

## Level 4 District Plan Template

### 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.**

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 21<sup>st</sup> Century and beyond. Further, we have not 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:

- 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.
- Literacy and numeracy skills, as demonstrated on MCAS, are below state averages.
- 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.
- Efforts to improve performance of Special Education students have not resulted in improved results on MCAS.
- 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.
- Professional Development offerings have not been explicitly aligned to data to address student needs.
- 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 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. Align K-12 instructional materials (curriculum and assessments) to new MA Frameworks for Math and ELA. *Previous version -Develop K-12 quarterly assessments aligned to new MA frameworks for math & ELA*
2. Identify a set of teaching behaviors and practices to improve learning for all students
3. Develop systems and practices to ensure academic growth of targeted 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 using the identify a set of teaching behaviors and practices
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 of K-12 Implementation of quarterly assessments aligned to new MA framework
2. Accountability of learning and teaching behaviors to meet the needs of all students
3. Accountability of systems and practices to ensure academic growth targeted 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.

Accelerated Improvement Plan



**Section 2: Plan Summary**

Strategic Objective 1: Ensuring Success for All Students Through High Quality Learning and Teaching		Interdependencies
Strategic Initiatives	Early Evidence of Change, Short-term Outcomes, and Final Outcomes	
1. Align K-12 mathematics and English language arts (ELA) curriculum to new Massachusetts Frameworks.	<p><b>Early Evidence</b></p> <ul style="list-style-type: none"> <li>Slicing protocol shows evidence of curriculum implementation.</li> <li>Agendas and minutes from District Instructional Leadership Team (DLT) show focus on curriculum, assessment, and instruction.</li> </ul> <p><b>Short-term Outcomes</b> Quarterly assessments show at least a 5% increase in student performance in math and ELA on each quarterly assessment</p> <p><b>Final Outcomes</b></p> <ul style="list-style-type: none"> <li>The District proficiency rate in ELA will increase from 52% to 60% on the 2012 MCAS.</li> <li>The District proficiency rate in mathematics will increase from 43% to 50% on the 2012 MCAS.</li> </ul>	Initiatives 2.1 and 3.1
2. Identify a set of teaching behaviors and practices to improve learning for all students -The Randolph Way.	<p><b>Early Evidence</b></p> <ul style="list-style-type: none"> <li>Agendas and minutes from District Leadership Team show focus on curriculum, assessment, and instruction. DLT uses a common language to talk about learning and teaching.</li> <li>Administrators' observation data show implementation of expected behaviors and practices.</li> </ul> <p><b>Short-term Outcomes</b> Quarterly assessments show at least a 5% increase in student performance in math and ELA on each quarterly assessment</p> <p><b>Final Outcomes</b></p> <ul style="list-style-type: none"> <li>The District proficiency rate in ELA will increase from 52% to 60% on the 2012 MCAS.</li> <li>The District proficiency rate in mathematics will increase from 43% to 50% on the 2012 MCAS.</li> </ul>	Initiatives 2.2 and 3.2
3. Develop systems and practices to ensure academic growth of targeted student populations.	<p><b>Early Evidence</b></p> <p>Administrators' observation data show that teachers identify struggling students based on formative and quarterly assessments. Teacher teams are observed creating and implementing the Opportunity to Learn Protocol.</p> <p><b>Short-term Outcomes</b> Quarterly assessments show at least a 5% increase in student performance in math and ELA on each quarterly assessment</p> <p><b>Final Outcomes</b></p> <ul style="list-style-type: none"> <li>The District proficiency rate in ELA will increase from 52% to 60% on the 2012 MCAS.</li> <li>The District proficiency rate in mathematics will increase from 43% to 50% on the 2012 MCAS.</li> </ul>	Initiatives 3.3 and 3.3

Accelerated Improvement Plan



Strategic Objective 2: Ensuring Success for All Students Through High Quality Profession Development		Interdependencies
Strategic Initiatives	Early Evidence of Change, Short-term Outcomes, and Final Outcomes	
1. Provide training and support in implementing newly aligned curriculum.	<p><b>Early Evidence</b></p> <ul style="list-style-type: none"> <li>• Observation data and review of CPT agendas and minutes shows evidence of curriculum planning</li> <li>• Slicing protocol shows evidence of curriculum implementation.</li> <li>• Agendas and minutes from District Instructional Leadership Team show focus on curriculum, assessment and instruction.</li> </ul> <p><b>Short-term Outcomes</b> Quarterly assessments show at least a 5% increase in student performance in math and ELA on each quarterly assessment</p> <p><b>Final Outcomes</b></p> <ul style="list-style-type: none"> <li>• The District proficiency rate in ELA will increase from 52% to 60% on the 2012 MCAS.</li> <li>• The District proficiency rate in mathematics will increase from 43% to 50% on the 2012 MCAS.</li> </ul>	Initiatives 1.1 and 3.1
2. Provide training and support in understanding and using the Randolph Way, a set of teaching behaviors and practices.	<p><b>Early Evidence</b></p> <ul style="list-style-type: none"> <li>• Administrators' observation data shows implementation of the expected behaviors and practices.</li> <li>• Administrators' feedback supports teachers in implementing the Randolph Way</li> <li>• PD sessions are rated as high quality by teachers and administrators</li> <li>• District Learning Walkthrough data shows improvement in teaching behaviors and practices</li> </ul> <p><b>Short-term Outcomes</b> Quarterly assessments show at least a 5% increase in student performance in math and ELA on each quarterly assessment</p> <p><b>Final Outcomes</b></p> <ul style="list-style-type: none"> <li>• The District proficiency rate in ELA will increase from 52% to 60% on the 2012 MCAS.</li> <li>• The District proficiency rate in mathematics will increase from 43% to 50% on the 2012 MCAS.</li> </ul>	Initiatives 1.2 and 3.2
3. Provide training and support to ensure academic growth of targeted student populations	<p><b>Early Evidence</b></p> <ul style="list-style-type: none"> <li>• Administrators' observation data shows teacher teams using new Opportunity to Learn Protocol to discuss needs of struggling students and planning action plans for scaffolding instruction.</li> <li>• Change in teacher dialogue during CPT discussions now centered on student learning and teaching.</li> </ul> <p><b>Short-term Outcomes</b> Quarterly assessments show at least a 5% increase in student performance in math and ELA on each quarterly assessment</p> <p><b>Final Outcomes</b></p> <ul style="list-style-type: none"> <li>• The District proficiency rate in ELA will increase from 52% to 60% on the 2012 MCAS.</li> <li>• The District proficiency rate in mathematics will increase from 43% to 50% on the 2012 MCAS.</li> </ul>	Initiatives 1.3 and 3.3

Accelerated Improvement Plan



Strategic Objective 3: Ensuring Success for All Students Through High Quality Accountability Systems		Interdependencies
Strategic Initiatives	Early Evidence of Change, Short-term Outcomes, and Final Outcomes	
1. Develop K-12 quarterly assessments aligned to new curriculum	<p><b>Early Evidence</b></p> <ul style="list-style-type: none"> <li>Administrators' observation data and review of CPT agenda and minutes show teachers are implementing curriculum and using quarterly assessment results to guide unit and lesson planning.</li> <li>Agenda and minutes from ILT meetings show district wide data analysis of quarterly assessments is used to inform curriculum revisions.</li> </ul> <p><b>Short-term Outcomes</b> Quarterly assessments show at least a 5% increase in student performance in math and ELA on each quarterly assessment</p> <p><b>Final Outcomes</b></p> <ul style="list-style-type: none"> <li>The District proficiency rate in ELA will increase from 52% to 60% on the 2012 MCAS.</li> <li>The District proficiency rate in mathematics will increase from 43% to 50% on the 2012 MCAS.</li> </ul>	Initiatives 1.1 and 2.1
2. Build district system of support and accountability to ensure that identified learning and teaching behaviors in the Randolph Way are implemented effectively.	<p><b>Early Evidence</b></p> <ul style="list-style-type: none"> <li>Administrators' feedback to teachers is timely and specific and grounded in districts expectations for learning and teaching behaviors.</li> <li>District Learning Walkthrough data shows improvement in teaching behaviors and practices.</li> </ul> <p><b>Short-term Outcomes</b> Quarterly assessments show at least a 5% increase in student performance in math and ELA on each quarterly assessment</p> <p><b>Final Outcomes</b></p> <ul style="list-style-type: none"> <li>The District proficiency rate in ELA will increase from 52% to 60% on the 2012 MCAS.</li> <li>The District proficiency rate in mathematics will increase from 43% to 50% on the 2012 MCAS.</li> </ul>	Initiatives 1.2 and 2.2
3. Build district system of support and accountability to ensure academic growth targeted student populations.	<p><b>Early Evidence</b></p> <p>Administrators' observation data shows teachers identifying struggling students based on formative and quarterly assessments. Teacher teams are observed implementing the Opportunity to Learn Protocol.</p> <p><b>Short-term Outcomes</b> Quarterly assessments show at least a 5% increase in student performance in math and ELA on each quarterly assessment</p> <p><b>Final Outcomes</b></p> <ul style="list-style-type: none"> <li>The District proficiency rate in ELA will increase from 52% to 60% on the 2012 MCAS.</li> <li>The District proficiency rate in mathematics will increase from 43% to 50% on the 2012 MCAS.</li> </ul>	Initiatives 1.3 and 2.3

### Section 3: District Strategy Sheet

<p><b>A. District Strategic Objective 1:</b> Ensuring Success for All Students Through High Quality Learning and Teaching</p>	<p><b>B. Overall Lead (Objective):</b> Superintendent</p>
<p><b>B. Initiative Number and Description:</b> I.1 Align K-12 mathematics and English language arts (ELA) curriculum to new Massachusetts Frameworks.</p>	<p><b>D. Short term and Final Outcomes from the Initiative:</b></p> <p><b>Short-term Outcomes</b></p> <ul style="list-style-type: none"> <li>Quarterly assessments show at least a 5% increase in student performance in math and ELA on each quarterly assessment</li> </ul> <p><b>Final Outcomes</b></p> <ul style="list-style-type: none"> <li>The District proficiency rate in ELA will increase from 52% to 60% on the 2012 MCAS.</li> <li>The District proficiency rate in mathematics will increase from 43% to 50% on the 2012 MCAS.</li> </ul>
<p><b>E. Overall Lead (Initiative):</b> Program Directors</p>	
<p><b>F. Which recommendations from the District Review or other evidence does this initiative address?</b></p> <ul style="list-style-type: none"> <li>Literacy and Numeracy skills, as demonstrated by MCAS, are below state averages</li> <li>The present curriculum does not include the development of 21<sup>st</sup> century skills</li> </ul>	
<p><b>G. What are the key indicators for this initiative to show early evidence of change?</b></p> <ul style="list-style-type: none"> <li>Slicing protocol shows evidence of curriculum implementation</li> <li>Agendas and minutes from District Instructional Leadership Team show focus on curriculum, assessment and instruction.</li> </ul>	<p><b>H. By when?</b> Early Fall</p>

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?	M. What Resources are Needed?
Oct 2011	Create document outlining roles and responsibilities for district administrative staff in implementing curriculum alignment initiative	Superintendent	July 2011	Aug. 2011	Money for printing
Oct 2011	Plan, design and implement District Instructional Team (Data Team) to support K-12 curriculum alignment	Superintendent	Aug. 2011	June 2012	PD, DSAC support
Oct 2011	Establish and implement grade level and content teams for math and ELA to develop curriculum alignment documents	Program Directors	July 2011	June 2012	PD, money, staff, time
Oct 2011	District leadership team develops and shares design of roll out and implementation plan for curriculum and CPT redesign.	Superintendent	July 2011	Aug 2011	Time
Oct 2011	Opening day launch to introduce and give overview of curriculum alignment initiative and redesign of CPT	Superintendent	Aug. 2011	Aug. 2011	Time
Oct 2011	CPT meetings begin	Principals and Program Directors	Sept. 2011	June 2012	PD
Jan 2012	Administer quarterly assessment	Program Directors	End of first quarter	June 2012	Money, time for printing and distributing
Jan 2012	Grade level teams review and reflect on quarterly assessment results and use to develop lesson plans to address identified strengths and weaknesses	Administrators and Program Directors	Dec. 2011	June 2012	PD
Jan 2012	ILT reviews and reflects on quarterly assessment results to inform curriculum revisions	Superintendent Program Directors	Dec. 2011	June 2012	PD
Jan 2012	Develop formative assessment cycle aligned with strengths and weaknesses	Administrators and Program Directors	Dec. 2011	June 2012	PD
Jan 2012	Introduce looking at student work from formative assessment	Administrators and Program Directors	Jan. 2012	June 2012	PD
Jan 2012	Administer second quarterly assessment	Program Directors	End of second quarter	June 2012	Money, time for printing and distributing assessments
April 2012	Grade level teams review and reflect on quarterly assessment results and develop lesson plans to address identified strengths and weaknesses	Administrators and Program Directors	Feb. 2011	June 2012	PD



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?	M. What Resources are Needed?
April 2012	ILT reviews and reflects on quarterly assessment results to inform curriculum revisions	Superintendent Program Directors	Feb. 2011	June 2012	PD
April 2012	Develop formative assessment cycle aligned with strengths and weaknesses	Administrators and Program Directors	Feb. 2011	June 2012	PD
April 2012	Continue looking at student work from formative assessment	Administrators and Program Directors	Feb. 2012	June 2012	PD
April 2012	Administer third quarterly assessment	Program Directors	End of third quarter	June 2012	Money, time for printing and distributing assessments
April 2012	Grade level teams review and reflect on quarterly assessment results and develop lesson plans to address identified strengths and weaknesses	Administrators and Program Directors	April 2011	June 2012	PD
April 2012	ILT reviews and reflects on quarterly assessment results to inform curriculum revisions if necessary	Superintendent Program Directors	April 2011	June 2012	PD
April 2012	Develop formative assessment cycle aligned with strengths and weaknesses	Administrators and Program Directors	April 2011	June 2012	PD
July 2012	Administer fourth quarterly assessment	Program Directors	End of fourth quarter	June 2012	Money, time for printing and distributing assessments
July 2012	Grade level teams review and reflect on quarterly assessment results and develop lesson plans to address identified strengths and weaknesses	Administrators and Program Directors	May 2011	June 2012	PD
July 2012	ILT reviews and reflects on quarterly assessment results to inform curriculum revisions if necessary	Superintendent Program Directors	May 2011	June 2012	PD
July 2012	Develop formative assessment cycle aligned with strengths and weaknesses	Administrators and Program Directors	May 2011	June 2012	PD
July 2012	District Leadership and ILT review and reflect on district results from all quarterly assessments to inform next steps in curriculum revisions.	Superintendent Program Directors	June 2012	June 2012	PD

**Quarterly Progress Rating (QPR) of the Strategic Initiative**

Key: P = Process, O = Outcome

Oct 2011	Jan 2012	April 2012	July 2012	Oct 2012	Jan 2013	April 2013	July 2013	Oct 2013
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### Section 3: District Strategy Sheet

<p><b>A. District Strategic Objective 1:</b> Ensuring Success for All Students Through High Quality Learning and Teaching</p>		<p><b>B. Overall Lead (Objective):</b> Superintendent</p>
<p><b>B. Initiative Number and Description:</b> 1.2 Identify a set of teaching behaviors and practices to improve learning for all students - The Randolph Way.</p>	<p><b>D. Short term and Final Outcomes from the Initiative:</b></p> <p><b>Short-term Outcomes</b></p> <ul style="list-style-type: none"> <li>Quarterly assessments show at least a 5% increase in student performance in math and ELA on each quarterly assessment</li> </ul> <p><b>Final Outcomes</b></p> <ul style="list-style-type: none"> <li>The District proficiency rate in ELA will increase from 52% to 60% on the 2012 MCAS.</li> <li>The District proficiency rate in mathematics will increase from 43% to 50% on the 2012 MCAS.</li> </ul>	<p><b>E. Overall Lead (Initiative):</b> Superintendent</p>
<p><b>F. Which recommendations from the District Review or other evidence does this initiative address?</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>		
<p><b>G. What are the key indicators for this initiative to show early evidence of change?</b></p> <ul style="list-style-type: none"> <li>Agendas and minutes from District Leadership Team show focus on curriculum, assessment and instruction. DLT uses a common language to talk about learning and teaching.</li> <li>Administrators' observation data shows implementation of expected behaviors and practices.</li> </ul>		<p><b>H. By when?</b> Early Fall</p>

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?	M. What Resources are Needed?
Oct 2011	District leadership reviews the Randolph Way teaching behaviors and practices document and develops collective expectations	Superintendent	July 2011	Aug. 2011	Time
Oct 2011	Develop expectation for building based informal observations and feedback (schedule and feedback form)	District leadership	Aug. 2011	Aug. 2011	Time
Oct 2011	Opening day launch to introduce The Randolph Way of learning and teaching	Superintendent	Aug. 2011	Aug. 2011	Time
Oct 2011	Administrators roll out the Randolph Way initiative to all staff along with L W purpose and process	Principals	Aug. 2011	June 2012	Time
Oct 2011	District Learning Walkthroughs to monitor implementation of the Randolph Way	Superintendent	Sept. 2011	June 2012	Time, DSAC Support
Oct 2011	CPT facilitators use the Randolph Way to guide work with teachers (reinforcing expected behaviors and practices)	Program Directors principals	Sept. 2011	June 2012	Time
Jan 2012	District Learning Walkthroughs to monitor implementation of the Randolph Way	Superintendent	Nov. 2011	June 2012	Time, DSAC Support
Jan 2012	CPT facilitators continue to use the Randolph Way to guide work with teachers (reinforcing expected behaviors and practices)	Program Directors principals	Nov. 2011	June 2012	Time
April 2012	District Learning Walkthroughs to monitor implementation of the Randolph Way	Superintendent	Feb. 2012	June 2012	Time
April 2012	CPT facilitators continue to use the Randolph Way to guide work with teachers (reinforce expected behaviors and practices)	Program Directors principals	Feb. 2012	June 2012	Time
April 2012	Building administrators continue to build capacity of all staff in culturally competent practices at monthly faculty meetings	Principals	Feb. 2012	June 2012	Time
July 2012	District Learning Walkthroughs to monitor implementation of the Randolph Way	Superintendent	May 2012	June 2012	Time, DSAC Support
July 2012	CPT facilitators continue to use the Randolph Way to guide work with teachers (reinforcing expected behaviors and practices)	Program Directors principals	May 2012	June 2012	Time
July 2012	District Leadership and ILT review and reflect on district L W data and summary of quarterly assessment results to inform future PD needs	Superintendent	June 2012	June 2012	Time



### Quarterly Progress Rating (QPR) of the Strategic Initiative

Key: P = Process, O = Outcome

	Oct 2011	Jan 2012	April 2012	July 2012	Oct 2012	Jan 2013	April 2013	July 2013	Oct 2013
P									
O									

It is critical to provide a separate rating for the process of implementation (activities) and outcomes (early evidence of change as well as short-term outcomes and final outcomes).



### Section 3: District Strategy Sheet

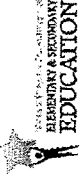
<p><b>A. District Strategic Objective 1:</b> Ensuring Success for All Students Through High Quality Learning and Teaching</p>	<p><b>B. Overall Lead (Objective):</b> Superintendent</p>
<p><b>B. Initiative Number and Description:</b> 1.3 Develop systems and practices to ensure academic growth of targeted student populations</p>	<p><b>D. Short term and Final Outcomes from the Initiative:</b></p> <p><b>Short-term Outcomes</b></p> <ul style="list-style-type: none"> <li>Quarterly assessments show at least a 5% increase in student performance in math and ELA on each quarterly assessment</li> </ul> <p><b>Final Outcomes</b></p> <ul style="list-style-type: none"> <li>The District proficiency rate in ELA will increase from 52% to 60% on the 2012 MCAS.</li> <li>The District proficiency rate in mathematics will increase from 43% to 50% on the 2012 MCAS.</li> </ul>
<p><b>F. Which recommendations from the District Review or other evidence does this initiative address?</b></p> <ul style="list-style-type: none"> <li>A disproportionate number of students across grade levels are not achieving at high levels</li> <li>Significant gaps in academic achievement are evident among sub groups</li> </ul>	
<p><b>G. What are the key indicators for this initiative to show early evidence of change?</b></p> <p>Administrators' observation data show that teachers identify struggling students based on formative and quarterly assessments. Teacher teams are observed implementing the Opportunity to Learn Protocol.</p>	<p><b>H. By when?</b> Fall</p>



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?	M. What Resources are Needed?
Oct 2011	Review current system of supports and interventions for struggling students	Sp. Ed. Director	July 2011	Oct. 2011	Time
Oct 2011	Identify research based interventions to support struggling students, students with IEPs and ELL students	Executive Director for Student Centered Learning	July 2011	Oct. 2011	Time
Oct 2011	Develop a process and structure to align services to individual student needs	Executive Director for Student Centered Learning	July 2011	Oct. 2011	Time
Oct 2011	District leadership develops Opportunity to Learn Protocol for addressing the needs of struggling students.	Executive Director for Student Centered Learning	Aug. 2011	June 2012	Time
Oct 2011	Create Student Success Plan template to be piloted with ELL and Sp. Ed. students	Executive Director for Student Centered Learning Sp. Ed. Director	Aug. 2011	June 2012	Time
Oct 2011	Develop a timely communication system to inform families of students' progress and challenges	Executive Director for Student Centered Learning Director of Family & Community Engagement	Aug. 2011	Aug. 2012	Time
Oct 2011	Introduce administrators to Opportunity to Learn Protocol for addressing the needs of struggling students.	Executive Director for Student Centered Learning	Aug. 2011	June 2012	Time
Oct 2011	Administrators introduce teaching staff to new Opportunity to Learn Protocol for addressing the needs of struggling students.	Executive Director for Student Centered Learning	Sept. 2011	June 2012	Time
Oct 2011	Implement Opportunity to Learn Protocol during CPT period to identify an action plan to support struggling students.	Administrators Program Directors	Sept. 2011	June 2012	Time
Oct 2011	Review IEP and 504 plans to ensure that interventions are aligned to individual student needs	Executive Director for Student Centered Learning	Sept. 2011	Oct. 2011	Time



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?	M. What Resources are Needed?
		Learning Sp. Ed. Director			
Oct 2011	Implement communication system to inform families of students' progress and challenges	Director of Family & Community Engagement	Oct., 2011	June 2012	Time
Jan 2012	Review IEP and 504 plans to ensure that interventions are aligned to individual student needs	Executive Director for Student Centered Learning	Nov., 2011	June 2012	Time
Jan 2012	Continue oversight of communication system to inform families of students' progress and challenges	Sp. Ed. Director	Nov., 2012	June 2012	Time
Jan 2012	Introduce administrators to purpose and process for Student Success Plan pilot	Executive Director for Student Centered Learning Sp. Ed. Director	Jan. 2012	June 2012	Time
Jan 2012	Administrators introduce purpose and process for Student Success Plan pilot to all staff	Executive Director for Student Centered Learning Sp. Ed. Director	Jan. 2012	June 2012	Time
Jan 2012	Implement a pilot for Student Success Plans to support ELL and Sp.Ed. students	Executive Director for Student Centered Learning Sp. Ed. Director	Jan. 2012	June 2012	Time
April 2012	Continue oversight of communication system to inform families of students' progress and challenges	Director of Family & Community Engagement	Feb. 2012	June 2012	Time
April 2012	Continue oversight and assistance for implementing Student Success Pilot	Executive Director for Student Centered Learning Sp. Ed. Director	Feb. 2012	June 2012	Time
April 2012	Continue oversight and assistance in use of interventions to support struggling students, students with IEPs and ELL students	Executive Director for Student Centered Learning Sp. Ed. Director	Feb. 2012	June 2012	Time



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?	M. What Resources are Needed?
April 2012	Review IEP and 504 plans to ensure that interventions are aligned to individual student needs	Executive Director for Student Centered Learning Sp. Ed. Director	Feb. 2012	June 2012	Time
July 2012	Continue oversight and assistance for implementing Student Success Pilot	Executive Director for Student Centered Learning Sp. Ed. Director	May 2012	June 2012	Time
July 2012	Continue oversight and assistance in use of interventions to support struggling students, students with IEPs and ELL students	Executive Director for Student Centered Learning Sp. Ed. Director	May 2012	June 2012	Time
July 2012	Review IEP and 504 plans to ensure that interventions are aligned to individual student needs	Executive Director for Student Centered Learning Sp. Ed. Director	May 2012	June 2012	Time
July 2012	Continue oversight of communication system to inform families of students' progress and challenges	Director of Family & Community Engagement	May 2012	June 2012	Time

**Quarterly Progress Rating (QPR) of the Strategic Initiative**

Key: P = Process, O = Outcome

	Oct 2011	Jan 2012	April 2012	July 2012	Oct 2012	Jan 2013	April 2013	July 2013	Oct 2013
P									
O									

It is critical to provide a separate rating for the process of implementation (activities) and outcomes (early evidence of change as well as short-term outcomes and final outcomes).



### Section 3: District Strategy Sheet

<p><b>A. District Strategic Objective 2:</b> Ensuring Success for All Students Through High Quality Professional Development</p>		<p><b>B. Overall Lead (Objective):</b> Superintendent</p>
<p><b>B. Initiative Number and Description:</b> 2.1 Provide training and support in implementing newly aligned curriculum.</p>	<p><b>D. Short term and Final Outcomes from the Initiative:</b></p> <p><b>Short-term Outcomes</b></p> <ul style="list-style-type: none"> <li>Quarterly assessments show at least a 5% increase in student performance in math and ELA on each quarterly assessment</li> </ul> <p><b>Final Outcomes</b></p> <ul style="list-style-type: none"> <li>The District proficiency rate in ELA will increase from 52% to 60% on the 2012 MCAS.</li> <li>The District proficiency rate in mathematics will increase from 43% to 50% on the 2012 MCAS.</li> </ul>	<p><b>E. Overall Lead (Initiative):</b> Program Directors</p>
<p><b>F. Which recommendations from the District Review or other evidence does this initiative address?</b></p> <ul style="list-style-type: none"> <li>Literacy and Numeracy skills, as demonstrated by MCAS, are below state averages</li> <li>The present curriculum does not include the development of 21<sup>st</sup> century skills has not previously been a focus in developing curriculum</li> </ul>		
<p><b>G. What are the key indicators for this initiative to show early evidence of change?</b></p> <ul style="list-style-type: none"> <li>Observation data and review of CPT agendas and minutes shows evidence of curriculum planning</li> <li>Slicing protocol shows evidence of curriculum implementation.</li> <li>Agendas and minutes from District Instructional Leadership Team show focus on curriculum, assessment and instruction.</li> </ul>		<p><b>H. By when?</b> Fall</p>

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?	M. What Resources are Needed?
Oct 2011	PD for administrative staff on roles and responsibilities for implementing curriculum and facilitating CPT	Superintendent	July 2011	Aug. 2011	Time
Oct 2011	Initial and on-going PD to establish and implement a high functioning Instructional Leadership Team (Data Team)	Mathematics Program Director IT Director	Aug. 2011	June 2012	Time, DSAC Support
Oct 2011	PD for ILT and grade level teams on effective common planning time team meetings	Superintendent	Aug. 2011	June 2012	Time, DSAC Support
Oct 2011	District leaders observe CPT meetings and provide feedback to facilitators and teachers	Superintendent	Sept. 2011	June 2012	Time
Oct 2011	Initial PD on Analysing data for administrators and members of ILT	Mathematics Program Director IT Director	Oct. 2011	June 2012	Time, DSAC Support
Jan 2012	Data Analysis PD for teachers	Administrators Program Directors	Nov. 2012	June 2012	Time
Jan 2012	Continued PD for administrators and ILT members on analysing and using data to inform curriculum revisions	Mathematics Program Director IT Director	Nov. 2012	June 2012	Time, DSAC Support
Jan 2012	Continued PD to support a high functioning Instructional Leadership Team	Superintendent	Nov. 2012	June 2012	Time, DSAC Support
Jan 2012	District leaders observe CPT meetings and provide feedback to facilitators and teachers	Superintendent	Nov. 2012	June 2012	Time
April 2012	Continued PD for teachers on analysing and using data for lesson planning	Administrators Program Directors	Feb. 2012	June 2012	Time
April 2012	Continued PD for administrators and ILT members on analysing and using data to inform curriculum revisions	Mathematics Program Director IT Director	Feb. 2012	June 2012	Time, DSAC Support
April 2012	Continued PD to support a high functioning Instructional Leadership Team	Superintendent	Feb. 2012	June 2012	Time, DSAC Support
April 2012	District leaders observe CPT meetings and provide feedback to facilitators and teachers	Superintendent	Feb. 2012	June 2012	Time
July 2012	Continued PD for teachers on analysing and using data	Administrators Program Directors	May 2012	June 2012	Time

<b>July 2012</b>	Continued PD for administrators and ILT members on analysing and using data to inform curriculum revisions	Mathematics Program Director IT Director	May 2012	June 2012	Time, DSAC Support
<b>July 2012</b>	Continued PD to support a high functioning Instructional Leadership Team	Superintendent	May 2012	June 2012	Time, DSAC Support
<b>July 2012</b>	District leaders observe CPT meetings and provide feedback to facilitators and teachers	Superintendent	May 2012	June 2012	Time

**Quarterly Progress Rating (QPR) of the Strategic Initiative**

Key: P = Process, O = Outcome

	<b>Oct 2011</b>	<b>Jan 2012</b>	<b>April 2012</b>	<b>July 2012</b>	<b>Oct 2012</b>	<b>Jan 2013</b>	<b>April 2013</b>	<b>July 2013</b>	<b>Oct 2013</b>
<b>P</b>									
<b>O</b>									

It is critical to provide a separate rating for the process of implementation (activities) and outcomes (early evidence of change as well as short-term outcomes and final outcomes).



### Section 3: District Strategy Sheet

<p><b>A. District Strategic Objective 2:</b> Ensuring Success for All Students Through High Quality Professional Development</p>		<p><b>B. Overall Lead (Objective):</b> Superintendent</p>
<p><b>B. Initiative Number and Description:</b> 2.2 Provide training and support in implementing the Randolph Way - a set of learning and teaching behaviors and practices.</p>	<p><b>D. Short term and Final Outcomes from the Initiative:</b></p> <p><b>Short-term Outcomes</b></p> <ul style="list-style-type: none"> <li>Quarterly assessments show at least a 5% increase in student performance in math and ELA on each quarterly assessment</li> </ul> <p><b>Final Outcomes</b></p> <ul style="list-style-type: none"> <li>The District proficiency rate in ELA will increase from 52% to 60% on the 2012 MCAS.</li> <li>The District proficiency rate in mathematics will increase from 43% to 50% on the 2012 MCAS.</li> </ul>	<p><b>E. Overall Lead (Initiative):</b> Principals</p>
<p><b>F. Which recommendations from the District Review or other evidence does this initiative address?</b> The district review team identified the need to provide professional development on improving instructional practices and administrators skills and supervision and evaluation.</p>		
<p><b>G. What are the key indicators for this initiative to show early evidence of change?</b></p> <ul style="list-style-type: none"> <li>Administrators' observation data shows implementation of the expected behaviors and practices.</li> <li>Administrators' feedback supports teachers in implementing the Randolph Way of learning and teaching.</li> <li>PD sessions are rated as high quality by teachers and administrators.</li> <li>District Learning Walkthrough data shows improvement in teaching behaviors and practices</li> </ul>		<p><b>H. By when?</b> Early Fall</p>



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?	M. What Resources are Needed?
Oct 2011	Initial and ongoing PD for administrative staff on learning and teaching the Randolph Way	Superintendent	Aug. 2011	June 2012	
Oct 2011	Initial and ongoing PD for administrative staff on effective supervision and evaluation	Superintendent	Aug. 2011	June 2012	
Oct 2011	Initial and ongoing PD on cultural competency for administrative staff	Superintendent	Aug. 2011	June 2012	Outside PD provider
Oct 2011	PD on conducting learning walkthroughs to monitor learning and teaching	Superintendent	Sept. 2011	June 2012	DSAC support
Oct 2011	Initial and ongoing PD for teachers on implementing learning and teaching the Randolph Way	Principals	Sept. 2011	June 2012	
Oct 2011	Building administrators introduce staff to culturally competent practices (Randolph Way Behaviors) at monthly faculty meeting	Principals	Sept. 2011	June 2012	
Oct 2011	PD for parents to understanding learning and teaching the Randolph Way	Director of Family and Community Relations	Oct. 2011	Oct. 2011	
Jan 2012	Continued PD for administrative staff on learning and teaching the Randolph Way	Superintendent	Nov. 2011	June 2012	
Jan 2012	Continued PD for administrative staff on effective supervision and evaluation	Superintendent	Nov. 2011	June 2012	
Jan 2012	Continued PD on cultural competency for administrative staff	Superintendent	Nov. 2011	June 2012	
Jan 2012	Continued PD for teachers on implementing learning and teaching the Randolph Way	Principals	Nov. 2011	June 2012	
Jan 2012	Building administrators continue to use Faculty meetings to build capacity of all staff in culturally competent practices	Principals	Nov. 2011	June 2012	
April 2012	PD for parents to understanding learning and teaching the Randolph Way	Director of Family and Community Relations	Feb. 2012	Feb. 2012	
April 2012	Continued PD for administrative staff on learning and teaching the Randolph Way	Superintendent	Feb. 2012	June 2012	



<b>April 2012</b>	Continued PD for administrative staff on effective supervision and evaluation	District leadership	Feb. 2012	June 2012
<b>April 2012</b>	Continued PD on cultural competency for administrative staff	District leadership	Feb. 2012	June 2012
<b>April 2012</b>	Continued PD for teachers on implementing learning and teaching the Randolph Way	Program Directors	Feb. 2012	June 2012
<b>April 2012</b>	Building administrators continue to use Faculty meetings to build capacity of all staff in culturally competent practices	Principals	Feb. 2012	June 2012
<b>July 2012</b>	Continued PD for administrative staff on learning and teaching the Randolph Way	Superintendent	May 2012	June 2012
<b>July 2012</b>	Continued PD for administrative staff on effective supervision and evaluation	Superintendent	May 2012	June 2012
<b>July 2012</b>	Continued PD on cultural competency for administrative staff	Superintendent	May 2012	June 2012
<b>July 2012</b>	Continued PD for teachers on implementing learning and teaching the Randolph Way	Principals	May 2012	June 2012
<b>July 2012</b>	Building administrators continue to use Faculty meetings to build capacity of all staff in culturally competent practices	Principals	May 2012	June 2012

**Quarterly Progress Rating (QPR) of the Strategic Initiative**

Key: P = Process, O = Outcome

	Oct 2011	Jan 2012	April 2012	July 2012	Oct 2012	Jan 2013	April 2013	July 2013	Oct 2013
<b>P</b>									
<b>O</b>									

It is critical to provide a separate rating for the process of implementation (activities) and outcomes (early evidence of change as well as short-term outcomes and final outcomes).



### Section 3: District Strategy Sheet

<p><b>A. District Strategic Objective 2:</b> Ensuring Success for All Students Through High Quality Professional Development</p>	<p><b>B. Overall Lead (Objective):</b> Superintendent</p>
<p><b>B. Initiative Number and Description:</b> 2.3 Provide training and support to ensure academic growth of targeted student populations.</p>	<p><b>D. Short term and Final Outcomes from the Initiative:</b></p> <p><b>Short-term Outcomes</b></p> <ul style="list-style-type: none"> <li>Quarterly assessments show at least a 5% increase in student performance in math and ELA on each quarterly assessment</li> </ul> <p><b>Final Outcomes</b></p> <ul style="list-style-type: none"> <li>The District proficiency rate in ELA will increase from 52% to 60% on the 2012 MCAS.</li> <li>The District proficiency rate in mathematics will increase from 43% to 50% on the 2012 MCAS.</li> </ul>
<p><b>F. Which recommendations from the District Review or other evidence does this initiative address?</b></p> <ul style="list-style-type: none"> <li>A disproportionate number of students across grade levels are not achieving at high levels</li> <li>Significant gaps in academic achievement are evident among sub groups</li> </ul>	<p><b>E. Overall Lead (Initiative):</b> Executive Director for Student Centered Learning</p>
<p><b>G. What are the key indicators for this initiative to show early evidence of change?</b></p> <ul style="list-style-type: none"> <li>Administrators' observation data shows teacher teams using new Opportunity to Learn Protocol to discuss needs of struggling students and planning action plans for scaffolding instruction</li> <li>Change in teacher dialogue during CPT- discussions now centered on student learning and teaching.</li> </ul>	<p><b>H. By when?</b> Fall</p>



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?	M. What Resources are Needed?
Oct 2011	PD for Administrators on new Opportunity to Learn Protocol and process for addressing the needs of struggling students	Executive Director for Student Centered Learning	Aug. 2011	Aug. 2011	Time
Oct 2011	Initial PD for admin on RTI to begin to build common understanding and language for development of Randolph's RIT model	Executive Director for Student Centered Learning	Aug. 2011	June 2012	Time
Oct 2011	Administrators introduce Opportunity to Learn Protocol to all staff	Principals	Sept. 2011	June 2012	Time
Oct 2011	Administrators' PD on scaffolding instruction to strengthen Tier I support for struggling students	Executive Director for Student Centered Learning	Sept. 2011	June 2012	Time
Oct 2011	Administrators provide initial PD for all teaching staff on scaffolding instruction	Principals	Sept. 2011	June 2012	Time
Oct 2012	Initial PD for all aides, paraprofessional staff on scaffolding instruction	Principals	Sept. 2011	June 2012	Time
Oct 2011	Administrators conduct focused observations to support implementation of scaffold instruction and to identify future PD needs for staff	Principals	Sept. 2011	June 2012	Time
Oct 2011	Initial PD for administrators on disaggregating data to assess effectiveness of Tier I instruction and interventions	Program Directors	Oct. 2011	June 2012	Time, DSAC Support
Jan 2012	Continued PD for administrators on components of RTI	Executive Director for Student Centered Learning	Nov. 2011	June 2012	Time
Jan 2012	Continued PD for Administrators on effective practices to strengthen Tier I support for struggling students	Executive Director for Student Centered Learning	Nov. 2011	June 2012	Time
Jan 2012	Continued PD for all teaching staff on scaffolding instruction	Principals	Nov. 2011	June 2012	Time
Jan 2012	Continued PD for all aides, paraprofessional staff on scaffolding instruction	Principals	Nov. 2011	June 2012	Time
Jan 2012	Administrators conduct focused observations to support implementation of scaffolding instruction and to identify future PD needs for staff	Principals	Nov. 2011	June 2012	Time



<b>Jan 2012</b>	Continued PD for administrators on disaggregating quarterly assessment data to assess effectiveness of Tier I instruction and interventions	Program Directors	Dec. 2011	June 2012	DSAC support
<b>Jan 2012</b>	PD for Administrators on purpose and process for Student Success Plan pilot	Executive Director for Student Centered Learning Principals	Jan. 2012	Jan. 2012	Time
<b>Jan 2012</b>	PD for all instructional staff purpose and process for Student Success Plan pilot	Principals	Jan. 2012	Jan. 2012	Time
<b>Jan 2012</b>	PD for ELL, ESL, Sp. Ed. and Title I staff on developing Student Success Plans	SPED and ELL Directors	Jan. 2012	June 2012	Time
<b>April 2012</b>	Continued PD for administrators on components of RTI	Executive Director for Student Centered Learning	Feb. 2012	June 2012	Time
<b>April 2012</b>	PD for Administrators on effective practices to strengthen Tier I support for struggling students	Executive Director for Student Centered Learning	Feb. 2012	June 2012	Time
<b>April 2012</b>	Continued PD for all teaching staff on scaffolding instruction	Principals	Feb. 2012	June 2012	Time
<b>April 2012</b>	Continued PD for all aides, paraprofessional staff on scaffolding instruction	Principals	Feb. 2012	June 2012	Time
<b>April 2012</b>	Administrators conduct focused observations to support implementation of effective practices and to identify future PD needs for staff	Principals	Feb. 2012	June 2012	Time
<b>April 2012</b>	Continued PD for administrators on disaggregating quarterly assessment data to assess effectiveness of Tier I instruction and interventions	Program Directors	Feb. 2012	June 2012	Time, DSAC Support
<b>April 2012</b>	Continued PD for ELL, ESL, Sp. Ed. and Title I staff on developing and implementing Student Success Plans	SPED and ELL Directors	Feb. 2012	June 2012	Time
<b>July 2012</b>	Continued PD for administrators on components of RTI	Executive Director for Student Centered Learning	May 2012	June 2012	Time
<b>July 2012</b>	Continued PD for Administrators on effective practices to strengthen Tier I support for struggling students	Executive Director for Student Centered Learning	May 2012	June 2012	Time
<b>July 2012</b>	Continued PD for all teaching staff on scaffolding instruction	Principals	May 2012	June 2012	Time



<b>July 2012</b>	Continued PD for all aides, paraprofessional staff on scaffolding instruction	Principals	May 2012	June 2012	Time
<b>July 2012</b>	Administrators conduct focused observations to support implementation of scaffold instruction and to identify future PD needs for staff	Principals	May 2012	June 2012	Time
<b>July 2012</b>	Continued PD for administrators on disaggregating quarterly assessment data to assess effectiveness of Tier I instruction and interventions	Program Directors	May 2012	June 2012	Time, DSAC Support
<b>July 2012</b>	Continued PD for ELL, ESL, Sp. Ed. and Title I staff on developing and implementing Student Success Plans	SPED and ELL Directors	May 2012	June 2012	Time
<b>July 2012</b>	PD on systems and structures for supporting implementation Randolph's RTI model in Sept. 2012	Executive Director for Student Centered Learning	May 2012	June 2012	Time

**Quarterly Progress Rating (QPR) of the Strategic Initiative**

Key: P = Process, O = Outcome

	Oct 2011	Jan 2012	April 2012	July 2012	Oct 2012	Jan 2013	April 2013	July 2013	Oct 2013
<b>P</b>									
<b>O</b>									

It is critical to provide a separate rating for the process of implementation (activities) and outcomes (early evidence of change as well as short-term outcomes and final outcomes).



### Section 3: District Strategy Sheet

<p><b>A. District Strategic Objective 3:</b> Ensuring Success for All Students Through High Quality Accountability Systems</p>		<p><b>B. Overall Lead (Objective):</b> Superintendent</p>
<p><b>B. Initiative Number and Description:</b> 3.1 Develop K-12 quarterly assessments aligned to new curriculum</p>	<p><b>D. Short term and Final Outcomes from the Initiative:</b></p> <p><b>Short-term Outcomes</b></p> <ul style="list-style-type: none"> <li>Quarterly assessments show at least a 5% increase in student performance in math and ELA on each quarterly assessment</li> </ul> <p><b>Final Outcomes</b></p> <ul style="list-style-type: none"> <li>The District proficiency rate in ELA will increase from 52% to 60% on the 2012 MCAS.</li> <li>The District proficiency rate in mathematics will increase from 43% to 50% on the 2012 MCAS.</li> </ul>	<p><b>E. Overall Lead (Initiative):</b> Program Directors</p>
<p><b>F. Which recommendations from the District Review or other evidence does this initiative address?</b></p> <p>The District Review team recommended that Randolph should use data analysis to improve curriculum and instruction in ELA and math.</p>		
<p><b>G. What are the key indicators for this initiative to show early evidence of change?</b></p> <ul style="list-style-type: none"> <li>Administrators' observation data and review of CPT agenda and minutes show teachers are implementing curriculum and using quarterly assessment results to guide lesson planning.</li> <li>Agenda and minutes from ILT meetings show district wide data analysis of quarterly assessments is used to inform curriculum revisions.</li> </ul>	<p><b>H. By when?</b> Early Fall</p>	

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?	M. What Resources are Needed?
Oct 2011	District Leadership uses Slicing Protocol to monitor and assess implementation of curriculum	Superintendent	Sept. 2011	June 2012	Time
Oct 2011	District leadership observes CPT meetings and reviews agenda and minutes to assess use of assessment results to guide lesson planning	Superintendent Executive Director	Sept. 2011	July 2012	Time
Jan 2012	Administer quarterly assessment	Program Directors	End of first quarter	July 2012	Money, time for printing and distributing assessments
Jan 2012	District Leadership observes ILT meetings and reviews agenda and minutes to assess quality of data analysis of quarterly assessments to inform curriculum revisions	Superintendent Program Directors	Nov. 2011	July 2012	Time
Jan 2012	District Leadership uses Slicing Protocol to monitor and assess implementation of curriculum	Superintendent	Dec. 2011	June 2012	Time
Jan 2012	District leadership observes CPT meetings and reviews agenda and minutes to assess use of assessment results to guide lesson planning	Superintendent Executive Director	Dec. 2011	June 2012	Time
Jan 2012	Administer second quarterly assessment	Program Directors	End of second quarter	June 2012	Money, time for printing and distributing assessments
April 2012	District Leadership observes ILT meetings and reviews agenda and minutes to assess quality of data analysis of quarterly assessments	Superintendent Program Directors	Feb. 2012	June 2012	Time
April 2012	District Leadership uses Slicing Protocol to monitor and assess implementation of curriculum	Superintendent	Feb. 2012	June 2012	Time
April 2012	District leadership observes CPT meetings and reviews agenda and minutes to assess use of assessment results to guide lesson planning	Superintendent Executive Director	Feb. 2012	June 2012	Time
April 2012	Administer third quarterly assessment	Program Directors	End of third quarter	June 2012	Money, time for printing and distributing assessments



<b>July 2012</b>	Administer fourth quarterly assessment	Program Directors	End of fourth quarter	June 2012	Money, time for printing and distributing assessments
<b>July 2012</b>	District Leadership observes ILT meetings and reviews agenda and minutes to assess quality of data analysis of quarterly assessments	Superintendent Program Directors	May 2012	June 2012	Time
<b>July 2012</b>	District Leadership uses Slicing Protocol to monitor and assess implementation of curriculum	Superintendent	May 2012	June 2012	Time
<b>July 2012</b>	District leadership observes CPT meetings and reviews agenda and minutes to assess use of assessment results to guide lesson planning	Superintendent Executive Director	May 2012	June 2012	Time
<b>July 2012</b>	District Leadership and ILT review and reflect on district results from all quarterly assessments to inform next steps in curriculum revisions.	Program Directors	June 2012	June 2012	Time

**Quarterly Progress Rating (QPR) of the Strategic Initiative**

Key: P = Process, O = Outcome

	Oct 2011	Jan 2012	April 2012	July 2012	Oct 2012	Jan 2013	April 2013	July 2013	Oct 2013
P									
O									

It is critical to provide a separate rating for the process of implementation (activities) and outcomes (early evidence of change as well as short-term outcomes and final outcomes).



### Section 3: District Strategy Sheet

<b>A. District Strategic Objective 3:</b> Ensuring Success for All Students Through High Quality Accountability Systems		<b>B. Overall Lead (Objective):</b> Superintendent
<b>B. Initiative Number and Description:</b> 3.2 Build district system of support and accountability to ensure that identified learning and teaching behaviors in the Randolph Way are implemented effectively.	<b>D. Short term and Final Outcomes from the Initiative:</b>  <b>Short-term Outcomes</b> <ul style="list-style-type: none"> <li>Quarterly assessments show at least a 5% increase in student performance in math and ELA on each quarterly assessment</li> </ul> <b>Final Outcomes</b> <ul style="list-style-type: none"> <li>The District proficiency rate in ELA will increase from 52% to 60% on the 2012 MCAS.</li> <li>The District proficiency rate in mathematics will increase from 43% to 50% on the 2012 MCAS.</li> </ul>	<b>E. Overall Lead (Initiative):</b> Superintendent
<b>F. Which recommendations from the District Review or other evidence does this initiative address?</b> <ul style="list-style-type: none"> <li>The district review team identified the need to improve supervision and evaluation in order to develop administrators and teachers knowledge and skills</li> </ul>		
<b>G. What are the key indicators for this initiative to show early evidence of change?</b> <ul style="list-style-type: none"> <li>Administrators' feedback to teachers is timely and specific and grounded in districts expectations for learning and teaching behaviors – the Randolph Way.</li> <li>District Learning Walkthrough data shows improvement in teaching behaviors and practices.</li> </ul>		<b>H. By when?</b> Early Fall

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?	M. What Resources are Needed?
Oct 2011	District Leadership conducts co-observations with building administrators and reviews observation feedback forms	Superintendent Executive Director of Student Centered Learning	Sept. 2011	June 2012	Time
Oct 2011	District conducts Learning Walkthrough to assess implementation of the Randolph Way	Superintendent	Sept. 2011	June 2012	Time, DSAC Support
Oct 2011	Admin provide teachers with specific and timely feedback to improve learning and teaching the Randolph Way	Principals			Time
Oct 2011	Administrators and teachers evaluate PD sessions. Administrators and ILT review results to inform future PD	Executive Director for Student Centered Learning Superintendent	Sept. 2011	June 2012	Time
Oct 2011	District Leadership observes Faculty meetings to assess staff understanding of cultural competencies	Superintendent	Sept. 2011	June 2012	Time
Jan 2012	District leadership and ILT conduct data analysis on quarterly assessments to evaluate implementation of Randolph Way	Program Directors	End of first quarter	June 2012	Time, DSAC Support
Jan 2012	District Leadership conducts co-observations with building administrators and reviews observation feedback forms	Superintendent Executive Director of Student Centered Learning	Nov. 2011	June 2012	Time
Jan 2012	District conducts Learning Walkthrough to assess implementation of the Randolph Way	Superintendent	Nov. 2011	June 2012	Time, DSAC Support
Jan 2012	Administrators provide teachers with specific and timely feedback to improve learning and teaching the Randolph Way	Principals	Nov. 2011	June 2012	Time
Jan 2012	Administrators and teachers evaluate PD sessions. Administrators and ILT review results to inform future PD	Executive Director for Student Centered Learning Superintendent	Nov. 2011	June 2012	Time
Jan 2012	District Leadership observes Faculty meetings to assess staff understanding of cultural competencies	Superintendent	Nov. 2011	June 2012	Time
April 2012	District leadership and ILT conduct data analysis on quarterly assessments to evaluate implementation of Randolph Way	Program Directors	Feb. 2012	June 2012	Time, DSAC Support
April 2012	District Leadership conducts co-observations with	Superintendent	Feb. 2012	June 2012	Time



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?	M. What Resources are Needed?
	building administrators and reviews observation feedback forms	Executive Director of Student Centered Learning			
<b>April 2012</b>	District conducts Learning Walkthrough to assess implementation of the Randolph Way	Superintendent Executive	Feb. 2012	June 2012	Time, DSAC Support
<b>April 2012</b>	Administrators provide teachers with specific and timely feedback to improve learning and teaching the Randolph Way	Principals	Feb. 2012	June 2012	Time
<b>April 2012</b>	Administrators and teachers evaluate PD sessions. Administrators and ILT review results to inform future PD	Executive Director for Student Centered Learning	Feb. 2012	June 2012	Time
<b>April 2012</b>	District Leadership observes Faculty meetings to assess staff understanding of cultural competencies	Superintendent	Feb. 2012	June 2012	Time
<b>July 2012</b>	District leadership and ILT conduct data analysis on quarterly assessments to evaluate implementation of Randolph Way	Program Directors	May 2012	June 2012	Time, DSAC Support
<b>July 2012</b>	District Leadership conducts co-observations with building administrators and reviews observation feedback forms	Superintendent Executive Director of Student Centered Learning	May 2012	June 2012	Time
<b>July 2012</b>	District conducts Learning Walkthrough to assess implementation of the Randolph Way	Superintendent	May 2012	June 2012	Time, DSAC Support
<b>July 2012</b>	Administrators provide teachers with specific and timely feedback to improve learning and teaching the Randolph Way	Principals	May 2012	June 2012	Time
<b>July 2012</b>	Administrators and teachers evaluate PD sessions. Administrators and ILT review results to inform future PD	Executive Director for Student Centered Learning	May 2012	June 2012	Time
<b>July 2012</b>	District Leadership observes Faculty meetings to assess staff understanding of cultural competencies	Superintendent	May 2012	June 2012	Time
<b>July 2012</b>	District Leadership conducts surveys to assess understanding of Randolph Way of learning and teaching (teachers, families, administrators)	Executive Director for Student Centered Learning	May 2012	June 2012	Time



<b>July 2012</b>	District leadership, building administrators and ILT conducts data analysis on all quarterly assessments to evaluate implementation of Randolph Way and to plan future PD	Program Directors	June 2012	June 2012	Time, DSAC Support
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**Quarterly Progress Rating (QPR) of the Strategic Initiative**

Key: P = Process, O = Outcome

	Oct 2011	Jan 2012	April 2012	July 2012	Oct 2012	Jan 2013	April 2013	July 2013	Oct 2013
<b>P</b>									
<b>O</b>									

It is critical to provide a separate rating for the process of implementation (activities) and outcomes (early evidence of change as well as short-term outcomes and final outcomes).



### Section 3: District Strategy Sheet

<b>A. District Strategic Objective 3:</b> Ensuring Success for All Students Through High Quality Accountability Systems		<b>B. Overall Lead (Objective):</b> Superintendent
<b>B. Initiative Number and Description:</b> 3.3 Build district system of support and accountability to ensure academic growth targeted student populations	<b>D. Short term and Final Outcomes from the Initiative:</b>  <b>Short-term Outcomes</b> <ul style="list-style-type: none"> <li>Quarterly assessments show at least a 5% increase in student performance in math and ELA on each quarterly assessment</li> </ul> <b>Final Outcomes</b> <ul style="list-style-type: none"> <li>The District proficiency rate in ELA will increase from 52% to 60% on the 2012 MCAS.</li> <li>The District proficiency rate in mathematics will increase from 43% to 50% on the 2012 MCAS.</li> </ul>	<b>E. Overall Lead (Initiative):</b> Executive Director for Student Centered Learning
<b>F. Which recommendations from the District Review or other evidence does this initiative address?</b> <ul style="list-style-type: none"> <li>A disproportionate number of students across grade levels are not achieving at high levels</li> <li>Significant gaps in academic achievement are evident among sub groups</li> </ul>		
<b>G. What are the key indicators for this initiative to show early evidence of change?</b> <ul style="list-style-type: none"> <li>Administrators' observation data shows teachers identifying struggling students based on formative and quarterly assessments. Teacher teams are observed implementing Opportunity to Learning Protocol.</li> </ul>		<b>H. By when?</b> Fall



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?	M. What Resources are Needed?
Oct 2011	District Leadership observes CPT meetings to supervise effective implementation of Opportunity to Learning Protocol to meet needs of struggling students	Executive Director for Student Centered learning	Sept. 2011	June 2012	Time
Oct 2011	Administrators supervise aides and paraprofessionals delivering services to struggling students	Principals	Sept. 2011	June 2012	Time
Oct 2011	Administrators supervise implementation of interventions	Principals	Sept. 2011	June 2012	Time
Oct 2011	District Leadership supervise implementation of timely communication system to inform families of students' progress and challenges	Executive Director of Student Centered Learning Director of Family and Community Relations	Oct. 2011	June 2012	Time
Oct 2012	District leadership supervises development of Student Success Plan to be piloted with ELL and Sp. Ed. students	Sp. Ed. Director Executive Director for Student Centered Learning	Sept. 2011	June 2012	Time
Jan 2012	District Leadership implements quarterly reviews of IEP and 504 plans to ensure that interventions are aligned to the individual student needs	Sp. Ed. Director Executive Director for Student Centered Learning	Nov. 2011	June 2012	Time
Jan 2012	District Leadership observes CPT meetings to supervise effective implementation of Opportunity to Learning Protocol	Executive Director for Student Centered learning	Nov. 2011	June 2012	Time
Jan 2012	Administrators supervise aides and paraprofessionals delivering services to struggling students	Principals	Nov. 2011	June 2012	Time
Jan 2012	Administrators supervise implementation of interventions	Principals	Nov. 2011	June 2012	Time
Jan 2012	District Leadership supervise implementation of timely communication system to inform families of students' progress and challenges	Director of Family and Community Relations	Nov. 2011	June 2012	Time
Jan 2012	District leadership supervises development of Student Success Plan to be piloted with ELL and Sp. Ed. students	Sp. Ed. Director Executive Director for Student Centered Learning	Nov. 2011	June 2012	Time



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?	M. What Resources are Needed?
Jan 2012	District Leadership conducts quarterly review of IEP and 504 plans ensure that interventions are aligned to the individual student needs	Sp. Ed. Director Executive Director for Student Centered Learning	Nov. 2011	June 2012	Time
Jan 2012	District leadership supervises implementation of Student Success Plan pilot to support struggling students, students with IEPs and ELL students	Sp. Ed. Director Executive Director for Student Centered Learning	Jan. 2012	June 2012	Time
April 2012	District Leadership observes CPT meetings to supervise effective implementation of Opportunity to Learning Protocol	Executive Director for Student Centered learning	Feb. 2012	June 2012	Time
April 2012	Administrators supervise aides and paraprofessionals delivering services to struggling students	Principals	Feb. 2012	June 2012	Time
April 2012	Administrators supervise implementation of interventions	Principals	Feb. 2012	June 2012	Time
April 2012	District Leadership supervise implementation of timely communication system to inform families of students' progress and challenges	Director of Family and Community Relations	Feb. 2012	June 2012	Time
April 2012	District leadership supervises development of Student Success Plan pilot	Sp. Ed. Director Executive Director for Student Centered Learning	Feb. 2012	June 2012	Time
April 2012	District Leadership conducts quarterly review of IEP and 504 plans to ensure that interventions are aligned to the individual student needs	Sp. Ed. Director Executive Director for Student Centered Learning	Feb. 2012	June 2012	Time
April 2012	District leadership supervises implementation of Student Success Plan pilot to support struggling students, students with IEPs and ELL students	Sp. Ed. Director Executive Director for Student Centered Learning	Feb. 2012	June 2012	Time
July 2012	District Leadership observes CPT meetings to supervise effective implementation of Opportunity to Learning Protocol	Executive Director for Student Centered learning	Feb. 2012	June 2012	Time
July 2012	Administrators supervise aides and paraprofessionals delivering services to struggling students	Principals	May 2012	June 2012	Time



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?	M. What Resources are Needed?
July 2012	Administrators supervise implementation of interventions	Principals	May 2012	June 2012	Time
July 2012	District Leadership supervise implementation of timely communication system to inform families of students' progress and challenges	Director of Family and Community Relations	May 2012	June 2012	Time
July 2012	District leadership supervises development of Opportunity to Learning Student Success Plan pilot	Sp. Ed. Director Executive Director for Student Centered Learning	May 2012	June 2012	Time
July 2012	District Leadership conducts quarterly review of IEP and 504 plans to ensure that interventions are aligned to the individual student needs	Sp. Ed. Director Executive Director for Student Centered Learning	May 2012	June 2012	Time
July 2012	District leadership supervises implementation of Student Success Plan pilot to support struggling students, students with IEPs and ELL students	Sp. Ed. Director Executive Director for Student Centered Learning	May 2012	June 2012	Time

**Quarterly Progress Rating (QPR) of the Strategic Initiative**

Key: P = Process, O = Outcome

	Oct 2011	Jan 2012	April 2012	July 2012	Oct 2012	Jan 2013	April 2013	July 2013	Oct 2013
P									
O									

It is critical to provide a separate rating for the process of implementation (activities) and outcomes (early evidence of change as well as short-term outcomes and final outcomes).

