**Southbridge Public Schools**

**March 11, 2014**

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

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| Southbridge is in its third year of implementing our Accelerated Improvement Plan. During the first two years of implementation, the district focused on curriculum and instruction improvements:   * ELA and math curriculum alignment to the Common Core * Developed the Southbridge Standard to establish district expectations for instruction * Introduced learning walkthroughs to build administrator understanding of instructional expectations * Redesigned monthly faculty meetings to provide additional professional development * Introduced ANet interim assessments and provided coaching for teachers on the data analysis cycle   We plan build on the infrastructure in place. However, it is a “new day” in Southbridge. The retention of Superintendent Basan Nembirkow for the 2013-2014 school year has helped to create a feeling of consistency in leadership and a new sense of urgency and accountability across the district. The Superintendent will introduce the new AIP, once approved, and every staff member in the district will receive a copy of the plan.  The district recognizes the need to build on the work begun and has identified additional areas of need. While we have aligned curriculum in ELA and math grade K-8, we need to continue this alignment in grade 9-12. Also, we need further development K-12 in science and social studies, along with devising a process for continually reviewing all curricula. The district has recognized the need to strengthen its supports for our ELL and SWD population. To accomplish this, the district needs to revise the Southbridge Standard to more explicitly outline strategies to support our most struggling learners. Expanding and strengthening the focus on data at all levels to monitor progress and develop interventions to support our ELL and SWD. Lastly, the district recognizes its need to increase parent engagement to support student learning.  To accomplish the above goals, we have identified the following objectives and initiatives. The district has intentionally limited the number of initiatives because of a large turnover in administration and the desire to ensure that we have the capacity to implement and monitor this plan. (In fall 2014, there will be four new principals leading the four schools; 2 new elementary assistants; a new ELL coordinator; a new SPED supervisor and a recently hired Director of Student Services.)  **Objective 1:** **Develop, refine and implement curricula for all K-12 core subjects and instructional practices aligned to Common Core and WIDA Standards.**   * Develop and implement a process for continual revision of core curricula, K-12 to ensure vertical alignment * Establish expectations and guidelines for CPT/Dept. meetings to ensure collaboration in developing units and lessons * Revise and implement the district expectations for teaching and learning (Southbridge Standard) to support effective delivery of common core curricula and meet the needs of ELL and SWD students   **Strategic Objective 2: Expand and embed the use of data, K-12****to foster a cycle of continuous improvement aimed at assessing and improving instructional practices throughout the district**   * Establish a consistent district-wide process that uses a range of data to inform decisions at all levels in the district * Use a variety of data to identify and develop support systems and practices to improve the performance of ELL and SWD students   **Strategic Objective 3: Improve educator quality and ability to implement rigorous and engaging instruction**   * Implement the educator evaluation system with fidelity throughout the district * Develop administrator and teacher capacity to become effective leaders in implementing instructional practices   **Strategic Objective 4: Increase parent and community involvement to enhance student learning**   * Provide multiple and varied forms of information to increase parent understanding of school-wide programs * Develop family capacity to support learning at home   These strategic objectives provide a conceptual framework by which our operational focus, budget, staffing, and professional development will be derived.  **THEORY OF ACTION**  If the Southbridge School District implements a curriculum aligned to new state frameworks, and utilizes standards-based lesson plans to guide instruction; becomes a data driven system that collects, analyzes, and uses data to track the learning and performance of students; uses data to modify instructional practice and to determine professional development needs; and if the District holds teachers and administrators accountable for student learning through the implementation of the educator evaluation system aligned with Massachusetts regulations, then we will ensure more effective teaching and learning resulting in improved student outcomes.  **FINAL OUTCOMES:**  The district will meet or exceed the annual PPI target of 75 for 2015 for all students. The district will meet or exceed the annual PPI target of 75 for 2015 for the high needs population of students. |

**Section 2: Plan Summary**

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| **Objective 1:** **Develop, refine and implement curricula for all K-12 core subjects and instructional practices aligned to Common Core and WIDA Standards.** | |
| **Strategic Initiatives** | **Early Evidence of Change, Short-term Outcomes, and Final Outcomes** |
| 1.  Develop and implement a process for continual revision of core curricula, K-12 to ensure vertical alignment  2.  Establish expectations and guidelines for CPT/Dept. meetings to ensure collaboration in developing units and lessons  3.  Revise and implement the district expectations for teaching and learning (Southbridge Standard) to support effective delivery of common core curricula and meet the needs of ELL and SWD students | **Early Evidence**   * 100% of instructional teams will use established CPT protocols as evidenced by principals’ and District leaders’ review of agendas and meeting minutes effective September 2014. * 80% of core teachers are conducting lessons aligned to the revised curriculum maps as evidenced by classroom observations and review of lesson plans, by Dec. 1, 2014. And 100% by June 1, 2015. * 100% of administrators are providing teachers with feedback that is specific and grounded in district’s curriculum and instructional expectations and provides actionable recommendations for learning by Nov. 1, 2014, as evidence by district leadership’s review of observation reports   **Short-term Outcomes**   * District Monitoring Observation data shows at least a 50% improvement (over June baseline data) by Jan. 2015 and exceeding 75% full implementation ( as outlined in instructional rubric) by June 2015 - **Southbridge Standard** - Mastery objectives and tasks aligned to grade-level standards, differentiated instruction, and multiple questioning strategies to activate higher order thinking skills * The wording for the use of ANet for accountability will be developed after conversations with ESE, including the ability to track progress of ELL and SWD. * High school quarterly ELA and Math assessments will continually show that 75% of all students are at proficiency (grade of 70% or higher). Students who are not meeting benchmarks will be referred to an intervention process. * Data on the Principals Quarterly Reports for Middle/High School Students show the following changes over base line data from the previous school year: * 5% decrease each quarter in the number of students failing * 5% decrease each quarter in the number of suspensions * 1.5% increase each quarter in the attendance rate * 5% decrease each quarter in the number of tardies * 1.5% decrease in dropout rate |

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| **Initiative 1.1 Develop a process for continual revision of core curricula, K-12 to ensure vertical alignment** | | | | |
| **Activities to Achieve the Outcomes for the Initiative** | **Who will Lead?** | **When will it Start?** | **When will it be Complete?** |
| Provide ongoing ATLAS professional development for curriculum development team and administration. | Supervisor of Instruction (SI) | June 2014 | Ongoing |
| Curriculum development teams will review and revise curriculum maps for ELA and math. | Supervisor of Instruction (SI) | March 2014 | Ongoing |
| Curriculum development teams will develop curriculum maps to align with the Common Core and WIDA standards for science and social studies. | Supervisor of Instruction (SI) | June 2014 | June 2015 |
| ANet coaches will continue to provide ongoing PD for teachers in unpacking standards | Supervisor of Instruction (SI) | March 2014 | Ongoing |
| Academic Dean and Instructional Resource Specialists will provide ongoing PD (weekly CPT) for teachers to support development and implementation of lesson plans | Supervisor of Instruction (SI) | March 2014 | Ongoing |
| Develop an end-of-year process for reviewing ANet, MCAS and common assessment data to revise curriculum maps | Supervisor of Instruction (SI) | June 2014 | Ongoing |

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| **Initiative 1.2 Establish expectations and guidelines for CPT/Dept. meetings to ensure collaboration in developing units and lessons** | | | |
| **Activities to Achieve the Outcomes for the Initiative** | **Who will Lead?** | **When will it Start?** | **When will it be Complete?** |
| Develop written guidelines for weekly CPT expectations (i.e. establishing norms, using protocols for data and analysis and looking at student work, lesson plan templates) | Supervisor of Instruction (SI) | January 2014 | August 2014 |
| FOR will Introduce PLC process to strengthen the effectiveness of CPT (e.g. Establishing norms, introduce Tuning Protocol to use for Looking at Student Work. | Superintendent | August 2014 | October 2014 |
| District leadership will present expectations for CPT and administrators responsibilities for leading/monitoring sessions and ensuring quality unit and lesson plans | Superintendent | August 2014 | Ongoing |
| Redesign HS schedule to provide weekly CPT. | Principal | February 2014 | May 2014 |
| Revise roles and responsibilities for Dept. Chairs to include facilitating CPT sessions. | Superintendent | January 2014 | July 2014 |
| Add Academic Dean position at Middle School who can assist Team Teachers in facilitating CPT sessions | Superintendent | August 2014 | June 2015 |
| Administrators/Teacher Leaders begin facilitating CPT sessions implementing new protocols | Supervisor of Instruction (SI) | September 2014 | Ongoing |
| Administrative Leadership as part of their biweekly onsite supervision will review CPT binders and feedback being given on plans | Director of Teaching and Learning | March 2014 | Ongoing |

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| **Initiative 1.3 Revise and implement the district expectations for teaching and learning (Southbridge Standard) to support effective delivery of common core curricula and meet the needs of ELL and SWD** | | | |
| **Activities to Achieve the Outcomes for the Initiative** | **Who will Lead?** | **When will it Start?** | **When will it be Complete?** |
| Focus on Results, a district partner, will lead revisions to district’s Instructional Practice Guide to more clearly articulate district expectations aimed at meeting needs of all students (including closing gap for ELL & SWD) | Superintendent | June 2014 | August 2014 |
| Revise district observation tool to allow district to measure implementation of district’s instructional practices expectations | Superintendent | August 2014 | August 2014 |
| Instructional practice guide will be presented to administrators at Summer Institute. Administrators will view videos to calibrate expectations for each indicator. | Director of Teaching and Learning | August 2014 | August 2014 |
| District Leadership and Focus on Results will roll out new instructional expectations for teachers. Videos will be used to deepen understanding | Superintendent | August 2014 | Ongoing |
| Focus On Results will provide ongoing PD during early release days for teachers and administrators to support implementation on instructional expectations | Director of Teaching and Learning | March 2014 | Ongoing |
| Focus On Results will provide ongoing PD for administrators following teacher PD days to build their capacity to observe practices and provide formative feedback to teachers. | Superintendent | March 2014 | June 2015 |
| Develop a rubric for focus improvement areas and utilizing the focus areas of our Southbridge Standard (mastery objectives and tasks aligned to grade-level standards, differentiated instruction, and multiple questioning strategies to activate higher order thinking skills) | Supervisor of Instruction (SI) | September 2014 | December 2014 |

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| **Strategic Objective 2: Expand and embed the use of data, K-12****to foster a cycle of continuous improvement aimed at assessing and improving instructional practices throughout the district** | |
| **Strategic Initiatives** | **Early Evidence of Change, Short-term Outcomes, and Final Outcomes** |
| 1.  Establish a consistent district-wide process that uses a range of data to inform decisions at all levels in the district  2.  Use a variety of data to identify and develop support systems and practices to improve the performance of ELL and SWD students | **Early Evidence**   * Beginning September 2014, ANet re-assessments after each test administration (quarterly) show 10% growth on targeted standards for all students, including ELL and SWD. * 100% of administrators are providing teachers with feedback that is specific and grounded in district’s curriculum and instructional expectations and provides actionable recommendations for learning by Nov. 1, 2014, as evidence by district leadership’s review of observation reports * 100% of K - 12 grade level weekly Common Planning Time (CPT) agendas and minutes are focused on using assessment data to inform curriculum mapping and lesson planning as evidenced by District Leadership’s observation of meetings and review of agendas and minutes, by November, 2014.   **Short-term Outcomes**   * District Monitoring Observation data shows at least a 50% improvement (over June baseline data) by Jan. 2015 and exceeding 75% full implementation ( as outlined in instructional rubric) by June 2015 - **Southbridge Standard** - Mastery objectives and tasks aligned to grade-level standards, differentiated instruction, and multiple questioning strategies to activate higher order thinking skills * The wording for the use of ANet for accountability will be developed after conversations with ESE, including the ability to track progress of ELL and SWD. * High school quarterly ELA and Math assessments will continually show that 75% of all students are at proficiency (grade of 70% or higher). Students who are not meeting benchmarks will be referred to an intervention process. * Data on the Principals Quarterly Reports for Middle/High School Students show the following changes over base line data from the previous school year: * 5% decrease each quarter in the number of students failing * 5% decrease each quarter in the number of suspensions * 1.5% increase each quarter in the attendance rate * 5% decrease each quarter in the number of tardies * 1.5% decrease in dropout rate |

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| **Initiative 2.1 Establish a consistent district wide data driven decision making process to monitor student process and make decisions about need interventions** | | | |
| **Activities to Achieve the Outcomes for the Initiative** | **Who will Lead?** | **When will it Start?** | **When will it be Complete?** |
| Create district wide K-12 assessment system aligned to Common Core   * Continue ANET interim assessments Gr. 2-8 * Increase the number of assessments: * Create 9-12 interim/unit assessments for all content areas aligned to Common Core * Create K-1 interim assessments * Implement new grade level/content biweekly open response common assessments * Develop grade level DDMs to measure growth | Supervisor of Instruction | December 2013 | June 2015 |
| Develop an assessment calendar for all K-12 assessments (Sept. June) | Supervisor of Instruction | June 2014 | September 2014 |
| Expand data analysis process as used by ANet to include K-1 and 6-12 examination of data | Supervisor of Instruction | August 2014 | June 2015 |
| Grade level teams meet weekly to monitor student progress. Teams will examine bi-weekly common assessments to calibrate expectations and identify and implement effective strategies to support student growth. Teams will also review interim assessments every 6 weeks and develop reteach plans | Principals | September 2014 | Ongoing |
| School Data teams meet monthly - to monitor student progress and inform effectiveness of interventions | Principals | September 2014 | Ongoing |
| DLT reviews interim assessments and observation data results to monitor student progress across the district, inform PD needs and accelerated plan revisions, if necessary | Director of Teaching and Learning | January 2015 | Ongoing |
| As part of the data cycle, teachers will participate in reflection meetings to evaluate the effectiveness of instructional practices | Principal | October 2013 | Ongoing |
| Develop district and school monthly dashboards that can be shared with all stakeholders | Supervisor of Instruction | July 2014 | Ongoing |
| To build capacity and shared ownership, administrators will provide monthly updates to School Committee on accelerated plan progress | Superintendent | Fall 2014 | Ongoing |

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| **Initiative 2.2 Establish a variety of data to develop systems for supporting all struggling students esp. ELL and SWD** | | | |
| **Activities to Achieve the Outcomes for the Initiative** | **Who will Lead?** | **When will it Start?** | **When will it be Complete?** |
| Conduct audit of current system of supports and interventions for ELL and SWD | Director of Student Affairs | March 2014 | June 2014 |
| Develop systems and practices to ensure academic growth of ELL and SWD (including current middle school intervention block revisions) | Director of Student Affairs | July 2014 | Ongoing |
| Develop an intervention process to reduce high school dropouts and failures by introducing online course recovery, MA work-based learning, and after school academic support. | Director of Teaching and Learning | June 2014 | Ongoing |
| Revise roles and responsibilities for the district Special Education Supervisor | SPED Director | March 2014 | Ongoing |
| Develop a calendar for IEP annual reviews | Director of Student Affairs | March 2014 | June 2014 |
| PD for SWD staff on writing and implementing quality IEPs aligned to individual student needs | SPED Supervisor | August 2014 | Ongoing |
| District Leadership implements quarterly reviews of IEP and 504 plans to ensure that interventions are aligned to the individual student needs | SPED Director | March 2014 | Ongoing |
| Use monitoring, observation data and common assessments as a diagnostic tool for planning appropriate interventions for struggling students | SPED Director | January 2014 | Ongoing |
| Classroom teachers will provide all support staff with access to weekly lesson plans | Principals | February 2014 | Ongoing |
| ESE’s Early Warning Indicator System to develop a monitoring system to identify students at risk of failing/dropping out and to monitor progress of at risk kids. | Principals | August 2014 | Ongoing |
| Increase Board Certified Behavioural Analyst position from a .5 to 1.0 position to focus on decreasing the dropout rate and suspensions at the middle/high school | SPED Director | August 2014 | August 2014 |
| Administrators and support staff examine monthly discipline and suspension data and develop intervention plans to address student needs | Principals | January 2014 | Ongoing |

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| **Strategic Objective 3: Improve educator quality and ability to implement rigorous and engaging instruction** | |
| **Strategic Initiatives** | **Early Evidence of Change, Short-term Outcomes, and Final Outcomes** |
| 1.  Implement the educator evaluation system with fidelity throughout the district  2.  Develop administrator and teacher capacity to become effective leaders in implementing instructional practices | **Early Evidence**   * All staff meeting and ILT meeting minutes/agendas reflect building-level professional development activities that align with school and district goals. * 100% of school improvement plans will be submitted by October 15, 2014 and will align with the Accelerated Improvement Plan * All teachers have Individual Professional Development Plans (IPDPs) that reflect both completed and needed professional development/continuing education. (100% by March, 2014) * 100% of administrators are providing teachers with feedback that is specific and grounded in district’s curriculum and instructional expectations and provides actionable recommendations for learning by Nov. 1, 2014, as evidence by district leadership’s review of observation reports   **Short-term Outcomes**   * District Monitoring Observation data shows at least a 50% improvement (over June baseline data) by Jan. 2015 and exceeding 75% full implementation ( as outlined in instructional rubric) by June 2015 - **Southbridge Standard** - Mastery objectives and tasks aligned to grade-level standards, differentiated instruction, and multiple questioning strategies to activate higher order thinking skills * The wording for the use of ANet for accountability will be developed after conversations with ESE, including the ability to track progress of ELL and SWD. * High school quarterly ELA and Math assessments will continually show that 75% of all students are at proficiency (grade of 70% or higher). Students who are not meeting benchmarks will be referred to an intervention process. * Data on the Principals Quarterly Reports for Middle/High School Students show the following changes over base line data from the previous school year: * 5% decrease each quarter in the number of students failing * 5% decrease each quarter in the number of suspensions * 1.5% increase each quarter in the attendance rate * 5% decrease each quarter in the number of tardies * 1.5% decrease in dropout rate |

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| **Initiative 3.1 Implement the educator evaluation system with fidelity throughout the district** | | | |
| **Activities to Achieve the Outcomes for the Initiative** | **Who will Lead?** | **When will it Start?** | **When will it be Complete?** |
| Create organizational chart with clear roles and responsibilities for new leadership configuration (including new assistant principal positions at elementary, New Academic Dean at Middle School, redesign Lead Teacher Roles at Middle School and Dept. Chair roles at HS | Superintendent | February 2014 | July 2014 |
| Revise School Improvement Plan process and templates to ensure alignment to District Accelerated Improvement Plan | Superintendent | July 2014 | September 2014 |
| Develop a district Educator Evaluation Guide which includes exemplars for key elements for administrators and teachers | Director of Teaching and Learning | July 2014 | August 2014 |
| Revise Educator Evaluation calendar and share with all staff | Director of Teaching and Learning | June 2014 | August 2014 |
| As part of the administration supervision process, Superintendent/Director of Teaching & Learning conduct biweekly on-site principal supervision (observing CPT and School Data Team meetings; reviewing agendas/minutes and action plans; implementation of School Improvement Plan) | Superintendent | March 2014 | Ongoing |
| District Leadership will conduct weekly co-observations with building administrators and review observation feedback to assess identified trends, patterns and effectiveness of next steps. | Director of Teaching and Learning | March 2014 | Ongoing |
| Building administrators conduct focused observations (5 weekly ) to monitor implementation district’s instructional expectations [identified by student achievement and observational data] Administrations will submit copies of observations to Director of Teaching and Learning | Principals | October 2014 | Ongoing |
| District conducts monitoring observations (monthly) to assess progress in implementing the district’s curriculum and instructional expectations | Director of Teaching and Learning | September 2014 | Ongoing |

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| **Initiative 3.2 Develop administrator and teacher capacity to become effective leaders in implementing curriculum and instructional practices that meet the needs of all students** | | | |
| **Activities to Achieve the Outcomes for the Initiative** | **Who will Lead?** | **When will it Start?** | **When will it be Complete?** |
| A process will be put in place and a wide net will be cast to recruit, identify and select high-potential candidates for principal and assistant principal positions. Search committees will be put in place and search will include forums and site visits for finalists. Search committees will include district level administrator, school-based administrator, school committee members, teachers, parents and community members. | Superintendent | March 2014 | June 2014 |
| Mentors will be provided for all new administrators and district leaders will provide necessary support. | Superintendent | March 2014 | Ongoing |
| Design Summer Administrator Institute to support implementation of AIP initiatives. Sessions include:   * ANet provides PD for administrators on the process for unpacking standards and implementing the data cycle * Focus on Results provides session on understanding new instructional expectations and observing and providing formative feedback * Develop data delivery format * ELL SWD | Superintendent | August 2014 | August 2014 |
| District leadership reviews principals feedback to teachers bi-weekly and provides feedback to principals on quality of their observation notes and feedback to teachers | Director of Teaching and Learning | August 2014 | Ongoing |
| Redesign District Leadership Team (DLT) meetings to provide ongoing PD to continue to strengthen supervision and evaluation skills and build a tool kit of strategies that they can share with teachers (e.g. Begin each meeting viewing a lesson, identifying evidence, providing feedback and recommended next steps. | Superintendent | April 2014 | Ongoing |
| Hire a .5 ELL Coordinator to build teacher capacity to meet the needs of ELL students during instruction. | Superintendent | March 2014 | March 2014 |
| Building administrators will conduct monthly co-observations with ELL coordinator and SPED Supervisor to build their capacity to identify effective strategies that target needs of ELL and SWD student | Director of Teaching and Learning | April 2014 | Ongoing |
| FOR and IRSs continue to provide on-going PD for teachers throughout the year during CPT and district PD days | Superintendent | March 2014 | June 2015 |
| FOR will continue to provide on-going PD for administrators to build their capacity to be instructional leaders | Superintendent | March 2014 | June 2015 |
| Department Heads will be trained to facilitate Teacher Learning Walks | Director of Teaching and Learning | November 2014 | Ongoing |
| Teachers will participate in Learning Walkthroughs to build shared understanding of instructional expectations | Director of Teaching and Learning | January 2015 | Ongoing |
| Monthly Learning Walkthroughs with administrators will continue and will include all new administrators | Director of Teaching and Learning | September 2014 | Ongoing |

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| **Strategic Objective 4: Increase parent and community involvement to enhance student learning** | |
| **Strategic Initiatives** | **Early Evidence of Change, Short-term Outcomes, and Final Outcomes** |
| 1.  Provide multiple and varied forms of information to increase parent understanding of school-wide programs  2.  Develop family capacity to support learning at home | **Early Evidence**   * Increased family and community outreach events by 30% as of June 2014. * 80% of targeted families who participated in Family Engagement activities report feeling more informed and supported by the schools as evidenced by end-of-year survey.   **Short-term Outcomes**   * Increase participation in family engagement activities by 25% as of June 2015 over June 2014 baseline. * Data on the Principals Quarterly Reports for Middle/High School Students show the following changes over base line data from the previous school year: * 5% decrease each quarter in the number of students failing * 5% decrease each quarter in the number of suspensions * 1.5% increase each quarter in the attendance rate * 5% decrease each quarter in the number of tardies * 1.5% d*ecrease in dropout rate* |

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| **Initiative 4.1 Provide multiple and varied forms of information and to increase parent understanding of school-wide programs.** | | | |
| **Activities to Achieve the Outcomes for the Initiative** | **Who will Lead?** | **When will it Start?** | **When will it be Complete?** |
| Raise awareness of school and district initiatives through district and school newsletters, cable access, school committee meetings | Superintendent | August 2014 | Ongoing |
| Conduct community forums and establish working committees to build a shared cooperation and ownership in supporting learning for all students (e.g. enhancing arts and sports programs) | Superintendent | August 2014 | Ongoing |
| Partner with community organizations to provide parents with needed resources and assistance to ensure the success of all students | Superintendent | March 2014 | Ongoing |

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| **Initiative 4.2** Develop family capacity to support learning at home | | | |
| **Activities to Achieve the Outcomes for the Initiative** | **Who will Lead?** | **When will it Start?** | **When will it be Complete?** |
| Schools will provide a minimum of two workshops during 2014-2015 for targeted families at K-12.  Literacy workshops that focus on sharing strategies that can be implemented at home. Counselors will personally reach out to families of targeted students (ELL and those reading below grade level)  Workshop to help families understand student assessment data  Academic Support workshops for Gr. 8-9 that focus on how families can support study skills at home. Counselors will personally reach out to families of targeted students (ELL , students reading below grade level, students failing on or more courses) | Supervisor of Instruction | October 2014 | Ongoing |
| Create student goal setting process for Middle and HS students failing one or more courses. Guidance Counselors meet with students and families to develop an agreed upon Individual Learning Plan. | Principal | November 2014 | Ongoing |
| Contact families for every absence and schedule family meeting after three absences per term to develop an agreed upon action plan | Principal | September 2014 | Ongoing |