**Randolph Public Schools**

**Accelerated Plan**

**2012 - 2013**

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

After a careful review of the Level 4 District Review, district data review, classroom visits, parent and community forums, teaching staff forums, and administrative retreats we have concluded that the major core issue that has resulted in the Randolph Public Schools being a level four school district is**:** We (administrators, teachers, parents, students, and the community) have not worked together effectively in educating all stakeholders to engage and prepare all of our students for academic, social, emotional success for the 21st Century and beyond. Further, we have not yet aligned resources, practices and policies through public engagement to get all students to reach their full potential.

Some of the specific issues that has led us to conclude this are:

o A disproportionate number of students across grade levels are not achieving at high levels. As a result, students are not prepared for college and career.

o Literacy and numeracy skills, as demonstrated on MCAS, are below state averages.

o Significant gaps in academic achievement are evident among student sub-groups; Asian and White student groups demonstrate greater levels of proficiency on MCAS in contrast to their Black peers. Gaps in performance also exist between students of low income in comparison to students of moderate income.

o Efforts to improve performance of Special Education students have not resulted in improved results on

MCAS.

o The development of 21st century skills (critical thinking & problem-solving, creativity, communication and collaboration) has not been the focus of attention in curriculum planning and implementation; a MA DESE review found that limited evidence of instruction that fosters higher-order thinking skills.

o Professional Development offerings have not been explicitly aligned to data to address student needs.

o Accountability systems have not been put in place to ensure effective supervision and evaluation of district actions.

As a result of these data sources, we have identified three Strategic Objectives to ensure that all of our students reach their full potential. These Strategic Objectives provide a clear and targeted focus on high quality learning and teaching for all students. They focus on administrator and teacher development through targeted and embedded professional development, student support through systematic interventions and ensure accountability. Most importantly, these objectives authentically involve parents, and all learning and teaching stakeholders with clear expectations, support and accountability for all.

**Objective 1: Ensuring Success for All Students Through High Quality Learning and Teaching**

Initiatives

1. Fully implement curriculum and assessments programs aligned to MA Common Core Standards for

ELA and Math

2. Revise and fully implement “The Randolph Way” set of instructional practices to improve learning for

all students

3. Fully implement systems and practices to ensure the growth of target student populations

**Objective 2: Ensuring Success for All Students Through High Quality Professional Development**

Initiatives

1. Provide training and support in implementing newly aligned curriculum materials

2. Provide training and support in understanding and “The Randolph Way” set of instructional practices to

improve learning for all students

3. Provide training and support to ensure academic growth of targeted student populations

**Objective 3: Ensuring Success for All Students Through High Quality Accountability Systems**

Initiatives

1. Accountability for implementation of instructional materials (curriculum and assessments) aligned to new MA Frameworks for Math nd ELA.

2. Accountability for implementing “The Randolph Way” set of instructional practices to improve learning for all students

3. Accountability for implementing new systems and practices to ensure the growth of target student populations

***Theory of Action:***

If we align resources, practices and policies through public engagement to relentlessly focus on the instructional core through student centered learning at all levels of the district with each person in the organization sharing responsibility for our work, then we will get all students to reach 100% proficiency in their academic, personal and social emotional endeavours.

**Final Outcomes**

The District’s goal is to meet or exceed the PPI target of 75 for 2013school year by reaching the targets listed below. See Appendices A and B for the PPI and CPI calculations.

 The district will meet its CPI targets for the 2013- 80.26 for ELA (2.36 gain), 71.35 for Mathematics

(3.06 gain) and 68.52 for Science (3.22 gain)

 Median student growth profile will increase to 47 in ELA ( a 2% gain) and 49 in Math (a 2% gain) for all students

 The district will meet the CPI targets for High Needs Students 75.5 for ELA (3.0 gain) , 66.26 for

Mathematics (3.66 gain) and 63.78 Science (3.68 gain)

 Median student growth profile will increase to 46 in ELA (a 2% gain) and 49 in Math (a 2% gain) for

High Needs Students

 The Cohort Graduation Rate will increase to 71.8% (2.5 increase)

 The aggregated dropout rate will decrease to 3.96 (.44 decrease)

**Section 2: Plan Summary**

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| **Strategic Objective 1: Ensuring Success for All Students Through High Quality Learning and Teaching** | |
| **Strategic Initiatives** | **Early Evidence of Change, Short-term Outcomes, and Final Outcomes** |
| 1.  Fully implement curriculum and  assessments programs aligned to MA Common  Core Standards for ELA  and Math | **Early Evidence**   100% of students, K-12, participate in Math and ELA interim/unit assessments that are fully aligned to MA Common  Core Standards   100% of K - 12 grade level weekly Common Planning Time (CPT) agendas and minutes are focused on using assessment data to inform curriculum mapping and lesson planning aligned to MA Common Core Standards for ELA and math as evidenced by District Leadership’s observation of meetings and review of agendas and minutes, by Nov. 15   100% of teachers are conducting lessons aligned to the revised curriculum maps as evidenced by classroom observations and review of lesson plans, by Dec. 1  **Short-term Outcomes**   District Monitoring Observation data shows at least a 20% improvement each quarter (over Sept. baseline data) in the effective implementation of curriculum and instructional practices aligned to MA Common Core Standards for ELA and  math. (100% effective implementation by June)   The percentage of K-8 students meeting proficiency on interim assessments will increase by 10% each quarter over Sept. baseline data.   HS end of unit assessments will continually show that 75% of students are on target for completing all grade level course/graduation requirements |
| 2.  Revise and fully implement “The Randolph Way” set of instructional practices to improve learning for all students | **Early Evidence**   100% of teachers and administrators, K–12, are using common language during CPT to discuss instruction and planning lessons that incorporate the district’s instructional expectations as evidenced by District Leadership’s observation of meetings and review of agendas and minutes, by Nov. 15   100% of administrators are providing teachers with formative feedback that is specific and grounded in districts instructional expectations as evidenced by review of observation feedback, by Nov. 15.   100 % of administrators’ monthly dashboards show continued improvement in teachers’ implementation of the seven  instructional focus areas over Sept baseline data  **Short-term Outcomes**   District Monitoring Observation data shows at least a 20% improvement each quarter (over Sept. baseline data) in the effective implementation of curriculum and instructional practices aligned to MA Common Core Standards for ELA and  math. (100% effective implementation by June)   The percentage of K-8 students meeting proficiency on interim assessments will increase by 10% each quarter over Sept. baseline data.   HS end of unit assessments will continually show that 75% of students are on target for completing all grade level course/graduation requirements |

3.

Fully implement

systems and practices to ensure the growth of target student populations

**Early Evidence**

 100% of weekly OTL meetings are led by a designated administrator and result in action plans that address identified needs of student(s) based on RTSS process as evidenced by as evidenced by District Leadership’s observation of

meetings and review of agendas and minutes, by Nov. 15

 100% of administrators’ conduct co-observations with ELL and Sp. Ed. Directors to calibrate expectations for continuum of supports along with establishing baseline data on supports needed for High Needs Students, by Oct. 1

 50% of teachers (over baseline data) are differentiating their instruction and materials for ELL and Special Education students as evidenced by classroom observations, OTL meetings and reviewed of lesson plans, by Dec. 1 and 100% by

May 1

**Short-term Outcomes**

 ELL and Sp.Ed. Director’s Quarterly Reports show, at least, a 20% increase each quarter (over baseline data) in the effective implementation of the RTSS components that support continuous improvement of High Needs student.

 District Monitoring Observation data shows at least a 20% improvement each quarter (over baseline data) in the effective implementation of the Tier components of RTSS

 80% of High Needs students will demonstrate a 10% gain on each quarterly assessment

 Data on the Early Warning Indicators for High School Students show the following changes over base line data from the previous school year:

o 20% decrease each quarter in the number of students failing

o 10 % increase each quarter in attendance rate

o 15% decrease each quarter in the number of suspensions

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| **Strategic Objective 2: Ensuring Success for All Students Through High Quality Professional Development** | |
| **Strategic Initiatives** | **Early Evidence of Change, Short-term Outcomes, and Final Outcomes** |
| 1.  Provide training and support in implementing curriculum and assessments programs aligned to MA Common Core Standards for ELA  and Math | **Early Evidence**   100% of administrators attended professional development sessions on revised curriculum and assessment programs aligned to MA Common Core Standards for ELA and math, by Sept. 1   100% of teachers have participated in district professional development sessions on revised curriculum and assessment programs aligned to MA Common Core Standards for ELA and math by Nov. 1   100% of K - 12 grade level weekly Common Planning Time (CPT) agendas and minutes are focused on using assessment data to inform curriculum mapping and lesson planning aligned to MA Common Core Standards for ELA and math as  evidenced by District Leadership’s observation of meetings and review of agendas and minutes, by Nov. 15  **Short-term Outcomes**   District Monitoring Observation data shows at least a 20% improvement each quarter (over Sept. baseline data) in the effective implementation of curriculum and instructional practices aligned to MA Common Core Standards for ELA and math. (100% effective implementation by June)   The percentage of K-8 students meeting proficiency on interim assessments will increase by 10% each quarter over Sept. baseline data.   HS end of unit assessments will continually show that 75% of students are on target for completing all grade level course/graduation requirements |
| 2.  Provide training and support in understanding  and using “The Randolph  Way” set of  instructional practices to improve learning for all students | **Early Evidence**   100% of teachers and administrators, K–12, are using common language during CPT to discuss instruction and planning lessons that incorporate the district’s instructional expectations as evidenced by District Leadership’s observation of meetings and review of agendas and minutes, by Nov. 15   100% of administrators are providing teachers with formative feedback that is specific and grounded in districts instructional expectations as evidenced by review of observation feedback, by Nov. 15.   50% of teachers survey results show that feedback provided by administrators has been useful, by Dec. 1 and 80%  satisfied by May 1   100 % of administrators’ monthly dashboards show continued improvement in teachers’ implementation of the seven  instructional focus areas over Sept baseline data  **Short-term Outcomes**   District Monitoring Observation data shows at least a 20% improvement each quarter (over Sept. baseline data) in the effective implementation of curriculum and instructional practices aligned to MA Common Core Standards for ELA  and math. (100% effective implementation by June)   The percentage of K-8 students meeting proficiency on interim assessments will increase by 10% each quarter over  Sept. baseline data.   HS end of unit assessments will continually show that 75% of students are on target for completing all grade level |

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|  | course/graduation requirements |
| 3.  Provide training and support in implementing systems and practices to ensure the growth of target student populations | **Early Evidence**   100% of administrators’ conduct co-observations with ELL and Sp. Ed. Directors to calibrate expectations for continuum of supports along with establishing baseline data on supports needed for High Needs Students, by Oct. 15   ELL Director’s monthly dashboards show continuous improvement in implementing the components of RTSS that support ELL and FLEP students learning   Sp.Ed. Director’s monthly dashboards show continuous improvement in implementing the components of RTSS that support Sp. Ed students learning   50% of teachers (over baseline data) are differentiating their instruction and materials for ELL and Special Education students as evidenced by classroom observations, OTL meetings and reviewed of lesson plans, by Dec. 1 and 80% by  May 1  **Short-term Outcomes**   ELL and Sp. Ed. Director’s Quarterly Reports show, at least, a 20% increase each quarter (over baseline data) in the  effective implementation of the RTSS components that support continuous improvement of High Needs student.   District Monitoring Observation data shows at least a 20% improvement each quarter (over baseline data) in the effective implementation of the Tier components of RTSS   80% of High Needs students will demonstrate a 10% gain on each quarterly assessment   Data on the Early Warning Indicators for High School Students show the following changes over base line data from the previous school year:   20% decrease each quarter in the number of students failing   10 % increase each quarter in attendance rate   15% decrease each quarter in the number of suspensions |

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| **Strategic Objective 3: Ensuring Success for All Students Through High Quality Accountability Systems** | |
| **Strategic Initiatives** | **Early Evidence of Change, Short-term Outcomes, and Final Outcomes** |
| 1.  Accountability for implementation of instructional materials (curriculum and assessments) aligned to new MA Frameworks for Math and ELA. | **Early Evidence**   100% of students, K-12, participate in Math and ELA interim/unit assessments that are fully aligned to MA Common  Core Standards   100% of K - 12 grade level weekly Common Planning Time (CPT) agendas and minutes are focused on using assessment data to inform curriculum mapping and lesson planning aligned to MA Common Core Standards for ELA and math as evidenced by District Leadership’s observation of meetings and review of agendas and minutes, by Nov. 15   100% of teachers are conducting lessons aligned to the revised curriculum maps as evidenced by classroom observations and review of lesson plans, by Dec. 1  **Short-term Outcomes**   District Monitoring Observation data shows at least a 20% improvement each quarter (over Sept. baseline data) in the effective implementation of curriculum and instructional practices aligned to MA Common Core Standards for ELA and  math. (100% effective implementation by June)   The percentage of K-8 students meeting proficiency on interim assessments/unit assessments will increase by 10% each quarter over Sept. baseline data.   HS end of unit assessments will continually show that 75% of students are on target for completing all grade level course/graduation requirements |
| 2.  Accountability for  implementing “The Randolph Way” set of instructional practices to improve learning for all students | **Early Evidence**   100% of teachers and administrators, K–12, are using common language during CPT to discuss instruction and planning lessons that incorporate the district’s instructional expectations as evidenced by District Leadership’s observation of meetings and review of agendas and minutes, by Nov. 15   100% of administrators are providing teachers with formative feedback that is specific and grounded in districts instructional expectations as evidenced by review of observation feedback, by Nov. 15.   100 % of administrators’ monthly dashboards show continued improvement in teachers’ implementation of the seven  instructional focus areas over Sept baseline data  **Short-term Outcomes**   District Monitoring Observation data shows at least a 20% improvement each quarter (over Sept. baseline data) in the effective implementation of curriculum and instructional practices aligned to MA Common Core Standards for ELA  and math. (100% effective implementation by June)   The percentage of K-8 students meeting proficiency on interim assessments will increase by 10% each quarter over  Sept. baseline data.   HS end of unit assessments will continually show that 75% of students are on target for completing all grade level course/graduation requirements |
| 3.  Accountability for | **Early Evidence**   100% of weekly OTL meetings are led by a designated administrator and result in action plans that address identified |

implementing new systems and practices to ensure the growth of target student populations

needs of student(s) based on RTSS process as evidenced by as evidenced by District Leadership’s observation of

meetings and review of agendas and minutes, by Nov. 15

 100% of administrators’ conduct co-observations with ELL and Sp. Ed. Directors to calibrate expectations for continuum of supports along with establishing baseline data on supports needed for High Needs Students, by Oct. 1

 50% of teachers (over baseline data) are differentiating their instruction and materials for ELL and Special Education students as evidenced by classroom observations, OTL meetings and reviewed of lesson plans, by Dec. 1 and 80% by May 1

**Short-term Outcomes**

 ELL and Sp. Ed. Director’s Quarterly Reports show, at least, a 20% increase each quarter (over baseline data) in the

effective implementation of the RTSS components that support continuous improvement of High Needs student.

 District Monitoring Observation data shows at least a 20% improvement each quarter (over baseline data) in the effective implementation of the Tier components of RTSS

 80% of High Needs students will demonstrate a 10% gain on each quarterly assessment

 Data on the Early Warning Indicators for High School Students show the following changes over base line data from the previous school year:

o 20% decrease each quarter in the number of students failing

o 10 % increase each quarter in attendance rate

o 15% decrease each quarter in the number of suspensions

**Section 3: District Strategy Sheet**

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| **District Strategic Objective 1:**  Ensuring Success for All Students Through High Quality Learning and Teaching | **Overall Lead (Objective):**  Superintendent | | |
| **Initiative Number and Description:**  1.1 Fully implement curriculum and assessment programs aligned to MA Common Core Standards for ELA  and Math | **Overall Lead (Initiative):**  Directors | | |
| **Which recommendations from the District Review or other evidence does this initiative address?**   Literacy and Numeracy skills, as demonstrated by MCAS, are below state averages   The present curriculum does not include the development of 21st century skills | | | |
| **Activities to Achieve the Outcomes for the Initiative** | **Who will Lead?** | **When will it Start?** | **When will it be Complete?** |
| Revise roles and responsibilities for district administrative staff in implementing curriculum alignment revisions to address new leadership structures | Superintendent | Aug. 2012 | Aug. 2012 |
| Revise K-1 assessment program aligned to MA Common Core Standards for ELA and Math based on data from previous year | Content Directors | Aug.2012 | Sept. 2012 |
| Revise 9-12 assessment program aligned to MA Common Core Standards for ELA and Math based on data from previous year | Content Directors | Aug.2012 | Sept. 2013 |
| Introduce administrators to new ANET and revised assessments and revised scope and sequence for (Gr.2-8) ELA and math | Math & ELA Dir. | Aug.2012 | Aug. 2012 |
| Develop an assessment calendar for all K-12 assessments (4 tests between September-June) | Content Directors | Aug.2012 | Aug. 2012 |
| Revise K-12 Math and ELA curriculum documents to more fully align with Common Core | Math & ELA Dir. | Aug. 2012 | Ongoing |
| Redesign District Leadership Team (DLT) meetings to provide more effective meetings based on feedback from the team. To build leadership capacity and shared ownership, administrators will rotate leading meetings – preparing agendas and facilitating discussions. | Superintendent | Aug. 2012 | Aug. 2012 |
| Revise meeting norms and agenda templates and create an end of meeting evaluation for DLT | Superintendent | Aug. 2012 | June 2013 |
| Opening launch and building based roll outs to introduce new assessment programs and revised scope and sequence to all staff | Superintendent  Principals | Sept. 2012 | Sept. 2012 |
| CPT meetings begin (twice weekly) with required focus on curriculum, assessment and instruction. Minutes and agendas are submitted to building administrators for review. Though capacity building efforts, teacher | Principals | Sept. 2012 | June 2013 |

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| leaders, will be identified and trained to facilitate meetings. |  |  |  |
| Implement School Improvement Plans aligned to 2012-2013 Accelerated Plan and revise as needed throughout the year based on new data | Principals | Sept. 2012 | June 2013 |
| Administer interim assessments (4 tests between Sept. and June) | Math & ELA Dir. | Sept. 2012 | June 2013 |
| Grade level teams use weekly CPT sessions to review and reflect on interim assessment results and develop action plans to address identified strengths and weaknesses | Principals | Sept. 2012 | June 2013 |
| DLT reviews school and grade level interim assessments results to inform curriculum, instruction and accelerated plan revisions | Content Directors | Sept. 2012 | June 2013 |
| To build capacity and shared ownership, members of the DLT will provide monthly updates to School  Committee on accelerated plan progress | Superintendent | Sept. 2012 | June 2013 |
| Monthly District Newsletter provides updates to the community on progress of AIP | Dir. Family and Community Relations | Sept. 2012 | June 2013 |
| District implements Randolph Educator Evaluation Process | Superintendent | Aug. 2012 | Sept. 2012 |
| Administrators submit self-assessment and proposed goals based on self-assessment and a review 2012 data | Superintendent | Aug. 2012 | Sept. 2012 |
| Teachers submit self-assessment and establish goals that support AIP and SIP | Principals | Sept. 2012 | Oct. 2012 |
| Administrators meet with teacher teams to establish Educator Plans that support SIP (collaborative student achievement goal(s) along with a professional goal) | Principals | Sept. 2012 | Nov. 2012 |

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| **District Strategic Objective 1:**  Ensuring Success for All Students Through High Quality Learning and Teaching | **Overall Lead (Objective):**  Superintendent | |  |
| **Initiative Number and Description:**  1.2 Revise and fully implement “The Randolph Way” set of instructional practices to improve learning for all  students | **Overall Lead (Initiative):**  Superintendent | |  |
| **F. Which recommendations from the District Review or other evidence does this initiative address?**   The District Review Team along with the superintendent, principals and program directors’ observations of instruction across all schools identified a need to improve teacher effectiveness in providing rigorous and engaging learning for students. | | | |
| **Activities to Achieve the Outcomes for the Initiative** | **Who will Lead?** | **When will it Start?** | **When will it be Complete?** |
| Revise “The Randolph Way” set of instructional expectations to provide more explicit guidance on expectations and align language to new educator evaluation rubric. To build leadership capacity, the Middle School Principal will chair this committee that includes principals, and directors. | Middle School  Principal | July 2012 | Jan. 2012 |
| DLT reviews the components of “The Randolph Way” expectations for learning and teaching and develops collective agreement for this year’s seven key focus areas | Middle School  Principal | Aug. 2012 | Aug. 2012 |
| Principals develop script for introducing the seven instructional elements that support common core curriculum and receive feedback from the superintendent to ensure more consistent messaging to staff. | Superintendent | Aug. 2012 | Aug. 2012 |
| Building-based roll outs to introduce teaching staff to the seven instructional focus areas (Sept. focus on mastery objectives) | Principals | Sept. 2012 | Sept. 2012 |
| Building administrators use Common Planning Time (CPT) to reinforcing expectations for the seven instructional practices to be fully implemented this year. | Principals  Content Directors | Sept. 2012 | June 2012 |
| Administrators design a process/schedule that allow teachers to participate in Learning Walkthroughs | Principals | Sept. 2012 | Sept. 2012 |
| Teachers participate in Learning Walkthroughs on a quarterly basis to build shared understanding of instructional expectations | Principals | Sept. 2012 | June 2012 |

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| **District Strategic Objective 1:**  Ensuring Success for All Students Through High Quality Learning and Teaching | **Overall Lead (Objective):**  Superintendent |
| **Initiative Number and Description:**  1.3 Fully implement systems and practices to ensure academic growth of targeted student populations | **Overall Lead (Initiative):**  Superintendent |
| **Which recommendations from the District Review or other evidence does this initiative address?**   A disproportionate number of students across grade levels are not achieving at high levels   Significant gaps in academic achievement are evident among sub groups | |

**MTSS**

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| **Activities to Achieve the Outcomes for the Initiative** | **Who will Lead?** | **When will it Start?** | **When will it be Complete?** |
| Develop Randolph’s Tiered Systems of Support Guide (RTSS), which outlines the continuum of integrated supports for Gen. Ed., Sp. Ed. and ELL students based on MTSS. To build leadership capacity, the Donovan School Principal will co-chair this committee that includes principals and directors. | Donovan Principal | July 2012 | Nov. 2012 |
| ELL Director and ESL teachers will create formative assessments, aligned to WIDA standards to evaluate  ongoing language development and academic success | ELL Director | Aug. 2012 | Sept. 2012 |
| Committee members identified and purchase researched based intervention materials that will support the identified needs of students. | Title 1 Director | July 2012 | Dec. 2012 |
| Committee revises Opportunity to Learn (OTL) Structure and Protocol to support RTSS model and ensure consistent implementation K-12. OTL teams will include counselors and representatives from ESL and Sp.Ed. staff. | Donovan Principal  Dir. St. Services | July 2012 | Aug. 2012 |
| Develop progress monitoring tool to track growth of targeted student populations and inform future interventions needed | Title 1 Director | Aug. 2012 | Oct. 2012 |
| Introduce administrators to RTSS model (including revised OTL Protocol) and expectations for implementation | Donovan Principal  Dir. of St. Services | Aug. 2012 | Aug. 2012 |
| Provide administrators with an overview of Tier 2 interventions being implemented | Title 1 Director | Aug. 2012 | Nov. 2012 |
| Develop elementary school schedules to provide a Tier 2 intervention block for all students | Principals | Aug. 2012 | Aug. 2013 |
| Administrators introduce all building staff to RTSS model and new intervention programs | Principals | Sept. 2012 | Oct. 2012 |
| Introduce teachers to new expectations for the Tier 1 inclusion to ensure all students have access to grade level | ELL & Sp.Ed. Dir. | Sept. 2012 | Nov. 2012 |

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| curriculum |  |  |  |
| Designated building administrators will lead all OLT meetings and monitor implementation of action plans to support struggling students. | Principals | Sept. 2012 | June 2013 |

**Freshman Academy**

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| **Activities to Achieve the Outcomes for the Initiative** | **Who will Lead?** | **When will it Start?** | **When will it be Complete?** |
| Finalize plans for Freshman Academy | Dir. Freshman  Academy | July 2012 | Aug. 2012 |
| Create an early warning indicator data system to identify students at risk of failing/dropping out and develop appropriate interventions | Dir. Freshman  Academy | July 2012 | Oct. 2012 |
| Establish an advocacy group that includes all stakeholders to support the new Freshman Academy model | Dir. Freshman  Academy | July 2012 | Sept. 2012 |
| Community Launch for Freshman Academy | Dir. Freshman  Academy | Sept. 2012 | Sept. 2012 |
| Develop Individual Learning Plans with all 9th grade students | Dir. Freshman  Academy | Sept. 2012 | Oct. 2012 |

**Alternative Program**

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| **Activities to Achieve the Outcomes for the Initiative** | **Who will Lead?** | **When will it**  **Start?** | **When will it be Complete?** |
| Finalize redesign of Alternative Program for Gr 7-12 | Dir. Alt. Program | July 2012 | Sept. 2012 |
| Create an early warning indicator data system to identify students at risk of failing/dropping out and develop appropriate interventions | Dir. Alt. Program | Aug. 2012 | Sept. 2012 |
| Establish an advocacy group that includes all stakeholders to support the new Alternative program | Dir. Alt. Program | Aug. 2012 | Sept. 2012 |
| Establish entrance and exit criteria | Dir. Alt. Program | July 2012 | Sept. 2012 |
| Meet with students and their families to develop Individual Learning Plans | Dir. Alt. Program | Sept. 2012 | Oct. 2012 |

**District Strategic Objective 2:**

Ensuring Success for All Students Through High Quality Professional Development

**Overall Lead (Objective):**

Superintendent

**Initiative Number and Description:**

2.1 Provide training and support in implementing curriculum and assessment programs aligned to MA Common

Core Standards for ELA and Math

**Overall Lead (Initiative):**

Directors

**Which recommendations from the District Review or other evidence does this initiative address?**

 Literacy and Numeracy skills, as demonstrated by MCAS, are below state averages

 The present curriculum does not include the development of 21st century skills has not previously been a focus in developing curriculum

**Activities to Achieve the Outcomes for the Initiative Who will Lead? When will it Start?**

**When will it be**

**Complete?**

Team building training led by John D’Auria to create a high functioning District Leadership Team (DLT)

that leads and supports implementation of Randolph’s Accelerated Plan

Superintendent Aug. 2012 June 2013

PD for administrators on new and revised assessments and revised scope and sequence for ELA and math. ELA & Math

Directors

Sept. 2012 June 2013

PD for DLT to deepen administrators’ capacity to lead school data teams. PD provided by ANET coach and

DSAC Data Specialist.

Data coaches will provide on-going, embedded support to building based administrators, using a gradual release model, to build administrator capacity to lead data driven instruction

ANET coach DSAC Data Specialist

ANET coach DSAC Data Specialist

Sept. 2012 June 2013

Sept. 2012 June 2013

PD for teachers on revised assessments and scope and sequence for ELA and math. Content Directors Sept. 2012 Sept. 2012

PD for teachers on revising curriculum units Content Directors Sept. 2012 June 2013

PD for teachers on data analysis and creating action plans to address identified needs of students Content Directors Sept. 2012 June 2013

Building administrators review all CPT agendas and minutes and provide feedback to teams to improve quality of meetings

Content Directors conduct weekly observations with feedback to support implementation of curriculum (6-12

Directors - every teacher once a month - K-5 Director 15 a month)

Principals Sept. 2012 June 2013

Content Directors Sept. 2012 June 2013

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| District leadership conducts Quarterly Reviews of SIPs implementation and provides formative feedback for next steps | Superintendent | Nov. 2012 | June 2013 |

**Educator Evaluation**

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| PD for administrators on roles and responsibilities for implementing new educator evaluation system. PD  provided by John D’Auria, Teachers 21 | Superintendent | Aug. 2012 | June 2013 |
| PD for administrators on developing their smart goals and building their capacity to support teachers in creating goals. PD to build administrators’ capacity to lead this work will be provided by John D’Auria. Teachers 21 | Superintendent | Aug. 2012 | Nov. 2012 |
| PD for teachers on new educator evaluation system (goal setting, evidence collection) | Principals | Sept.2012 | Nov. 2012 |
| PD for teachers on developing team and individual smart goals | Principals | Sept. 2012 | Nov. 2012 |
| District Leadership provides support to administrators in goal attainment through on site observations, classroom co-observations and formative feedback | Superintendent | Oct. 2012 | June 2013 |
| Administrators conduct frequent observations (minimum of 6 per teacher a year) and provide written feedback to teachers to support goal attainment | Superintendent | Oct. 2012 | June 2013 |

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| **District Strategic Objective 2:**  Ensuring Success for All Students Through High Quality Professional Development | **Overall Lead (Objective):**  Superintendent |
| **Initiative Number and Description:**  2.2 Provide training and support in implementing “The Randolph Way” set of instructional practices. | **Overall Lead (Initiative):**  Superintendent |
| **Which recommendations from the District Review or other evidence does this initiative address?**   The district review team identified the need to provide professional development on improving instructional practices and administrators skills and supervision and evaluation. | |

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| **Activities to Achieve the Outcomes for the Initiative** | **Who will Lead?** | **When will it Start?** | **When will it be Complete?** |
| Administrator PD provided by Sid Smith on the seven instructional elements | Superintendent | Aug. 2012 | June 2013 |
| Onsite coaching support led by Sid Smith to build administrator capacity to lead and support teachers in implementing high quality instruction | Superintendent | Aug. 2012 | June 2013 |
| PD for administrative staff on observing teacher practice and providing specific feedback to support effective implementation of the agreed upon high quality instructional practices (PD provided during DLT sessions, Learning Walkthroughs, co -observations) | Superintendent | Sept. 2012 | June 2013 |
| PD for teachers on implementing the agreed upon seven high quality instructional practices that support common core curriculum as outlined in the Randolph Way Instructional Guide | Superintendent | Sept. 2012 | June 2013 |
| All administrators conduct observations with written feedback to support teachers in implementing the  district’s instructional expectations | Principals | Sept. 2012 | June 2013 |
| Administrative teams conduct monthly Learning Walkthroughs to continue to build a shared understanding of high quality instruction and calibrate expectations across all schools. Building principals will select the “Focus of Inquiry” for their schools based on their observation trend data and identified their problem of practice. | Superintendent | Oct. 2012 | June 2013 |
| Teachers participate in Learning Walkthrough to build shared understanding of instructional expectations and also to monitor progress toward team goal attainment. | Principals | Fall 2012 | June 2013 |

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| **District Strategic Objective 2:**  Ensuring Success for All Students Through High Quality Professional Development | **Overall Lead (Objective):**  Superintendent | |  |
| **Initiative Number and Description:**  2.3 Provide training and in implementing systems and practices to ensure academic growth of targeted student populations | **Overall Lead (Initiative):**  Superintendent | |  |
| **Which recommendations from the District Review or other evidence does this initiative address?**   A disproportionate number of students across grade levels are not achieving at high levels   Significant gaps in academic achievement are evident among sub groups | | | |
| **Activities to Achieve the Outcomes for the Initiative** | **Who will Lead?** | **When will it Start?** | **When will it be Complete?** |
| Representatives from the DLT participate in UDL course at Harvard to build leadership capacity to lead district implementation of RTSS. | Dir. St. Services | July 2012 | July 2012 |
| Representatives from building administrators and teaching staff attend CAST workshops on UDL to build leadership capacity to support implementation of RTSS | Dir. St. Services | Aug. 2012 | Aug. 2012 |
| Representatives from K-12 administrative staff participate in the Sp. Ed. Leadership Academy sponsored by  ESE to strengthen the planning and implementation of new RTSS model | Superintendent | Oct. 2012 | June 2013 |
| ELL Director uses CPT to model collaborative planning and teaching for ESL and classroom teachers | ELL. Dir. | Sept. 2012 | June 2013 |
| Sp. Ed. Director uses CPT to model collaborative planning and teaching for Sp.Ed. and classroom teachers | Sp.Ed. Dir. | Sept. 2012 | June 2013 |
| Principals and teachers from each elementary school partner with Commendation Schools to learn successful strategies for supporting at risk students. | Elem. Principals | July 2012 | Nov. 2012 |
| Key learning from Commendation School partnerships will be shared during principal meetings | Elem. Principals | Sept. 2012 | Nov. 2012 |
| PD for all teaching staff on how to scaffold Tier 1 instruction to support ELL and FLEP students | ELL Dir. | Sept. 2012 | June 2013 |
| PD for all teaching staff on how to scaffold Tier 1 instruction to support Sp.Ed. students | Sp.Ed. Dir. | Sept. 2012 | June 2013 |
| ESL teachers, and their collaborative teaching partners will participate in in the WIDA standards training | ELL Dir. | Sept. 2012 | Jan. 2013 |
| Administrators, ESL teachers, and their collaborative teaching partners will participate in online ACCESS | ELL Dir. | Sept. 2012 | Jan. 2013 |

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| training |  |  |  |
| Model ESL lesson plans, aligned to WIDA and the common core, will be written and serve as models of  instruction for both ESL and SEI teachers as well as classroom teachers. | ELL Dir. | Aug. 2012 | June 2013 |
| ELL Director conducts monthly co-observations with build administrators to calibrate expectations and provide formative feedback to teachers to strengthen implementation of new tiered systems | ELL Dir. | Sept. 2012 | June 2013 |
| Sp. Ed. Director conducts monthly co- observations with build administrators to calibrate expectations and provide formative feedback to teachers to strengthen implementation of new tiered systems | Sp.Ed. Dir. | Sept. 2012 | June 2013 |
| Administrators will conducted focused classroom observations to support effective implementation of OTL  action plans | Principals | Sept. 2012 | June 2013 |
| Freshman Academy Staff visit select schools with effective 9th grade programs to support design of Randolph model | Dir. Freshman  Academy | Sept. 2012 | Jan. 2013 |
| Alternative staff participate in a daily Professional Learning Circle to monitor student progress using specific  criteria | Dir. Alt. Program | Sept. 2012 | June 2013 |
| Develop Community TV programs that will continue to build parent and community capacity to support implementation of AIP initiatives | Dir. Family and Community Relations | Sept. 2012 | June 2013 |

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| **District Strategic Objective 3:**  Ensuring Success for All Students Through High Quality Accountability Systems | **Overall Lead (Objective):**  Superintendent |
| **C. Initiative Number and Description:**  3.1 Develop K-12 quarterly assessments aligned to new curriculum | **Overall Lead (Initiative):**  Directors |
| **Which recommendations from the District Review or other evidence does this initiative address?**   The District Review team recommended that Randolph should use data analysis to improve curriculum and instruction in ELA and math. | |

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| **Activities to Achieve the Outcomes for the Initiative** | **Who will Lead?** | **When will it Start?** | **When will it be Complete?** |
| DLT reviews school and grade level interim assessments results to monitor student progress across the district both horizontally and vertically | Superintendent | Sept. 2012 | June 2013 |
| Superintendent reviews administrator goals to ensure alignment with SIP and AIP | Superintendent | Aug. 2012 | Oct. 2012 |
| Principals review teacher goals and plans to ensure alignment with SIP and AIP | Principals | Sept. 2012 | Nov. 2012 |
| Directors conduct co-observations to build administrators capacity to monitor implementation of curriculum | Directors | Sept. 2012 | June 2013 |
| Directors submit monthly report to superintendent that provide assessment of progress and next steps based on observation and student assessment data | Directors | Sept. 2012 | June 2013 |
| District Leadership conducts Quarterly Reviews with Directors to assess implementation of aligned curriculum | Superintendent | Oct. 2012 | June 2013 |
| Superintendent conducts Quarterly Reviews with each principal to assess implementation of SIPs which will include a comparison of teacher observation data and student performance data | Superintendent | Oct. 2012 | June 2013 |
| Building administrators complete mid-cycle Formative Assessment Reports for teachers on year 1 plans | Principals | Jan. 2013 | Feb. 2013 |
| Building administrators complete Summative Evaluation Reports for teachers on year 1 plans | Principals | Apr. 2013 | May 2013 |
| Superintendent provides administrators with quarterly assessments of goal attainment using the administrator rubric | Superintendent | Oct. 2012 | June 2013 |

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| **District Strategic Objective 3:**  Ensuring Success for All Students Through High Quality Accountability Systems | **Overall Lead (Objective):**  Superintendent |
| **Initiative Number and Description:**  3.2 Build district system of support and accountability to ensure that identified learning and teaching behaviors in the Randolph Way are implemented effectively. | **Overall Lead (Initiative):**  Superintendent |
| **F. Which recommendations from the District Review or other evidence does this initiative address?**   The district review team identified the need to improve supervision and evaluation in order to develop administrators and teachers knowledge and skills | |

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| **Activities to Achieve the Outcomes for the Initiative** | **Who will Lead?** | **When will it Start?** | **When will it be Complete?** |
| Building administrators conduct a minimum of 5 classroom observations weekly (a minimum of 6 per teacher for the year) | Principals | Sept. 2012 | June 2013 |
| Building administrators submit monthly dashboards on observation data identifying trends, patterns and next steps for improvement | Principals | Sept. 2012 | June 2013 |
| As part of the administration supervision process, the District Leadership conducts co-observations with building administrators and reviews observation feedback forms to assess identified trends, patterns and effectiveness of next steps. | Superintendent | Sept. 2012 | June 2013 |
| District Leadership conducts observations to gather baseline data on the seven instructional practices teachers will be expected to implement this year. | Superintendent | Sept. 2012 | Sept. 2013 |
| DLT reviews monthly dashboards along with district quarterly monitoring observations data to assess implementation of instructional expectations across the district both vertically and horizontality | Superintendent | Sept. 2012 | June 2013 |
| DLT reviews PD evaluations to inform future PD needs | Superintendent | Sept. 2012 | June 2013 |
| District Leadership conducts quarterly monitoring observations to assess progress in implementing the seven instructional expectations | Superintendent | Sept. 2012 | Feb. 2013 |
| District Leadership conducts mid-year and end of year surveys (teachers, administrators) to assess understanding of this year’s instructional expectations and inform necessary next steps (Baseline data from June 2012 surveys) | Superintendent | Dec. 2012 | June 2013 |
| Improvement plans will be developed for all teachers not demonstrating proficiency in implementing  Randolph’s instructional expectations | Principals | May 2013 | June 2013 |

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| **District Strategic Objective 3:**  Ensuring Success for All Students Through High Quality Accountability Systems | **Overall Lead (Objective):**  Superintendent |
| **Initiative Number and Description:**  3.3 Build district system of support and accountability to ensure academic growth targeted student populations | **Overall Lead (Initiative):**  Superintendent |
| **F. Which recommendations from the District Review or other evidence does this initiative address?**   A disproportionate number of students across grade levels are not achieving at high levels   Significant gaps in academic achievement are evident among sub groups | |

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| **Activities to Achieve the Outcomes for the Initiative** | **Who will**  **Lead?** | **When will it Start?** | **When will it be Complete?** |
| Building administrators and Directors conduct focused observations to monitor effectiveness of implementation of  RTSS | Principals | Sept. 2012 | June 2013 |
| Building administrators and Directors review progress monitoring data to assess effectiveness of tiered interventions | Principals | Sept. 2012 | June 2013 |
| District Leadership reviews Opportunity to Learning ( OTL) agendas, minutes and action plans, as part of onsite supervision | Superintendent | Sept. 2012 | June 2013 |
| Freshman Academy staff meet with students monthly to monitor their progress in meeting learning goals | Dir. Freshman  Academy | Sept. 2012 | June 2013 |
| Alternative School staff meet with students monthly to monitor their progress in meeting learning goals | Dir. Alt. Program | Sept. 2012 | June 2013 |
| ELL Director conducts co-observations with building administrators to monitor effective implementation of RTSS | ELL. Dir. | Sept. 2012 | June 2013 |
| Sp. Ed. Director conducts co-observations with building administrators to monitor effective implementation of  RTSS | Sp.Ed. Dir. | Sept. 2012 | June 2013 |
| The ELL Director meets monthly with principal and vice-principals at each school to review assessment data and  monitor progress of ELL and FLEP students | ELL. Dir. | Sept. 2012 | June 2013 |
| The Sp. Ed. Director meets monthly with principal and vice-principals at each school to review assessment data  and monitor progress of Sp.Ed. students | Sp.Ed. Dir. | Sept. 2012 | June 2013 |
| The ELL Director submits monthly dashboard to superintendent that provide assessment of progress and next steps to support RTSS implementation | ELL. Dir. | Sept. 2012 | June 2013 |

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| **Activities to Achieve the Outcomes for the Initiative** | **Who will**  **Lead?** | **When will it Start?** | **When will it be Complete?** |
| The Sp. Ed. Director submits monthly dashboard to superintendent that provide assessment of progress and next  steps to support RTSS implementation | Sp.Ed. Dir. | Sept. 2012 | June 2013 |
| District leadership conducts Quarterly Reviews with ELL Director to assess implementation of RTSS and progress  of ELL and FLEP students | Superintendent | Oct. 2012 | June 2013 |
| District leadership conducts Quarterly Reviews with Sp.Ed. Director to assess implementation of RTSS and  progress of Sp.Ed. students | Superintendent | Oct. 2012 | June 2013 |
| District leadership conducts Quarterly Reviews with Freshman Academy and Alternative School Directors to  assess progress of these new programs | Superintendent | Oct. 2012 | June 2013 |

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| **APPENDIX A: PPI PROJECTION WORKSHEET** | | | | | |
| **Project the 2013 annual PPI and 2013 cumulative PPI** | | **PPI Points Awarded** | | | |
| **2010** | **2011** | **2012** | **Projected**  **2013** |
| **English language**  **Arts** | Narrowing proficiency gaps (Composite Performance Index) | 50 |  | 25 | **50** |
| Growth (Student Growth Percentiles) | 50 | 50 | 50 | **50** |
| Extra credit for decreasing % Warning/Failing (10% or more) |  |  |  | **25** |
| Extra credit for increasing % Advanced (10% or more) | 25 |  | 25 | **25** |
| **Mathematics** | Narrowing proficiency gaps (Composite Performance Index) | 75 | 0 | 50 | **50** |
| Growth (Student Growth Percentiles) | 100 | 50 | 50 | **50** |
| Extra credit for decreasing % Warning/Failing (10% or more) | 25 |  |  | **25** |
| Extra credit for increasing % Advanced (10% or more) | 25 |  | 25 | **25** |
| **Science** | Narrowing proficiency gaps (Composite Performance Index) | 75 | 0 | 75 | **50** |
| Extra credit for decreasing % Warning/Failing (10% or more) | 25 |  | 25 | **25** |
| Extra credit for increasing % Advanced (10% or more) |  |  | 25 | **25** |
| **High School** | Cohort Graduation Rate | 75 | 25 | 50 | **50** |
| Annual Dropout Rate | 0 | 50 | 25 | **75** |

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| Points awarded for narrowing proficiency gaps, growth, and high school indicators | 425 | 200 | 325 | 375 |
| Points awarded for extra credit | 100 | 0 | 100 | 150 |

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| Total points awarded | 525 | 200 | 425 | 525 |
| Number of proficiency gap narrowing, growth, and high school indicators | 7 | 7 | 7 | 7 |
| **Actual 2010, 2011, 2012, & *Projected* 2013 Annual PPIs = (Total points / number of indicators)** | **75** | **29** | **61** | **75** |

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| Cumulative PPI Weighting | 10% | 20% | 30% | 40% |

***Projected* 2013 Cumulative PPI = (2010\*1 + 2011\*2 + 2012\*3 + 2013\*4 / 10) 61**

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| **APPENDIX B: CPI PROJECTION WORKSHEET** | | | | | | | | | | |
|  | | | | | | | | | Points  away from goal | Average yearly gain needed |
| All students | **2011** | **2012** | **2013** | **2014** | **2015** | **2016** | **2017** |  | 11.8 | 2.36 |
| ELA | 79.4 | 77.9 | **80.26** | 82.62 | 84.98 | 87.34 | 89.7 |  | 15.3 | 3.06 |
| Math | 67.2 | 68.3 | **71.36** | 74.42 | 77.48 | 80.54 | 83.6 |  |  |  |
| ELA growth |  | 45 | **46.2** | 47.4 | 48.6 | 49.8 | 51 |  | 6 | 1.2 |
| Math Growth |  | 47 | **47.8** | 48.6 | 49.4 | 50.2 | 51 |  | 4 | 0.8 |
| Science | 62.8 | 65.3 | **68.52** | 71.74 | 74.96 | 78.18 | 81.4 |  | 16.1 | 3.22 |
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| High Needs | 2011 | 2012 | **2013** | 2014 | 2015 | 2016 | 2017 |  |  |  |
| ELA | 74.9 | 72.5 | **75.5** | 78.5 | 81.5 | 84.5 | 87.5 |  | 15 | 3 |
| Math | 61.7 | 62.6 | **66.26** | 69.92 | 73.58 | 77.24 | 80.9 |  | 18.3 | 3.66 |
| ELA growth |  | 44 | **45.4** | 46.8 | 48.2 | 49.6 | 51 |  | 7 | 1.4 |
| Math Growth |  | 47 | **47.8** | 48.6 | 49.4 | 50.2 | 51 |  | 4 |  |
| Science | 56.9 | 60.1 | **63.78** | 67.46 | 71.14 | 74.82 | 78.5 |  | 18.4 | 3.68 |
|  |  |  |  |  |  |  |  |  |  |  |
| SPED | 2011 | 2012 | **2013** | 2014 | 2015 | 2016 | 2017 |  |  |  |
| ELA | 59.6 | 57.7 | **62.12** | 66.54 | 70.96 | 75.38 | 79.8 |  | 22.1 | 4.42 |
| Math | 67.2 | 47.3 | **52.5** | 57.7 | 62.9 | 68.1 | 73.3 |  | 26 | 5.2 |
| ELA growth |  | 40.5 | **42.6** | 44.7 | 46.8 | 48.9 | 51 |  | 10.5 | 2.1 |
| Math growth |  | 43 | **44.6** | 46.2 | 47.8 | 49.4 | 51 |  | 8 | 1.6 |
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|  |  |  |  |  |  |  |  |  |  |  |
|  | 2011 | 2012 | **2013** | 2014 | 2015 | 2016 | 2017 |  |  |  |
| 4 yr. Grad rate | 66.7 | 69.3 | **73.44** | 77.58 | 81.72 | 85.86 | 90 |  | 20.7 | 4.14 |
| 5yr. Grad rate | 68 | 70.1 | **75.08** | 80.06 | 85.04 | 90.02 | 95 |  | 24.9 | 4.98 |
| drop out | 4.4 | 4.4 | **3.96** | 3.52 | 3.08 | 2.64 | 2.2 |  | 2.2 | 0.44 |