

# **STOUGHTON PUBLIC SCHOOLS**

## **TRIENNIAL DISTRICT IMPROVEMENT PLAN**

*July 2013 – August 2016*

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***District Standards and Indicators Review Teams***

District Standard: Leadership and Governance  
 Review Team: Marguerite Rizzi, Ed.D., Superintendent of Schools  
 Deborah Sovinee, School Committee Chair  
 Mathew Colantonio, OMS Principal

District Standard: Human Resources and Professional Dev.  
 Review Team: Jonathan Ford, Deputy Superintendent  
 Faye Polillio, Hansen ES Principal  
 David Guglia, OMS Assistant Principal

District Standard: Assessment  
 Review Team: David Barner, Dawe ES Principal  
 Janet Sullivan, STEM Curriculum Spec.  
 Linda Feeney, Title I BC&D Specialist

District Standard: Financial and Asset Management  
 Review Team: Marguerite Rizzi, Superintendent of Schools  
 Joyce Husseini, School Committee  
 Joel Harding, Supervisor of Support Services  
 Jessica Denison, Financial Coordinator  
 Julie Miller, Stoughton High School Principal

District Standard: Curriculum and Instruction  
 Review Team: Maureen Mulvey, South ES Principal  
 Mark Galligan, Humanities Curriculum Spec.  
 Lynne Jardin, Gibbons ES Principal

District Standard: Student Support  
 Review Team: Heather Tucker, Adm. for Special Education  
 Margaret Morgan, West ES Principal

***District Improvement Plan Development Committee***

Marguerite Rizzi, Ed.D., Superintendent of Schools  
 Jonathan Ford, Deputy Superintendent  
 Julie Miller, Stoughton High School Principal  
 Janet Sullivan, STEM Curriculum Specialist  
 Heather Tucker, Adm. for Special Education

Barbara Starkie, OMS Assistant Principal  
 David Barner, Dawe ES Principal  
 Mike O'Neil, Stoughton High School Assistant Principal  
 Mark Galligan, Humanities Curriculum Specialist  
 Lynne Jardin, Gibbons ES Principal

## *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.

## *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.

## GOALS AND ACTION STEPS

*July 2013 – August 2016*

**Element One:** 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 – 8. 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.

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

	South - \$5,000.00 West - \$11,500.00		
Expanding Opportunities to Participate: Late Busses from October 1 – May 15 (Monday – Thursday) 1 @ West 1 @ Dawe	Estimated Cost - \$12,000.00	Funding: Superintendent School Committee  Scheduling: Principals & Supervisor of Support Services	October 2014
Student Performance Data Review – program effectiveness	Time	Superintendent Principals	November 2014
Program Review – structure, services offered, student participation, transportation, and efficiency	Time	Superintendent Principals	Summer of 2015
Elementary Schools (Grades 2 – 5) must expand their targeted intervention program to include more students in need of academic intervention.	FY16 Funding Increase of Line 5118 – 01 to \$62,000.00 Dawe - \$17,500.00 Gibbons - \$12,000.00 Hansen - \$7,500.00 South - \$7,500.00 West - \$17,500.00	Funding: Superintendent School Committee  Program Development: Principals	September 2015
Student Performance Data Review – program effectiveness	Time	Superintendent Principals	November 2015
Program Review – structure, services offered, student participation, transportation utilization, and efficiency	Time	Superintendent Principals	Summer of 2016
Student Performance Data Review – program effectiveness	Time	Superintendent Principals	November 2016

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

## GOALS AND ACTION STEPS

### *July 2013 – August 2016*

**Element Two:** 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.

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	FY 15 Funding of Line 5118 – 01 of \$25,000.00	Funding: Superintendent School Committee	June 2014 – October 2014

module should be 4 days long, with two contact hours per day. Each module should run in each Elementary School annually.	Development - \$250.00 /mod Total = \$1,000.00	Program Development: Superintendent Curriculum Specialists Directors Head Teachers	
Provide each module (4,2,2) to each elementary school	Stipends - \$200.00 / s / m Materials - \$200.00 / s / m Trans. - \$200.00 / s / m Total = \$24,000.00	Superintendent Curriculum Specialists Teachers	October 2014 – May 2015
Program Review – Efficiency and Effectiveness	Time	Superintendent Principals	July 2015
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 16 Funding of Line 5118 – 01 of \$37,000.00 Development - \$250.00 / mod Total = \$1,000.00	Funding: Superintendent School Committee  Program Development: Superintendent Curriculum Specialists Directors Head Teachers	June 2015 – October 2015
Provide each module (6,3,3) to each elementary school	Stipends - \$200.00 / s / m Materials - \$200.00 / s / m Trans. - \$200.00 / s / m Total = \$36,000.00	Superintendent Curriculum Specialists Teachers	October 2014 – May 2015
Program Review – Efficiency and Effectiveness	Time	Superintendent Principals	July 2016

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## GOALS AND ACTION STEPS

### *July 2013 – August 2016*

**Element Three:** 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.

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

Implement extended school day pilot programs	Stipends: \$12,000.00	School Committee Superintendent Principals	September 2014 – June 2015
Ensuring Opportunities to Participate 2 Busses shared between OMS & SHS	Transportation: \$18,000.00	School Committee Superintendent Principals	September 2014 – June 2015
Pilot program evaluation. The pilot program evaluation findings will be reviewed with the School Committee.	Time	Principals Directors / Head Teachers	June 2015
Extended school day pilot program based revisions will be utilized to facilitate a full implementation plan and final program requirements.	Time	Principals School Councils	July 2015 – August 2015
Extended school day program implementation	Stipends: \$24,000.00	School Committee Superintendent Principals	September 2015 – June 2016
Ensuring Opportunities to Participate 2 Busses shared between OMS & SHS	Transportation: \$18,000.00	School Committee Superintendent Principals	September 2015 – June 2016
A program evaluation will occur that must include student academic performance data and the program's impact on the proficiency gap.	Time	Principals Directors / Head Teachers	July 2016

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## GOALS AND ACTION STEPS

### *July 2013 – August 2016*

#### **Element Four:** 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.

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:	RTTT Grant Funding Project 2A	Deputy Superintendent Curriculum Specialists	July 2013 – September 2013

Analytical Essay Argumentative Essay Research Paper Formal Lab Report			
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
Implement Writers Toolkits in Grade 5. Implementing includes systematic benchmarking into existing curriculums and incorporation as District Determined Measures, as appropriate.	District Funding STEM / Humanities Budget  Building Level and Grade Level PD	Deputy Superintendent Curriculum Specialists	September 2014 – June 2015
Implement two additional types of essay Toolkits for Grades 9 – 12. Implementing includes systematic benchmarking into existing curriculums and incorporation as District Determined Measures, as appropriate.	District Funding STEM / Humanities Budget  Building Level and Department Level PD	Deputy Superintendent Curriculum Specialists	September 2014 – June 2015
Develop two additional types of essay Toolkits for Grades 6 – 8. These kits must align with those developed for Grades 9 – 12.	District Funding STEM / Humanities Budget	Deputy Superintendent Curriculum Specialists	September 2014 – June 2015
Develop Writers Toolkits for Grades 3 and 4. Two discrete kits will be developed and aligned between grade levels.	District Funding STEM / Humanities Budget	Deputy Superintendent Curriculum Specialists	September 2014 – June 2015

<p>Implement two additional types of essay Toolkits for Grade 6 – 8. Implementing includes systematic benchmarking into existing curriculums and incorporation as District Determined Measures, as appropriate.</p>	<p>District Funding STEM / Humanities Budget</p> <p>Building Level, Department Level, and Grade Level PD</p>	<p>Deputy Superintendent Curriculum Specialists</p>	<p>September 2015 – June 2016</p>
<p>Implement Writers Toolkits in Grades 3 and 4. Implementing includes systematic benchmarking into existing curriculums and incorporation as District Determined Measures, as appropriate.</p>	<p>District Funding STEM / Humanities Budget</p> <p>Building Level and Grade Level PD</p>	<p>Deputy Superintendent Curriculum Specialists</p>	<p>September 2015 – June 2016</p>

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## GOALS AND ACTION STEPS

*July 2013 – August 2016*

**Element Five:** 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.

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 Educational Technology	Summer of 2013
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
The District will develop impact ratings based on the District-wide Student Performance Measures for teachers that piloted DSPMs in Group One.	Time	Superintendent Deputy Superintendent Curriculum Specialists Administrator of Educational Technology Principals	September 2014 – June 2015
The District will develop impact ratings based on the District-wide Student Performance Measures for teachers that piloted DSPMs in Group Two.	Time	Superintendent Deputy Superintendent Curriculum Specialists Administrator of Educational Technology Principals	September 2015 – June 2016

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