

District Improvement Plan 2014

**Submitted by Michael L. Wood
Superintendent of Schools**

Vision

Nashoba Regional School District engages educators, students, families and community members to ...
foster and sustain educational services that support, enrich and extend our curriculum for all students;
use indicators of student growth that shows achievement and potential for instructional planning;
maintain and improve the necessary space, materials and technology necessary for a quality education; and,
communicate and demonstrate our progress toward our goals.

Draft District Improvement Plan 2014 - 2019

Mission

The mission of the NASHOBA Regional School District is to educate all students to their fullest potential.

Core Values

We value excellence through . . .

Achievement and growth of all students through high quality and coherent practices

Active environments in which students' diverse backgrounds, identities, strengths and challenges are respected.

Digital learning, communication and collaboration

Family and Community Engagement

Safe and healthy environments

Shared responsibility for all learners: student and adult

Core Beliefs

We believe education is a shared responsibility among students, schools, families and the community.

All students can learn.

All students have abilities and talents

All students need to have their voices heard

Families play an active role in education

Family input is valuable and necessary

Families are a resource

Our educators are highly motivated, highly qualified and deeply committed

Our educators need time for collaboration, planning and professional development

Our educators are an integral part of the leadership of our schools

Our communities expect, value and support excellence

Our community input is valuable and necessary

Our communities are resources

Goal	Baseline	SY 2015	SY 2016	SY 2017	SY 2018	Vision
Goal 1	Foster and sustain educational services that support, enrich and extend our curriculum for all students					
1 A	Approximately 10% of our units of study are on a technology platform easily shared for real time collaboration.	One unit of study will be written for each grade (PK-5) and content area (grades 6 -12.) (88 units)	One additional unit of study will be written for each grade (PK -5) and content area (gr. 6-12) (88 units)	One additional unit of study will be written for each grade (PK -5) and content area (gr. 6-12) (88 units)	One additional unit of study will be written for each grade (PK -5) and content area (gr. 6-12) (88 units)	By April 2019 all educators will write, edit and share CIA design as evidenced by completed units using technology. (528 units)
1 B	Existing 1999 curriculum in place; revised 2002	STE educators will draft a new curriculum based on Next Gen Standards	Implementation Phase I will be complete	Implementation of Phase II will be complete	Implementation of Phase III will be complete	Full implementation of completed curriculum including resources for a 21 st Century STEM education
1 C	Pk – 8 Social Emotional Plans in place with most staff trained.	Introduction of Positive Behavior Supports (PBS) to all educators and para-educators	Teams at each school identify plan	Train all staff under the one plan	Implement / Review	PK – 12 articulated social emotional plan for each school
1 D	New software being beta tested to monitor student progress	Beta Test Baseline Edge using all district data points	Create and implement protocol for identifying students below or above performance range(s)	Pursue Academies for after school, breaks and summer vacation		All learners will have access to effective strategies to access curriculum and go beyond. District will become a Level One District.
Goal 2	Use indicators of student growth that show achievement and potential for instructional planning					
2 A	All educators designed, and are in process of implementing , two (2) District Determined Measures (DDM) (unit test, district test, MCAS)	Implement two (2) DDM in classroom, record data and learn analysis protocol (Educator Evaluation)	Year two (2) of implementation of DDM. Record data and analyze for feedback on educator evaluation and unit planning updates	Reviews first cycle of DDM's and makes recommendations for next cycle. Implement cycle 2.	Second year of second cycle; administer, record and analyze date for educator evaluation and unit planning updates.	All educators will consistently monitor student learning for improved lesson and unit planning and improved student achievement.
2 B	In year two (2) of state mandated educator evaluation system that is designed and in place	Fully implement features of Baseline Edge for educator evaluation; Design and implement student feedback surveys (currently	Implement student Impact ratings as part of educator evaluation (using DDM data)	Review student survey and edit as needed	Review entire educator evaluation system to ensure quality control	Educators will report favorably that the educator evaluation system supports their ability to improve practice

		none exist)				
Goal 3						
Goal 3	Maintain and improve the space, materials and technology necessary for a quality education					
3 A	All of our educators have a district device to collaborate, communicate and instruct. 90% report routinely that they feel comfortable using our digital tools for all three (3)	Implement a collaborative digital learning strategy by ensuring all classrooms have like equipment for adult and student use All educators report they can use BLE for student analytics	Embed digital learning requirements in all units of study All educators have a website used for instructional and communicative purposes	Embed digital learning requirements in all units of study All students have access to one assessment done on line	All instructional resources will have an online presence (textbooks, CAI, research, etc.) All students have access to more than one assessment on line	All educators will be able to ensure access to and proficiency with digital learning tools appropriate to their grade level, content and profession
3 B	Less than one (1) % of our students or faculty bring in their personal device for instructional purposes	Design and implement a long term plan for blended learning to ensure readiness for state assessment expectations	Implement fully digital learning and assessment in all classrooms	A one to one initiative is clearly articulated including the responsibility for purchasing the devices and replacement strategy	A one to one initiative advanced by one year	All students will engage daily with digital tools for each subject area taught
3 C	Educators at NRHS report that there are areas of deficiency relative to space quality and quantity.	Through an appointed task for collect data to identify space needs at NRHS Continue to address high priority maintenance through capital budget	Task force recommendations and their priority to SC, Town Officials, Parents and Broad Community Members	Act on Task Force Recommendations Develop an action plan Communicate to stakeholders	Act on Task Force Recommendations by priority Communicate progress to stakeholders	NRHS will be a school that supports and meets the needs of all students for 21 st Century learning expectations
Goal 4						
Goal 4	Communicate and demonstrate our progress toward our goals					
4 A	While we have a common website format, we do not have criteria that articulates what should routinely be communicated and how	Develop a protocol for common communication throughout the district	Implement the protocol	Include survey questions that inform us as to the usability of the website	Survey will report that 90% of those reporting believe the website to be the “go to” tool for communication	Stakeholders within our district know what they need to know to be informed contributors

4 B	There has been no universal training for admin, school councils or school committee on survey design or analysis	Train administrators, school council members and school committee members on survey design and analysis	Implement new surveys for District, Schools, and Students	Review data and survey questions for updates	Review data and survey questions for updates	Survey data is valid, reliable and reflective of the majority of stakeholders in our district
4 C	Educator evaluations have no formal means to incorporate student or parent feedback	Design surveys for students for educator evaluations	Implement student surveys and feedback in Educator Evaluation	Include parent feedback in Administrator evaluation	Review surveys for validity and reliability toward informing progress on goals	Survey data is valid, reliable and reflective of the majority of stakeholders in our district

Educator Focus for Professional Development

2014 -2015

- Unit Writing using Rubicon Atlas
- Data Analysis Skills and Tools
- Response to Intervention: Strategies to Address Addiction
- Train staff in Positive Behavior Support systems

2015-2016

- Embedding Digital Learning in all Instructional Materials and Strategies
- Writing to TEXT
- Planning instruction based on data
- Implementing new STE Curriculum

2016 – 2017

- Digital Learning for Digital Assessment
- Design of Digital Assessments

2017– 2018

- Aligning Assessments and Reporting Tools

2018 – 2019

- Updating Units of Study
- Re - Calibrating Rubrics for DDM's/ Unit Assessments

WORK PLAN

By June 2019 all educators will write, edit and share responsibilities for CIA design as evidenced by completed units on Rubicon Atlas.

Initiatives	Priority Action Steps	Support Resources	Staff Responsible	Indicators of Success
<p>1A. In SY 2015 one unit of study will be written for use by each educator team (subject/grade) PK through 12 using Rubicon Atlas as Digital Tool for curriculum writing, collaborating and updating.</p>	<p>August – Train Educators to use Rubicon Atlas Sept / October Train educators to write curriculum using Understanding by Design Format (UBD) November/ April: Write Units May- Share units of study</p>	<p>DESE – State Standards NEASC (high school) Common Core Standards (national) Rubicon Atlas</p>	<p>Curriculum Committee Grade Level Teams/ Subject Area Teams/Curriculum Coordinators/High School Department Chairs</p>	<p>SY 15 One unit of study per grade or subject electronically available (About 10%, but not coordinated.) SY 17 Three units of study per grade or subject electronically available SY 19 Six units of study per grade or subject electronically available</p>
<p>1B. By year end 2015 STE Educators will draft a new curriculum based on the draft Next Gen Standards</p>	<p>Expand opportunities Address Curriculum Expand connections with community</p>	<p>STEM Coordinator Involvement Promote University/College/ Museum Partnerships Involve Lead Teachers in each building Identify key community members to train as volunteers</p>	<p>STEM Coordinator Extended Learning Coordinator Department Chairs (NRHS) Principals/Assistant Principals Lead Teachers</p>	<p>Curriculum Draft Identified Schedule Changes Course Offerings at NRHS</p>

<p>1C. By year end SY 2015 introduce Positive Behavior Supports (PBS) to all educators and para educators</p> <p>1D. By year end SY 2016 an action plan for students who are behind or ahead of expectations.</p>	<p>Expand the Response to Intervention conversations at all levels throughout the district (DCAP)</p> <p>Identify, pilot and disseminate Positive Behavior Supports (PBS) (SY 2016, SY 2017, SY 2018, SY 2019)</p> <p>Expand Dual Enrollment Opportunities/Virtual Options/Enrichment</p> <p>Seek Community Volunteers for Extended Learning (SY 2015)</p>	<p>Updated Professional Development Plan expanding flexibility and teacher choice</p> <p>DCAP</p> <p>School Councils</p> <p>DART</p> <p>High School Guidance</p> <p>Elementary and Middle School Interventionists</p> <p>M.G.L. Chapter 222</p>	<p>Director of Special Education</p> <p>Educators</p> <p>Principals / Assistant Principals</p> <p>Individual Schools through School Councils and School Improvement Plans</p>	<p>High Risk Subgroup will show Improved Student Achievement Growth Performance on MCAS</p> <p>Currently 68%</p> <p>End of SY 2015 – 75%</p> <p>End of SY 2016 – 80%</p> <p>End of SY 2017 – 85%</p> <p>End of SY 2018 – 90 %</p> <p>End of SY 2019 – 95%</p> <p>Be identified as LEVEL I District (SY 2016); currently LEVEL II</p> <p>An improved identification rate for SPED referrals to 95%; currently 70 %</p>
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WORK PLAN

By 2016 all educators will use indicators of student growth that shows student achievement and potential for instructional planning as evidenced in unit plans on Rubicon Atlas.

Initiatives	Priority Action Steps	Support Resources	Staff Responsible	Indicators of Success
2A. By 2016 educators will use 2 DDM's and monitor data to inform instruction and curriculum writing – PK through 12.	<p>Classroom Walkthroughs</p> <p>Standards-based Report Cards (Year 3 - 3,4, and 5)</p> <p>Standards-based Report Cards (6,7 and 8)</p> <p>Implement writing rubrics and exemplars K-12</p> <p>School Based DATA Teams</p>	<p>Bloom's Taxonomy (updated for the 21st Century)</p> <p>District Benchmark Assessments</p> <p>MCAS Scores – DATA Warehouse</p> <p>DART</p> <p>Student Growth Percentiles (SGP)</p> <p>Power School SIMS</p> <p>Baseline Edge Student DATA Dashboard</p>	<p>Instruction/Pupil Services/Principals/Teachers</p> <p>Department Chairs</p> <p>Department of Teaching and Learning ELA and Math</p> <p>Instructional Coaches</p> <p>Principals</p>	<p>SY 2015 Baseline Edge will house the data from DDM's (Currently beta now)</p> <p>SY 20 15 Middle School Report Cards Implementation (Currently ready to launch in Dec 14)</p> <p>SY 2015 Literacy and Math Interventions (RTI) Dashboard (Currently on paper, not digital)</p>
2B. By 2016 fully implement a coherent evaluation model for teachers, administrators and the superintendent.	<p>Expand professional development opportunities for all staff for evaluation related to understanding student growth</p> <p>Implement (Year 2-SY 2015)Evaluation Tool for educators and administrators</p>	<p>Operational Budgets</p> <p>PD Time for Admin and Teachers</p> <p>HR Visits to Schools</p> <p>MIIA Sessions for Staff</p>	<p>School Committee Personnel</p> <p>District Admin Team</p> <p>Evaluation Committee</p>	<p>SY 2015 Functioning HR Management System for all staff evaluation using Baseline Edge (Currently in second year of implementation.)</p> <p>SY 2016 Evaluation system with Parent and Student Feedback (Currently no formal process.)</p>

WORK PLAN

By 2019 the district will have the necessary resources to address, maintain and improve the necessary space, materials and technology necessary for full technology assessment proposed by Commonwealth.

Initiatives	Priority Action Steps	Support Resources	Staff Responsible	Indicators of Success
<p>3A. By 2017 Implement a collaborative digital learning strategy –</p>	<p>Implement what a technology rich classroom looks like</p> <p>Expand professional development opportunities for all staff in Google, Interactive Boards, and Chromebooks</p> <p>Move applications to Open-source Network-based “cloud” – Google Docs, etc.</p> <p>Embed Digital Learning in all curriculum units</p>	<p>Operational and Capital Budgets</p>	<p>School and District Technology Staff</p> <p>District Technology Team</p>	<p>SY 2015 Functioning Student Management System for RTI and Assessment Purposes (Currently in Beta testing using Baseline Edge)</p> <p>SY 2016 All Educators will have individual or team websites integrated for students and parents; currently 60% (est.)</p> <p>SY 2017 Purchasing Plan for One to One Computing (Currently none exists.)</p> <p>SY 2019 All textbooks will be online (Currently only available with individual courses.)</p>
<p>3B. Implement Mobile Device Plan for Grades 6 – 12.</p>	<p>Implement long term plan for blended learning environments in our high school, middle and elementary schools for Twenty-First Century demands.</p>	<p>District Scheduled Maintenance</p> <p>District Technology / Capital Plans</p>	<p>Coordinator of Digital Learning</p> <p>Instructional Technology Educators</p> <p>Assistant Superintendent</p> <p>Principals</p> <p>Director of Technology</p>	<p>SY 2017 Full integration of technology by students for students (required to bring to class)</p> <p>SY 2019 All textbooks will be online</p>

<p>3C. Address NRHS Space and Use Deficiencies with a task force to identify needs, possible solutions and an effective strategy to understand the return on investing in capital needs at the high school</p>	<p>Include in Capital Planning Address through maintenance</p>	<p>Director of Facilities NEASC Study Principal / Assistant Principals AHERA Reports School Dude Reports Science Lab Proposal Documents</p>	<p>Superintendent Director of Facilities NRHS Administration Department Chairs</p>	<p>SY 2015: A plan put forth to parents, community representatives, town officials and the school committee (Currently no plan is written)</p>
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WORK PLAN

By 2019 the district will engage all students, families, educators, staff and community members through effective communication and purposeful activities as reported on school and district surveys.

Initiatives	Priority Action Steps	Support Resources	Staff Responsible	Indicators of Success
<p>4A. By SY 2015 Structure consistency in all district communications</p> <p>4B. By SY 2015 all educators will be trained design and maintenance of digital survey tools</p> <p>4C. By 2016 Incorporate survey feedback from parents and students in educator evaluations</p>	<p>Develop Protocol</p> <p>Use Blogs, Website and List Serve to announce accomplishments</p> <p>Engage educators and administrators in actively celebrating student success by reporting it routinely.</p>	<p>Blogs/Wikis</p> <p>Twitter</p> <p>Website</p> <p>School Messenger</p> <p>School Dude (Calendar)</p> <p>Google</p> <p>School / Department List serves</p> <p>Cable Access Television</p> <p>Video Conferencing</p>	<p>School Committee</p> <p>Superintendent</p> <p>School Administrators</p> <p>District Directors/Coordinators</p> <p>Educators</p> <p>Superintendent</p> <p>School Administrators</p> <p>District Directors</p> <p>Teachers</p>	<p>SY 2016 NRHS will earn NEASC Accreditation (Currently accredited)</p> <p>SY 15 Annual School and District Surveys Feedback will show 90 % believe communication to be good or better; currently 84%</p>