15% decrease in total suspension days (all students) compared to last month (YTD)       5. 25% decrease in number of 9th grade students suspended at least once compared to last month (YTD)       6. 25% decrease in total number of suspension dates (9th grade only) compared to last month (YTD) * **Inputs (Early Evidence of Change)**   + 100%of PD related to Culture and Climate will work to improve teacher practices in the “effective Holyoke classroom practices” related to Climate and Culture as evidenced by agendas and work products   + 100% of schools will have established Student Support Teams (SSTs) by end of September |

**Overview of Strategic Objective 5: “Climate and Culture”**

The district will undertake the following actions to create a positive learning environment for students:

* **Initiative 5.1 “ Tier 1- Classroom Expectations”:** Illustrates how the district will support schools in identifying and setting clear expectations for student behavior in classrooms, and supporting teachers to implement effective classroom management practices
* **Initiative 5.2 “Tier 2- Student Supports”:** Articulates how the district will support schools to set up systems/structures to address student needs that keep students from accessing or remaining in classrooms
* **Initiative 5.3. “Tier 3- Wraparound Services”**: Focuses on what services, including professional mental health services, will be provided to students with more severe social-emotional deficits

**Initiative 5.1: “Tier 1: Classroom Expectations”**

To foster positive learning environments in every classroom, the district identify universal high expectations for teachers and students in every classroom, support teachers in developing effective classroom management practices so that all students meet expectations, and support students by developing consistent rewards, consequences, and interventions tied to student behavior:

1. ***Define classroom management practices*** *that are effective in improving student’s social-emotional learning and in managing problem student behaviors to ensure that all teachers are held to a consistent, high standard for classroom management*
2. ***Support teachers in developing management practices*** *through targeted and effective professional development that includes sustained, frequent monitoring and actionable feedback so that teachers can become more effective in supporting students to meet high classroom expectations*
3. ***Support the development of a consistent set of expectations and systems******of rewards, consequences, and interventions*** *in each school for student and adult behavior to provide further guidance to teachers and school leaders on how to promote and sustain positive school culture, and to minimize disruption in learning due to student behavior and intensive interventions*
4. ***Set up a data collection and monitoring system*** *to measure effectiveness of implementation and to identify opportunities to deploy targeted supports and to refine/adjust intervention plans so that all students receive the social emotional support necessary to participate in classroom activities, and so that all teachers have the resources and support necessary to promote high expectations and social emotional learning for students*
5. ***Build leader skills and ownership of the work*** *to strengthen climate and culture through clear expectations for student and adult behavior, and through sustained high-quality professional learning aligned to implementing target classroom management practices*

To ensure that the district is able to effectively monitor and manage leader performance, the district will develop **comprehensive “teacher trackers”** which directors, principals, and ILSs will use to record their work with teachers. Although the tools will be tailored to each role, all tools will: 1) be aligned to the effective classroom practices that are the focus of the AIP, 2) allow the user to quickly identify which teachers need and/or are receiving extra support, 3) allow district leaders to track teacher progress over time, and 4) facilitate easy sharing of information amongst leaders to drive coordinated efforts in supporting teachers.

***Owner: Principals***

***Central Office: Asst. Superintendent, Director of Student Support***

| **Initiative 5.1: Activities and Supports** | | | | | | | | | | | | |
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| **Action Step** | **Roles Involved** | **Aug** | **Sep** | **Oct** | **Nov** | **Dec** | **Jan** | **Feb** | **Mar** | **Apr** | **May** | **Jun** |
| ***1. Define classroom management practices that are effective in improving students’ social-emotional learning to ensure all teachers are held to a consistent, high standard*** | | | | | | | | | | | | |
| 1a. Identify a concise set of effective classroom management practices that will support learning in all classrooms | Dir. Student Support  Dir. Special Education |  |  |  |  |  |  |  |  |  |  |  |
| 1b. Provide all teachers in-depth training in the management practices using clear and consistent expectations, concrete examples, and opportunities for teachers to practice (e.g., role-play) | Dir. Student Support  Dir. Special Education  ILSs |  |  |  |  |  |  |  |  |  |  |  |
| ***2. Support teachers in developing management practices so teachers can become more effective in supporting students to meet high expectations*** | | | | | | | | | | | | |
| 2a. Ensure that district leaders (e.g., Principals and ILSs) aligned to a common understanding of what successful implementation of classroom management practices looks like | Dir. Tal & PD |  |  |  |  |  |  |  |  |  |  |  |
| 2b. Principals and ILSs collaborate in peer review of feedback on classroom management to ensure that messages are consistent and mutually reinforcing; ILSs work with teachers identified as needed extra support to improve their ability to use the effective classroom management practices | Principals  ILSs  Dir. of Student Support  Dir. of Special Education |  |  |  |  |  |  |  |  |  |  |  |
| 2c. Convene school-level PBIS teams to receive training about PBIS program from PBIS training provider | Principals  Dir. of Student Support  Dir. of Special Education |  |  |  |  |  |  |  |  |  |  |  |
| 2c. Develop teacher management practices through training that is integrated into professional learning sessions (e.g., faculty meetings, PD sessions) and aligned to the PBIS model | PBIS team  Dir. of Student Support  Dir. of Special Education |  |  |  |  |  |  |  |  |  |  |  |
| ***3. Support the development of a consistent set of expectations and systems of rewards, consequences, and interventions*** | | | | | | | | | | | | |
| 3a. Support school leaders in identifying school-wide expectations, as well as system of rewards, consequences, and interventions that is aligned to the PBIS model to ensure that all students are held to consistent, high standards | Supt.  Asst. Supt.  TLT  Principals |  |  |  |  |  |  |  |  |  |  |  |
| 3b. School leaders institute a school-wide system of rewards, consequences, and interventions provides incentives for student and adult behavior and outlines an explicit course of action for non-compliance (e.g., “model student of the week” or “principal for a day” privileges for good behavior) | Principals  Dir. of Student Support  Dir. of Special Education |  |  |  |  |  |  |  |  |  |  |  |
| 3c. Expectations, along with systems of rewards, consequences, and interventions are clearly posted throughout all school buildings, and school leaders use walkthroughs to observe whether or not all teachers and staff are reinforcing the common expectations with fidelity | Principals  Dir. of Student Support  Dir. of Special Education |  |  |  |  |  |  |  |  |  |  |  |
| ***4. Set up a data collection and monitoring system*** | | | | | | | | | | | | |
| 4a. Integrate management strategies into classroom walkthroughs and add them to the “teacher tracker” so that principals can monitor teacher progress; compile all school-level student discipline data on a regular (e.g., monthly) basis | Principals/ School Admin.  Dir. of Student Support  Dir. of Special Education |  |  |  |  |  |  |  |  |  |  |  |
| 4b. Conduct “district focus walks” in September, January, and May to establish a baseline and monitor growth in teacher implementation of “effective Holyoke classroom practices” for classroom management; use data to inform teacher and leader coaching, and to develop professional learning | TLT  Dirs. of Student Support and Special Education |  |  |  |  |  |  |  |  |  |  |  |
| 4c. Hold teachers accountable by incorporating educator progress on implementing the effective classroom management practices into the educator evaluation | Principals  Dir. of Student Support  Dir. of Special Education |  |  |  |  |  |  |  |  |  |  |  |
| ***5. Build leader skills and ownership of the work*** | | | | | | | | | | | | |
| 5a. All leaders maintain a common, shared understanding of classroom expectations and effective management practices through up-front PD at DILT and ILS meetings, so that all leaders send consistent, mutually reinforcing messages to teachers and staff | Supt.  Asst. Supt.  TLT |  |  |  |  |  |  |  |  |  |  |  |
| 5b. During monthly DILT and bimonthly ILS and TLT meetings, school leaders review student behavior tracker and “teacher tracker” to identify which leaders and teachers need support; leaders collaborate with peers to brainstorm possible solutions to common classroom management/behavioral challenges | TLT  DILT  ILSs |  |  |  |  |  |  |  |  |  |  |  |
| 5c. Director of Leader Effectiveness supports principals in using walkthrough and/or student data to identify which teachers need support in implementing the effective management practices | DLE |  |  |  |  |  |  |  |  |  |  |  |
| 5d. Leverage student discipline and walkthrough data to identify which expectations and management practices different schools are struggling with and provide targeted professional learning (e.g., at faculty meetings or upcoming PD sessions) | Dir. of Tal. & PD  Dir. of Student Support  DLE |  |  |  |  |  |  |  |  |  |  |  |

**Initiative 5.2: “Tier 2: Student Supports”**

To meet student social-emotional needs while minimizing the disruption to student learning students cause for themselves and their peers, and to support the development of a positive school culture that promotes learning and achievement, the district will build capacity for all schools to effectively support students in developing social-emotional awareness; additionally, all the district will ensure that all schools have consistent and explicit strategies to address students who require extra support to participate fully in the general classroom setting. Specifically, district leaders will work with all schools to:

1. ***Establish Student Support Teams (SSTs)*** *consisting of the Counselor, Administrator, Teacher(s) and Nurse (as needed) in each building to identify and monitor student needs and develop student-specific intervention strategies using student discipline data provided by school administrators (e.g., Assistant Principals), so as to address student behavior and needs with minimal impact on student learning*
2. ***Implement social skills groups*** *based on analysis of student discipline data from SST meetings to provide targeted support to students identified by the support team as having special social-emotional needs*
3. ***Develop a tiered suspension system*** *that is aligned to PBIS model, emphasizes restorative practice, facilitates successful re-entry into school, and decreases the likelihood of repeated student behavior, to minimize the impacts of suspension on student learning*
4. ***Establish student support rooms*** *where counselors and behavior specialists can provide targeted social skills and immediate intervention to address problematic behaviors beyond the scope of the social skills groups*

***Owner: Director of Student Support***

| **Initiative 5.2: Activities and Supports** | | | | | | | | | | | | |
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| **Action Step** | **Roles Involved** | **Aug** | **Sep** | **Oct** | **Nov** | **Dec** | **Jan** | **Feb** | **Mar** | **Apr** | **May** | **Jun** |
| ***6. Establish Student Support Teams (SSTs)*** | | | | | | | | | | | | |
| 6a. Ensure that each school identifies a SST that includes a counselor, administrator, nurse, and select teachers proven effective at classroom management whose purpose is to support teachers in monitoring student needs and developing student-specific intervention strategies | Principals  Dir. of Student Support |  |  |  |  |  |  |  |  |  |  |  |
| 6b. Ensure that SST meets on a regular basis to review student discipline data, discuss possible student-specific intervention plans, and monitor any existing intervention plans to ensure ongoing alignment to student needs | Principals  SST  Dir. of Student Support |  |  |  |  |  |  |  |  |  |  |  |
| ***7. Implement social skills groups to support students with special social-emotional needs*** | | | | | | | | | | | | |
| 7a. Create capacity for social skills groups by identifying staff (e.g., counselor) responsible for running the group and ensuring sufficient time in those staff schedules to convene students | Principals  SST  Dir. of Student Support |  |  |  |  |  |  |  |  |  |  |  |
| 7b. Ensure that social skills groups meet on a regular basis for students identified for that support, and ensure that SST continues to monitor students who participate to ensure that the intervention remains aligned with student needs | Principals  SST  Dir. of Student Support |  |  |  |  |  |  |  |  |  |  |  |
| ***8. Develop a tiered suspension system*** | | | | | | | | | | | | |
| 8a. Establish clear suspension guidelines that 1) are aligned to the PBIS model in each school 2) factor in the nature of the offense , 3) consider whether or not the student has been suspended previously, and 4)provide alternatives that avoid disrupting student learning (e.g., in-school suspension) | Supt.  Asst. Supt.  Principals |  |  |  |  |  |  |  |  |  |  |  |
| 8b. Support school leaders/administrators in establishing guidelines for restorative plans for suspended students that will facilitate student re-entry into school and reduce likelihood of recurring suspensions | Principals  Dir. of Student Support |  |  |  |  |  |  |  |  |  |  |  |
| 8c. Ensure that SST monitors students who return from suspension to track effectiveness of restorative plans | Principals  Dir. of Student Support |  |  |  |  |  |  |  |  |  |  |  |
| ***9. Establish student support rooms*** | | | | | | | | | | | | |
| 9a. Ensure that each school establishes a safe and centrally located “support room” to provide immediate intervention to students, and establish protocols for how and when to refer students to this resources that are aligned to PBIS and explicitly integrated into the system of rewards, consequences, and interventions | Principals  Dir. of Student Support |  |  |  |  |  |  |  |  |  |  |  |
| 9b. Monitor students who access student support room to ensure that the support provided is effective at helping students with special social-emotional needs, and that the support remains aligned to PBIS model. | SST  Principals  Dir. of Student Support |  |  |  |  |  |  |  |  |  |  |  |
| ***4. Set up a data collection and monitoring system*** | | | | | | | | | | | | |
| 4a. Integrate management strategies into classroom walkthroughs and add them to the “teacher tracker” so that principals can monitor teacher progress; compile all school-level student discipline data on a regular (e.g., monthly) basis | Principals/ School Admin.  Dir. of Student Support  Dir. of Special Education |  |  |  |  |  |  |  |  |  |  |  |
| 4b. Conduct “district focus walks” in September, January, and May to establish a baseline and monitor growth in teacher implementation of “effective Holyoke classroom practices” for classroom management; use data to inform teacher and leader coaching, and to develop professional learning | TLT  Dirs. of Student Support and Special Education |  |  |  |  |  |  |  |  |  |  |  |
| 4c. Hold teachers accountable by incorporating educator progress on implementing the effective classroom management practices into the educator evaluation | Principals  Dir. of Student Support  Dir. of Special Education |  |  |  |  |  |  |  |  |  |  |  |
| ***5. Build leader skills and ownership of the work*** | | | | | | | | | | | | |
| 5a. All leaders maintain a common, shared understanding of classroom expectations and effective management practices through up-front PD at DILT and ILS meetings, so that all leaders send consistent, mutually reinforcing messages to teachers and staff | Supt.  Asst. Supt.  TLT |  |  |  |  |  |  |  |  |  |  |  |
| 5b. During monthly DILT and bimonthly ILS and TLT meetings, school leaders review student behavior tracker and “teacher tracker” to identify which leaders and teachers need support; leaders collaborate with peers to brainstorm possible solutions to common classroom management/behavioral challenges | TLT  DILT  ILSs |  |  |  |  |  |  |  |  |  |  |  |
| 5c. Director of Leader Effectiveness supports principals in using walkthrough and/or student data to identify which teachers need support in implementing the effective management practices | DLE |  |  |  |  |  |  |  |  |  |  |  |
| 5d. Leverage student discipline and walkthrough data to identify which expectations and management practices different schools are struggling with and provide targeted professional learning (e.g., at faculty meetings or upcoming PD sessions) | Dir. of Tal. & PD  Dir. of Student Support  DLE |  |  |  |  |  |  |  |  |  |  |  |

**Initiative 5.3: “Tier 3: Wraparound Services”**

To ensure that students with the most significant social-emotional needs can still access classroom activities, the district will develop and implement a wrap-around system of services that can provide targeted supports while minimizing disruption to student learning:

1. ***Provide individual or small group counseling*** *to students with social-emotional deficits to improve their level of functioning so they can better access classroom activities*
2. ***Assess students’ behavioral functioning*** *and develop support plans that provide guidance/instruction in new skills as a replacement for problem behaviors*
3. ***Collaborate with mental health providers*** *to implement counseling and wrap around services to support student with clinical diagnoses*

***Owner: Director of Special Education***

| **Initiative 5.3: Activities and Supports** | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Action Step** | **Roles Involved** | **Aug** | **Sep** | **Oct** | **Nov** | **Dec** | **Jan** | **Feb** | **Mar** | **Apr** | **May** | **Jun** |
| ***10. Provide individual or small-group counseling*** | | | | | | | | | | | | |
| 10a. Ensure that students who qualify for counseling according to system of rewards, consequences, and interventions receive support, and monitor students to ensure that counseling continues to be aligned to student needs | SST  Dir. of Special Education |  |  |  |  |  |  |  |  |  |  |  |
| ***11. Assess student’s behavior functioning*** | | | | | | | | | | | | |
| 11a. Ensure that students identified for behavioral assessments based on criteria in the system of rewards, consequences, and interventions receive timely evaluations from behavioral specialists | SST  Behavioral Specialist  Dir. of Special Education |  |  |  |  |  |  |  |  |  |  |  |
| ***12. Collaborate with mental health providers*** | | | | | | | | | | | | |
| 12a. Ensure that students with severe needs not being met by in-school supports get access mental-health services and obtain a clinical understanding of student needs | SST  Dir. of Special Education |  |  |  |  |  |  |  |  |  |  |  |
| 12b. Use evaluation from mental health professional to establish a formal intervention plan (e.g., an I.E.P.) to support student with services designed to help student access classroom activities | SST  Child Study Team  Dir. of Special Education |  |  |  |  |  |  |  |  |  |  |  |
| ***4. Set up a data collection and monitoring system*** | | | | | | | | | | | | |
| 4a. Integrate management strategies into classroom walkthroughs and add them to the “teacher tracker” so that principals can monitor teacher progress; compile all school-level student discipline data on a regular (e.g., monthly) basis | Principals/ School Admin.  Dir. of Student Support  Dir. of Special Education |  |  |  |  |  |  |  |  |  |  |  |
| 4b. Conduct “district focus walks” in September, January, and May to establish a baseline and monitor growth in teacher implementation of “effective Holyoke classroom practices” for classroom management; use data to inform teacher and leader coaching, and to develop professional learning | TLT  Dirs. of Student Support and Special Education |  |  |  |  |  |  |  |  |  |  |  |
| 4c. Hold teachers accountable by incorporating educator progress on implementing the effective classroom management practices into the educator evaluation | Principals  Dir. of Student Support  Dir. of Special Education |  |  |  |  |  |  |  |  |  |  |  |
| ***5. Build leader skills and ownership of the work*** | | | | | | | | | | | | |
| 5a. All leaders maintain a common, shared understanding of classroom expectations and effective management practices through up-front PD at DILT and ILS meetings, so that all leaders send consistent, mutually reinforcing messages to teachers and staff | Supt.  Asst. Supt.  TLT |  |  |  |  |  |  |  |  |  |  |  |
| 5b. During monthly DILT and bimonthly ILS and TLT meetings, school leaders review student behavior tracker and “teacher tracker” to identify which leaders and teachers need support; leaders collaborate with peers to brainstorm possible solutions to common classroom management/behavioral challenges | TLT  Principals  ILSs |  |  |  |  |  |  |  |  |  |  |  |
| 5c. Director of Leader Effectiveness supports principals in using walkthrough and/or student data to identify which teachers need support in implementing the effective management practices | DLE |  |  |  |  |  |  |  |  |  |  |  |
| 5d. Leverage student discipline and walkthrough data to identify which expectations and management practices different schools are struggling with and provide targeted professional learning (e.g., at faculty meetings or upcoming PD sessions) | Dir. of Tal. And PD  Dir. of Student Support  DLE |  |  |  |  |  |  |  |  |  |  |  |

**Overview of Critical Benchmarks**

**Assessment Frequency & “Like Proficiency” Threshold**

|  |  |  |
| --- | --- | --- |
|  | **Frequency** | **"Like Proficiency" Threshold** |
| **BAS** | Three times/year for K-2 | Vendor-provided |
| 1 time/year for 3-8 |
| **Grades 3 - 8** | Four times/year | Average score of students that were proficient on MCAS last year |
| **Grades 9 - 10 Math** | Four times/year | Average score of students that were proficient on MCAS last year |
| **Grades 9 - 10 ELA** | Four times/year | 70% or higher |
| **Grades 9 - 10 Biology** | Monthly | 70% or higher |
| **Focus Walks** | Four times/year | Rating on focus walks *is consistent* with a "Proficient" or "Exemplary" end of year evaluation |

**Summary of Critical Benchmarks**

Notes:

* Number of teachers being coached by Instructional Leadership Specialists and all science interims will be tracked and reported but no benchmarks will be set (due to a lack of reference data).
* Focus was given to critical grades leading up to MCAS-specific grades.

|  | **Metric** | **Baseline** | **Benchmark 1** | **Benchmark 2** | **EOY Target** |
| --- | --- | --- | --- | --- | --- |
| Teacher Pract. | **Percentage of teachers whose performance on focus walks *is consistent* with "proficiency" on end of year evaluations.** | 8% | 18% | 29% | 40% |
| **Percentage of teachers coached by ILSs whose performance on focus walks *is consistent with* "proficiency" on end of year evaluations.** | n/a | n/a | n/a | 90% |
| **Numbers of teachers being coached by ILSs** | 24 | n/a | n/a | n/a |
| 3-8 Formative Asses. | **Percentage of students on-level on the BAS by end-of-year:** | -- | -- | -- | -- |
| Kindergarten | -- | 30% | n/a | 40% |
| 1st Grade | 30% | 40% | n/a | 50% |
| 2nd Grade | 40% | 50% | n/a | 60% |
| **Percentage of 3-8 students scoring like “proficient" on ELA interim assessments** | 23% | 28% | n/a[[7]](#footnote-7) | 33% |
| **Percentage of 4-8 students scoring like “proficient"1 on Math interim assessments** | 26% | 30% | 33% | 36% |
| 9 - 12 Formative Asses. | **Percentage of 9th grade students scoring like “proficient" on English 1 interim assessments** | 53% | 57% | 60% | 63% |
| **Percentage of 10th grade students scoring like “proficient" on English 2 interim assessment** | 49% | 53% | 56% | 59% |
| **Percentage of 9th and 10th grade students scoring like “proficient" on Algebra interim assessments** | 35% | 39% | 42% | 45% |
| 9 - 12 Formative Asses. | **Percentage of 9th and 10th grade students scoring like “proficient" on Geometry interim assessments** | 39% | 43% | 46% | 49% |
| **Percentage of students scoring like “proficient"biology assessments** | -- | -- | -- | -- |
| 9th grade, Chapter 18 | 50% | n/a | n/a | n/a |
| 9th grade, Chapter 19 | 42% | n/a | n/a | n/a |
| 9th grade, Chapter 20 | 59% | n/a | n/a | n/a |
| 10th grade, Chapter 18 | 53% | n/a | n/a | n/a |
| 10th grade, Chapter 19 | 52% | n/a | n/a | n/a |
| 10th grade, Chapter 20 | 61% | n/a | n/a | n/a |
| Attendance & Discipline | **K-8 Attendance & Discipline:** | -- | -- | -- | -- |
| Overall attendance rate | Will vary by month | n/a | n/a | 1% increase compared to same month last year |
| Total infractions | Will vary by month | n/a | n/a | 15% decrease compared to same month last year |
| Number of students with 5+ infractions | Will vary by month | n/a | n/a | 15% decrease compared to same month last year |
| Number of students suspended at least once during the month | Will vary by month | n/a | n/a | 15% decrease compared to same month last year |
| Number of students suspended 3 or more days | Will vary by month | n/a | n/a | 15% decrease compared to same month last year |
| **9-12 Attendance & Discipline:** | -- | -- | -- | -- |
| Overall attendance rate | Will vary by month | n/a | n/a | 1% increase compared to same month last year |
| Overall dropout rate | Will vary by month | n/a | n/a | 15% decrease compared to same month last year |
| Number of students suspended at least once (all students) | Will vary by month | n/a | n/a | 15% decrease compared to same month last year |
| Total number of suspension days (all students) | Will vary by month | n/a | n/a | 15% decrease compared to same month last year |
| Number of students suspended at least once (9th grade) | Will vary by month | n/a | n/a | 25% decrease compared to same month last year |
| Total number of suspension days (9th grade) | Will vary by month | n/a | n/a | 25% decrease compared to same month last year |

**Appendix A:**

**William J. Dean Technical High School**

**Core Elements and Benchmarks from Turnaround Plan**

**Explanatory Note**

As a pre-emptive Level 5 school, William J. Dean Technical High School (DTHS) has developed a Turnaround Plan for 2014-15 that integrates four key turnaround practices identified by DESE as critical for struggling schools. Following this page is the plan developed by the DTHS school leaders and Project GRAD USA for submission to DESE in December 2014.

The commitment of the district is to (1) ensure that the DTHS Turnaround Plan is robust and aligned with the vision for improving teacher practice and student outcomes as described in the district’s AIP, (2) support DTHS in effectively implementing its plan throughout the year, and (3) collaborate with Project GRAD to frequently monitor the progress to appropriate make mid-course corrections and provide targeted supports.

## Dean Technical High School: Key Turnaround Practices and Benchmarks

**Turnaround Practice #1:**

**Leadership, shared responsibility and professional collaboration**

Since spring 2014, critical structural and cultural changes at Dean have laid the groundwork for fundamental academic changes in 2014-15. Within in Turnaround Practice #1, our three primary levers to accelerate student growth and achievement are:

1. Articulation of a mission and set of goals with a coherent school-wide, results-oriented focus on teaching, learning, and student success.
   * The DTHS Ideal Graduate Profile was developed by teachers and leaders and serves as our promise to the DTHS community. It provides a clear understanding of what DTHS graduates will know and be able to do and guides every decision we make. Organized into Culture, Learning Outcomes and Post-graduation Outcomes, the profile highlights the knowledge, skills and attributes we intend to teach. This document is the DTHS mission statement.
   * The Profile was developed in two phases: first, a group of teachers and leaders visited a New Tech demonstration site and engaged in a process of the development of the profile; then, the group facilitated the same process with the broader staff to seek input and refinement of the profile.
2. Close alignment of educators’ Student Learning Goals and Professional Practice goals to school-wide MAGs and to campus and district objectives (see benchmarks below).
   * The Professional Practice Goals are the same for all teachers including electives and CTE teachers: By the Teacher Evaluation evidence submission deadline classroom teachers will consistently demonstrate proficiency (or above) on two specific “high impact” areas of effective strategies: well-designed student tasks and high-level student discourse.
   * Student Learning Goals are common by content area and have been developed to target critical standards in ELA, Mathematics, and Biology.
   * The development of these common goals will foster a shared responsibility for all outcomes across the campus. CTE teachers choose to support ELA, Math or Biology goals embedded in their content.
3. Establishment of effective Professional Learning Communities (PLCs) to structure and support ongoing planning, the data inquiry cycle, and learning of “high leverage” teaching strategies – again in alignment with school mission and goals.

* PLCs pursue five-week data inquiry cycles in which teachers pre-assess foundational skills, strategically select and implement high-leverage teaching strategies, and re-assess and analyze student learning.
* PLCs have also instituted “Learning Walk” protocols for teachers to observe each other as they implement the high-leverage strategies, looking specifically at the engagement of ELL students in the classroom with the learning. The goal is to support teachers in their instructional changes, and so to improve student learning and achievement.
* In the context of PLCs, Teachers will use targeted tracking of incremental improvement in student proficiency on critical standards in a data inquiry cycle to make adjustments to practice and implement individualized student intervention.

**Benchmarking Progress:**

**Leadership, shared responsibility and professional collaboration**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Measurable Annual Goals (MAGs) for Student Achievement**  (set by ESE) | | We will meet our PPI targets for 2015, including targets for low-income students, English Language Learners, and students with disabilities (along with graduation and dropout rates for high school). | | | | | | |
| **Interim Benchmarks for Educators** | | 1. By August 15th, 2014, the T3TLs will develop draft Student Learning Goals and Professional Practice Goals for teachers and will have begun to develop plans for implementation and monitoring. By October 1st, 2014, the T3TLs will be effectively leading PLC and Data Team meetings aligned to goals. From November 15th 2014 onward, teachers will be receiving actionable feedback from Administrators and Teacher Leaders on their progress toward SLGs and PPGs in relation to school wide goals as evidenced by classroom and PLC observation data. 2. By October 2014, PLCs will launch data inquiry cycles; by December 2014, PLCs will launch learning walk protocols; by January 2015 administrator evaluation ratings and notes from learning walks looking specifically at the learner engagement among English Language Learner (ELLs) and Students with Disabilities (SWDs) in the classroom will reflect improved implementation of high leverage strategies. | | | | | | |
| **Interim Benchmarks for Students**  Formative assessment data, gathered every two weeks, will be used to determine flexible student grouping and adjustments to core instruction. Students not demonstrating Proficient or higher will be grouped during “flex time” on 5-week cycles for intervention and extension - 35 minutes, 3 times per week. | **Mastery Connect\* Assessments: Percentage of students that demonstrate cumulative performance most consistent with each achievement level.**  **ELA** | | | | | | |
| Overall | | | 2/15/15 | | 5/15/15 | |
|  | | Advanced | | 10% | | 12% |
|  | | Proficient | | 50% | | 55% |
|  | | NI High | | 25% | | 20% |
|  | | NI Low | | 15% | | 13% |
|  | | Warning/Fail | | 0% | | 0% |
| Power standard: Key Ideas and Details | | |  | |  | |
|  | | Adv or Prof | | 60% | | 65% |
|  | | Improvement\*\* | | 20% | | 25% |
| **Math** | | | | | | |
| Overall | | | 2/15/15 | | 5/15/15 | |
|  | | Advanced | | 10% | | 15% |
|  | | Proficient | | 35% | | 40% |
|  | | NI High | | 25% | | 15% |
|  | | NI Low | | 20% | | 15% |
|  | | Warning/Fail High | | 10% | | 5% |
|  | | Warning/Fail Low | | 0% | | 0% |
| Power standards: Number Sense; Expressions | | |  | |  | |
|  | | Adv or Prof | | 50% | | 55% |
|  | | Improvement\*\* | | 15% | | 20% |
| **Biology Mastery Connect Assessments** | | | | | | |
| Overall | | | 2/15/15 | | 5/15/15 | |
|  | | Advanced | | 5% | | 10% |
|  | | Proficient | | 20% | | 25% |
|  | | NI High | | 15% | | 5% |
|  | | NI Low | | 30% | | 20% |
|  | | Warning/Fail High | | 25% | | 20% |
|  | | Warning/Fail Low | | 5% | | 0% |
| Power standards: Genetics; Cell Bio; Ecology | | |  | |  | |
|  | | Adv or Prof | | 30% | | 35% |
|  | | Improvement\*\* | | 15% | | 20% |
| \*\*The remaining students not reaching proficiency will, on average, increase overall score compared to baseline by the percentage points indicated. | | | | | | |

**\*Mastery Connect:**

* Assess with any content – Use multiple choice, rubrics, oral assessments, writing assessments or any curriculum or content type.
* Real-time Mastery Status – Visualize student performance relative to the core with the traffic light approach of red, yellow, and green mastery status.
* Multi-standard / Benchmark Assessments – Administer teacher-created benchmark assessments. Utilize third-party item bank content.
* Curriculum Maps – Mix and match standard sets, create custom standards, and easily drag and drop standards into any sequence.
* State and Common Core Standards – Convenient 'View Standards' links helps teachers stay focused on teaching and assessing core standards.
* Standards-Based student reports – Integrated standards-based reports provide real-time information about mastery to students and parents.
* Remediation / Re-teaching – With focus on individual standards, teachers can easily identify which students are struggling to understand a concept.

**Turnaround Practice #2:**

**Intentional practices for improving instruction**

Develop and sustain two critical elements of effective instruction: *skilled* implementation of *high leverage teaching practices* and *coherent and aligned curriculum*.

1. DTHS faculty will develop and enact a shared understanding of effective instruction for English Language Learners and Students with Disabilities. Classroom lessons will consistently promote higher-order thinking, reflect differentiated strategies to engage, support and challenge *all* learners, and employ formative assessments to monitor student progress through:
   * Development and implementation of “well-designed tasks”, i.e., tasks centered on authentic problems and that require higher order thinking, have clear performance criteria, offer multiple points of entry, provide differentiated scaffolding, and allow for student choice in the approach and representation of their work.
   * Structures and routines for productive discourse (including think-pair-share, accountable talk stems, close reading of texts and pre-teaching vocabulary). Opportunities to practice academic language are particularly critical for English Learners.

Teaching practice will be documented in classroom observations and walkthroughs and assessed against the DESE Teacher Rubrics.

1. DTHS faculty will implement coherent curriculum aligned with Massachusetts frameworks.

* Planning will be Supported by the PLC structure
* 9th and 10th grade teachers will use New Tech models for curriculum mapping and project design; 10th and 11th grade teachers will gain familiarity with these models. All subject areas will be transforming existing maps or developing new maps unit by unit throughout the year to align with the PBL framework.

**Benchmarking Progress:**

**Intentional practices for improving instruction**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Measurable Annual Goals (MAGs) for Student Achievement**  (set by ESE) | | We will meet our PPI targets for 2015, including targets for low-income students, English Language Learners, and students with disabilities (along with graduation and dropout rates for high school). | | | | | | |
| **Other MAGs**   1. Student acquisition of twenty-first century skills 2. Development of college readiness | | 1. 100% of students will demonstrate mastery of life and career skills through participation in SKILLS USA and the Connections after-school program. 2. The number of students enrolled in at least one AP course will increase from zero to 55. | | | | | | |
| **Interim Benchmarks for Teachers/Practitioners** | | 1. In October 2014, baseline data demonstrated proficiency on target strategies in less than 5% of classroom visits. By November 15, 2014, 30% of classroom visit documentation will consistently demonstrate proficiency (or above) on two specific “high leverage” strategies: well-designed student tasks and high-level student discourse. By March 1, 2015, 40% of classroom visits will consistently demonstrate proficiency. By June 1, 2015, 50% of classroom visits will consistently demonstrate proficiency. Teachers will implement collaborative structures for student discourse to support ELLs and SWDs in the development of language and comprehension using communication assessment rubrics. 2. By September 30, 2014, after analyzing ELLs and SWDs MCAS data, PLCs will create and adopt school-wide Student Learning Goals that focus on the most needed literacy skills and standards. By November 1, 2014, each PLC will be engaged in five week data inquiry cycles of pre-assessment of foundational skills that ELL students need, strategically selecting high-leverage teaching strategies (noted above) and implementing them into classroom teaching, re-assessing and analysis of data for student learning. The goal is to make improvements in the instruction given to ELLs based upon data and student work. By December 15th, 2014, PLCs will have developed a template for Quick Reference Sheets for planning that includes: All SWD & ELL students in each course section, Program type, disability, reading level, ELL levels (reading, writing, speaking, listening), accommodations, modifications, MCAS, etc. During Professional Development sessions in November, December, and January, and April, Admin, NTN Coach and T3s provide guided planning for teachers on the use of this info in the planning process to support the development of well-designed tasks (as defined above). 3. By September 1st, all teachers of 9th and 10th grade courses will have begun curriculum development that aligns to state frameworks and the NTN project and problem-based curriculum delivery model for immediate implementation. During Professional Development sessions in November, December, and January, and April, teachers will continue to fully develop Curriculum Maps for all courses. By December 15th, all teachers of 11th and 12th grade courses will have begun curriculum development that aligns to state frameworks and the NTN project and problem-based curriculum delivery model for 2015-16 implementation. During Professional Development sessions in November, December, and January, and April, teachers will fully develop Curriculum Maps for all courses. All subject areas will be transforming existing maps or developing new maps unit by unit throughout the year to align with the PBL framework. | | | | | | |
| **Interim Benchmarks for Students**  Formative assessment data, gathered every two weeks, will be used to determine flexible student grouping and adjustments to core instruction. Students not demonstrating Proficient or higher will be grouped during “flex time” on 5-week cycles for intervention and extension - 35 minutes, 3 times per week. | **Mastery Connect\* Assessments: Percentage of students that demonstrate cumulative performance most consistent with each achievement level.**  **ELA** | | | | | | |
| Overall | | | 2/15/15 | | 5/15/15 | |
|  | | Advanced | | 10% | | 12% |
|  | | Proficient | | 50% | | 55% |
|  | | NI High | | 25% | | 20% |
|  | | NI Low | | 15% | | 13% |
|  | | Warning/Fail | | 0% | | 0% |
| Power standard: Key Ideas and Details | | |  | |  | |
|  | | Adv or Prof | | 60% | | 65% |
|  | | Improvement\*\* | | 20% | | 25% |
| **Math** | | | | | | |
| Overall | | | 2/15/15 | | 5/15/15 | |
|  | | Advanced | | 10% | | 15% |
|  | | Proficient | | 35% | | 40% |
|  | | NI High | | 25% | | 15% |
|  | | NI Low | | 20% | | 15% |
|  | | Warning/Fail High | | 10% | | 5% |
|  | | Warning/Fail Low | | 0% | | 0% |
| Power standards: Number Sense; Expressions | | |  | |  | |
|  | | Adv or Prof | | 50% | | 55% |
|  | | Improvement\*\* | | 15% | | 20% |
| **Biology** | | | | | | |
| Overall | | | 2/15/15 | | 5/15/15 | |
|  | | Advanced | | 5% | | 10% |
|  | | Proficient | | 20% | | 25% |
|  | | NI High | | 15% | | 5% |
|  | | NI Low | | 30% | | 20% |
|  | | Warning/Fail High | | 25% | | 20% |
|  | | Warning/Fail Low | | 5% | | 0% |
| Power standards: Genetics; Cell Bio; Ecology | | |  | |  | |
|  | | Adv or Prof | | 30% | | 35% |
|  | | Improvement\*\* | | 15% | | 20% |
| \*\*The remaining students not reaching proficiency will, on average, increase overall score compared to baseline by the percentage points indicated. | | | | | | |

**Turnaround Practice #3:**

**Student-specific supports and instruction to all students**

1. Implement and refine a comprehensive and balanced system of formative and benchmark assessments. Provide targeted training for teacher leaders in specific assessment and data analysis best practices, and for teachers to understand and fully utilize analysis of student assessment data. Use assessment software (Mastery Connect) and data aggregator software (iResult) to organize and make accessible student data online and in real-time.
2. Refine systems for student intervention and support using “flex time” on 5-week cycles for intervention and extension. 35 minutes, 3 times per week.

* Formative assessment data will be used to determine flexible student grouping and adjustments to core instruction will be planned and made so that grade level, complex tasks will be accessible to students in the regular classrooms and student outcomes will improve.
* Teachers will meet in teams (grade-level and/or vertical) on a quarterly basis to plan from standards, analyze assessment results, and create action/reteach plans.
* School Leadership will convene regular Data Committee Meetings to review progress and make regular and appropriate adjustments to practice that improve outcomes.

**Benchmarking Progress:**

**Student-specific supports and instruction to all students**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **MAGs for Student Achievement**  (set by ESE) | | We will meet our PPI targets for 2015, including targets for low-income students, English Language Learners, and students with disabilities (along with graduation and dropout rates for high school). | | | | | | |
| **Interim Benchmarks for Teachers/Practitioners** | | 1. By November 1, 2014, teachers of 10th grade Humanities and of Geometry will implement formative assessments (Mastery Connect) on a regular basis and use student data to inform curricular decisions and student intervention. By December 1, 2014 teachers of all 9th and 10th grade academic courses will implement these practices around formative assessment and response, and continue throughout the year. 2. September 1, 2014 onward, flexible tiers of research-based interventions will be designed and implemented to provide access to the core curriculum for 100% of students needing additional support during FLEX Time interventions. | | | | | | |
| **Interim Benchmarks for Students**  Formative assessment data, gathered every two weeks, will be used to determine flexible student grouping and adjustments to core instruction. Students not demonstrating Proficient or higher will be grouped during “flex time” on 5-week cycles for intervention and extension - 35 minutes, 3 times per week. | **Mastery Connect\* Assessments: Percentage of students that demonstrate cumulative performance most consistent with each achievement level.**  **ELA** | | | | | | |
| Overall | | | 2/15/15 | | 5/15/15 | |
|  | | Advanced | | 10% | | 12% |
|  | | Proficient | | 50% | | 55% |
|  | | NI High | | 25% | | 20% |
|  | | NI Low | | 15% | | 13% |
|  | | Warning/Fail | | 0% | | 0% |
| Power standard: Key Ideas and Details | | |  | |  | |
|  | | Adv or Prof | | 60% | | 65% |
|  | | Improvement\*\* | | 20% | | 25% |
| **Math** | | | | | | |
| Overall | | | 2/15/15 | | 5/15/15 | |
|  | | Advanced | | 10% | | 15% |
|  | | Proficient | | 35% | | 40% |
|  | | NI High | | 25% | | 15% |
|  | | NI Low | | 20% | | 15% |
|  | | Warning/Fail High | | 10% | | 5% |
|  | | Warning/Fail Low | | 0% | | 0% |
| Power standards: Number Sense; Expressions | | |  | |  | |
|  | | Adv or Prof | | 50% | | 55% |
|  | | Improvement\*\* | | 15% | | 20% |
| **Biology** | | | | | | |
| Overall | | | 2/15/15 | | 5/15/15 | |
|  | | Advanced | | 5% | | 10% |
|  | | Proficient | | 20% | | 25% |
|  | | NI High | | 15% | | 5% |
|  | | NI Low | | 30% | | 20% |
|  | | Warning/Fail High | | 25% | | 20% |
|  | | Warning/Fail Low | | 5% | | 0% |
| Power standards: Genetics; Cell Bio; Ecology | | |  | |  | |
|  | | Adv or Prof | | 30% | | 35% |
|  | | Improvement\*\* | | 15% | | 20% |
| \*\*The remaining students not reaching proficiency will, on average, increase overall score compared to baseline by the percentage points indicated. | | | | | | |

**Turnaround Practice #4:**

**School Culture and Climate**

Continue to build deliberate and systematic approach to behavior management and discipline toward the goal of creating a more positive and predictable environment that addresses the intellectual, social, emotional, and health needs of every member of the school community. Our two-pronged approach will address in-classroom and school level expectations.

**Classroom level**: establish classroom routines and practices that foster and maintain high expectations for behavior and learning, and provide appropriate training for staff to uphold these expectations.

* Classroom management practices that are effective in supporting student’s social- emotional learning and in managing problem student behaviors will be defined by teachers working collaboratively with the Dean of Students, Guidance, T3TLs and Student Advocate Coordinator in the development of the Student Code of Conduct
* Teachers will be supported in developing management practices through targeted professional development that includes sustained, frequent monitoring and actionable feedback.

**School level** – establish a positive, predictable, and safe environment throughout the school by, and promote relationships between and among staff and students characterized by mutual respect and trust, future orientation.

* Student support teams consisting of the Dean of Students, Counselor, Teacher, Student Advocates, Teen Clinic, Wellness Coordinator and Nurse (as needed) will be established to identify needs and develop intervention strategies/plans for Level 2 and 3 supports.
* A data collection and monitoring system to measure effectiveness of implementation and to identify opportunities to deploy targeted supports and to refine/adjust the plan will be designed and implemented through PLCs in collaboration with the Dean of Students, Guidance Counselors, and Student Advocate Coordinator.

**Benchmarking Progress:**

**School Culture and Climate**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **MAGs for Student Achievement**  (set by ESE) | | We will meet our PPI targets for 2015, including targets for low-income students, English Language Learners, and students with disabilities (along with graduation and dropout rates for high school). | | | | | | |
| **Other MAGs**  7required by statute:   1. Parent and family engagement 2. Building a culture of academic success among students 3. Building a culture of student support and success among school faculty and staff 4. Student attendance, dismissal rates, and exclusion rates 5. Student safety and discipline 6. Student promotion and dropout rates 7. Graduation rates (high schools only) | | 1. 75% of parents report positive relationships among teachers and parents (End-of-year GRAD Academies survey). 2. 75% of students report that adults communicate high expectations (GRAD Academies survey). 75% of students report that they are supported in meeting high expectations (End-of-year GRAD Academies survey). 3. 90% of students report feeling safe on campus as measured by GRAD Academies survey. 75% of students report positive relationships among teacher and students (End-of-year GRAD Academies survey). 4. Student attendance rate will increase from 84.8% in 2013-14 to 86% or higher in 2014-15. Student out-of-school suspension rate will decrease from 36.4% in 2013-14 to 30% or lower in 2014-15. 5. The number of incidents involving drugs, violence or criminal incident on school property will decrease from 87 in 2013-14 to 50 or fewer 2014-15. 6. Student dropout rate will decrease from 10.3% in 2012-13 to 8% or lower in 2013-14. 7. Student 4-year graduation rate will increase from 39.3% in 2012-13 to 45% or higher in 2013-14. | | | | | | |
| **Interim Benchmarks for Teachers/Practitioners** | | 1. By September 1st, 2014, common classroom management practices will be defined by teachers and implemented to consistently document and respond to level 1 incidents. By November 15th, 2014, discipline documentation data will show appropriate responses to level 1 infractions. Practices will continue throughout the year. 2. By September 1st, 2014, a Student Support Team consisting of the Dean of Students, Counselor, Teacher, Student Advocates, Teen Clinic, Wellness Coordinator and Nurse (as needed) will be established to identify needs and develop intervention strategies/plans. A tiered suspension system will be developed that is restorative and facilitates successful re-entry and learning that will decrease the likelihood of repeated behaviors. By November 15th, 2014, documentation data will show consistent implementation of individualized intervention strategies. Practices will continue throughout the year. 3. By September 1st, 2014, a data collection and monitoring system be designed and implemented to measure effectiveness of implementation and to identify opportunities to deploy targeted supports and to refine/adjust the plan will be designed and implemented. By December 2014, discipline documentation data will show consistent use of the data collection and monitoring system as a part of the data cycle work of the PLCs. Practices will continue throughout the year. | | | | | | |
| **Interim Benchmarks for Students**  Formative assessment data, gathered every two weeks, will be used to determine flexible student grouping and adjustments to core instruction. Students not demonstrating Proficient or higher will be grouped during “flex time” on 5-week cycles for intervention and extension - 35 minutes, 3 times per week. | **Mastery Connect\* Assessments: Percentage of students that demonstrate cumulative performance most consistent with each achievement level.**  **ELA** | | | | | | | | |
| Overall | | | 2/15/15 | | 5/15/15 | |
|  | | Advanced | | 10% | | 12% |
|  | | Proficient | | 50% | | 55% |
|  | | NI High | | 25% | | 20% |
|  | | NI Low | | 15% | | 13% |
|  | | Warning/Fail | | 0% | | 0% |
| Power standard: Key Ideas and Details | | |  | |  | |
|  | | Adv or Prof | | 60% | | 65% |
|  | | Improvement\*\* | | 20% | | 25% |
| **Math** | | | | | | |
| Overall | | | 2/15/15 | | 5/15/15 | |
|  | | Advanced | | 10% | | 15% |
|  | | Proficient | | 35% | | 40% |
|  | | NI High | | 25% | | 15% |
|  | | NI Low | | 20% | | 15% |
|  | | Warning/Fail High | | 10% | | 5% |
|  | | Warning/Fail Low | | 0% | | 0% |
| Power standards: Number Sense; Expressions | | |  | |  | |
|  | | Adv or Prof | | 50% | | 55% |
|  | | Improvement\*\* | | 15% | | 20% |
| **Biology** | | | | | | |
| Overall | | | 2/15/15 | | 5/15/15 | |
|  | | Advanced | | 5% | | 10% |
|  | | Proficient | | 20% | | 25% |
|  | | NI High | | 15% | | 5% |
|  | | NI Low | | 30% | | 20% |
|  | | Warning/Fail High | | 25% | | 20% |
|  | | Warning/Fail Low | | 5% | | 0% |
| Power standards: Genetics; Cell Bio; Ecology | | |  | |  | |
|  | | Adv or Prof | | 30% | | 35% |
|  | | Improvement\*\* | | 15% | | 20% |
| \*\*The remaining students not reaching proficiency will, on average, increase overall score compared to baseline by the percentage points indicated. | | | | | | |

1. The key elements and benchmarks of the Dean Technical High Turnaround Plan are attached (see Appendix A). Please see explanatory cover note. [↑](#footnote-ref-1)
2. “Effective Holyoke classroom practices” are still in the process of development but will be a *short* list of high-leverage Massachusetts Curriculum Frameworks aligned instructional best practices that promote learning of ELLs/SWDs that will be at the heart of teacher learning, coaching, and development. In literacy, these practices will include: (1) close reading, (2) text-dependent questions, (3) student discourse, and (4) explicit teaching of vocabulary [↑](#footnote-ref-2)
3. “Effective Holyoke classroom practices” are still in the process of development but will be a *short* list of high-leverage Massachusetts Curriculum Frameworks aligned instructional best practices that promote learning of ELLs/SWDs that will be at the heart of teacher learning, coaching, and development. In literacy, these practices will include: (1) close reading, (2) text-dependent questions, (3) student discourse, and (4) explicit teaching of vocabulary [↑](#footnote-ref-3)
4. A plan for interim assessments is not yet finalized, due to a recent decision made to scale back ANet support in SY14-15. The district is currently in the process of identifying potential interim assessments to use for monitoring student progress next year, as well as the systems/structures necessary to support strategic use of the assessment data by teachers and leaders. [↑](#footnote-ref-4)
5. A plan for interim assessments is not yet finalized, due to a recent decision made to scale back ANet support in SY14-15. The district is currently in the process of identifying potential interim assessments to use for monitoring student progress next year, as well as the systems/structures necessary to support strategic use of the assessment data by teachers and leaders. [↑](#footnote-ref-5)
6. Initial climate survey progress measures were removed due to a lack of capacity to administer. [↑](#footnote-ref-6)
7. The third ELA interim was removed due to an erratic Holyoke winter schedule (e.g. multiple snow delays and cancellations). [↑](#footnote-ref-7)