



Focused Planning for Accelerating Student Learning Fall River Public Schools



October 5, 2015
Meg Mayo-Brown, Superintendent of Schools

Section 1: Summary of Key Issues and Strategic Objectives

In this section summarize the key issues arising from the District Review and any other available quantitative and qualitative evidence. Identify the Strategic Objectives that the Plan will focus on and why they are important (maximum 900 words). Conclude with a Theory of Action

From 2009 – 2011 the Fall River Public Schools was under a recovery plan co-developed with the Massachusetts Department of Elementary and Secondary Education. This plan stemmed from a district review that found significant deficiencies in the system as whole. More specifically, the review revealed the areas of School Committee Governance, Human Resources, Financial Management, and Teaching and Learning were significantly flawed, negatively impacting the quality of education provided to students.

Through much planning and restructuring, the District showed significant improvement. The final monitoring report from October 2011 states, “Overall, there has been significant progress made in putting processes and systems in place that will lead to high quality teaching and learning in the Fall River Public Schools.” The report continues on to define the next level of District improvement work.

The challenge that now faces the District is to constantly monitor the work across the school system, from the central office to the classroom level. The goal is to ensure that in each and every classroom the newly aligned curriculum is alive and being delivered in a consistent manner, using appropriate teaching strategies.

Since that time, and through the district’s first Accelerated Improvement Plan, FRPS has made significant strides in ensuring systems from recovery are embedded into the every-day workings of staff. This work last year was largely accomplished through a rigorous School Review Process, whereby all schools were monitored to some extent on embedding these systems. The district is now progressing to the next level hugely based on the capacity of each school to accelerate student learning. We are classifying schools into three categories in order to provide differentiated support, while increasing autonomy for schools demonstrating capacity for accelerated student learning. FRPS district schools defined as high capacity utilize distributed leadership, access district resources, accomplish school improvement work through effective professional learning communities, and make school-based instructional decisions that accelerate student learning. Other schools, defined as capacity building, are moving toward an accelerated learning model, however these schools need feedback and support in order to assist with adjustments to practice.

These schools stand in contrast to schools on the lower end of a capacity building spectrum. Capacity beginning schools need intense and consistent support to improve. As such, the district is at a point where we can deploy our resources in a more targeted manner, while at the same point serving as a resource provider to our higher capacity schools. This year’s AIP reflects this lens of district work.

While this plan contains four strategic objectives, they are anything but discrete. We understand that our goal of preparing all students for college and careers is dependent upon how well these objectives work in unison. That is, high quality rigorous instruction (Strategic Objective 2) will not occur without improving educator quality (Strategic Objective 4) and will need to include supporting the social emotional needs of students and families (Strategic Objective 3). Furthermore, we view the communication networks within schools and from district to schools (Strategic Objective 1) to be the conduit or “central artery” through which this work occurs. Once all parts are working as a seamless system, then the district will be able to accelerate student learning.

District Theory of Action

If all improvement efforts are strategically aligned to improve delivery of effective, high quality, and rigorous instruction,

and

If we utilize our communication networks to monitor, support, and provide feedback on educator performance,

then

Each student will receive a high quality education that prepares them to be successful in college and future careers.

Project the 2014 annual PPI and 2014 cumulative PPI		PPI Points Awarded			
		2012	2013	2014	2015
English language arts	Narrowing proficiency gaps (Composite Performance Index)	25	50	50	
	Growth (Student Growth Percentiles)	50	50	50	
	Extra credit for decreasing % Warning/Failing (10% or more)	0	0	0	
	Extra credit for increasing % Advanced (10% or more)	0	25	0	
Mathematics	Narrowing proficiency gaps (Composite Performance Index)	25	50	50	
	Growth (Student Growth Percentiles)	50	50	75	
	Extra credit for decreasing % Warning/Failing (10% or more)	0	0	0	
	Extra credit for increasing % Advanced (10% or more)	0	0	25	
Science	Narrowing proficiency gaps (Composite Performance Index)	0	50	50	
	Extra credit for decreasing % Warning/Failing (10% or more)	0	25	25	
	Extra credit for increasing % Advanced (10% or more)	25	25	25	
High School	Cohort Graduation Rate	25	25	25	
	Annual Dropout Rate	50	50	50	
Points awarded for narrowing proficiency gaps, growth, and high school indicators		225	325	350	
Points awarded for extra credit		25	75	75	
Total points awarded		250	400	425	
Number of proficiency gap narrowing, growth, and high school indicators		7	7	7	
Actual 2010, 2011, 2012, & Projected 2013 Annual PPIs = (Total points / number of indicators)		36	57	61	
Cumulative PPI Weighting		10%	20%	30%	40%
Projected 2014 Cumulative PPI = (2011*1 + 2012*2 + 2013*3 + 2014*4) / 10					

Section 2: Plan Summary

Strategic Objective 1: Build capacity at the school level to meet school-based improvement goals through differentiated support to schools and district networks of support.	
Strategic Initiatives	Early Evidence of Change, Short-term Outcomes, and Final Outcomes
<p>1. <i>Provide differentiated support to schools through dissemination of district resources to targeted schools.</i></p> <p>Our schools continue to be at different levels of capacity and therefore, different levels of needs. Some of our schools are High Capacity, and have established capacity at the leadership and teacher level to continue to self-sustaining improvement efforts. These schools are able to make strategic use of district resources and yet, rely on internal capacity as well. Other schools are moving toward high capacity but still need to refine either leadership structures and/or staff capacity. These Capacity Building schools need some input and feedback from the district in order to continue a trajectory of reaching high capacity functioning schools. A third category of schools are at the beginning stages of building systems and capacity. These Capacity Beginning schools need more intensive monitoring and support from the district in order to accelerate a trajectory of growth. District resources under the Chief Academic Officer (CAO), Special Education, and Human Resources will be deployed strategically to support the individual improvement efforts of these schools. This work begins with a “Data Think Tank” session conducted collaboratively with CAO, and a school’s leadership team to conduct a root cause analysis of the previous year’s performance data. That process leads to identifying high leverage short term goals, which then become the focus of the deployment of resources to schools. Short term goals identify both early evidence of change and short term outcomes following the AIP format. This process will be repeated quarterly so as to allow for mid-course corrections.</p>	<p>Early Evidence of Change</p> <ul style="list-style-type: none"> Each school’s short term goals contain early evidence of change specific to their goals. The expectation is that all schools meet early evidence of change goals quarterly. <p>Short-term Outcomes</p> <ul style="list-style-type: none"> District benchmarks show a 10% improvement when compared to previous year cohort; Benchmarks without an annual comparison will show relative increases (5% or more) from one benchmark to the next. <p>Final Outcomes</p> <ul style="list-style-type: none"> Schools that showed no change as measured by the annual Progress and Performance Index (PPI) less than 50 will improve to an annual PPI of 50 or above for SY 14. Schools that improved but below target as measured by an annual PPI between 50 and 74 will accelerate their improvement to achieve an annual PPI of 75 or above in SY 16. Schools that scored above or on as measured by an annual PPI of 75 or above will maintain a PPI of 75 or above.
<p>2. Provide consistent learning environment across all classrooms through communication vehicles among and across district-level and school-level staff through a</p>	<p>Early Evidence of Change</p>

<p>variety of networks and vertical teams including school based teams.</p> <p>This initiative speaks to the need to ensure that all students receive high quality instruction across schools and grade levels. This goal will not be reached without establishing dense communications networks within schools, across schools, and across grade levels. In addition to grade level and content common planning which is common practice for all schools, each school is expected to form an Instructional Leadership Team. Schools will choose a facilitator for each of these teams. The IIT team should include participants with interest and expertise across a broad range of interests such as Math, Literacy, ELLs, SPED, and SEL. Furthermore, each school will need to identify a lead in the areas of Math, Science, Literacy, SEL, and English Language Learners to participate in similar district-wide networks. These networks will meet at a minimum of monthly to build capacity as they learn from each other.</p>	<ul style="list-style-type: none"> • Each school's short term goals contain early evidence of change specific to their goals. The expectation is that all schools meet early evidence of change goals quarterly. <p>Short-term Outcomes</p> <ul style="list-style-type: none"> • District benchmarks show a 10% improvement when compared to previous year cohort; Benchmarks without an annual comparison will show relative increases (5% or more) from one benchmark to the next. <p>Final Outcomes</p> <ul style="list-style-type: none"> • Schools that showed no change as measured by the annual Progress and Performance Index (PPI) less than 50 will improve to an annual PPI of 50 or above for SY 16. • Schools that improved but below target as measured by an annual PPI between 50 and 74 will accelerate their improvement to achieve an annual PPI of 75 or above in SY 16. • Schools that scored above or on as measured by an annual PPI of 75 or above will maintain a PPI of 75 or above.
<p>Strategic Objective 2: Ensure success for all students through high quality, rigorous teaching and learning leading to high academic achievement.</p>	
<p>Strategic Initiatives</p>	<p>Early Evidence of Change, Short-term Outcomes, and Final Outcomes</p>
<p>1. <i>Improve quality and consistency of curriculum through the alignment to 2011 MA Curriculum Frameworks and the establishment of cycle of continuous curriculum review and refinement.</i></p> <p>Over the past few year, we have worked hard to ensure that our curricula are aligned the Massachusetts Curriculum Frameworks across all content areas. We have made the shift to emphasize the instructional shifts defined in the Common Core State Standards. The next level of work is refine the curricula through a cycle of data inquiry and observational analysis. Each year we examine benchmark data to determine the efficacy of our existing curriculum. What standards are our students performing well on and how can we improve our curriculum to better support the learning of the standards we continue to struggle with. Do our assessment support teaching and learning or do they take away from learning? This work is</p>	<p>Early Evidence</p> <ul style="list-style-type: none"> • Units of Study are revised based on data analysis. <p>Short Term Outcomes</p> <ul style="list-style-type: none"> • District benchmarks show a 10% improvement when compared to previous year cohort; Benchmarks without an annual comparison will show relative increases (5% or more) from one benchmark to the next. <p>Final Outcomes</p> <ul style="list-style-type: none"> • MCAS scores meet CPI Growth Targets for Math • MCAS scores meet CPI Growth Targets for ELA • MCAS scores meet CPI Growth Targets for Science • 10% Increase in students scoring advanced in Math • 10% increase in students scoring advanced in ELA • 10% increase in students scoring advanced in Science

<p>largely done through the district networks described in Strategic Objective 1.2. Furthermore, we continue to take input both formally and informally for teachers outside of that network to so that we can gain insights from all stakeholders.</p>	
<p>2. Provide support for rigorous planning and delivery of consistent instructional expectations.</p> <p>Just as we have schools at differing levels of capacity, so do we have differing levels of teachers within a given school building and/or grade level. Hence, we need to provide professional development that hits a diverse set of needs from those of the novice teacher to those of the most expert teacher. Furthermore, the instructional goals for each building tend to differ based on the identified student needs at the given school. Therefore, we can no longer offer a simple one size fits all model to PD. As a response, much of the PD we offer is given at the school level. There are a variety avenues in which to conduct this professional development: (a) outside of class time as a workshop, (b) during professional learning community time, (c) as part of a coaching cycle, (d) by participation in a learning walk or (e) as feedback from an observation of classroom practice. This list implies that PD can be either school or district based. The goal, however, is that it is targeted to both the needs of the individual teacher and the instructional priority put forth by the school in the school's short term goal.</p>	<p>Early Evidence of Change</p> <ul style="list-style-type: none"> • 100% of school-based PD plans align with school's short term goals and/or differentiated to teacher needs, as reviewed by Chief Academic Officer, Superintendent, and Director of SPED • 100% of district-based PD align will originate from data and/or observational analysis and will be in collaboration with school-based leadership. • Teacher evaluation of PD indicates that all PD (district or school based) was useful in supporting their growth as educators, as measured by 90% positive outcome (evaluation instrument to be developed) <p>Short Term Outcomes</p> <ul style="list-style-type: none"> • District Mid-year Benchmarks (November for ELA, December for Math, January for Science and Social Studies) show a 10% increase in the percentage of students scoring 81 or above. <p>Final Outcomes</p> <ul style="list-style-type: none"> • MCAS scores meet CPI Growth Targets for Math • MCAS scores meet CPI Growth Targets for ELA • MCAS scores meet CPI Growth Targets for Science • 10% Increase in students scoring advanced in Math • 10% increase in students scoring advanced in ELA • 10% increase in students scoring advanced in Science
<p>3. Provide differentiated support to students based on identified academic needs</p> <p>During SY 14-15, we made progress in using the Response To Intervention Process (RTI) to identify strategies classroom teachers can use to support the differentiated level of students in their classrooms. This work took hold more so at the elementary level than at the secondary. Our goal for this year is then twofold. First, we will build on the momentum from the elementary level and work on building elementary capacity to develop effective Intervention Plans. We will tighten this focus to K-3 to address the stagnant reading scores at that level.</p>	<p>Early Evidence of Change</p> <ul style="list-style-type: none"> • Samples of individualized Intervention Plans for K-3 from each school will be examined by a joint team (to be chosen by CAO and SPED) with the goal of providing feedback to school based staff • % of Individualized Intervention Plans in need of revising decreases by 50% over the course of the academic year. • District provides differentiated PD targeted to interventionists. <p>Short Term Outcomes</p>

<p>Second, we will begin to build district-wide capacity on using the RTI process to support teachers to differentiate their instruction based on data.</p>	<ul style="list-style-type: none"> Warning/Failing Categories (below 50%) of K-3 Mid Year District Benchmarks (Dibels, Reading Street) decreases by 10% for the aggregate and high needs subgroup. <p>Final Outcomes</p> <ul style="list-style-type: none"> Warning/Failing Categories of GRADE 3 ELA MCAS decreases by 10% for the aggregate and high needs subgroup. Warning/Failing Categories (below 50%) of K-3 End of Year District Benchmarks (Dibels, Reading Street) decreases by 10% for the aggregate and high needs subgroup.
<p>Strategic Objective 3: Ensure success for all students through the development of students' social and emotional wellness.</p>	
<p>Strategic Initiatives</p>	<p>Early Evidence of Change, Short-term Outcomes, and Final Outcomes</p>
<p>1. Create positive school and classroom climates.</p> <p>Our work in this strategic objective has not changed much since its original conception. The purpose remains to develop the social emotional learning (SEL) skills of our students so that students develop the habits of mind and skills that will allow them to be successful academically. We utilize the MA DESE SEL Guidelines on Social Emotional Learning, to define those skills as: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision Making. We continue to focus on creating positive school and classroom climates through 4 distinct avenues, as designated in each of the strategic initiatives described within this objective. For the first, Create a Positive School and Classroom Climate, we continue to build teachers capacity through Responsive Classroom training (elementary) and Guided Discipline (secondary). Staff feedback indicate that teachers find these trainings valuable and supportive.</p>	<p>Early Evidence of Change</p> <ul style="list-style-type: none"> Rituals and Routines of classrooms and schools align with those of RC and GD. <p>Short Term Outcomes</p> <ul style="list-style-type: none"> Survey data from students indicates a 5-10% improvement in climate and culture as measured by the Conditions for Learning Survey by American Institute for Research. • Monthly conduct (referral, suspensions) data shows a 5- 10% decline from previous year. <p>Long Term Outcomes</p> <ul style="list-style-type: none"> End of year conduct (referral, suspensions) data shows 10% decline from previous year.
<p>2. Empower parents through enhanced home school connections</p> <p>The Fall River Public Schools recognizes the important role parents play in their child's academic success and strives to increase parental involvement in schools. Parent engagement is focused along three facets: school-wide planning and</p>	<p>Early Evidence of Change</p> <ul style="list-style-type: none"> Attendance becomes embedded as part of a child's RTI process. District and schools develop a progressive system of support and accountability for parents who child is exhibiting poor attendance. Fall River Parent Academy is Launched. <p>Short Term Outcomes</p> <ul style="list-style-type: none"> Mid-year % of chronically absent students decreases by 5%.

<p>collaboration (e.g., school council), collaborative problem solving that parents and school-based staff need to engage in to ensure all children are successful, and offerings that support parental empowerment such as ESL classes, or job training. And while all of those are important functions of any public schools, we are targeting our efforts this year with parents on two areas: a. Attendance b. Academic Support in and out of school. Encouraged by Springfield's model of Parent Engagement 2.0, we are ready to launch the Fall River Parent Academy during the SY 15-16 academic year. Our goal with this academy is to develop families' capacity to be effective advocates for their children and to engage in civic advocacy for student achievement.</p>	<p>Long Term Outcomes</p> <ul style="list-style-type: none"> • Percent of students chronically absent (18 or more days) will decline by 10% for SY16. • Fall River Parent Academy enrollment and course offerings increase by 10% (baseline mid year).
<p>3. Provide differentiated support to students based on identified social emotional needs.</p> <p>The above wraparound zone initiatives (positive youth development, positive school and classroom climate, and homeschool connections) represent core or tier 1 learning conditions in non-academic areas of focus. We understand that even with a sound core experience a small percent of students will still need tier 2 and tier 3 supports for the development of social emotional skills. Similar to the tiered model of (academic) instruction outlined in Strategic Objective 2, Initiative 3, the district is at the beginning stages of implementing a solid RTI process for nonacademic needs. This year, the district SEL network, made up of one SEL expert from each school, began to tackle the quality of the tier 2 and tier 3 interventions for non academic needs. We began a pilot using Collaborative Problem Solving out of Massachusetts General Hospital as a needed knowledge base for all student support and other personnel that deal with students non academic needs. This approach aligns with the theoretical framework of RC, GD, and the new Code of Conduct, where behavioral challenges are viewed as lagging skills that need to be taught. This year, we would like to continue to pilot this approach at select schools and monitor their progress.</p>	<p>Early Evidence of Change</p> <ul style="list-style-type: none"> • Collaborative Problem Solving framework and resources are embedded into RTI plans for non-academic needs, at select pilot schools. <p>Short Term Outcomes</p> <ul style="list-style-type: none"> • Survey data from staff and students indicates a 5-10% improvement in climate and culture as measured by the Conditions for Learning Survey by American Institute for Research. • Monthly conduct (referral, suspensions) data shows a 5- 10% decline from previous year. <p>Final Outcomes</p> <ul style="list-style-type: none"> • End of year conduct (referral, suspensions) data shows 10% decline from previous year.
<p>Strategic Objective 4: Improve the capacity of all FRPS educators to meet the learning needs of all students.</p>	
<p>Strategic Initiatives</p>	<p>Early Evidence of Change, Short-term Outcomes, and Final Outcomes</p>

1. *Develop and implement effective educator evaluation tools and protocols to provide consistent feedback and support to all educators*

The goal of this initiative is to ensure that all educators are provided with effective and consistent feedback that supports professional growth and ultimately leading to greater impact. However, our assessment shows much inconsistency in the quality of the evaluation of staff. Therefore, we will continue to train and monitor all administrators to improve their ability to contribute to a continuous cycle of improvement. The on going professional development of evaluators will focus in four key areas: assisting educators to develop student learning and professional practice goals that have the potential for high impact on student learning, frequent observations of student learning with effective feedback to teachers, norming feedback to establish consistency among evaluators, and monthly meetings with all FRPS evaluators to continue to develop evaluator skill sets. The FRPS joint committee on educator evaluation will continue to meet to provide oversight and guidance on the implementation and tools used within the educator evaluation system. The joint committee will review data on educator ratings to inform necessary professional development for educators to increase educator proficiency in the four standards, as well necessary improvements to the overall system.

Early Evidence of Change

- During the goal setting process, staff goals are high leverage in terms of impact on student learning. Furthermore, action plans are written so as to have a high degree of likelihood in supporting teachers to reach their goals.
- Effective feedback as measured against the criteria for actionable (feedback is concrete enough to affirm effective practice and to provide targeted practice priorities for improvement so that reflects a growth mindset), focused (feedback is high leverage to target either school and district wide priorities and/or connected with teachers' professional growth and student learning goals), developmental (the extent to which the feedback builds on previous feedback along a continuum of improvement), and timely (feedback is provided to staff within 24 hours of an observation and the quantity of feedback is differentiated according to the need levels of teachers).

Short Term Outcomes

- Formative Evaluation Reports rate administrators overall as (a) Unsatisfactory, (b) Needs Improvement, (c) Proficient, and (d) Exemplary. Expectations are that with effective feedback and support from Central Office, 90% of school based administrators that evaluate will be rated as proficient in Standard I.D: Evaluation.

Final Outcomes

- Summative Evaluation Reports rate administrators overall as (a) Unsatisfactory, (b) Needs Improvement, (c) Proficient, and (d) Exemplary. Expectations are that with effective feedback and support 90% of school based administrators that evaluate will be rated as proficient in Standard I.D.

2. *Improve retention of effective educators to ensure increased stability and high quality teaching.*

Although the district has launched a comprehensive system designed to guide the district in developing and retaining an effective educator workforce, the district seeks to further refine the system to focus on retaining effective educators. Although the teacher turnover rate has declined in recent years, the effect of losing effective educators serves to only slow momentum on the district's agenda of accelerated student progress. The research on teacher retention highlights four areas where districts' can focus in order to improve (a) supportive and safe learning environments, (b) professional development opportunities that re-energize staff, (c) high quality mentor and induction programming for novice teachers, and if (d) differentiated roles that give teachers expanded authority for work outside the classroom. This last strategy may influence the retention of teachers in at least two ways. First, those who are less experienced may perceive the roles as a promising, future opportunity and thus decide to remain in schools and the profession. Second, teachers who hold the roles may experience heightened job satisfaction and increased retention. The former two areas are addressed in Strategic Objective 3, Initiative 1 (positive school and classroom climate), and Initiative 2 of this Strategic Objective (developing a PD system responsive to educator needs). This initiative then delineates a path to address the latter two.

Early Evidence of Change

- New teachers are trained in either Responsive Classroom or Guided Discipline to support their skill-set around managing and safe learning environment
- Mentoring program continues to build teachers' capacity through one on one and group meetings •
- District and schools continue to embed networks that provide opportunities for leadership (e.g., district wide curriculum work groups, Instructional Leadership Team, etc.)

Short Term Outcomes

- Length of Service Data within District Reports (EDWIN) indicate increased retention of educators, particularly in years of service 3-5.
- Survey data reports improved supportive and safe learning environments.

Final Outcomes

- At the district level, the retention rate of effective educators (those whose are evaluated as proficient or exemplary) reaches 85%, measured annually with baseline from SY 16

Section 3: District Strategy Sheet

<p>A. Strategic Objective 1: Build capacity at the school level to meet school-based improvement goals through differentiated support to schools and district networks of support.</p>	<p>SO1.1 Provide differentiated support to schools through dissemination of district resources to targeted schools.</p>
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Quarter	I. Activities to Achieve the Outcomes for the Initiative	J. Who will Lead?	K. When will it Start?	L. When will it be Complete?
August 2015	Data Think Tanks sessions are conducted to identify root causes. Schools develop short term goals for Quarter 1.	Fran Roy	August 2015	September 2015
September 2015	Schools implement Short Term Goals	Fran Roy	September 2013	On-going
October 2015	<p><i>Beginning Capacity</i> Schools get a minimum of 3 collaborative visits from Central Office to observe instruction and trouble shoot challenges.</p> <p><i>Building Capacity</i> Schools get a minimum of one collaborative visit from Central Office to observe instruction and trouble shoot challenges.</p>	Fran Roy	October 2015	On-going
November 2015	<p>CAO Reviews BM 1 Data with <i>Beginning Capacity</i> Schools and revises Short Term Goals as necessary.</p> <p>Data monitored for <i>Building Capacity</i> Schools to ensure steady progress or to identify schools that may not be improving as planned.</p> <p><i>High Capacity</i> schools get a minimum of one visit to ensure continued improvement, identify effective practices that can be shared with other buildings, and problem solve with school leaders to ensure continued improvement.</p>	Fran Roy	November 2015	November 2015
November 2015	<p><i>Beginning Capacity</i> Schools get a minimum of 3 collaborative visits from Central Office to observe instruction and trouble shoot challenges.</p> <p><i>Building Capacity</i> Schools get a minimum of one collaborative visit from Central Office to observe instruction and trouble shoot challenges.</p>	Fran Roy	November 2015	November 2015
December 2015	<i>Beginning Capacity</i> Schools get a minimum of 3 collaborative visits from Central Office to observe instruction and trouble shoot challenges.	Fran Roy	December 2015	On-going

	<i>Building Capacity</i> Schools get a minimum of one collaborative visit from Central Office to observe instruction and trouble shoot challenges.			
January 2016	CAO Reviews BM 2 Data with <i>Beginning Capacity</i> Schools and revises Short Term Goals as necessary. Data monitored for <i>Building Capacity</i> Schools to ensure steady progress or to identify schools that may not be improving as planned. <i>High Capacity</i> schools get a minimum of one visit to ensure continued improvement, identify effective practices that can be shared with other buildings, and problem solve with school leaders to ensure continued improvement.	Fran Roy	January 2016	January 2016
January 2016	<i>Beginning Capacity</i> Schools get a minimum of 3 collaborative visits from Central Office to observe instruction and trouble shoot challenges. <i>Building Capacity</i> Schools get a minimum of one collaborative visit from Central Office to observe instruction and trouble shoot challenges.	Fran Roy	January 2016	January 2016
February 2016	<i>Beginning Capacity</i> Schools get a minimum of 3 collaborative visits from Central Office to observe instruction and trouble shoot challenges. <i>Building Capacity</i> Schools get a minimum of one collaborative visit from Central Office to observe instruction and trouble shoot challenges.	Fran Roy	February 2016	February 2016
March 2016	CAO Reviews BM 3 Data with <i>Beginning Capacity</i> Schools and revises Short Term Goals as necessary. Data monitored for <i>Building Capacity</i> Schools to ensure steady progress or to identify schools that may not be improving as planned. <i>High Capacity</i> schools get a minimum of one visit to ensure continued improvement, identify effective practices that can be shared with other buildings, and problem solve with school leaders to ensure continued improvement.	Fran Roy	March 2016	March 2016
April 2016 - May 2016	<i>Beginning Capacity</i> Schools get a minimum of 3 collaborative visits from Central Office to observe instruction and trouble shoot challenges. <i>Building Capacity</i> Schools get a minimum of one collaborative visit from Central Office to observe instruction and trouble shoot challenges.	Fran Roy	April 2016	May 2016

<p>Strategic Objective 1: Build capacity at the school level to meet school-based improvement goals through differentiated support to schools and district networks of support.</p>	<p>SO1.2 Provide consistent learning environment across all classrooms through communication vehicles among and across district-level and school-level staff through a variety of networks and vertical teams including school based teams.</p>
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Quarter	I. Activities to Achieve the Outcomes for the Initiative	J. Who will Lead?	K. When will it Start?	L. When will it be Complete?
August 2015	Principal Institute and Educator’s Conference set the instructional priorities for the school year.	Superintendent and Chief Academic Officer	August 2015	August 2015
September 2015	School-based Teams begin school-based monitoring of short term implementation goals, identified PD needs, and other school-based needs.	Team Facilitators	September 2015	May 2015
October 2015	District networks of math, science, and literacy begin monthly meetings to revise curricula, assessments, and resources based on analysis of last year performance and input from staff. In addition, they discuss ways to support teachers at the school level.	Office of Instruction Members and Team Facilitators	October 2015	May 2015

<p>District Strategic Objective 2: Ensure success for all students through high quality, rigorous teaching and learning leading to high academic achievement.</p>	<p>SO2.1 Improve quality and consistency of curriculum through the alignment to 2011 MA Curriculum Frameworks and the establishment of cycle of continuous curriculum review and refinement</p>
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Quarter	I. Activities to Achieve the Outcomes for the Initiative	J. Who will Lead?	K. When will it Start?	L. When will it be Complete?
August 2015	CAO and district academic networks (Math, ELA, Science) conduct MCAS data analysis to examine district wide trends in improvement and areas in need of revision.	CAO	August 2015	September 2015
September 2015	District networks of math, science, and literacy begin monthly meetings to revise curricula, assessments, and resources based on analysis of last year performance and input from staff. In addition, they discuss ways to support teachers at the school level.	Office of Instruction Members and Team Facilitators	October 2015	May 2015

<p>District Strategic Objective 2: Ensure success for all students through high quality, rigorous teaching and learning leading to high academic achievement.</p>	<p>SO2.2 Provide support for rigorous planning and delivery of consistent instructional expectations.</p>
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Quarter	I. Activities to Achieve the Outcomes for the Initiative	J. Who will Lead?	K. When will it Start?	L. When will it be Complete?
September 2015	New Teacher Induction program begins with a 3-day institute. This year we shift to group mentoring that is school based to improve the network that exists within schools.	Fran Roy	September 2015	June 2016
October 2015	Mid-Level Administrator Institute Improves administrator skills in evaluating and providing feedback to staff. Mid-level networks continue to meet bi-monthly.	Jocelyn LeMaire	October 2015	May 2016

October 2015	School-based PD Plans are examined in conjunction with examination of short term goals, according to the Cycled and differentiated schedule found in Strategic Objective 1.1	Fran Roy	October 2015	May 2016
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District Strategic Objective 2: Ensure success for all students through high quality, rigorous teaching and learning leading to high academic achievement.	SO2.3 Provide differentiated support to students based on identified academic needs.
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Quarter	Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
October 2015	Through the elem ELA network, we will examine the efficacy of K-3 students on a RTI plan for literacy, and specifically the impact of the Individual Intervention Plans. The goal is improved understanding to be shared among all network participants.	Team Facilitators	October 2015	June 2016
October 2015	Secondary networks of ELA and Math will examine differentiated support to students based on formative assessment and benchmark data (ie, Form A of RTI Process).	Team Facilitators	October 2015	June 2016

District Strategic Objective 3: Ensure success for all students through the development of students' social and emotional wellness.	SO3.1 Create positive school culture and classroom climate.
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Quarter	I. Activities to Achieve the Outcomes for the Initiative	J. Who will Lead?	K. When will it Start?	L. When will it be Complete?
Summer 2015	Responsive Classroom and Guided Discipline training offered to staff who have not yet received training.	District Wraparound Zone Coordinator	Summer 2015	August 2015
September 2015	Durfee High School launches advisory	Maria Pontes	September 2015	June 2016

Fall River Public Schools *October 5, 2015*

October 2015	<i>Beginning Capacity</i> Schools receive on-site support from RC or GD.	District Wraparound Zone Coordinator	October. 2015	May 2016
November 2015	Students are administered a school culture and climate survey. Data analyzed to look annual trends.	District Wraparound Zone Coordinator	November 2015	November 2015

District Strategic Objective 3: Ensure success for all students through the development of students' social and emotional wellness.	SO3.2 Empower parents through enhanced home school connections.
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Quarter	I. Activities to Achieve the Outcomes for the Initiative	J. Who will Lead?	K. When will it Start?	L. When will it be Complete?
Summer 2015	Parent Academy City-Wide workgroups meet to survey parents and plan launch of Fall River Parent Academy	District Wraparound Zone Coordinator	Summer 2015	January 2016
January 2016	Parent Academy is Launched. Workgroups continue to meet to revise and improve the programming.	District Wraparound Zone Coordinator	January 2016	On-going

District Strategic Objective 3: Ensure success for all students through the development of students' social and emotional wellness.	SO3.3 Develop and enhance positive youth development.
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Quarter	I. Activities to Achieve the Outcomes for the Initiative	J. Who will Lead?	K. When will it Start?	L. When will it be Complete?
October 2015	Through the Institutional Self Evaluation Team, an audit will be conducted of all PYD programming to ensure equity and to quantify percent of students participating in such programming.	CAO	October 2015	quarterly

November 2015	Self evaluation will set goals to increase the % of students participating in PYD activities, create an action plan, and monitor progress.	CAO	November 2015	quarterly
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District Strategic Objective 3: Ensure success for all students through the development of students' social and emotional wellness.	SO3.4 <i>Provide differentiated support to students based on identified social emotional needs.</i>
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Quarter	Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
October 2015	Student Adjustment Counselors (SAC's) begin monthly meetings. The goals of the initial meeting are to come to a common understanding of the RTI process for non-academic needs as well as identify difference in approaches for students' in need of Tier I, II, or III support. The remaining meetings will be utilized to use data to identify school-based SEL improvement foci.	Wraparound Zone Coordinator	October 2015	June 2016
November 2015	Select schools continue Pilot of Collaborative Problem solving process as a method of tiered intervention. Results are shared with SEL network as a whole.	Wraparound Zone Coordinator	November 2015	June 2016

District Strategic Objective 4: Improve the capacity of all FRPS educators to meet the learning needs of all students.	SO4.1 <i>Develop and implement effective educator evaluation tools and protocols to provide consistent feedback and support to all educators</i>
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Quarter	I. Activities to Achieve the Outcomes for the Initiative	J. Who will Lead?	K. When will it Start?	L. When will it be Complete?
August 2015	Provide training to all new evaluators on the system.	Executive Director of HR	August 2015	September 2015
October 2015	Mid-Level Administrator Institute Improves administrator skills in evaluating and providing feedback to staff. Mid-level networks continue to meet bi-monthly.	Jocelyn LeMaire	October 2015	May 2016

District Strategic Objective 4: Improve the capacity of all FRPS educators to meet the learning needs of all students.	SO4.2 <i>Improve retention of effective educators to ensure increased stability and high quality teaching.</i>
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Quarter	I. Activities to Achieve the Outcomes for the Initiative	J. Who will Lead?	K. When will it Start?	L. When will it be Complete?
Summer 2015	New Teachers receive training in Responsive Classroom or Guided Discipline.	HR	Summer 2015	Summer 2015
September 2015	New Teacher Induction program begins with a 3-day institute. This year we shift to group mentoring that is school based to improve the network that exists within schools.	HR	September 2015	June 2016
September 2015	Retention Committee continues to meet to analyze root causes of attrition and problem solve retention efforts.	Exec Dir of HR	September 2015	bi-monthly