

Leicester Public Schools
Three-Year District Improvement Plan for 2014-2017
Revised for Years 2 and 3

Strategic Objective: Engaging Instruction and Effective Interventions Grounded in a Rigorous Curriculum

Align PK-12 curriculum and assessments and reporting to standards.

Theory of Action	Action	Resources	Who is Responsible	Timeframe	Evidence
If we write and implement curriculum that is aligned to the CC and that includes common assessments, we can ensure that every Leicester student has access to challenging content so that learning is strengthened.	Implement curriculum review process focusing on ELA (PK-12), science (6-12) and the further refinement of mathematics (PK-12) <ul style="list-style-type: none"> Integrate 21st Century skills Identify online resources Utilize assessments that leverage technology 	Stipends for curriculum team from Title II funds, Instructional Resources (texts, online resources, etc.)	Priority Leaders: Curriculum Director Curriculum Team Implementers: Administrators and Teachers	2015-2016	Mathematics, ELA, and Science (6-12) Unit Plans, Assessments, Training & Resources
	Implement curriculum review process focusing on science and technology (PK-12) and further refinement of ELA (PK-12)...			2016-2017	ELA, and Science (PK-12) Unit Plans, Assessments, Training & Resources
If we align report cards to standards/expectations, we can better communicate students' progress toward proficiency.	Increase utility and access of Rankbook for Memorial, middle and high school, adding school wide rubrics	Planning time for NEASC teams to devise rubrics and training for all to use rubrics	Priority Leaders: Curriculum Director Principals	2015-2016	Parental & student access to online gradebook for individual scores. School-wide rubrics for high school & incorporation to report card
			Implementers: Administrators and Teachers	2016-2017	

Expand curricular offerings to ensure a guaranteed, rich, and viable instructional program for every Leicester student.

Theory of Action	Action	Resources	Who is Responsible	Timeframe	Evidence
If we expand world language programs, students' language skills will improve and more students will complete higher levels of language instruction.	Institute a WL planning team to explore opportunities for expanding WL programs through blended learning.	Title II funds for substitutes and/or stipends for program development and curriculum writing	Priority Leader: Curriculum Director & WL Teams Implementers: World Language Teachers	2015-2016	World Language Unit Plans & Assessments, Program Design
If we utilize technology for interacting with those from other countries and we provide opportunities for student exchanges, our students' understanding of global and cultural issues will advance.	Develop student understanding of cultures and global issues through collaboration with organizations, including the Cambridge Institute, and through the use of technology.	Revenues provided by Chinese student tuitions	Priority Leaders: Superintendent High School Principal Curriculum Director	2015-2016	Increased enrollment of Chinese Students, Opportunities for HS students to engage in global learning
If we expand STEM programming for students, student learning will improve and interest in STEM related careers will increase.	Develop a technology/engineering program for MS & HS.	local funds for instructional equipment and professional development	Priority Leaders: Curriculum Director High School & Middle School Principals STEM Teachers	2015-2016	Expanded programming at MS & HS
If we develop a library media program, students will develop necessary 21 st Century literacy skills.	Create a committee to research, develop a proposal, & determine mission of library media programming, re-envisioning the library as a hub for independent learning utilizing technology.	Investigate available and potential resources to support programming	Priority Leaders: Superintendent Curriculum Director Implementers: Principals Library Staff	2015-2016	Proposal/Plan Mission Statement
If we expand art and music offerings, students will have more opportunities to explore talents and interests	Develop band and chorus programming at all schools. Investigate opportunities for additional art programming.	Increased staffing from local budget	Priority Leaders: Superintendent Principals Implementers: Art & Music Teachers	2015-2016 2016-2017	Increased number of hours of programming and numbers of students in art and music

Implement a system of interventions, support, and enrichment for all students.

Theory of Action	Action	Resources	Who is Responsible	Timeframe	Evidence
Implementing an effective system of interventions and supports (RTI) will ensure that all students will achieve at high levels.	Develop an assessment & intervention plan that uses technology for monitoring, assessing, & informing learning. Train teachers to use protocols and structures for using technology to collect and analyze data to guide teaching and learning.	Title II funds for consultant, subs, stipends, local funds for TST stipends Professional texts Planning Time	Priority Leaders: Curriculum Director Principals Director of Special Ed Implementers: Administrators, Teacher Leaders, Title I Staff	2015-2016 2016-2017	Review of Literacy RTI Review of Behavioral RTI
If we design learning opportunities that address the unique needs of students with demonstrated talents, such students will achieve at higher levels.	Develop and expand opportunities for extended learning for students with demonstrated talents	Instructional materials and online resources Staffing: Enrichment Teacher and/or Training	Priority Leaders: Curriculum Director Principals	2016-2017	Planning documents Programming
Through educator teams, common assessments can be analyzed to both inform curriculum work as well as improve our system of interventions and support.	Establish data teams or other structured approach for data analysis. Train teachers in developing authentic assessments and analyzing and using data.	Funds for training	Priority Leaders: Curriculum Director Principals Implementers: Administrators, Teachers	2015-2016	Team agendas Data analyses
Extend transition planning for students on IEPs in the middle school to ensure that students will have the skills needed to be successful after graduation.	Improve transition planning at Leicester HS and extend to the middle school.	Funds for training Transition instructional resources	Priority Leaders: Director of Spec.Ed. High School and Middle School Principals Implementers: HS & MS Teachers	2015-2016	IEPs Transition Plans
If we develop clear expectations for student behavior and build positive school cultures, learning will be increased and safety will be improved.	Incorporate Responsive Classroom practices in grades PK-5 and investigate opportunities for building positive school culture and restorative practices in grades 6-12.	Title II and local funds for training	Priority Leaders: Principals Implementers: Teachers	2015-2017	Training Agendas Discipline Data

Strategic Objective: Development of Staff Skills Through Effective Feedback and Training

Implement and leverage the educator evaluation system in order to improve teaching and learning.

Theory of Action	Action	Resources	Who is Responsible	Timeframe	Evidence
If administrators are skillful observers of instructional practice and provide effective feedback to educators, instructional practices will improve, leading to higher student achievement.	Train teachers and administrators using the 5D of Teaching and Learning (U Washington). Implement educator evaluation system with increasing reliability and accuracy.	Time for regular professional development during LTeam meetings	Priority Leaders: Superintendent Curriculum Director Implementers: Administrators	Summer 2015 review of eval form, monthly LTeam meetings 2015-16	TeachPoint feedback increasingly more useful as determined through analysis of feedback and survey of educators
If we implement DDMs and other common assessments, teachers will have data related directly to their teaching and can use this data to ensure curricular alignment and improve instructional practices, leading to higher student achievement.	Analyze DDM data for each teaching position and train teachers to use DDM results to set goals and make instructional and curricular changes.	Time for PD & common planning time, Title II funds for training	Priority Leaders: Curriculum Director Principals Implementers: Administrators and Teacher Leaders	2015-2016	DDMs for each teaching position analyzed & training provided
If we gather and analyze survey data from parents and students, educators will have feedback to use to set goals and improve practices, leading to higher student achievement.	Utilize our system of surveying students for feedback and train teachers to use survey results to set goals and make instructional changes.	Time for PD and analysis of survey	Priority Leaders: Superintendent Curriculum Director Principals Implementers: Administrators and Teacher Leaders	2015-2016	Completed Surveys Educator Goals

Provide effective professional development.

Theory of Action	Action	Resources	Who is Responsible	Timeframe	Evidence
If the professional development committee establishes criteria for expending funds and time for staff to engage in professional development opportunities then PD will be better focused leading to improved professional learning and greater student achievement.	Engage PD committee to apply criteria to review plans for PD days and support and expand opportunities for job-embedded professional development, such as lesson study, professional learning networks, professional learning communities, and critical friends groups.	Time for PD committee	Priority Leader: Curriculum Director PD Committee Implementers: Administrators Teachers	2015-2017	Written PD Plan Agendas for PD Days
If we develop leadership skills in our teacher leaders, district goals can be realized through shared leadership and accountability.	Provide training twice per year to teacher leaders. Utilize leadership team meetings for continued professional development and support to teacher leaders.	Time for training. Funds for professional texts	Priority Leaders: Superintendent Curriculum Director Principals Implementers: Administrators and Teacher Leaders	2015-2017	Training Agendas Improved confidence in teacher leader responsibilities as measured through survey
If we build capacity for in-house professional development, there will be increased opportunities for educator development, leading to improved instructional practices and greater student learning.	Build capacity and evaluate options for in-house professional development and technology support.	Staffing and professional development budget	Priority Leaders: Superintendent Curriculum Director Director of Tech & Innovation	2015-2017	Professional development offerings
If we provide training to teachers on the 3 sub-dimensions of student engagement (intellectual work, engagement strategies, and talk, teachers will provide better instructional experiences for students, improving student performance.	Provide training, utilizing technology and other approaches, on intellectual work (who is doing the work and the intellectual nature of the work), engagement strategies (total participation techniques), and talk (intellectual substance of conversations).	Title II funding, district professional development funds for training and coursework related to action item	Priority Leaders: Curriculum Director Superintendent Implementers: Administrators and Teacher Leaders	2015-2017	PD agendas Increased percentage (from 40% to at least 75%) of lessons observed focused on higher order thinking skills and with engaged students

Develop a personnel system that attracts, rewards, recognizes, and retains faculty and staff who provide a quality learning experience for all students.

Theory of Action	Action	Resources	Who is Responsible	Timeframe	Evidence
If we review and revise the mentor program we will better support new teachers so that they can provide a quality learning experience for students.	Further develop the mentoring program for 21st century teaching.	Stipends for mentor coordinator and mentors	Priority Leader: Curriculum Director Mentor Coordinator Implementers: Mentors	2015-2016	Mentor meeting agendas
If we develop strong policies and procedures for hiring and for celebrating staff excellence then we will secure and retain high quality educators committed to ensuring a quality learning experience for students.	Review policies and procedures for staff hiring. Find opportunities to celebrate staff success.	Time	Priority Leader: Superintendent Confidential Secretary Policy Committee Administrators Implementers: Administrators	2015-2016	Revised policies and written procedures Staff recognition

Strategic Objective: Improved infrastructure and Resources

Upgrade and repair school facilities to ensure compliance with health, safety, and access requirements, and provide an effective learning environment.

Theory of Action	Action	Resources	Who is Responsible	Timeframe	Evidence
If we utilize the facilities study to plan upgrades and replacement of all facilities, then we can ensure a quality learning environment for students.	Create a master facilities plan. Invest in short term and long term facility repairs	Capital costs from budget as well as from town capital committee	Priority Leader: Superintendent Facilities Committee Facilities Director	2015-2016	Written documents created by committee, including a master facilities plan. MSBA applications

Ensure the effective and efficient allocation of financial resources and pursue other funding sources.

Theory of Action	Action	Resources	Who is Responsible	Timeframe	Evidence
Supporting grant writing will increase resources to enable achievement of district goals as well as to nurture innovation by staff.	Provide training to staff on grant writing Write at least one grant per school per semester.	Time for PD	Priority Leader: Superintendent Curriculum Director Director of Finance and Operations	2015-2017	Written grant applications Grant awards
If we help to develop the Alumni Association, we will increase resources available to achieve district goals.	Support the establishment of the Alumni Association and help them exploit opportunities for securing funding for our schools.	Time for meetings Funds for 501c(3) application	Priority Leader: Superintendent Principal Director of Finance	2015-2016	Meeting agendas Plans Application Meeting agendas
If we develop business, higher ed, and education partnerships, we will increase resources available to achieve district goals.	Establish at least two new partnerships and collaborative projects that advance our learning goals.	Time social media, & digital learning environments	Priority Leader: Superintendent Curriculum Director Implementers: Administrators	2015-2017	Partnership Agreements Partnership Activities
If we utilize a schedule for replacing instructional resources, expenditures can be planned, ensuring procurement.	Formalize replacement plans and inventory systems for instructional materials and technology resources.	budgets that support replacement	Priority Leaders: Superintendent Administrators Director of Finance	2015-2017	Plans

Improve technology access and use and better utilize technology for management, communicating with the public, improving student engagement, and supporting a 21st Century learning environment.

Theory of Action	Action	Resources	Who is Responsible	Timeframe	Evidence
If access to technology is improved and teachers effectively use this technology, student engagement will increase and students' 21 st Century literacy skills will be strengthened.	Further develop 1:1 program for high school students Expand technology options for other schools	Capital funding for Chromebooks Funding for additional access points and hardware	Priority Leader: Superintendent Curriculum Director Technology Committee Implementers: Dir. of Technology & Innovation	2015-2016 (1:1 program beginning 9/16)	Technology Team meeting minutes 1:1 program Increased access and use of Internet at other schools
If we improve website organization & content & increase staff use of website, we will better be able to engage parents and the community for support of the budget and student learning.	Evaluate options for website hosting and development while continuing to ensure that the current websites have up-to-date and useful information for the community.	time of Technology staff Continued financial support for website	Priority Leader: Superintendent Director of Technology & Innovation Implementers: All Staff	2015-2016	Improved websites
If we routinely include video content on the LCAC and on other sources, community members would be better informed about our schools, leading to greater pride and better support.	Evaluate how our district and students can create and share digital content through LCAC and other avenues (Youtube).	Camera equipment	Priority Leader: Dir. of Tech & Innovation Implementers: Admin Team	2015-2016	Increased time on LCAC and other sources for school programming
Through blogs and newsletters, information about our schools can be communicated to the public to improve understanding of district initiatives and needs.	Develop consistent & dynamic blogs or newsletters, focused on district vision and student learning, at least once per month and distribute through email links and social media.	Use of current technologies, including iAutoAlert and webpage	Priority Leader: Superintendent Technology Staff Implementers: Administrators	2015-2016	Blog posts and newsletters
By making student progress easily available to parents, parents can better support student learning leading to higher student achievement.	Investigate options for student information systems & financial software for more effective use of data to monitor student & financial data.	Training for staff	Priority Leader: Curriculum Director Technology Staff Implementers: Teachers	2015-2016	Gradebook access data new financial and student databases in place

Accomplishments Year 1 (2014-2015)

Strategic Objective: Engaging Instruction and Effective Interventions Grounded in a Rigorous Curriculum

- Math curriculum has been mapped. Stages 2 and 3 are next. ELA and science curriculum writing will begin in September.
- New math materials for all grades have been purchased. ELA materials for grades K-5 were purchased in spring, 2015.
- Middle school and grade 5 teachers have participated in social studies model curriculum unit training with grant funding.
- Secured grant funding for robotics at the middle school.
- Researched 1:1 options for high school technology.
- Improved system of interventions and assessments in grades K-8.
- Spanish has been re-introduced at the middle school.
- Chinese students have enrolled at LHS, increasing student access to a different culture.

Strategic Objective: Development of Staff Skills Through Effective Feedback and Training

- Leadership team has engaged in training for observing instruction and providing meaningful feedback to teachers.
- Lesson Study at Memorial School has provided a job-embedded structure for professional learning.
- Professional Development committee has adopted standards for effective professional development.
- District has implemented DDMs & student surveys and is focusing attention on how to use this data for continual improvement.
- Hiring manual is nearly complete.
- The mentor program has been revised to provide exceptional support to new teachers.
- Relationships with the senior center have provided additional experiences for students in all schools.
- Partnerships with Quinsigamond Community College, Becker College, & Cambridge Institute.

Strategic Objective: Improved Infrastructure and Resources

- Facilities study was completed and now provides information to guide decision-making regarding facilities improvements.
- MSBA has approved support for roof at LHS. CORE program SOIs have been submitted to MSBA for other buildings.
- Budget process is more transparent, allocation of financial resources has improved, & grant funds have been secured.
- Technology infrastructure has improved at LHS and LPS and plans are in place to improve wifi access at the other schools.
- Use of technology for improving communication with parents and the public has increased in various ways, including the use of Twitter and Facebook, improved websites, and expanded use of iParent and Rankbook.