

STOUGHTON PUBLIC SCHOOLS

DISTRICT ACTION PLAN

August 15, 2013

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District Improvement Plan Development Committee

Marguerite Rizzi, Ed.D., Superintendent of Schools	Heather Tucker, Adm. for Special Education
Jonathan Ford, Deputy Superintendent	David Barner, Dawe ES Principal
Julie Miller, Stoughton High School Principal	Lynne Jardin, Gibbons ES Principal
Janet Sullivan, STEM Curriculum Specialist	Mark Galligan, Humanities Curriculum Specialist

District Mission Statement

Our mission is to challenge individuals
to reach their potential in an educational environment that promotes excellence.

Guiding Beliefs

- ◆ Education is a life long process.
- ◆ All students can learn.
- ◆ Students have various learning styles.
- ◆ Education is a partnership among school, students, family, and community.
- ◆ Ethical behavior is taught by example.
- ◆ Respect for the fundamental dignity of the individual is essential to learning.
- ◆ Education is not limited by age, time, or location.
- ◆ A safe and clean environment is conducive to learning.
- ◆ Educational opportunities are enhanced by celebrating the diversity of the community.
- ◆ Our schools encourage students to be accountable and active participants in their community.
- ◆ A broad, balanced curriculum is the foundation for learning.

Spring 2013 Student and Subgroup Performance, Growth, and Achievement/Proficiency Gap Analysis Results

Based on a student and subgroup performance, growth, and achievement/proficiency gap analysis, the District has identified 6 major instructional inferences for improvement planning, as follows:

- Targeted implementation of the new Frameworks in ELA should maintain a focus on science / social studies literacy, informational texts, teaching reading and writing across the curriculum both within and across content areas.
- Targeted implementation of the new Frameworks for Mathematics and literacy should maintain a focus on the incorporation of effective math practices into daily pedagogy / techniques.
- The District should focus on systematically creating high quality writing Toolkits in Grades 3 – 12.
- The District should research and realign scheduling at the secondary level so that students that show both achievement and growth can move more freely to more rigorous levels / classes. Schedules should allow students to move to the academically appropriate level within an academic year.
- Teachers should have expanded opportunities to collaborate professionally (either within or across disciplines) in order to implement the new Frameworks, data teams, writing Toolkits, and meet other instructional challenges necessary to improve student growth and achievement.
- District support programs (SPED, K-12 MCAS study groups and camps, tutoring in ELA and Math) are all working effectively to reduce the proficiency gap, but must be expanded to provide additional non-classified academic support to specifically address the needs of students moving into the district that lack academic skills and knowledge, and contribute to the District's proficiency gap.

FY13 MCAS Performance Data

Subject	Proficient or Higher		Advanced		Proficient		Needs Improvement		Warning/ Failing		Inc.	CPI	SGP	Inc. in SGP
	DIST.	STATE	DIST.	STATE	DIST.	STATE	DIST.	STATE	DIST.	STATE				
GRADE 03 - READING	54	57	13	12	41	45	41	36	5	8	261	83.1	N/A	N/A
GRADE 03 - MATH	65	66	33	31	32	36	24	22	11	11	260	83.1	N/A	N/A
GRADE 04 - ELA	56	53	12	10	44	43	33	33	12	13	293	80.3	53.0	271
GRADE 04 - MATH	47	52	13	18	35	34	43	38	10	10	295	77.0	46.0	273
GRADE 05 - ELA	68	66	23	18	46	47	22	24	10	10	303	85.0	69.0	287
GRADE 05 - MATH	59	61	25	28	34	33	27	25	14	14	302	79.1	54.0	287
GRADE 05 - STE	45	51	15	20	30	31	44	36	11	12	302	76.7	N/A	N/A
GRADE 06 - ELA	73	67	13	16	60	51	19	23	8	10	329	87.9	53.0	317
GRADE 06 - MATH	68	61	26	25	41	35	22	24	10	15	329	84.3	50.5	318
GRADE 07 - ELA	70	72	4	12	65	59	25	22	5	7	297	87.6	33.0	288
GRADE 07 - MATH	52	52	14	19	38	33	34	27	14	21	296	76.9	43.5	286
GRADE 08 - ELA	78	78	11	20	67	58	16	15	6	7	305	90.3	45.0	287
GRADE 08 - MATH	56	55	25	22	31	32	27	25	17	20	301	76.5	57.0	283
GRADE 08 - STE	34	39	1	4	33	35	52	43	14	18	301	69.8	N/A	N/A
GRADE 10 - ELA	95	91	47	45	48	46	4	7	1	2	245	98.3	59.0	216
GRADE 10 - MATH	89	80	56	55	33	25	7	13	5	7	243	94.8	30.0	216
GRADE 10 - STE	81	71	33	26	48	45	16	24	3	5	235	91.8	N/A	N/A
ALL GRADES - ELA	70	69	17	19	53	50	23	23	7	8	2,033	87.3	50.0	1,666
ALL GRADES - MATH	62	61	27	28	35	33	27	25	12	14	2,026	81.3	48.0	1,663
ALL GRADES - STE	51	53	15	16	36	37	39	35	10	12	838	78.4	N/A	N/A

Accountability Information

District Accountability and Assistance Level: Level 3

- Level 3 designation due to the Gibbons Elementary School receiving the classification as a Level 3 Focus School.
- The District has an identified need for special education technical assistance or intervention.

Teacher Data (2012 – 2013)

	District	State
Total # of Teachers	290.1	70,635.8
% of Teachers Licensed in Teaching Assignments	100.0	97.5
Student/Teacher Ratio	12.9 to 1	13.5 to 1

The District’s student / teacher ratio is better than the State average and has not had a negative impact on the performance of students. The overall level of administration spending per student is significantly lower than the State as \$249.00 per student, compared to a State average of \$477.00 per student. The low overall spending on administration, relative to the size of the school district, is becoming an issue as the number of administrative intensive State mandates continues to add to administrative workloads, impacting the school and District administrations ability to effectively manage the District.

GOALS AND ACTION STEPS

September 2013 – August 2014

Element One – Triennial District Action Plan Component: Elementary Student Intervention and Skill Development

Based on an analysis of student performance data, demographic trends, and a review of District Standards and Indicator findings, the District has identified substantial academic needs in a significant percentage of students moving into the District from neighboring communities. There is a strong correlation between Stoughton's progress in addressing the proficiency gap and the fact that a significant number of students entering the District contribute directly to the District's identified proficiency gap population.

Student Intervention and Skill Development SMART Goal: The District will develop extended school day programs for students in Grades 2 – 5. Over the course of three years the scope of each program will be expanded to encompass more students. Funding levels will be based on the relative number of students projected to require services at each school. The performance of students that participate in each program will be monitored and reviewed annually. Program efficiency will also be reviewed.

FY 14 Action Steps	Supports/Professional Development/Resources from District	Responsible Parties	Timeline
FY14 Elementary Schools (Grades 2 – 5) must provide targeted interventions to students in need of academic intervention. Students should be identified through the District's assessment system. Services should be available both before and after school, as applicable.	FY 14 Funding of Line 5118 – 01 of \$20,000.00 Dawe - \$5,500.00 Gibbons - \$4,000.00 Hansen - \$2,500.00 South - \$2,500.00 West - \$5,500.00	Funding: Superintendent School Committee Program Development: Principals	Program Implementation no later than October 2013
Program Review – structure, services offered, student participation, and efficiency	Time	Superintendent Principals	Summer of 2014
Elementary Schools (Grades 2 – 5) must expand their targeted intervention program to include more students in need of academic intervention.	FY 15 Funding Increase of Line 5118 – 01 to \$41,000.00 Dawe - \$11,500.00 Gibbons - \$8,000.00 Hansen - \$5,000.00 South - \$5,000.00 West - \$11,500.00	Funding: Superintendent School Committee Program Development: Principals	September 2014 Expanded Program Implementation no later than October 2015

S=Specific and Strategic; M=Measurable; A=Action Oriented; R=Rigorous, Realistic, and Results-Focused; T=Timed and Tracked

Element Two – Triennial District Action Plan Component: Modular After School Elementary Enrichment Program

Based on an analysis of student performance data, and a review of District Standards and Indicator findings, the District has identified the need to provide additional opportunities for enrichment and advanced learning beyond the regular school day at the elementary level. While there are a significant number of programs at the secondary level that provide these opportunities, a minimal number of district-wide opportunities exist at the elementary level.

Modular After School Elementary Enrichment Program SMART Goal: The District will develop a modular after school enrichment program that will be provided to all elementary schools annually. The program will be expanded in a linear manner over three years from 4 to 12 modules, including transportation. The program will be reviewed annually to assess its efficiency and effectiveness.

FY14 Action Steps	Supports/Professional Development/Resources from District	Responsible Parties	Timeline
Develop two Science, one ELA, and one Fine Arts after school enrichment modules. Each module should be 4 days long, with two contact hours per day. Each module should run in each Elementary School annually.	FY 14 Funding of Line 5118 – 01 of \$13,000.00 Development - \$250.00 / mod Total - \$1,000	Funding: Superintendent School Committee Program Development: Superintendent Curriculum Specialists Directors Head Teachers	June 2013 – October 2013
Provide each module (2,1,1) to each elementary school	Stipends - \$200.00 / s / m Materials - \$200.00 / s / m Trans - \$200.00 / s / m Total = \$12,000.00	Superintendent Curriculum Specialists Teachers	October 2013 – May 2014
Program Review – Efficiency and Effectiveness	Time	Superintendent Principals	July 2014
Develop two Science, one ELA, and one Fine Arts after school enrichment module to add to existing programs. Each module should be 4 days long, with two contact hours per day. Each module should run in each Elementary School annually.	FY 15 Funding of Line 5118 – 01 of \$25,000.00 Development - \$250.00 /mod Total = \$1,000.00	Funding: Superintendent School Committee Program Development: Superintendent Curriculum Specialists Directors Head Teachers	June 2014 – October 2014

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Element Three – Triennial District Action Plan Component: Secondary Extended School Day Policy and Program Development

Based on an analysis of student performance data, demographic trends, and a review of District Standards and Indicator findings, the District has identified substantial academic needs in a significant percentage of students moving into the District from neighboring communities. There is a strong correlation between Stoughton’s progress in addressing the proficiency gap and the fact that a significant number of students entering the District contribute directly to the District’s identified proficiency gap population. At the secondary level, these students are often resistant to participating in extended school day programs related to improving student academic performance. The secondary level also has the ability to create long-term programs with dedicated staffing and resources through the flexible scheduling option.

Secondary Extended School Day Policy and Program Development SMART Goal: The District, in conjunction with the School Committee, will develop a secondary extended school day policy. Following policy ratification, the District will develop secondary programs based on the parameters established by the policy, pilot the programs, and implement full programs for the 2015 – 2016 School Year. Following both the pilot program, and full implementation, the District will conduct program evaluations.

FY14 Action Steps	Supports/Professional Development/Resources from District	Responsible Parties	Timeline
Extended school day policy development. Should include general criteria to qualify and require students to participate in an extended day, parameters for extended programs (time, transportation, notice, etc...), and enough generality for principals to build significantly different programs, to address a variety of student needs.	Time	School Committee S.C. Sub Committee Superintendent Principals	September 2013 - January 2014
Program proposal development.	Time	Principals School Councils	May 2014
School handbooks updated with program statements and requirements.	Time	Principals	July 2014

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Element Four – Triennial District Action Plan Component: Comprehensive Writing Toolkit Development and Implementation

Based on an analysis of student performance data and a review of District Standards and Indicator findings, the District has identified the need to create a greater level of consistency of expectations for students and faculty related to writing across the curriculum and provide a systematic approach to targeting specific types of writing by benchmarking within the curriculum. The development of comprehensive, high quality writing “Toolkits”, which cut across grade levels and between schools, will establish clear expectations for faculty and students and should provide for a straightforward integration within the curriculums. The toolkits that will be developed, will work within the framework of existing programs (Collins & Six Traits) to minimize professional development requirements and maximize effectiveness.

Comprehensive Writing Toolkit Development and Implementation SMART Goal: Writing Toolkits will be developed for Grades 3 – 12. The development and implementation process must be concluded by June of 2016. Specific toolkits will be embedded across the curriculum in a strategic manner and their implementation will be systematically tracked through student writing portfolios.

FY14 Action Steps	Supports/Professional Development/Resources from District	Responsible Parties	Timeline
Implement Writers Toolkits in Grades 9 – 12. These kits include: Analytical Essay Argumentative Essay Research Paper Formal Lab Report Implementing includes systematic benchmarking into existing curriculums and incorporation as District Determined Measures, as appropriate.	RTTT Grant Funding Project 2A Building Level and Department Level PD	Deputy Superintendent Curriculum Specialists	September 2013 – June 2014
Develop Writers Toolkits in Grades 6 – 8, these kits must align with those developed for Grades 9 – 12, and include: Analytical Essay Argumentative Essay Research Paper Formal Lab Report	RTTT Grant Funding Project 2A	Deputy Superintendent Curriculum Specialists	July 2013 – September 2013

Implement Writers Toolkits in Grades 6 – 8. Implementing includes systematic benchmarking into existing curriculums and incorporation as District Determined Measures, as appropriate.	RTTT Grant Funding Project 2A Building Level, Department Level, and Grade Level PD	Deputy Superintendent Curriculum Specialists	October 2013 – June 2014
Develop two additional types of essay Toolkits for Grades 9 – 12. Types to be developed by committee.	RTTT Grant Funding Project 2A	Deputy Superintendent Curriculum Specialists	October 2013 – June 2014
Develop Writers Toolkits for Grade 5. These kits must align with those developed for Grades 6 – 8, and include: Analytical Essay Argumentative Essay Research Paper Formal Lab Report	District Funding STEM / Humanities Budget	Deputy Superintendent Curriculum Specialists	Summer of 2014

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Element Five – Triennial District Action Plan Component: District-wide Student Performance Measures (DSPM)

The District must identify and report to ESE a district-wide set of student performance measures for each grade and subject that permit a comparison of student learning gains.

District-wide Student Performance Measures (DSPM) SMART Goal: DSPMs will be fully developed, implemented, and successfully integrated into the Educator Evaluation System, for all faculty members and administrators, no later than August of 2016.

FY14 Action Steps	Supports/Professional Development/Resources from District	Responsible Parties	Timeline
Where ever practical, the District will establish one central data management system from which to develop assessments system and compile assessment information related to DSPM.	District Technology Budget Data System Training PD	Superintendent Deputy Superintendent Administrator of	Summer of 2013

		Educational Technology	
The District will identify the grades and subjects for which the district will administer DSPMs into two implementation groups. Group One DSPMs will include all core subject teachers. Group Two DSPMs will include all remaining educators.	RTTT Grant Funding Project 1A DSPM PD – Administration	Superintendent Deputy Superintendent Curriculum Specialists Principals	Summer of 2013
Group One DSPMs will be developed and aligned across grade levels and subject areas as appropriate.	RTTT Grant Funding Project 1A DSPM PD – Development Team	Superintendent Deputy Superintendent Curriculum Specialists Administrator of Educational Technology Principals Teachers	Summer of 2013
Group One teachers will pilot DSPMs	RTTT Grant Funding Project 1A DSPM PD – Faculty	Teachers	September 2013 – June 2014
Group Two DSPMs will be developed and aligned as appropriate.	RTTT Grant Funding Project 1A DSPM PD – Development Team	Superintendent Deputy Superintendent Curriculum Specialists Administrator of Educational Technology Principals Educators	September 2013 – January 2014
Group Two educators will pilot DSPMs.	RTTT Grant Funding Project 1A DSPM PD – Faculty	Teachers	February 2014 – June 2014
Group One and Two pilot programs will be reviewed and adjustments made as necessary.	Time	Superintendent Deputy Superintendent Curriculum Specialists Administrator of Educational Technology Principals	July 2014 – September 2014

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