**Southbridge Public Schools District Turnaround Plan**

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| Southbridge city seal | **November 15, 2019** | **Massachusetts Department of Elementary and Secondary Education logo** |

November 15, 2019

Students, families, educators, staff, partners, community members, and friends of the Southbridge Public Schools:

Roughly three years ago, we shared a letter similar to this one, introducing a plan to dramatically improve around Southbridge’s schools and asking for your partnership in this work. Today, Southbridge continues to be rich in diversity, history, and resiliency. Southbridge children deserve a world-class education that leverages these assets and prepares students for the future of possibilities ahead of them. Originally presented in June 2016, the Turnaround Plan was created after the Department of Elementary and Secondary Education and district leaders listened to a large number of students, families, educators, and community members to learn about their hopes and dreams for the community and the values that are important to them. The ideas that emerged from those community meetings, Local Stakeholder Group meetings, and small focus groups led to the creation of the following vision statement for the district:

**In the Southbridge Public Schools, ALL students will experience a world-class education and will graduate as engaged citizens who demonstrate the essential skills required for success in college and career.**

Today, across the district, a spirit of collaboration and empowerment has taken hold. Receiver Villar is building a system where school leaders and their teams have the knowledge and support necessary to create and foster learning environments that deliver on the promise of a world-class education for all students.

At the core of the original plan was the firm believe that all Southbridge students deserve the highest-quality education. There is still significant work ahead to achieve this reality. ELA and math scores remain below state expectations and many of our students with disabilities and English learners do not graduate high school.

Accompanying this letter is the three-year renewal of the original Southbridge Public Schools Turnaround Plan. The renewed plan is designed to transform Southbridge from a school district where a strong education is the exception to one where an excellent education is the rule. We have every reason to believe that we can and will succeed in this vision. In this renewed Plan, we have included updates that describe areas in which the district has made progress to date and provided details about implementation going forward.

Great things lie ahead for the Southbridge Public Schools, and we continue to have confidence that the strategies outlined in this Plan will result in significant gains and accomplishments for this community. We look forward to continuing this partnership in the important work of transforming the Southbridge Public Schools.

Sincerely,

**SIGNED BY RECEIVER VILLAR** **SIGNED BY COMMISSIONER RILEY**

Jeffrey Villar Jeffrey C. Riley

Receiver Commissioner

Southbridge Public Schools Department of Elementary and Secondary Education

**Executive Summary**

Southbridge is a community that is rich in diversity, history, and resiliency. Its children deserve access to a world-class education that leverages these assets and prepares students for a future full of possibilities.

In January 2016, the Massachusetts Board of Elementary and Secondary Education voted to designate the Southbridge Public Schools (SPS) as chronically underperforming, placing the district in state receivership.[[1]](#footnote-1) In May of 2016, Dr. Jessica Huizenga became the Receiver for SPS. On May 30, 2017, Senior Associate Commissioner Dr. Russell Johnston was appointed interim receiver for the district. On January 19, 2018, after a robust executive leadership search involving input from Southbridge community members, staff and students, Acting Commissioner Jeffrey Wulfson appointed Dr. Jeffrey Villar as the permanent Receiver for the district. Despite efforts to stabilize district conditions, challenges related to budget and staffing reductions as well as educator and administrator turnover have impeded progress. Sustained leadership and stabilized finances over time are vital for ensuring student success, and Receiver Villar’s continued commitment to addressing these issues is already demonstrating impact.

In 2016, after much input from local stakeholders, the district’s turnaround plan was developed. Now, in the summer of 2019, Commissioner Riley and Receiver Villar recognize SPS has achieved some progress, with much work still to be accomplished. To allow sufficient time for the strategies put in place to reach full and even implementation across all SPS schools and to continue to improve student achievement districtwide, Commissioner Riley and Receiver Villar are renewing the Turnaround Plan for an additional three-year term.

SPS remains committed to the essential strategies and vision set forth in the original Turnaround Plan:

**In the Southbridge Public Schools, ALL students will experience a world-class education, and will graduate as engaged citizens who demonstrate the essential skills required for success in college and career.**

This high and worthy vision continues to require a strategic plan. In this Plan renewal, SPS reflects on the progress to date and identifies areas where the district may deepen its focus. The district will continue its implementation of an ambitious set of reforms, organized in five priority areas:

1. Ensuring an inclusive and supportive school community with high expectations and rigorous, equitable, and personalized instruction for all students, including students with disabilities (SWDs) and English learners (ELs);
2. Developing a districtwide professional culture of highly effective teaching and leadership;
3. Creating the conditions to enable and apply evidence-informed decision-making;
4. Establishing systems and processes to cultivate and leverage family engagement and community partnerships; and
5. Organizing the district and reallocating resources to ensure high-quality management, accountability, systemwide coherence, and sustainability.

The approach taken in this Turnaround Plan continues to focus on developing coherence within and among schools so that together teachers and administrators establish a new baseline understanding of high-quality instructional approaches and curriculum expectations. As schools demonstrate the ability to provide a high-quality program of instruction that serves all students well, the turnaround will shift from primarily district-orchestrated decision making to greater school level empowerment and accountability.

This plan serves as the vehicle for creating a shared baseline of excellence and ultimately creates the conditions for school-level empowerment. The relatively small size of Southbridge is ideal for quickly establishing systemwide cohesion and for the Receiver to monitor each school’s progress toward the ultimate goal of greater empowerment for all administrators and educators. In each school, changes such as enhanced professional development, differentiated roles for educators, extended time for student and teacher learning, improved routines for learning from student data, and ultimately improved student academic outcomes will be among the leading indicators of a shift to increased school-level autonomy.

Three years into the turnaround effort, the district has made some notable progress on many of the goals set forth in the original Turnaround Plan. Specifically, the district has:

* Established an English language arts curriculum (grades K-12). The curriculum is aligned to state standards, relies on high quality assessment, and demands high impact instructional practices. Work to improve the instruction of mathematics has also made significant progress. The district has implemented a rigorous mathematics curriculum in grades 6-8 and will implement a new curriculum in grades 9-12 at the beginning of the 2019-2020 school year.
* Engaged in thoughtful secondary school redesign work with a highly skilled partner. As a result of this collaboration, the middle school launched a new schedule in the 2018-2019 school year dramatically impacting the school climate. In the 2019-2020 school year the middle and high schools will follow an improved aligned schedule, which will allow for shared resources between the two schools.
* Improved the delivery of services for students with significant needs, the Southbridge Public Schools successfully launched the Southbridge Academy. The Academy is a therapeutic alternative high school. The school recently the school celebrated its first graduates.
* Named a national demonstration site for the effective implementation of Positive Behavioral Interventions and Supports by the University of Connecticut. This five-year partnership has helped establish a foundation for significant climate and culture improvements within the district schools.
* Made dramatic progress in stabilizing and improving district processes, especially in the areas of finance and human resources. The implementation of new modern information systems such as MUNIS and Aspen have helped to improve these important district functions.

Additionally,

* All students and High Needs groups exceeded five-year graduation rate turnaround targets for 2017 and showed large increases in five-year graduation rate of +11.5 percentage points and +12.3 percentage points, respectively, between 2015-2017.
* More than 4 out of 5 students graduated high school in five years in 2017 (80.5 percent).
* The district reduced dropout rate by nearly one-third between 2016-2018 (from 6.8 percent to 4.6 percent).
* The district reduced overall discipline rate by 1.0 percentage point and out-of-school suspension rate by 2.1 percentage points between 2016-2018.
* The district reduced student retention rate by nearly 40 percent between 2016-2019 (from 5.4 percent to 3.3 percent).

As SPS works to fully deliver on the district’s mission, it has re-established aggressive goals for improvement. Within the next three years, the district aims to:

Increase the percent of students reaching the Meeting Expectations level on each of the English Language Arts (ELA), Mathematics and Science MCAS assessments to 50 percent.

Maintain an annual mean Student Growth percentile (SGP) of 50 in both ELA and Mathematics.

Increase the percent of English learners (EL) making progress towards English language proficiency on an annual basis to 50 percent.

Decrease the annual chronic absenteeism rate to 15 percent.

Increase the four-year graduation rate for SWDs to 75 percent.

Priority Areas
To achieve rapid improvement of academic achievement for all Southbridge’s students, the district has continued to implement strategies in five priority areas:

* **Priority Area 1: Ensuring an inclusive and supportive school community with high expectations and rigorous, equitable, and personalized instruction for all students, including students with disabilities and English learners.** In order to reduce chronic absence and achieve rapid academic improvement for all students in Southbridge, every classroom in the district needs both a physically and emotionally safe environment that promotes learning, achievement, and self-efficacy. Significant attention will need to be paid to aligning curriculum and focusing on high-quality instruction and assessment, and this must be backed up by tiered systems of support to address the wide range of needs within the student population. Moreover, specific attention must be focused on strengthening instruction and support for English learners (ELs) and students with disabilities (SWDs).
* **Priority Area 2: Developing a Districtwide Professional Culture of Highly Effective Teaching and Leadership.** It is essential that a professional culture that includes high expectations be infused at every level of the system ---at the classroom, school, and district levels. Effective leadership will be essential to this work. Leadership, however, must be shared and aimed at building collective responsibility for student outcomes. Achieving this cultural shift will help to recruit and retain effective educators. Strengthening induction, mentoring, and ongoing professional development will also improve the district’s capacity to develop a competent and stable workforce of educators who are committed to high achievement and continuous improvement. In order to attract and retain the highest quality staff and secure a professional culture, the district will continue to implement the performance-based compensation system to ensure that individual effectiveness, professional growth, contribution to school and district improvement efforts, and student academic growth are key factors.
* **Priority Area 3: Create the Conditions to Enable and Apply Evidence-Informed Decision-making.** A comprehensive information management system is needed to provide consistent, accurate data to all stakeholder groups. The district will provide time and support for educators and parents to learn how to access and use the system effectively. Equally essential will be providing common planning time and establishing effective routines and protocols to analyze and mine the data so that assessments can illuminate ways to improve instruction, monitor progress, and make key decisions about program adoption, staffing, and instruction. The ultimate goal of this priority area is to create the conditions for success by fostering a districtwide data-literate culture and engaging in consistent practices for data-driven decision-making.
* **Priority Area 4: Establish Systems and Processes to Cultivate and Leverage Family and Community Partnerships.** By strengthening parent and community engagement at all levels and particularly at the upper-elementary through high-school levels, the schools will be able to fill gaps in knowledge, resources, and funding and tap into the strengths of the Southbridge community.
* **Offering a welcoming school culture for all families and community members and strengthening the communication pathways between the schools and the community will convey the school district’s commitment to students and their families.** Providing families with strategies on how to support the learning and development of their children as well as creating ways for students to extend their learning after school, during vacations, and over the summer will be key components of this work. Schools cannot accomplish all this alone. Finding and developing effective community partners and linking the work of schools to higher education resources will bolster the impact of efforts in this arena. The strategies included in this Priority Area emerged from the work of The Massachusetts Family, School, and Community Partnership Fundamentals (Fundamentals) - a multi-year collaborative process in defining guidelines and research-based practices for the engagement of families, schools, and communities. Ensuring the sustainability of the reforms that the Receiver will put in place, however, will require the full commitment and support of town officials because the schools will ultimately depend on support services, adequate funding, and a shared vision as to the opportunities open to Southbridge students. To rebuild trust, the district is committed to being transparentand engaging families and the broader community in its decision-making process.
* **Priority Area 5: Organize the District and Reallocate Resources to Ensure High-Quality Management, Accountability, Systemwide Coherence and Sustainability.** In order to support Southbridge’s turnaround efforts, it is imperative to develop new district structures and ways of working with schools in order to increase the district’s capacity to effectively monitor and support schools and establish innovative ideas and strategies across the district. It is also necessary to alter schedules, contracts, collective bargaining agreements, priorities, and the allocation of scarce resources in order to allow for common planning time (which will improve curriculum, professional practice, and the use of data); provide extended time on learning (that is needed to rapidly accelerate student learning and close proficiency gaps); strengthen and increase PD (to increase the quality of instruction and improve school climate); open up alternative pathways and extra-curricular offerings (to meet the needs of all students, including those not currently being served by the system); recruit and retain highly effective educators (to ensure that students have access to high-quality instruction); and promote a professional culture. The district will then need to monitor progress and make adjustments as needed in order to ensure continuous improvement and sustainability both during and beyond the period of receivership.

**Statutory Basis for the Implementation of the Turnaround Plan**

Pursuant to G.L. c. 69, §1K, the Commissioner and the Receiver must create a Turnaround Plan intended to maximize the rapid improvement of the academic achievement of students in the district. The Commissioner and the Receiver will take all appropriate steps necessary to support the goals of the Turnaround Plan. Among other things, through the Turnaround Plan, the Commissioner and the Receiver may expand, alter, or replace the curriculum and program offerings of the district; reallocate the uses of the existing budget of the district; provide funds to increase the salary of an administrator or teacher working in an underperforming school in order to attract or retain highly qualified administrators or teachers, or to reward administrators or teachers who work in chronically underperforming districts that have achieved the annual goals in the Turnaround Plan; expand the school day or school year or both of schools in the district; limit, suspend, or change one or more provisions of any contract or collective bargaining agreement in the district; add pre-kindergarten and full-day kindergarten classes; following consultation with applicable local unions, require the principal and all administrators, teachers, and staff to reapply for their positions; limit, suspend, or change one or more school district policies or practices, as such policies or practices relate to the underperforming schools in the district; provide job-embedded professional development for teachers in the district; provide increased opportunities for teacher planning time and collaboration focused on improving student instruction; establish a plan for professional development for administrators in the district; develop a strategy to search for and study best practices in areas of demonstrated deficiency in the district; establish strategies to address mobility and transiency among the student population of the district; and establish steps to assure a continuum of high-expertise teachers by aligning the following processes with the common core of professional knowledge and skill: hiring, induction, teacher evaluation, professional development, teacher advancement, school culture, and organizational structure.

In the first three years of receivership, each of the district’s five collective bargaining agreements were settled. The terms outlined in Appendix A are necessary to the successful implementation of the Turnaround Plan and reflect mandatory changes to the district’s policies, agreements, and working rules and to any practices or policies pursuant to the collective bargaining agreements. These terms took effect July 1, 2016, and have been included in any collective bargaining agreements negotiated subsequently. The Receiver provided a summary of these changes to each union leader after the release of the original Turnaround Plan. The Commissioner and the Receiver reserve the right to make additional changes to collective bargaining agreements as needed. Nothing contained in the Turnaround Plan or the collective bargaining agreements shall be construed to limit the rights of the Receiver and/or the Commissioner as they are provided for under G.L. c. 69, §1K.

The renewed Turnaround Plan is authorized for a period of three years. The Commissioner and the Receiver may develop additional components of the Plan or amend the Plan, as appropriate. The district will exit from receivership once gains are sufficient and positive change has been institutionalized to ensure continued growth and sustainable results.

**Overview of Strategic Objectives and Initiatives**

The updated descriptions of related activities below indicate areas in which SPS has made progress to date and include new activities to continue a trajectory of improvement. The district has continued to implement strategies in five Priority Areas that are aligned to the recommendations of the Southbridge Local Stakeholder Group (LSG)[[2]](#footnote-2) that were submitted in March 2016.

**Priority Area 1: Ensuring an inclusive and supportive school community with high expectations and rigorous, equitable, and personalized instruction for all students, including students with disabilities and English learners**

For the original text in Priority Area #1, please see the June 24, 2016 Turnaround Plan at pp. 11-17: <http://www.doe.mass.edu/level5/districts/level5districts.html>.

**Strategy A: Implement a high-quality, vertically and horizontally aligned curriculum, instruction, and assessment system.**

*High-performing districts have an instructional framework. This means rigorous, high-quality standards-based curricula are taught through high-impact, developmentally appropriate instructional practices and student achievement is monitored and guided by evidence of learning derived from a balanced assessment system. For the original text in Priority Area 1-A, please see the June 24, 2016 Turnaround Plan at pp. 11-12.*

**Strategy B: Ensure the conditions that support high-quality implementation of instructional practices.**

*The instructional framework described in Strategy A cannot stand alone in schools. Educators must be able to make instructional decisions that will promote the success of the unique set of learners in each class. For the original text in Priority Area 1-B, please see the June 24, 2016 Turnaround Plan at pp. 12-13.*

**Strategy C: Develop and implement comprehensive strategies to address the needs of ELs throughout the district.**

*In order for the new instructional guidance system to best meet the needs of Southbridge’s many ELs, deliberate attention will be paid to incorporating recommendations from research and best practice about language development. For the original text in Priority Area 1-C, please see the June 24, 2016 Turnaround Plan at pp. 13-14.*

**Strategy D: Develop and implement comprehensive strategies to address the needs of SWDs throughout the district.**

*Southbridge offers a range of programs and services to students with a wide range of disabilities. This Plan offers an opportunity to review these programs, align them with the rest of the Plan, and make decisions that will ensure that they are efficiently and effectively meeting students’ needs. For the original text in Priority Area 1-D, please see the June 24, 2016 Turnaround Plan at pp. 14.*

**Strategy E: Explore a range of rigorous learning options for students through differentiated pathways.**

*Not all students learn the same way. Southbridge is committed to expanding the pathways available for students’ success. For the original text in Priority Area 1-E, please see the June 24, 2016 Turnaround Plan at pp. 14.*

#### Strategy F: Build all students’ social and emotional learning (SEL) skills in order to promote wellness and positive school engagement.

*Social and emotional well-being affects students’ abilities to learn, collaborate, and communicate effectively. By dedicating deliberate attention to this arena, we will support students to engage in ways that not only promote enjoyment of learning but also lead to academic success and college and career readiness. For the original text in Priority Area 1-F, please see the June 24, 2016 Turnaround Plan at pp. 15.*

 2019 Updates

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| **Strategy 1-A:** **Implement a high-quality, aligned curriculum, instruction, and assessment system.**1. Standards-Based Curriculum
2. Balanced Assessment System
3. High-Impact Instructional Practices
 | 2019 Update: * District implemented revised elementary literacy curriculum in 2018-2019.
* District implemented DIBELS and IReady assessments K-5 to assess and inform literacy instruction.
* Southbridge Academy implemented IReady assessment.
* District implemented revised mathematics curriculum and support materials 6-8 and has plans to implement mathematics curriculum in grades 9-12 in September 2019.
* District implemented revised English Language Arts Curriculum in grades 6-12.

Next Steps:* Plans to implement revised elementary mathematics curriculum are underway for as early as 2019-2020 mid-year (January).
* Develop plans to revise district curriculum in science and social studies for the 2020-2021 and 2021-2022 school year.
* Develop uniform formative assessment systems for secondary schools in 2020-2021.
* Continue to support implementation of 6-12 mathematics and language arts curriculum.
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| **Strategy 1-B:** **Ensure the conditions that support high-quality implementation of instructional practices.**1. High Expectations for All
2. Culturally and Linguistically Relevant Teaching
3. Positive Learning Environment
 | 2019 Update:* District established the regular use of Instruction Practice Guide (IPG) to measure instructional quality and rigor in language arts and mathematics classrooms in grades 6-12.
* Executed MOU with the University of Connecticut’s Center for Behavioral Education and Research team to establish Southbridge as the National Demonstration Site for Positive Behavior Intervention and Supports (PBIS V).
	+ Intensive on-site technical support
	+ Hired districtwide climate and culture coach
	+ Development of school-based teacher leadership PBIS Team with 2-3 teacher coaches per team
	+ Launched whole school PBIS in each school
* Provided elementary schools with ongoing training and support on implementing cultural competency practice Partnered with EASTCONN Regional Education Service Center to support the development of district-wide data analysis and to support staff development on targeted PBIS strategies.

Next Steps:* Continue PBIS technical support with University of Connecticut, develop and implement problem behavior response continuum and strengthen classroom management practices.
* The district has developed an intense weekly professional development schedule to provide teachers with a minimum of one hour per week of embedded professional development.
* For SY 2019-2020 the focus of professional development will be on implementation of PBIS and district curricular and instructional priorities.
* Additional PD will be offered during the seven full-day professional development sessions supporting development of district-wide capacity in PBIS and implementing district curricular and instructional priorities.
* Implementation of a multi-year intensive new teacher induction, mentoring and coaching program.
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| **Strategy 1-C:** **Develop and implement comprehensive strategies to address the needs of ELs throughout the district.**1. Explicit, Systematic, Standards-Aligned Language Development Program
2. Sheltered English Immersion (SEI) Teaching Strategies
3. Student-Specific Supports
4. Alternative Program Options for ELs
 | 2019 Update:* A comprehensive English language education (ELE) program evaluation was completed resulting in a district action plan both approved by DESE.
* Expansion of Dual Language Program to grade 2. Multi-state Association for Bilingual Education (MABE) has provided technical support for dual language faculty.
* Maravillas curriculum implemented in grades K-2.
* Technical support engaged with MATSOL for EL guidance.
* The district became an SEI endorsement provider for teachers who were new to the district, or who did not receive the training in the initial roll-out of RETELL. This opportunity was offered during the 2016-2017 and 2017-2018 school years. A total of 43 teachers were trained and received the endorsement.

Next Steps:* The District is in the process of developing and implementing a robust system of tiered supports.
	+ Efforts will focus first on the development of solid classroom instruction (tier one).
	+ Implementation of strong student assistance teams and a system of formative assessment will allow educators to provide personalized interventions for struggling students (tier two and tier three).
* Expansion of dual language programming to grade 3 in 2019-2020, with plans for grade 4 and 5 in subsequent years.
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| **Strategy 1-D:** **Develop and implement comprehensive strategies to address the needs of Students With Disabilities throughout the district**1. Review Current Programming
2. Comprehensive Services
3. Program Monitoring
 |  2019 Update:* Review of current programming was completed by an outside provider.
* DESE completed its Coordinated Program Review process and the district met all requirements through its Corrective Action Plan.
* Special Education Manual was developed and building administrators received professional development on implementation.
* Student Support Process was outlined and implemented.
* Intensive overhaul of the elementary PASS program which supports our students identified with autism.
* Redesigned and expanded the program for students with social/emotional disabilities in grades K-5.
* Refined entrance and exit criteria for substantially separate programs.
* Redesigned district’s alternative program into a therapeutic day school.
* Continued moving towards inclusive practices through professional development and coaching.

Next Steps: * District will continue to support the implementation of robust special education services.
* Efforts to recruit and retain skilled educators is a primary objective.
* At the same time the district is reviewing and refining special education procedures to ensure that it meets student needs and remains in compliance.
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| **Strategy 1-E:** **Explore a range of rigorous learning options for students through differentiated pathways**1. New Academic Options
2. Graduation Paths for All Students
3. Expanded Time on Learning
 | 2019 Update:* The district issued a request for proposals to identify a secondary redesign partner in the fall of 2019.
* In the spring of 2019 plans were developed to redesign the academic schedules for both the middle and high school. The changes allowed for the sharing of staff between the schools, 6-12 alignment of academic content areas, establishment of 6-12 departments, ability to provide students with acceleration or remediation.
* Adopted Edgenuity to support both credit recovery and enrichment for middle and high school students.
* Computer course available at the high school in partnership with Quinsigamond Community College in which students are eligible for college credit.

Next Steps:* The secondary redesign partner will work with district leadership to develop phase two of the secondary school redesign aiming for the implementation of student internships, dual enrollment, externships and the development of engaging career pathways.
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| **Strategy 1-F:** **Build all students’ social and emotional skills in order to promote wellness and positive school engagement** 1. Healthy Learning Environment
2. Capacity-Building for Supporting Social and Emotional Learning
3. Extracurricular Opportunities
4. Network of Wraparound Services
 | 2019 Update:* The district has developed an annual schedule for surveying students, staff and parents using the Georgia School Personnel, Parent and Student Survey.
* The district has become a national demonstration site for the University of Connecticut’s Center for Behavioral and Education Research (CBER) efforts to implement PBIS.
* PBIS has been launched in all of the district schools.
* A district climate and culture coach position was created to support the implementation of PBIS.

Next Steps:* The district will continue to develop capacity in the implementation of tier one PBIS. Each school has an implementation team and regular ongoing professional development will be provided.
* Regular use of PBIS implementation assessment tools including the Classroom Management Observation Tool (CMOT), Team Implementation Checklist (TIC), and Tiered Fidelity Inventory (TFI), will measure the progress of implementation and help guide professional development through 2019-2020.
* School PBIS teams will develop effective tier two and three interventions.
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**Priority Area 2: Developing a Districtwide Professional Culture of Highly Effective Teaching and Leadership**

For the original text in Priority Area #2, please see the June 24, 2016 Turnaround Plan at pp. 18-22: <http://www.doe.mass.edu/level5/districts/level5districts.html>.

**Strategy A: Transform the district’s culture into one of high standards and positive regard for all students and staff.**

*The dramatic improvements called for in this Plan require significant changes, and there will be challenges along the way. The community will benefit from a culture that remains laser-focused on what is most important: high standards and positive regard for all students and staff. For the original text in Priority Area 2-A, please see the June 24, 2016 Turnaround Plan at pp. 19.*

####  Strategy B: Cultivate Shared Leadership, Collective Responsibility, and Professional Collaboration.

*This hard work requires an “all hands on deck” approach. This plan can best maximize the skills that all stakeholders have to offer if it pays deliberate attention to the structure and skills required for effective teaming and collaboration. For the original text in Priority Area 2-B, please see the June 24, 2016 Turnaround Plan at pp. 19.*

####  Strategy C: Attract and retain highly qualified, diverse teachers and leaders.

*The most significant school-based factor in students’ learning is the quality of the teaching they receive. Southbridge is committed to attracting and retaining a caring, qualified, and highly competent workforce of teachers and leaders. For the original text in Priority Area 2-C, please see the June 24, 2016 Turnaround Plan at pp. 20.*

 **Strategy D: Ensure ongoing growth of teachers and leaders.**

*For the original text in Priority Area 2-D, please see the June 24, 2016 Turnaround Plan at pp. 20.*

 **Strategy E: Supervise and evaluate district employees through a process that balances support for continuous improvement with accountability.**

*Students are not the only ones learning in SPS. All educators---teachers and leaders---will have individual professional development plans with accountability for meeting targets and growth-oriented support for reaching them. For the original text in Priority Area 2-E, please see the June 24, 2016 Turnaround Plan at pp. 20-21.*

 2019 Updates

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| Strategy 2-A: Transform the district’s culture into one of high standards and positive regard for all students and staff1. Academic, Social, Emotional, and Cultural Competence
2. Student-Focused Teams
3. Recognizing Educators’ Professional Expertise
 | 2019 Update:* Implementation of ASPEN to ensure accurate student record keeping.
* Developed and implemented a new attendance procedure with the Family Liaison leading the initiative.
* Initiated a data dashboard that includes discipline and attendance data that is readily available to building administrators and reviewed at the monthly district level leadership team meeting.
* Adopted and implemented the School Wide Information System’s (SWIS) paperless discipline referral system which ensures discipline data analysis at the district, school and classroom levels.
* The Advanced Teacher role was established and five Advanced Teachers were selected.
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| **Strategy 2-B:** **Cultivate shared leadership, collective responsibility, and professional collaboration**1. Core Values
2. Teaming
3. Capacity Building for Collaboration
 | 2019 Update:* A District Leadership Team has been established. Building principals and assistant principals attend monthly meetings to review district progress and strategize on improvement efforts.
* Monthly administrative professional development sessions have been provided to improve the knowledge and capacity of district leaders.
* Elementary principals meet weekly to collaborate on curricular, instructional and climate issues.
* Secondary Principals meet weekly to collaborate on curricular, instructional and climate issues.
* Each building has established a PBIS leadership team. These teams are charged with helping to lead school-wide improvement efforts that go beyond climate and culture to include all aspects of education.
* Schools have established regular grade level or content area Professional Learning Communities (PLCs).

Next Steps:* District will continue to deepen the implementation of these effective strategies.
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| **Strategy 2-C:** **Attract and retain highly qualified, diverse teachers & leaders**1. Recruitment
2. Induction
3. Differentiated Roles
 | 2019 Update:* In fall 2018 the district launched a targeted program for mentoring newly hired educators. The program consisted of six sessions of two hours covering: Lesson planning, student engagement, providing students with feedback, supporting students with special needs, and classroom management.
* In fall of 2018, the district implemented an educator recruitment plan in collaboration with DESE.
* Central office leaders attended career fairs at local universities. A more in depth screening and interview process was developed for all teacher candidates.
* The Advanced Teacher role was established and five Advanced Teachers were selected.

Next Steps:* District will continue to deepen the implementation of these effective strategies.
* A robust induction and mentoring program will be implemented for all new teachers. A five day New Teacher Institute will be implemented to provide teachers with professional learning on PBIS, instructional practices, and professional educator responsibilities.
* Advanced Teacher role will be implemented. Advanced Teachers will be trained to mentor and provide support to new teachers.
* Monthly New Teachers sessions will be held focused on PBIS, lesson planning, implementing culturally responsive practices.
* Development and implementation of the Master Teacher role.
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| **Strategy 2-D:** **Ensure ongoing growth of teachers and leaders**1. Powerful Professional Development for All
2. Learning Priorities for Teachers
3. Learning Priorities for Leaders
 | 2019 Update:* Teachpoint was implemented to track both teacher evaluation and professional development opportunities.
* District calendar created to provide teachers and leaders with time to engage in on-going professional learning.

Next Steps: * Implementation of a district professional development plan to ensure consistent focus on district priorities.
* Continued implementation of Teachpoint.
* District Leadership Team meetings will continue to focus on data and leader development.
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| **Strategy 2-E:** **Supervise and evaluate district employees through a process that balances support for continuous improvement with accountability**1. Supervision and Evaluation System
2. Individualized Support
 | 2019 Update: * All administrators have received training and support on calibration of educator performance using the Massachusetts Educator Evaluation Framework.
* The central office leadership team developed and implemented walkthrough tools that encompass PBIS and academic evidenced-based strategies. A monthly cycle was completed to compile baseline data.
* A team from EASTCONN Regional Education Service Center conducted building based monthly assessments and worked individually with principals to support the growth of their staff.

Next Steps:* District will continue to deepen the implementation of these effective strategies.
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**Priority Area 3: Create the Conditions to Enable and Apply** **Evidence-Informed Decision-making.**

For the original text in Priority Area #3, please see the June 24, 2016 Turnaround Plan at pp. 23-25: <http://www.doe.mass.edu/level5/districts/level5districts.html>.

**Strategy A: Improve and integrate information collection and management systems.**

*Evidence-informed decision-making requires an efficient, feasible, and user-friendly system for collecting, managing, and retrieving multiple forms of evidence and information. For the original text in Priority Area 3-A, please see the June 24, 2016 Turnaround Plan at pp. 23.*

**Strategy B: Provide system-level supports for efficient and effective data use processes.**

*The comprehensive information management system proposed will make data and information available. In order for stakeholders to successfully adopt new routines for using this complex technology tool to make stronger decisions about teaching and learning, they will need to believe that it is worth the effort to receive training to learn how to use it well, to be supported by protocols for facilitating and monitoring success, and to have sufficient time to engage in data use. For the original text in Priority Area 3-B, please see the June 24, 2016 Turnaround Plan at pp. 23-24.*

 **Strategy C: Ensure data are being used to inform high-leverage decisions.**

*Our comprehensive information management system can be used in many ways. To respond to the urgent need for accelerated improvement, the district will support educators to focus their data skills initially on improving the quality of four types of high-leverage decisions. For the original text in Priority Area 3-C, please see the June 24, 2016 Turnaround Plan at pp. 24.*

2019 Updates

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| **Strategy 3-A:** **Improve and integrate information collection and management systems**1. Conduct an audit of existing data systems and technology assets and limitations
2. Establish a comprehensive information management system
 | 2019 Update:* The district has implemented the ASPEN student information management system.
* In order to establish an academic data visualization tools and improve the use of data at all levels, the district created a data analyst position. The data analyst has created a district data dashboard that is used to facilitate data analysis at each district leadership team meeting.

Next Steps:* The district is currently looking for data visualization software to make system data more actionable.
* Development of formative assessments
* Refinement of data collection and analysis
 |
| **Strategy 3-B:** **Provide system-level supports for efficient and effective data use processes** 1. Ensure that faculty, parents and students are able and inclined to access the system
2. Provide Professional Development (PD) to support educators in developing effective routines for use
3. Develop routines and protocols that help ensure quality and monitor progress
4. Ensure educators have sufficient time for effective information management and use
 | 2019 Update:* ASPEN was implemented in the fall of 2018 and all staff have been trained on accessing data in the system.
* In addition, the School-wide Information System (SWIS) and its paper-less discipline referral system were implemented in early 2019
* All staff received training in the use of SWIS and the paperless disciplinary referral system.
* District leadership received training on the use of data protocols through monthly professional development.
* All teachers have common planning time, which is implemented through a professional learning community approach.

Next Steps:* District will need to continue to develop a culture of data analysis. All new staff will need training on data systems and data analysis.
* The District leadership team meetings will continue to be a forum where leaders are taught new data analysis protocols.
* Weekly professional development time will be implemented beginning in the 2019-2020 school year with one-hour early release on Wednesdays for students.
* Student Assistance Teams will have increased access to student data and will improve their use of data in order to enhance the student assistance process.
 |
| **Strategy 3-C:** **Ensure that data are being used to inform high-leverage decisions**1. Use data to make programming decisions
2. Use data to make staffing decisions
3. Use data to make instructional decisions
4. Use data to monitor student results and support
 | 2019 Update:* The district has established a District Leadership Team (DLT) that oversees progress towards meeting benchmarks.
* Data driven meetings are held regularly at each school across the district.

Next Steps:* The District will need to continue to develop a culture of data analysis. All new staff will need training on data systems and data analysis.
* The District leadership team meetings will continue to be a forum where leaders are taught new data analysis protocols.
* Weekly professional development time is planned beginning in the 2019-2020 school year with one-hour early release on Wednesdays for students.
 |

**Priority Area 4: Establish Systems and Processes** **to Cultivate and Leverage Family and Community Partnerships**

For the original text in Priority Area #3, please see the June 24, 2016 Turnaround Plan at pp. 26-31: <http://www.doe.mass.edu/level5/districts/level5districts.html>.

**Strategy A: Welcome All Stakeholders.**

*Schools create and ensure a welcoming culture and environment for all stakeholders, including families, children and youth, school staff, and community members. Stakeholders are valued and connected to each other in support of high academic expectations, achievement, and healthy development. For the original text in Priority Area 4-A, please see the June 24, 2016 Turnaround Plan at pp. 26-27.*

**Strategy B: Communicate Effectively.**

*Families and school staff engage in regular, meaningful dialogue about learning, high academic expectations, achievement, and healthy development of students. Schools systematically share information and solicit input about school goals and initiatives with the broader community. For the original text in Priority Area 4-B, please see the June 24, 2016 Turnaround Plan at pp. 27.*

**Strategy C: Support the Success of Children and Youth.**

*Families, schools, and community organizations focus their collaboration on supporting student learning and healthy development in all settings (including home, school, and community) and provide regular, meaningful opportunities for children and youth to strengthen the knowledge and skills needed to be effective 21st century citizens. For the original text in Priority Area 4-C, please see the June 24, 2016 Turnaround Plan at pp. 27-28.*

 **Strategy D: Advocate for Each Child and Youth.**

*Families, schools, and community respect and value the uniqueness of each child and youth and are empowered to advocate for all students to ensure that they are treated equitably and have access to high-quality learning opportunities. For the original text in Priority Area 4-D, please see the June 24, 2016 Turnaround Plan at pp. 28.*

**Strategy E: Share Power and Responsibility.**

*Families, educators, and community partners have access, voice and value in informing, influencing, and creating policies, practices, and programs affecting children, youth, and families. For the original text in Priority Area 4-E, please see the June 24, 2016 Turnaround Plan at pp. 29.*

**Strategy F: Partner with the Community.**

*Families and school staff collaborate with community partners to connect students and families to expanded learning opportunities, access to health and nutrition resources, and community services in order to support achievement and civic participation. For the original text in Priority Area 4-F, please see the June 24, 2016 Turnaround Plan at pp. 29.*

2019 Updates

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| **Strategy 4-A:** **Welcoming All Stakeholders** 1. Creating a respectful atmosphere for stakeholders
2. Developing personal relationships
3. Providing opportunities for volunteering
4. Ensuring accessible programming by removing economic obstacles to participation
 | 2019 Update:* The district has improved family engagement with the establishment of a family liaison position at every school.
* A family engagement liaison lead was identified to support the development of professional development for school-based family liaisons.
* Elementary schools have added academic curriculum nights to educate and support families with student learning at home.
* A home visit protocol was established and rolled out to all teachers districtwide.
* An internal workflow was established to guide translation and interpretation services resulting in all district communications being translated into Spanish.

Next Steps:* The district has created a position to develop effective partnerships with community organizations with a particular focus on meeting the physical and emotional needs of our students.
* In the summer of 2018, DESE applied for and received a federally-funded Statewide Family Engagement Center (SFEC) grant from the U.S. Department of Education. As one of 12 awarded applicants, Massachusetts will access approximately $4.6 million over the next five years to implement programming that supports the implementation and enhancement of systemic and effective family engagement policies, programs, and activities that lead to improvements in student development and academic achievement. In spring 2019, Southbridge was selected as one of the pilot sites to make use of these funds and implement a robust parent engagement strategy. The work will be done in collaboration with Parent Institute for Quality Engagement (PIQE).
 |
| **Strategy 4-B:** **Communicating Effectively**1. Using multiple communication paths
2. Surveying families, students, and community members to identify issues and concerns
3. Providing access to school administration
4. Facilitating connections among families and students and community
 | 2019 Update:* The district has developed an annual schedule for surveying students, staff and parents using the Georgia School Personnel, Parent and Student Survey.

Next Steps:* The district will continue to implement these effective strategies as a part of the larger plan to improve climate and culture.
 |
| **Strategy 4-C:** **Supporting the Success of Children and Youth** 1. Linking student work to learning standards which lead to college and career readiness for all students
2. Using standardized test results and other data to inform decision-making about increasing student achievement
3. Helping families support learning at home and at school
4. Promoting out-of-school-time learning
 | 2019 Update:* The district has created the District Leadership Team (DLT) to use data to guide implementation of initiatives.
* Elementary teachers have received training on using data to drive literacy instruction.
* Secondary teachers meet regularly during periods designated as professional learning communities.
 |
| **Strategy 4-D:** **Advocating for Each Child and Youth**1. Helping families understand how the schools and district operate, as well as the rights and responsibilities of parents under federal and state laws
2. Developing families’ capacity to be effective advocates for their children and to engage in civic advocacy for student achievement
3. Learning about resources to support student achievement leading to college and career readiness
4. Helping students and families make smooth transitions and ensure that students are college and career ready
 | 2019 Update:* The district created a centralized registration and Family Resource Center with a full time employee assigned to it.

Next Steps:* The district is investigating how to secure the additional time and resources needed to fully realize this strategy.
 |
| **Strategy 4-E:** **Sharing Power and Responsibility**1. Developing effective parent engagement groups that represent all families
2. Developing parent leadership
3. Ensuring that all stakeholders have a voice in all decisions that affect children
4. Connecting families and schools to local officials
 | 2019 Update:* The district developed a communications plan and hired a part-time director of communications. Increased communication among district staff and with the community are objectives.
* The district has improved family engagement with the establishment of a family liaison position at every school.
* A family engagement liaison lead was identified to support the development of professional development for school-based family liaisons.
 |
| **Strategy 4-F:** **Partnering with the Community** 1. Linking to community resources
2. Partnering with community groups to strengthen families and support student success
3. Turning each school into a hub of community life
 | 2019 Update:* During the 2018-2019 school year, the district joined the Southbridge Business Partnership. The goal of the group is to enhance the economic opportunities for old, new and potential businesses in Southbridge.
* The district developed a position, which connects SPS with mental health providers and develops strong relationships between individual schools and these providers.

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**Priority Area 5: Organize the District and Reallocate Resources to Ensure High-Quality Management, Accountability,** **Systemwide Coherence and Sustainability**

For the original text in Priority Area #5, please see the June 24, 2016 Turnaround Plan at pp. 32-27: <http://www.doe.mass.edu/level5/districts/level5districts.html>.

**Strategy A: Redesign the organization to carry out the Plan.**

*For the original text in Priority Area 5-A, please see the June 24, 2016 Turnaround Plan at pp. 33-34.*

**Strategy B: Allocate resources in alignment with the Plan.**

*For the original text in Priority Area 5-B, please see the June 24, 2016 Turnaround Plan at pp. 34.*

 **Strategy C: Develop and manage human capital to carry out the Plan.**

*The district will align Human Resources’ policies with Plan priorities. For the original text in Priority Area 5-C, please see the June 24, 2016 Turnaround Plan at pp. 34-35.*

####  Strategy D: Use the Receiver’s authorities to lay the foundation for successful turnaround. *For the original text in Priority Area 5-D, please see the June 24, 2016 Turnaround Plan at pp. 35-36.*

####  Strategy E: Use data to ensure that the Plan is executed effectively and benefits from organizational learning. *For the original text in Priority Area 5-E, please see the June 24, 2016 Turnaround Plan at pp. 36.*

2019 Updates

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| **Strategy 5-A:** **Redesign the organization to carry out the Plan**1. School time
2. School configuration and options
3. Central office support services
4. Special populations targeted by the Plan
 | 2019 Update: * Teachpoint was implemented to track both teacher evaluation and professional development opportunities.
* In the spring of 2019 plans were developed to redesign the academic schedules for both the middle and high school. The changes allowed for the sharing of staff between the schools, 6-12 alignment of academic content areas, establishment of 6-12 departments, ability to provide students with acceleration or remediation.
* At the elementary and middle school levels, the teacher and student schedules were increased to accommodate more time on learning and professional development.
* Weekly teacher professional development time is planned beginning in the 2019-2020 school year with one-hour early release on Wednesdays for students.

Next Steps:* District will shift strategy and move towards the development and implementation of a robust multi-tiered system of supports. Efforts will focus first on the development of solid classroom instruction (tier one).
* Implementation of strong student assistance teams and a system of formative assessment will allow educators to implement personalized interventions for struggling students (tier two and tier three).
 |
| **Strategy 5-B:** **Allocate resources in alignment with the Plan** 1. Financial resources
2. Technology
3. Time
4. Contract services
 | 2019 Update:* Each year, the district has reduced staffing in light of budget cuts.
* In the spring of 2018 the district collaborated with Municipal leaders to facilitate the adoption of MUNIS. Implementation of MUNIS is an 18 month process. The software will improve the tracking of finances, human resources and other municipal functions.

Next Steps:* The district will continue to examine priorities in developing responsible spending plans.
 |
| **Strategy 5-C:** **Develop and manage human capital to carry out the plan**1. District Leadership Team
2. Strategic Human Capital Plan
3. Receiver’s Review
4. Dispute resolution
5. Revamp compensation
 | 2019 Update:* The district has implemented the performance-based career ladder pay scale. The Advanced Teacher program will be implemented 2019-2020 school year.
* The teacher evaluation plan has been fully executed.

Next Steps:* The district will continue to develop capacity in the evaluation of all professional staff.
* The Master Teacher program will be developed and launched in the 2020-2021 school year.
 |
| **Strategy 5-D:****Use the Receiver’s authorities to lay the foundation for successful turnaround**1. Provisions in collective bargaining agreements
2. Employment contracts
 | Update 2019:* Each of the five collective bargaining agreements have been successfully ratified: Southbridge Education Association, Custodians, Educational Assistants, Food Service Workers and Secretaries.

Next Steps:* District will enter into consultation with the Southbridge Education Association to renew the educators’ contract.
 |
| **Strategy 5-E:** **Use data to ensure that the plan is executed effectively and benefits from organizational learning**1. Commitment to continuous improvement
2. Superintendent’s Roundtable
 | Update 2019:* The current receiver has developed a District Leadership Team that is currently using data to guide decision making.

Next Steps:* The district will revisit the development of a community guided process such as the Superintendent’s Roundtable.
 |

**Implementation Benchmarks for 2019-2020 school year**

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| --- | --- |
| **Priority Area** | **Short-Term Outcome Benchmarks** |
| **Priority Area 1: Ensuring an inclusive and supportive school community with high expectations and rigorous, equitable, and personalized instruction for all students, including students with disabilities and English learners** | The percent of kindergarten students scoring at CORE (proficient) as measured by the DIBELS NWF-CLS will increase from 57.04 to 70.The percent of students in grades 2-5 students rated in TIER 1 (proficient) as measured by IREADY will increase from 42 to 50. The average score of the Instructional Practice Guide (IPG) for grades 6-12 ELA instruction will improve from 2.14 to 2.6.The average score of the Instructional Practice Guide (IPG) for grades 6-12 Mathematics instruction will improve from 2.32 to 2.6. |
| **Priority Area 2: Developing a Districtwide Professional Culture of Highly Effective Teaching and Leadership.**  | The district will increase staff retention by 5 percent from 57.4 to 62.4.The district will increase the percent of licensed teachers from 93.7 to 96. Student academic engagement as measured by the Georgia School Climate Survey will improve by 5 percent in secondary schools and three percent at elementary schools annually.  |
| **Priority Area 3: Create the Conditions to Enable and Apply Evidence-Informed Decision-making**  | The successful implementation of this priority area indirectly impact the measures outline in Priority areas one, two and four. Success will also require the completion of the following:The district will conduct District Leadership Team meetings each month to analyze performance. The district will complete enhancement of APSEN by connecting various data systems.The district will successfully implement MUNIS.  |
| **Priority Area 4: Establish Systems and Processes** **to Cultivate and Leverage Family and Community Partnerships** | Parent & Family Engagement as measured by the Georgia School Climate Survey will increase by 3 percent in the elementary schools and by 5 percent in secondary schools.  |
| Strategy Area 5: **Organize the District and Reallocate Resources to Ensure High-Quality Management, Accountability,** **Systemwide Coherence and Sustainability**  | The successful implementation of this priority area indirectly impact the measures outline in Priority areas one, two and four. Success will also require the completion of the following:The district will conduct District Leadership Team meetings each month to analyze performance. The district will complete enhancement of APSEN by connecting various data systems.The district will successfully implement MUNIS.  |

**Statutory Components of the Turnaround Plan**

This section highlights how the Turnaround Plan addresses the specific student subgroups and programmatic areas identified in G.L. c. 69, § 1K(c).

The secretaries of health and human services, public safety, labor, and workforce development and other applicable state and local social service, health, and child welfare officials will coordinate with the Secretary of Education and the Commissioner about the implementation of strategies related to items 1–3 below, subject to appropriation.

**(1) Steps to address social service and health needs of students and their families in order to help students arrive and remain at school ready to learn.**

The district has multiple partnerships with area health service organizations and local and state agencies to provide direct health services, prevention programs, and health information to students and their families. The district will review its existing partnerships in order to coordinate health services, prevention, and screening activities taking place throughout the district, at all grade levels.

The district currently works with outside providers to offer school-based psychotherapy in its schools, matched with individual students’ needs. The district will ensure that students receive necessary mental health screenings and services as appropriate. The district will improve its coordination of outside health and mental health service providers with district service providers to maximize student and family access. Where gaps are found between students’ needs and existing service partnerships, the district will develop a plan for addressing those needs through new collaborations. The district’s internal ability to address the health and mental health needs of its students will be augmented by the addition of more specialized personnel, expanded social and emotional programming. During the 2018-2019 school year, the district transformed the alternative school. Southbridge Academy was redesigned as a therapeutic day school and earned licensure by DESE in the summer of 2019. It services students who are identified with social emotional disabilities through the special education process, as well as, students who are at risk of not being successful in high school. The school shifted from grades 6 through 10 school, to grades 9 through 12. In addition, the district re-adopted the PBIS framework and by the end of the 2019 school year all six schools had launched Tier I. This work was accomplished through a partnership with the University of Connecticut’s Center for Behavioral Education and Research and with the newly grant funded position of District Climate and Culture Coach. The Student Support Team process was outlined for all schools and implemented to different levels of fidelity throughout the district. Lastly, another grant funded position was secured whose objective is to develop formal partnerships with local mental health agencies ensuring continuity of behavioral health services for the district’s students.

The district will also refine its processes for referring students and families to social service providers, as necessary. For instance, the district will build on relationships with outside agencies, including state agencies such as the Department of Children and Families (DCF), to assess and revise its current protocols for referring students and families to community social service resources. The district will continue to work with partners to provide professional development and information to school nurses, health educators, and behavioral health staff who work with students and families to address health needs.

See also Priority Area 2.

**(2) Steps to improve or expand child welfare services and as appropriate law enforcement services in the community, as appropriate, to promote a safe and secure learning environment.**

The district’s focus on building a culture of high academic and behavioral expectations will be central to its ability to foster safe and secure learning environments districtwide. Further developing the district’s partnerships with child welfare and law enforcement organizations---and incorporating these partners throughout its work---will help to reinforce the culture the district is working to create. The district recognizes that these partners must be involved in the work at the early, culture-setting stages in order to identify law enforcement and safety concerns.

The district’s re-adoption of PBIS helps create a preventative environment ensuring that most student needs are being met. This work is in its infancy but has shown to be effective, particularly in Charlton Street School. The high school worked with the secondary redesign partner to focus on creating a culture of restorative practices. This includes peer-to-peer and peer-to-staff mediations. Additionally, the secondary and elementary schools hired school engagement officers to help support students within the classroom. Moving into the 2019-2020 school year, an in-school suspension staff member was identified with the goal to reduce the out of school suspension rate and facilitate students remaining in school and returning to class.

Educators and other staff will use data to assess school climate, student supports, and other factors affecting the conditions for learning in the schools. Having readily accessible data that can be aggregated and analyzed easily will enable the district to identify trends and address child welfare and safety issues in the early stages. Increased roll-out of Positive Behavioral Interventions and Supports districtwide will help develop a culture that encourages productive and safe student behaviors. The focus on high expectations systemwide will promote a safe and secure learning environment as the district strives to maximize quality instructional time for every student.

In addition, the district will partner with local law enforcement agencies as appropriate to ensure that all SPS schools are safe places for students to learn and educators to work. In school year 2018-2019, working with the Southbridge Police Department, the district secured 1.5 trained school resource officers. They are located at the secondary building, but are available to support the entire district. The district strengthened its existing partnerships with the DCF, the Department of Probation, and the Juvenile Court.

See also Priority Areas 1 and 2.

**(3) Steps to improve workforce development services provided to students in the district and their families in order to provide students and families with meaningful employment skills and opportunities.**

The district will continue to build relationships with local business and college partners to create meaningful college and career readiness opportunities. College awareness will begin in elementary school with each classroom “adopting” a college or university. In middle school and high school students will continue this by participating in programs at local colleges.

See also Priority Areas 1 and 4.

**(4) Steps to address achievement gaps for limited English-proficient, special education and low-income students**

The district will strengthen the Sheltered English Instruction (SEI) program for English learners in all grades with a multi-targeted approach with attention to both sheltered content and ESL instruction. The district will build partnerships with local and state stakeholders who are committed to preparing ELs for college and career readiness.

The district will strengthen the academic program for ELs in all grades, ensuring that its program fosters rapid English language acquisition and academic growth. The district will build pathways to support higher levels of English language proficiency in each school. The district will also review its curricula, assessments, and instructional strategies to ensure they are fully effective for ELs.

The goal of ESLinstruction is to advance language development and to promote academic achievement. English language proficiency includes *social and academic* language in listening, speaking, reading, and writing. ESL instruction provides systematic, explicit, and sustained language instruction, and prepares students for general education by focusing on academic language.

While the district strives for high-quality instruction in every classroom, for every student, it is particularly important that ELs and SWDs have teachers who are skilled in meeting their students’ diverse needs. The district will provide professional learning opportunities to strengthen educators’ ability to provide high-quality instruction and student-specific supports. For SEI, the district became an SEI endorsement provider for teachers who are new to the district, or who did not receive the training in the initial roll-out of RETELL. This opportunity was offered during the 2016 – 2017 and 2017-2018 school years. A total of 43 teachers were trained and received the endorsement.

In order to identify best practices, inconsistencies, and gaps related to the provision of special education services to students with Individualized Education Programs (IEPs), the district will conduct a review of the policies, procedures, and practices currently in place for its special education program; this review will result in recommendations for action steps to address any gaps or challenge areas. Students will have increased opportunities to receive quality instructional time in inclusive settings. The district will also increase educators’ and direct-service providers’ time spent in direct service of students.

Additionally, the district will strengthen its after-school and summer- enrichment programs with the introduction of STEM-related ESL/SEI curriculum and embedded PD for teachers to improve their content knowledge, increase their understanding of implementing the standards, and continue to build their capacity to differentiate with culturally and linguistically diverse pedagogy. To foster the rapid acquisition of English language proficiency so that ELs can achieve academic success in all subjects, the district will develop new curricula, formative and summative assessments, and support teachers in the implementation of new programs.

See also Priority Area 1.

**(5) Alternative English language learning programs for English language learners**

In the 2016-2017 school year the district will disaggregate data pertaining to English learners and former English learners into subcategories to better address individual needs, and provide PD to staff so they understand the gaps in knowledge and specific needs of various groups of English learners.

The district launched an elementary Spanish-English dual language program for kindergartners and first graders at Eastford Road during the 2017-2018 school year. It expanded during the 2018-2019 academic year to include second graders at West Street and will grow into third grade during the 2091-2020 school year.

To increase college and career readiness of ELs the district will explore the possibility of a dual- enrollment program for high-school ELs at a local college.

To address the needs of students with limited or interrupted formal education (SLIFE) the district will develop a program with curriculum for SLIFE students. In school year 2016-2017 the district will create a system to identify already enrolled students who may be SLIFE as well as a system to identify SLIFE students as they enroll.

To continue to provide differentiated instruction to ELs in Sheltered English Instruction classes, the district will apply to be a SEI Endorsement provider for teachers who need the initial endorsement. Additionally, the district will provide content-specific follow-up PD on SEI instruction. ESL teachers will also be provided PD in rigorous standards-based instruction.

The district will investigate alternative program options that can maximize students’ strengths as they build their literacy in English and their native language. Some options may be available for all students, for example, a dual-language program to achieve high levels of language proficiency and literacy in both English and Spanish for native-English speakers and native-Spanish-speakers alike. In addition, the district will explore options to address particular needs: for example, a newcomers’ program to strengthen the foundational skills of students new to the country and a program to meet the needs of ELs with limited consistency in their education (Students with Interrupted Formal Education (SIFE) and Students with Limited and Interrupted Formal Education (SLIFE)). The district will also explore establishing pathways within existing programs, for example, rapid English language acquisition and academic growth options in both Sheltered Content and English as a Second Language classrooms so that ELs can gain higher levels of English language proficiency throughout their academic experiences.

See also Priority Area 1.

**(6) A budget for the district including any additional funds to be provided by the Commonwealth, federal government, or other sources.**

The Fiscal Year 2020 budget was adopted by the Southbridge Town Council in May 2019.

See also Appendix C.

**Appendix A: Required Contract and Policy Changes**

**SECTION 1: REQUIRED TERMS FOR COLLECTIVE BARGAINING AGREEMENTS**

Pursuant to G.L. c. 69, §1K, the Commissioner and the Receiver must create a Turnaround Plan intended to maximize the rapid improvement of the academic achievement of students in the district. The Commissioner and the Receiver will take all appropriate steps necessary to support the goals of the Turnaround Plan. Among other things, the Commissioner and the Receiver may expand, alter, or replace the curriculum and program offerings of the district, or a school in the district; reallocate the uses of the existing budget of the district; provide funds to increase the salary of an administrator or teacher working in an underperforming or chronically underperforming school in order to attract or retain highly qualified administrators or teachers, or to reward administrators or teachers who work in chronically underperforming districts that have achieved the annual goals in the Turnaround Plan; expand the school day or school year or both of schools in the district; limit, suspend, or change one or more provisions of any contract or collective bargaining agreement in the district; add pre-kindergarten and full-day kindergarten, if the district does not already have the classes; limit, suspend, or change one or more school district policies or practices, as such policies or practices related to the underperforming schools in the district; provide job-embedded professional development for teachers in the district; provide for increased opportunities for teacher planning time and collaboration focused on improving student instruction; establish a plan for professional development for administrators in the district; and establish steps to assure a continuum of high-expertise teachers by aligning the following processes with the common core of professional knowledge and skill: hiring, induction, teacher evaluation, professional development, teacher advancement, school culture, and organizational structure.

Pursuant to G.L. c. 69, § 1K(d)(5), the Commissioner and Receiver are limiting, suspending, or changing provisions of the districts’ collective bargaining agreements. As provided below, the provisions set forth in Appendix A are necessary to the successful implementation of the Turnaround Plan and reflect mandatory changes to the district’s collective bargaining agreements, policies, agreements, work rules, and any practices or policies pursuant to the collective bargaining agreements. Within the first three years of receivership, four of the district’s five collective bargaining agreements were settled. Collective bargaining agreements with all bargaining units contain or will contain terms that are consistent with the requirements of the Turnaround Plan as described below. The Receiver reserves the right to make additional changes to collective bargaining agreements as needed. Nothing contained in the Turnaround Plan or the collective bargaining agreements shall be construed to limit the rights of the Receiver and/or the Commissioner as they are provided for under G.L. c. 69, §1K.

These terms shall supersede any contrary provisions of the district’s collective bargaining agreements or any pre-existing district or school committee practices or policies. The terms reflect mandatory changes to the district’s policies, agreements, work rules, and any practices or policies, and are implemented pursuant to G.L. c. 69, § 1K. Provisions of collective bargaining agreements that are inconsistent with or do not otherwise support the goals of the Turnaround Plan are suspended.

**I.** **Receiver**

Pursuant to G.L. c. 69, § 1K, the Receiver for the Southbridge Public Schools is vested with all the powers of the superintendent and the school committee. Wherever a reference in a collective bargaining agreement is made to the “school committee” or the “superintendent,” it will be interpreted to mean the “Receiver.”

**II. Management Rights**

Nothing contained in the collective bargaining agreements shall be construed to limit the rights of the Receiver and/or the Commissioner as provided in G.L. c. 69, § 1K.

**III. Professional Compensation System**

During the 2016-2017 school year, the Receiver will develop a new professional compensation system, which will be implemented after consultation with the union, and which will contain a career path which will compensate employees based on individual effectiveness, professional growth, and student academic growth.

Teachers, from within and outside of the Southbridge Public Schools, may also be eligible to serve in the vacation academies or any other extended learning program that the Receiver implements. Stipends for teaching in such programs will be subject to taxes and/or withholdings, will not be added to the base salary, and will not be counted toward salary for retirement calculation purposes.

The Receiver may review and adjust the salary of an individual employee in order to attract or retain a highly-qualified employee, or when she otherwise determines that such an adjustment is in the best interest of the district.

**IV. Teaching & Learning Time**

**Professional Obligations**

Teachers and other professional staff shall devote whatever time is required to achieve and maintain high-quality education in the Southbridge Public Schools. For example, unless formally excused, teachers and other professional staff shall participate in all regular school functions during or outside of the normal school day, including faculty meetings, parent conferences, department meetings, curriculum meetings, graduations, and other similar activities. Teachers will also be afforded regular preparatory time during their work week. Such preparatory time may include common planning periods and professional development.

**School Schedules**

For the 2016-2017 school year, current daily school schedules will be continued except as approved or required by the Receiver.

Beginning with the 2017-2018 school year, each elementary and middle school’s program of instruction for students shall be a minimum of 1,330 hours per school year.

**School Calendar**

The Receiver will establish the school calendar each year. The Receiver may approve an alternate calendar at the request of a school principal, if the principal and Receiver determine that the alternate calendar is in the best interests of the students in the school. Alternative calendars may include providing year-round learning opportunities for students.

Newly hired teachers may be required to participate in a week-long teacher orientation/induction program as part of their professional obligation without additional compensation.

**V. Evaluation**

**Educator Evaluation System**

Educators and administrators shall be evaluated according to the Massachusetts Educator Evaluation Framework as adapted by the Receiver.

The Receiver will develop and implement evaluation processes for all other district personnel.

The SPS educator evaluation system and the SPS evaluation tools for other staff will include a “Receiver’s Review.” The Receiver’s Review will be a fair and expedited process to ensure that teachers, administrators, and other staff of concern are identified and held accountable. During school year 2016-2017, the Receiver will conduct a prompt review of educators on Directed Growth Plans, and educators and other staff on Improvement Plans, and those employees otherwise identified as having poor performance. Teachers, administrators, and other staff whose performance is determined to be unsatisfactory after receiving feedback and an opportunity to improve will be dismissed. Teachers, administrators, and other staff whose performance is determined to need improvement, will be placed on an appropriate plan.

**VI. Staffing**

In filling positions, principals have the authority to select the best qualified staff from both internal and external candidates without regard to seniority. The Receiver may adopt any procedure(s) that she determines appropriate in filling vacancies.

The Receiver has the right to lay off teachers and other staff because of reductions in force or reorganizations resulting from declining enrollment or other budgetary or operational reasons. The Receiver will establish the selection criteria for layoffs of teachers and other staff. Such selection criteria may include, but are not limited to, qualifications, licensure, work history, multiple measures of student learning, operational need, and the best interests of the students. Where all other factors are equal, seniority may be used as the deciding factor. The Receiver may adopt any procedure(s) that she determines appropriate in the event of a reduction in force.

The Receiver has the right to reassign educators and other staff, including those who have been displaced from their positions. After discussion with the affected educator or staff member, the educator or staff member may be assigned to any open position for which he or she is qualified. If the educator or staff member is not assigned to a mutually agreeable position, the Receiver will assign the educator or staff member to a position for which he/she is qualified. Such an assignment may include instructional support, substitute teaching, or administrative tasks. If no mutually agreeable position is available, the Receiver may lay off the educator or other staff. The Receiver may adopt any procedure(s) that she deems appropriate in the assignment/reassignment of educators or other staff.

The Receiver may reorganize, consolidate, or abolish departments, positions, or functions of the School Department, in whole or in part; may establish such new departments, positions, and functions as she deems necessary; and may transfer the duties and functions of one department to another. In the event of a reorganization, consolidation, or creation of new positions, following consultation with applicable local unions, the Receiver may require affected employees to reapply for their positions in the district, with full discretion vested in the Receiver about any such reapplications.

The Receiver may formulate job descriptions, duties, and responsibilities for any and all positions in the district.

All SPS staff are expected to be involved in a variety of educational and administrative activities that are necessary to fulfill the mission of the district.

The Receiver may outsource work in whole or in part, may transfer bargaining unit work, and may hire and employ part-time employees.

The Receiver may create nontraditional administrative positions in order to operate the district efficiently. Such positions will not be covered by any district collective bargaining agreement.

The Receiver may change work schedules for all bargaining units to mirror the time that schools are in session and offices are open.

**VII.** **Dismissal**

In schools declared underperforming or chronically underperforming, teachers with professional teacher status and all represented district staff that have completed their probationary period may be dismissed for good cause.

**VIII. Grievance and Arbitration**

**Dispute Resolution:**

Any dispute over the application, meaning, or interpretation of an action taken by the Receiver/SPS in formulating, implementing, or administering any component of the Turnaround Plan shall be subject to the following dispute resolution procedure, which shall be the exclusive process available for resolving the dispute.[[3]](#footnote-3) Accordingly, the provisions of the grievance and arbitration articles of all the collective bargaining agreements are suspended and/or modified relative to such disputes.

**Step 1**

* The employee may bring a concern to the principal/head of department in writing within five (5) calendar days of the occurrence of the event giving rise to the concern. The employee should specifically state the desired resolution.
* The employee may be represented by a union representative at any stage of the dispute resolution process.
* Within 5 calendar days of the receipt of the concern, the principal/head of department should meet with the employee to discuss the concern.
* Within 5 calendar days of the meeting, the principal/head of department should issue a decision in writing to the employee.

**Step 2**

* If the employee is not satisfied with the resolution issued by the principal/head of department, s/he may bring the concern to a senior SPS executive, designated by the Receiver, in writing within 5 calendar days of receiving the principal’s/head of department’s decision.
* Within 5 calendar days of the receipt of the concern, the SPS executive should meet with the employee to discuss the concern.
* Within 5 calendar days of the meeting, the senior executive should issue a decision in writing to the employee.

**Step 3**

* If the employee is not satisfied with the resolution issued by the senior SPS executive, s/he may bring the concern to the Receiver (or his designee, if applicable) in writing within 10 calendar days of receiving the previous decision.
* Within 10 calendar days of the receipt of the concern, the Receiver or his designee should meet with the employee to discuss the concern.
* Within 10 calendar days of the meeting, the Receiver should issue a decision in writing to the employee, which shall be final and binding.

**General Provisions**

* Failure of the employee to advance the grievance to the next level within the time period shall be deemed to be acceptance of the prior grievance response.
* The Receiver may suspend the time periods and notify the union in writing.

During the 2016-2017 school year, the Receiver will develop a dispute resolution process that will be applicable to disputes other than disputes over the application, meaning, or interpretation of an action taken by the Receiver/SPS in formulating, implementing, or administering any component of the Turnaround Plan. Before the implementation of the dispute resolution process, the current grievance and arbitration system will remain in place for such other disputes.

**IX. Handling New Issues**

Any changes which the Receiver deems necessary to maximize the rapid improvement of the academic performance of Southbridge students may be implemented after a 10-day period of consultation with the appropriate union. These changes may be implemented at the Receiver’s discretion, consistent with G.L. c. 69, s. 1K.

**X. Existing District Practices**

The Receiver may implement changes pursuant to the Turnaround Plan notwithstanding any existing district policy, “past practice,” side letters, or extra-contractual agreements. To the extent that a collective bargaining agreement codifies and/or incorporates existing policies or practices, such provisions are suspended.

**SECTION 2: REQUIRED CHANGES TO EMPLOYMENT CONTRACTS**

Certain changes to employment contracts between the district and individual employees are necessary to achieve the goals of the Turnaround Plan. The Receiver must have the flexibility to choose and retain principals and other administrative staff who are effective leaders, have the appropriate skills, and bring focus and urgency in implementing the terms of the Turnaround Plan. Consequently, the end date for all employment contracts or agreements entered into before the declaration of receivership on January 26, 2016, with administrative staff members is changed to June 30, 2017. The Receiver may, at his discretion, extend any such employment contract or exercise the termination provisions of any contract. The changed end date supersedes any contrary provisions in any individual employment contract between the district and an individual employee.

**SECTION 3: REQUIRED CHANGES TO OTHER CONTRACTS**

The district must ensure that its use of all its resources results in increased student learning. The district will curtail expenditures that do not directly support the priorities identified in the Turnaround Plan, and reallocate funds and staff positions for more productive uses. Likewise, to ensure that its resources support the priorities identified in the Turnaround Plan, SPS will review its vendor contracts and will limit, suspend, or change those contracts where appropriate.

**Appendix B: Measurable Annual Goals**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Area Specified by Chapter 69, Section 1K** | **Measure** | SY18-19 Actual | SY19-20 Target | SY20-21 Target | SY21-22 Target | Notes*\* Gap cutting measured over six years (through 2021-2022)* |
| **(1) Student attendance, dismissal rates, and exclusion rates** | Attendance rate (Increase) | 90 | 94 | 95 | 96 |   |
| Percentage of students chronically absent (10% or more)- Non-HS grades (Decrease) | 23 | TBD | TBD | TBD | Aligned with one-year accountability target; targets for 2020 forthcoming.  |
| Percentage of students chronically absent (10% or more)- HS grades (Decrease) | 53 | TBD | TBD | TBD | Aligned with one-year accountability target; targets for 2020 forthcoming.  |
| Out-of-school suspension rate (Decrease) | 11 | 6 | 5 | 4 |   |
| In-school suspension rate (Decrease) | 7 | 4 | 3 | 3 |   |
| Percentage of students suspended more than 10 days [Cumulative; replaces Exclusion rate] (Decrease) | 1.0 | 0.5 | 0.4 | 0.3 |   |
| Dismissal rate (Decrease) \* |  TBD | 4.1 | 3.6 | 3.1 |   |
| **(2) Student safety and discipline** | Interpersonal incidents (Decrease) \*\* | 157 | 78 | 68 | 58 |   |
| Weapons incidents (Decrease) | 4 | 4 | 4 | 3 |   |
| Incidents of substance possession/use/intent to sell (Decrease) | 7 | 7 | 6 | 6 |   |
| Incidents of theft/vandalism (Decrease) | 5 | 13 | 11 | 9 |   |
| **(3) Student promotion and dropout rates** | Grade 9 retention rate (Decrease) | 20 | 3 | 3 | 3 |   |
| Dropout rate – Aggregate (Decrease) | TBD  | 3.7 | 3.4 | 3.0 | Aligned with accountability target of 10% reduction annually. |
| Dropout rate – High Needs students (Decrease) |  TBD | 4.5 | 4.1 | 3.7 | Aligned with accountability target of 10% reduction annually. |
| **(3b) Graduation rates** | Four-year cohort graduation rate - High Needs students (Increase) |  TBD | TBD | TBD | TBD | Aligned with one-year accountability target; targets for 2020 forthcoming.  |
| Four-year cohort graduation rate - Aggregate (Increase) |  TBD | TBD | TBD | TBD | Aligned with one-year accountability target; targets for 2020 forthcoming.  |
| Extended Engagement rate- High Needs students (Increase) |  TBD | TBD | TBD | TBD | Aligned with one-year accountability target. Extended Engagement rate is based on 5-year grad cohort and includes graduates and students still enrolled. This indicator has a two year lag- data reported in 2020 will be for 2018 graduation cohort.  |
| Extended Engagement rate - Aggregate (Increase) |  TBD | TBD | TBD | TBD | Aligned with one-year accountability target. Extended Engagement rate is based on 5-year grad cohort and includes graduates and students still enrolled. This indicator has a two year lag- data reported in 2020 will be for 2018 graduation cohort.  |
| **(4) Student achievement on Massachusetts assessments;(5) Progress in areas of academic underperformance;(6) Progress among subgroups of students, including students from low-income families as defined by Chapter 70, English language learners (ELLs) and students with disabilities;(7) Reduction of achievement gaps among different groups of students** | ELA MCAS Meeting/Exceeding percentage - Aggregate (Increase) | 17 | 39 | 45 | 50 | Reflects Next-Gen MCAS results for grades 3-8 only. |
| Math MCAS Meeting/Exceeding percentage - Aggregate (Increase) | 10 | 38 | 44 | 50 | Reflects Next-Gen MCAS results for grades 3-8 only. |
| ELA Scaled Score - Aggregate (Increase) \*\*\* | 483.7 | TBD | TBD | TBD | Reflects Grade 10 only. Aligned with one-year accountability target based on composite scaled score, which includes results for students taking the alternative assessment. Prior to 2020, Grade 10 utilized legacy CPI targets.  |
| ELA Scaled Score - High Needs students (Increase) | 476.5 | TBD | TBD | TBD | Reflects Grade 10 only. Aligned with one-year accountability target based on composite scaled score, which includes results for students taking the alternative assessment. Prior to 2020, Grade 10 utilized legacy CPI targets.  |
| ELA Scaled Score - English language learners (Increase) | 469.3 | TBD | TBD | TBD | Reflects Grade 10 only. Aligned with one-year accountability target based on composite scaled score, which includes results for students taking the alternative assessment. Prior to 2020, Grade 10 utilized legacy CPI targets.  |
| ELA Scaled Score - Students with disabilities (Increase) | 469.8 | TBD | TBD | TBD | Reflects Grade 10 only. Aligned with one-year accountability target based on composite scaled score, which includes results for students taking the alternative assessment. Prior to 2020, Grade 10 utilized legacy CPI targets.  |
| Math Scaled Score - Aggregate (Increase) | 477.5 | TBD | TBD | TBD | Reflects Grade 10 only. Aligned with one-year accountability target based on composite scaled score, which includes results for students taking the alternative assessment. Prior to 2020, Grade 10 utilized legacy CPI targets.  |
| Math Scaled Score - High Needs students (Increase) | 471.1 | TBD | TBD | TBD | Reflects Grade 10 only. Aligned with one-year accountability target based on composite scaled score, which includes results for students taking the alternative assessment. Prior to 2020, Grade 10 utilized legacy CPI targets.  |
| Math Scaled Score- English language learners (Increase) | 467.0 | TBD | TBD | TBD | Reflects Grade 10 only. Aligned with one-year accountability target based on composite scaled score, which includes results for students taking the alternative assessment. Prior to 2020, Grade 10 utilized legacy CPI targets.  |
| Math Scaled Score - Students with disabilities (Increase) | 466.1 | TBD | TBD | TBD | Reflects Grade 10 only. Aligned with one-year accountability target based on composite scaled score, which includes results for students taking the alternative assessment. Prior to 2020, Grade 10 utilized legacy CPI targets.  |
| Science Scaled Score - Aggregate (Increase) - NonHS grades | 477.1 | TBD | TBD | TBD | Reflects grades 5+8 only. Aligned with one-year accountability target based on composite scaled score, which includes results for students taking the alternative assessment. Prior to 2020, these grades utilized legacy CPI targets.  |
| Science Scaled Score - High Needs students (Increase) - NonHS grades | 473.0 | TBD | TBD | TBD | Reflects grades 5+8 only. Aligned with one-year accountability target based on composite scaled score, which includes results for students taking the alternative assessment. Prior to 2020, these grades utilized legacy CPI targets.  |
| Science CPI - Aggregate (Increase)- Grade 10 | 58.0 | TBD | TBD | TBD | Aligned with one-year accountability target.  |
| Science CPI - High Needs students (Increase)- Grade 10 | 50.0 | TBD | TBD | TBD | Aligned with one-year accountability target.  |
| ELA Not Meeting Expectations percentage - Aggregate (Decrease) | 30 | 28 | 25 | 23 | Reflects Grade 10 only. Prior to 2020, Grade 10 utilized legacy MCAS performance level targets.  |
| ELA Not Meeting Expectations percentage - High Needs students (Decrease) | 39 | 36 | 33 | 29 | Reflects Grade 10 only. Prior to 2020, Grade 10 utilized legacy MCAS performance level targets.  |
| ELA Not Meeting Expectations - English language learners (Decrease) | 60 | 55 | 50 | 45 | Reflects Grade 10 only. Prior to 2020, Grade 10 utilized legacy MCAS performance level targets.  |
| ELA Not Meeting Expectations percentage - Students with disabilities (Decrease) | 57 | 52 | 48 | 43 | Reflects Grade 10 only. Prior to 2020, Grade 10 utilized legacy MCAS performance level targets.  |
| Math Not Meeting Expectations percentage - Aggregate (Decrease) | 43 | 39 | 36 | 32 | Reflects Grade 10 only. Prior to 2020, Grade 10 utilized legacy MCAS performance level targets.  |
| Math Not Meeting Expectations percentage - High Needs students (Decrease) | 55 | 50 | 46 | 41 | Reflects Grade 10 only. Prior to 2020, Grade 10 utilized legacy MCAS performance level targets.  |
| Math Not Meeting Expectations percentage - English language learners (Decrease) | 76 | 70 | 63 | 57 | Reflects Grade 10 only. Prior to 2020, Grade 10 utilized legacy MCAS performance level targets.  |
| Math Not Meeting Expectations percentage - Students with disabilities (Decrease) | 75 | 69 | 63 | 56 | Reflects Grade 10 only. Prior to 2020, Grade 10 utilized legacy MCAS performance level targets.  |
| Science W/F percentage - Aggregate (Decrease) | 32 | 29 | 27 | 24 | Reflects Grade 10 only.  |
| Science W/F percentage - High Needs students (Decrease) | 42 | 39 | 35 | 32 | Reflects Grade 10 only.  |
| ELA Meeting/Exceeding Expectations percentage - Aggregate (Increase) | 23 | 32 | 41 | 50 | Reflects Grade 10 only. Prior to 2020, Grade 10 utilized legacy MCAS performance level targets.  |
| Percentage of students in grades 1-8 making progress on ACCESS for ELs exam | 25.9 | TBD | TBD | TBD | Aligned with one-year accountability target; targets for 2020 forthcoming.  |
| Percentage of students in grades 9-12 making progress on ACCESS for ELs exam | 15.4 | TBD | TBD | TBD | Aligned with one-year accountability target; targets for 2020 forthcoming.  |
| **(8) Student acquisition and mastery of 21st century skills** | Percentage of high school graduates completing MassCore requirements (Increase) |  TBD | 93.6 | 94.4 | 95.2 |   |
| Percentage of students participating in computer science programs (courses, workshops, afterschool programs, etc.) in grades 6-8\*\*\*\* | 84.0 | 34.2 | 42.4 | 50.6 |   |
| Percentage of students participating in computer science programs (courses, workshops, afterschool programs, etc.) in grades 9-12\*\*\*\* | 28.0 | 48.9 | 55.3 | 61.7 |   |
| **(9) Development of college readiness, including at the elementary and middle school levels** | Percentage of high school students having at least one early college experience in high school (includes passing AP or dual-enrollment course) (Increase) | 16.2 | 37.1 | 43.6 | 50.1 |   |
| Percentage of students achieving college readiness benchmark score on PSAT assessment (Increase) | 8  | 10 | 12 | 14 |   |
| **(10) Parent and family engagement** | Percentage of families reporting that they "somewhat agree" or "strongly agree" to the statement: "I feel comfortable talking to teachers at my student's school." (Georgia School Climate Survey) |  TBD |  TBD | TBD  |  TBD |   |
| Percentage of families reporting that they "somewhat agree" or "strongly agree" to the statement: "I feel welcome at my student's school" (Georgia School Climate Survey) |  TBD | TBD | TBD  | TBD  |   |
| Percentage of families reporting that they "somewhat agree" or "strongly agree" to the statement: "Staff at my student's school communicates well with parents." (Georgia School Climate Survey) |  TBD |  TBD | TBD  |  TBD |   |
| **(11) Building a culture of academic success among students** | Percentage of students reporting that they "somewhat agree" or "strongly agree" to the statement: "I feel like my school has high standards for achievement" (Georgia School Climate Survey) |  TBD | TBD | TBD  | TBD  |   |
| Percentage of students reporting that they "somewhat agree" or "strongly agree" to the statement: "The behaviors in my class allow teachers to teach." (Georgia School Climate Survey) |  TBD |  TBD | TBD  |  TBD |   |
| Percentage of students reporting that they "somewhat agree" or "strongly agree" to the statement: "I know an adult at my school I can talk with if I need help." (Georgia School Climate Survey) |  TBD | TBD | TBD  | TBD  |   |
| Percentage of students reporting that they "somewhat agree" or "strongly agree" to the statement: "I know a student at my school that I can talk with if I need help (e.g., homework, class assignments, projects, etc.)" (Georgia School Climate Survey) |  TBD |  TBD | TBD  |  TBD |   |
| **(12) Building a culture of student support and success among school faculty and staff**  | Percentage of staff reporting that they "somewhat agree" or "strongly agree" to the statement: "I enjoy working in teams (e.g., grade level, content) at my school." (Georgia School Climate Survey) |  TBD | TBD | TBD  | TBD  |   |
| Percentage of staff reporting that they "somewhat agree" or "strongly agree" to the statement: "Students at my school treat each other with respect." (Georgia School Climate Survey) |  TBD |  TBD | TBD  |  TBD |   |
| Percentage of staff reporting that they "somewhat agree" or "strongly agree" to the statement: "Students at this school are treated fairly regardless of race, ethnicity, or culture." (Georgia School Climate Survey) |  TBD | TBD  | TBD  | TBD  |   |
| Teacher attendance rate (days attended) | 92.6 | 96.0 | 96.5 | 97.0 |   |
| **(13) Developmentally appropriate child assessments from pre-kindergarten through grade 3** | Percentage of students in kindergarten through grade 2 reaching end-of-year grade level target on ELA diagnostic assessments | 41 | 46 | 51 | 56 |   |
| Percentage of prekindergarten students identified as being "on track for literacy" based on district early literacy assessments | 75  | 80 | 85 | 90 |   |
|  |  |  |  |  |  |  |
| \* Dismissal rate = Total number of dismissals from non-routine student-nurse encounters divided by total number of non-routine encounters |  |  |
| \*\* Interpersonal incidents includes count of offenses for: physical attacks, physical fights, sexual harassment, and sexual assault (including rape) |  |  |
| \*\*\*\* For this measure, computer science programs must be at least one academic quarter in duration |  |  |  |  |  |  |  |  |  |  |

**Appendix C: Budget for the District**

The effective use of existing resources is a key component of the successful implementation of the turnaround plan. This is particularly important given the district’s high level of need and limited resources. The Commissioner and the Receiver are fully committed to better aligning the use of resources to support student learning over the period of the receivership.

The FY 2020 Southbridge Public Schools budget was developed by the Receiver at a time when Southbridge experienced a substantial increase in state aid while non-recurring grants were able to fund strategic interventions. This includes the following funding sources and initiatives:

**Increase in net state education aid to fund ongoing expenses:** As part of the Governor’s proposed FY 2020 budget, the Town of Southbridge was projected to receive $1.399 million in additional net education state aid. All of this funding will go towards promoting the academic achievement of students and improvement of the district. The annual increases in the cost of transporting students, serving students in out-of-district special education placements, maintaining six buildings and multiple fields, and cost of living adjustments for staff is greater than this amount. In addition, the budget funds prior commitments, such as growing the dual language program to grade 3 at the West Street School. In order to balance the FY2020 budget, a net of 22 positions were eliminated.

**Non-recurring grants associated with receivership to fund Middle / High School interventions:** The Massachusetts Department of Elementary and Secondary Education is providing $1.6 million to support the receivership in Southbridge. These critical resources will fund strategic support partners and curriculum upgrades in our schools. As part of this work, we are also realigning the Middle School and High School to create a more seamless grade 6 to grade 12 experience for our students. There will be one schedule for the entire complex, additional interventionists in the middle school, and professional development partners to support our teachers and instructional leaders.

**$100,000 in local revenue to support three intervention educational assistants at Eastford Road School:** Our students have significant needs for social, emotional and academic support – especially in literacy. In order to balance the budget, SPS was forced to reduce 5 interventionists from school budgets. With the additional $100,000 in local revenue, SPS will be able to add three new interventionist educational assistants to Eastford Road School. We were hoping to add EA positions to support intervention at West Street School and Charlton Street School, but we are unable to afford these staffing costs on the increase in local revenue.

*The FY2020 All Funds budget below was a combination of the General Fund budget approved by the Town Council in May 2019, and assumptions of federal and state FY2020 grants as of May 2019. The local appropriation is subject to change pending final state aid information, as well as final federal and state grants.*

|  |
| --- |
| **2020 All Funds Budget for Southbridge Public Schools** |
| **Salaries** |  |
| Salaries | 20,801,730 |
| Substitutes | 350,496 |
| Stipends | 466,039 |
| Overtime | 47,844 |
| **Subtotal** | **21,666,109** |
| **Benefits** |  |
| Unemployment | 450,000 |
| Medicare | 323,021 |
| Retirement | 48,260 |
| Sick Leave Buyback | 56,265 |
| Clothing Allowance | 8,000 |
| **Subtotal** | **885,546** |
| **Out of District Tuitions** |  |
| Out of District Tuitions | 2,667,636 |
| **Subtotal** | **2,667,636** |
| **Transportation** |  |
| Regular Transportation | 1,678,743 |
| SPED Transportation | 1,510,868 |
| Private School Transportation | 74,934 |
| Athletic Transportation | 102,120 |
| Field Trips | 8,700 |
| Summer School Transportation | 55,000 |
| **Subtotal** | **3,430,365** |
| **Utilities** |  |
|  Electricity | 399,921 |
|  Heating | 405,153 |
|  Telecommunications | 31,090 |
|  Water & Sewer | 96,408 |
|  **Subtotal** | **932,571** |
| **Maintenance** |  |
|  Equipment | 40,500 |
|  Vehicles | 27,000 |
|  **Subtotal** | **67,500** |
| **Contracted Services** |  |
| Academic Contracts | 868,544 |
| Contracted Services | 564,742 |
| Equipment | 57,000 |
| Legal | 150,000 |
| SPED Contracted Services | 115,500 |
| Technology Contracts | 135,549 |
|  **Subtotal** | **1,891,335** |
| **Supplies** |  |
|  Athletic Supplies | 37,500 |
|  Custodial Supplies | 57,000 |
|  General & Office Supplies | 95,257 |
|  Hardware / Software | 219,100 |
|  Instructional Supplies | 496,589 |
|  Maintenance Supplies | 79,867 |
|  Nursing Supplies | 15,000 |
|  **Subtotal** | **1,000,313** |
| **Other Expenses** |  |
|  Athletic Expenses | 20,000 |
|  Game Officials | 38,800 |
|  Other Expenses | 31,200 |
|  Travel & Conferences | 21,200 |
|  **Subtotal** | **111,200** |
| **Grand Total** | **32,652,575** |

|  |
| --- |
| **Estimated FY2020 Revenue** |
| **General Fund** | **28,285,568** |
| **Recurring Grants** |   |
| Title I | 1,029,973 |
| Title IIA | 111,900 |
| Title III | 76,640 |
| Title IVA | 77,012 |
| EEC (Fed & State) | 84,325 |
| IDEA | 732,196 |
|  Circuit Breaker | 561,334 |
| **Non-Recurring Grants** |   |
| School Redesign Grant | 650,627 |
| Supplemental Support (220/323) | 958,000 |
| Improving Student Access to Mental Services | 85,000 |
| **Grants Subtotal** | **4,367,007** |
| **Grand Total Revenue** | **32,652,575** |

1. For specific findings and systemic challenges that led to the district entering receivership, please see the August 25, 2017 Turnaround Plan at pp. 4-9: <http://www.doe.mass.edu/level5/districts/level5districts.html> [↑](#footnote-ref-1)
2. For recommendations submitted by the Local Stakeholder Group, please see the August 25, 2017 Turnaround Plan at pp. 56-67: <http://www.doe.mass.edu/level5/districts/level5districts.html>. [↑](#footnote-ref-2)
3. This dispute resolution process does not apply to disputes relating to the dismissal of a teacher with professional teacher status. Those disputes will be governed by the arbitration process set out in G.L. c. 69, § 1K(d), or G.L. c. 71 §42, as appropriate. [↑](#footnote-ref-3)