

Part 6: Transformation Model

PRE-IMPLEMENTATION Strategies – Application Year

Describe any pre-grant implementation steps that are being taken during the application year to prepare for Year 1 of SIG.

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| Principal changes and flexibility | <p>District and school leaders (including Lead Coach) has recently started conducting walkthroughs of all classrooms utilizing digital tool. Feedback is provided to individual teachers.</p> <p>Administrative leadership currently works with teacher "think tank" group to explore professional resources and provide feedback regarding opportunities for professional practice within building.</p> |
| Effectiveness of staff and recruitment/retaining of staff | <p>Staff currently meeting in PLC format weekly by core content areas.</p> <p>Administration and teacher leaders attended a PLC institute in November 2013. Beginning January 2014, content and grade level teams began meeting utilizing the PLC framework with facilitation from district leaders and lead coach during designated PLC period.</p> |
| Building Culture | <p>Washington MS currently supports culture through implementation of PBIS. EVSC provides feedback and guidance to strengthen culturally-responsive PBIS through district level coaches.</p> <p>Administration and teacher leaders attended a PLC institute in November 2013. Beginning January 2014, content and grade level teams began meeting utilizing the PLC framework with facilitation from district leaders and lead coach during designated PLC period.</p> |
| Professional Development | <p>Administration and teacher leaders attended a PLC institute in November 2013. Beginning January 2014, content and grade level teams began meeting utilizing the PLC framework with facilitation from district leaders and lead coach during designated PLC period.</p> <p>Lead Coach has recently started daily meeting with teachers during PLCs. Direct professional development is provided based on student and implementation data on weekly basis within this time.</p> <p>Based on feedback from IDOE walkthroughs, the school has developed a new lesson plan template that assists teachers in utilizing focused lesson design.</p> <p>External technical assistance for Differentiated Instruction has included feedback-orientated classroom walkthroughs, collaboration with principal/lead coach, and staff professional development.</p> |

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| Instructional Programs | <p>Use of "flex" period for remediation based on ISTEP+ results has been established practice in building for 2 years. In current school year, planning for these groups has included more timely, formative data from Acuity.</p> <p>Remediation efforts have been strengthened through use of standards-aligned remediation programs provided by EVSC including Compass Learning, Acuity resources, and Achieve 3000.</p> <p>Data from Aimsweb reading screening assessment tool indicates that 25% of students are reading well below grade level at Washington Middle School. To support increased literacy skills, every student receives reading support through Achieve 3000.</p> <p>Data portfolios and Acuity goal setting at the student level has been implemented across all grade levels.</p> <p>EVSC implemented districtwide standards aligned curriculum maps in the areas of ELA and Math. These maps were introduced to teachers through district and school level PD facilitated planning sessions.</p> <p>All classrooms currently have access to technology for student engagement including: 1-1 netbooks, Promethean Boards, clickers.</p> <p>All students have a scheduled flex period for remediation and enrichment opportunities.</p> |
| Parent and Community Involvement | <p>Principal meeting informally with families during bi-monthly coffee chats.</p> |

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| <p>Provide just in time training/ support for teachers based on data analysis including walkthrough teacher observation data through modeling and coaching support.</p> | <p>PD Specialist, Principal, lead coaches</p> | <p>Ongoing monitoring through classroom walkthroughs, teacher observations</p> | <p>PDS salary/fringes, PD substitute salary/fringe</p> | |
| <p>Energize staff through explicit, routine, positive reinforcement including walkthrough feedback, evaluation/observation feedback, data chats</p> <p>Offer increased flexibility and support in identifying and placing highly qualified staff, including use of screening tools developed by Mass Insight and priority</p> <p>Provide staff with mini classroom grants of \$1,000 to secure instructional materials and supplies supporting student engagement and differentiation of instruction.</p> | <p>Principal, PD Specialist, LEA support</p> <p>LEA, Principal</p> <p>Professional Development Specialist</p> | <p>Ongoing</p> <p>Ongoing</p> <p>2014-15 school year</p> | <p>PD Specialist salary/fringe, % LEA salary</p> <p>% LEA salary</p> <p>Classroom mini grants, up to \$1,000 per FT certified teaching staff</p> | <p><i>Implement strategies to recruit, place, and retain staff (financial incentives, promotion, career growth, flexible work time)</i></p> |
| <p>Provide opportunities for after school programming to allow for students to be engaged in standards instruction utilizing different techniques and strategies that align to data</p> <p>Provide opportunities for summer programming to allow for students to be engaged in standards instruction utilizing different techniques and strategies that align to data</p> | <p>Principal; Professional Development Specialist, Extended Learning Coordinator</p> <p>Principal; Professional Development Specialist, Extended Learning Coordinator</p> <p>Principal; Behavior Interventionist</p> | <p>As identified through data at the beginning of each semester and a review of student data and after school program monitoring</p> <p>As identified through data at the beginning of each semester and a review of student data and after school program monitoring</p> <p>Beginning of the school year and on-going throughout the year</p> | <p>salary / fringe for extended learning coordinator, salary/fringe for instructors for extended learning</p> <p>salary / fringe for extended learning coordinator, salary/fringe for instructors for extended learning, transportation</p> <p>salary/fringe of behavior interventionist</p> | <p><i>Provide increased learning time for students and staff</i></p> |

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| <p>Increase student learning time by utilizing PBIS strategies to keep students in the classroom and engaged in learning (Year one: refine expectations and post, develop videos to teach expected behaviors, schoolwide acknowledgment system, use of positive interventions, and development of function based consequences).</p> <p>Provide social work services to students who are at risk of failure due to family/social emotional factors</p> <p>Provide small group instruction during core classes in order to differentiate instruction and during intervention time</p> | <p>Principal, School social worker</p> <p>Principal, PD Specialist, Instructionalist</p> | <p>2013-14 school year</p> <p>2013-14 school year</p> | <p>Social worker salary/fringes</p> <p>Instructionalist salary/fringes</p> | |
| <p>Provide opportunities for families and community members to meet with staff and learn about school expectations and strategies</p> <p>Provide information to families through various outlets to inform regarding school services, events, and community events</p> <p>Explore opportunities to expand on community partnerships</p> <p>Develop a school-wide approach for two-way communication with families and guardians</p> | <p>Principal, school social worker</p> <p>Principal, school social worker</p> <p>Principal, school social worker</p> <p>Principal; Behavior Interventionist, social worker</p> | <p>Beginning of the school year and on-going throughout the year</p> <p>Beginning of the school year and on-going throughout the year</p> <p>Beginning of the school year and on-going throughout the year</p> <p>Beginning of the school year and on-going throughout the year</p> | <p>School social worker salary/ fringe</p> <p>School social worker salary / fringe</p> <p>School social worker salary fringe</p> <p>School social worker salary fringe, behavior specialist salary fringe</p> | <p><i>Provide mechanisms for family and community engagement</i></p> |

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| Work with Human Resources Department to ensure principal has flexibility and priority in securing high quality new hires, retaining effective staff, and removing ineffective staff. | LEA | Ongoing | % LEA salary | Give the school sufficient operational flexibility (staffing, calendars/time, budgeting) |
| Ensure LEA supports flexibility regarding extended learning time, transportation for extended time, recruitment of highly qualified staff for extended learning opportunities | LEA | Ongoing | %LEA salary | |
| Ensure coordination of funding sources to maximize learning opportunities for students and teachers | LEA | Ongoing | %LEA salary | |
| Provide internal lead partner supports with regular data checks (minimum of 2 times per monthly) providing technical assistance and support to navigate obstacles to ensure student/teacher success | LEA | Ongoing | %LEA salary | LEA and, SEA supports school with ongoing, intensive technical assistance and support |
| Support effective implantation of schoolwide PBIS strategies through district support /monitoring to ensure fidelity. | LEA | Ongoing | %LEA salary | |

SMART Culture Goal - Year 2

| Action Steps | Person(s) Responsible | Timeline | Budgeted Items | Transformation Principles |
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| Ensure principal is evaluated and is found effective regarding implementation of all turnaround principles. | Superintendent | Prior to Fall 2015 | %LEA salary | Replace the principal who led the school prior to implementing the model |
| Provide principal regular, timely feedback regarding schoolwide improvement implementation based on turnaround principals. | Chief Academic Officer, LEA staff | Ongoing feedback and support | % LEA salary | |

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| <p>Principal and other administrative staff will be evaluated using the new EVSC Administrator Evaluation tool which was developed with administrator input, is performance based and aligned to student achievement.</p> <p>Evaluate 100% of teachers utilizing EVSC evaluation rubric through iObservation which was developed with teacher input, is evidence based and aligned to student achievement.</p> | <p>Chief Academic Officer, LEA staff</p> <p>Principal, Professional Development Specialist, LEA staff support</p> | <p>Annually with continuous feedback and support</p> <p>On-going throughout year</p> | <p>% LEA salary</p> <p>% LEA salary</p> | <p><i>Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement</i></p> |
| <p>Evaluate 100% of teachers utilizing EVSC evaluation rubric was developed with teacher input through iObservation which is evidence based and aligned to increased student achievement. Teachers who contribute to increased student achievement will be rewarded through new model.</p> <p>Principal and other administrative staff will be evaluated using the new EVSC Administrator Evaluation tool which was developed with administrator input, is performance based and aligned increased to student achievement.</p> <p>Teachers who are rated in the lowest two categories of performance will be required to develop a plan for performance improvement with ongoing support, professional development, and monitoring that lasts no more than 90 school days (removal follows state law).</p> | <p>LEA, Principal, PD specialist</p> <p>Chief Academic Officer, LEA support</p> <p>Principal, PD Specialist, LEA support</p> | <p>2015-16 school year</p> <p>2015-16 school year</p> <p>Ongoing</p> | <p>PD Specialist salary, % LEA salary</p> <p>% LEA support</p> <p>% LEA support</p> | <p><i>Reward school leaders, teachers, staff who, in implementing this model, increased student achievement or high school graduation rates; remove those who, after professional development, have not</i></p> |

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| <p>To promote a strong culture of collaboration and instructional support, teachers will participate in and lead Professional Learning Communities (PLC) on a daily basis with a focus on the four questions of a PLC, ensuring differentiation, student engagement and rigorous tasks.</p> <p>LEA will provide continuous support of roll-out and implementation of Strategic School Improvement Planning and Monitoring</p> <p>Review data sources and revisit root cause analyses for culture/climate improvement plan</p> <p>Provide ongoing professional development to ensure teachers are utilizing regular checks for understanding during instruction in order to differentiate, reteach/reframe and revise plans for instruction.</p> <p>Provide just in time</p> | <p>Principal, Professional Development Specialist</p> <p>LEA</p> <p>Principal with LEA Support</p> <p>Professional development specialist, Principal, leadership team, lead coaches</p> <p>Professional</p> | <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>On-going monitoring through classroom walkthroughs, teacher observations</p> | <p>PDS salary /fringes</p> <p>% LEA Salary</p> <p>% LEA Salary</p> <p>PDS salary / fringe,</p> | <p><i>Provide high quality, job-embedded professional development</i></p> |

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| <p>training/ support for teachers based on data analysis including walkthrough teacher observation data through modeling and coaching support.</p> | <p>Development Specialist, Principal, lead coaches</p> | <p>Ongoing monitoring through classroom walkthroughs, teacher observations</p> | <p>PDS salary / fringes, PD sub salary, fringes</p> | |
| <p>Energize staff through explicit, routine, positive reinforcement including walkthrough feedback, evaluation/observation feedback, data chats</p> <p>Offer increased flexibility and support in identifying and placing highly qualified staff, including use of screening tools developed by Mass Insight and priority</p> <p>Provide staff with mini classroom grants of \$1,000 to secure instructional materials and supplies supporting student engagement and differentiation of instruction.</p> | <p>Principal, PD Specialist, LEA support</p> <p>LEA, Principal</p> <p>Professional Development Specialist</p> | <p>Ongoing</p> <p>Ongoing</p> <p>2015-16 school year</p> | <p>PD Specialist, % LEA salary</p> <p>% LEA salary</p> <p>Classroom mini grants, up to \$1,000 per FT certified teaching staff</p> | <p><i>Implement strategies to recruit, place, and retain staff (financial incentives, promotion, career growth, flexible work time)</i></p> |
| <p>Provide opportunities for after school programming to allow for students to be engaged in standards instruction utilizing different techniques and strategies that align to data.</p> <p>Investigate partnership with community agency to offer high quality after school programming with a focus on standards</p> | <p>Principal; Professional Development Specialist, Extended Learning Coordinator</p> <p>Principal; Professional Development Specialist, Extended Learning Coordinator</p> | <p>As identified through data at the beginning of each semester and a review of student data and after school program monitoring</p> <p>As identified through data at the beginning of each semester and a review of student data and after school</p> | <p>salary / fringe for extended learning coordinator, salary/fringe for instructors for extended learning</p> <p>salary / fringe for extended learning coordinator, salary/fringe for instructors for extended</p> | <p><i>Provide increased learning time for students and staff</i></p> |

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| <p>based instruction utilizing techniques to differentiate instruction.</p> | <p>Principal; Professional Development Specialist, Extended learning Coordinator</p> | <p>program monitoring</p> | <p>learning</p> | |
| <p>Provide opportunities for summer programming to allow for students to be engaged in standards instruction utilizing different techniques and strategies that align to data. Investigate partnership with community agency to offer high quality summer programming with a focus on standards based instruction utilizing techniques to differentiate instruction.</p> | <p>Principal; Behavior Interventionist</p> | <p>As identified through data at the beginning of each semester and a review of student data and after school program monitoring</p> | <p>salary / fringe for extended learning coordinator, salary/fringe for instructors for extended learning, transportation</p> | |
| <p>Increase student learning time by utilizing PBIS strategies to keep students in the classroom and engaged in learning. Year two focus on effective use of data to assess implementation and disproportionality, develop classroom procedures,</p> | <p>Principal, school social worker</p> <p>Principal, PD Specialist, Instructionalist</p> | <p>Beginning of the school year and on-going throughout the year</p> | <p>salary/fringe of behavior specialist</p> | |

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| <p>expectations, and acknowledgement use of low level referral form and Tier II interventions.</p> <p>Provide social work services to students who are at risk of failure due to family/social emotional factors</p> <p>Provide small group instruction during core classes in order to differentiate instruction and during intervention time</p> | | 2015-16 school year | Social worker salary/fringe | |
| | | 2015-16 school year | Instructionalist salary/fringe | |
| <p>Provide opportunities for families and community members to meet with staff and learn about school expectations and strategies</p> <p>Provide information to families through various outlets to inform regarding school services, events, and community events</p> <p>Explore opportunities to expand on community partnerships</p> <p>Develop a school-wide approach for two-way communication with families and guardians</p> | Principal, school social worker | Beginning of the school year and on-going throughout the year | School social worker salary/fringe | <p><i>Provide mechanisms for family and community engagement</i></p> |
| | Principal, school social worker | Beginning of the school year and on-going throughout the year | School social worker salary / fringe | |
| | Principal, school social worker | Beginning of the school year and on-going throughout the year | School social worker salary fringe, behavior specialist salary fringe | |
| | Principal; Behavior Interventionist, social worker | Beginning of the school year and on-going throughout the year | School social worker salary fringe, behavior specialist salary fringe | |
| <p>Work with Human Resources Department to ensure principal has flexibility and priority in securing high quality new hires, retaining effective staff, and removing ineffective staff.</p> | Principal, LEA | Ongoing | % LEA salary | <p><i>Give the school sufficient operational flexibility (staffing, calendars/time, budgeting)</i></p> |
| <p>Ensure LEA supports flexibility regarding extended learning time, transportation for extended time, recruitment of highly</p> | LEA | Ongoing | % LEA salary | |

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| qualified staff for extended learning opportunities Ensure coordination of funding sources to maximize learning opportunities for students and teachers | LEA | Ongoing | % LEA salary | |
| Provide internal lead partner supports with regular data checks (minimum of 2 times per monthly) providing technical assistance and support to navigate obstacles to ensure student/teacher success | LEA support | Ongoing | % LEA salary | LEA and, SEA supports school with ongoing, intensive technical assistance and support |

SMART Culture Goal - Year 3

| Action Steps | Person(s) Responsible | Timeline | Budgeted Items | Transformation Principles |
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| Ensure principal is evaluated and is found effective regarding implementation of all turnaround principles. Provide principal regular, timely feedback regarding schoolwide improvement implementation based on turnaround principals. | Superintendent Chief Academic Officer, LEA supports | Prior to Fall 2015 Ongoing feedback and support | % LEA salary | Replace the principal who led the school prior to implementing the model |
| Principal and other administrative staff will be evaluated using the new EVSC Administrator Evaluation tool which was developed with input from administrators, is performance based and aligned to student achievement. Evaluate 100% of teachers utilizing EVSC evaluation rubric through observation which was developed with teacher input, is evidence based and aligned to student achievement. | Chief Academic Officer, LEA staff Principal, Professional Development Specialist, LEA support | Annually with continuous feedback and support On-going throughout year | % LEA salary PD Specialist, % LEA support | Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement |

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| <p>Evaluate 100% of teachers utilizing EVSC evaluation rubric through observation which is evidence based and aligned to student achievement. Teachers who contribute to increased student achievement will be rewarded through new model.</p> <p>Principal and other administrative staff will be evaluated using the new EVSC Administrator Evaluation tool which is performance based and aligned to student achievement.</p> <p>Teachers who are rated in the lowest two categories of performance will be required to develop a plan for performance improvement with ongoing support, professional development, and monitoring that lasts no more than 90 school days (removal follows state law).</p> | <p>LEA support, Principal, PD Specialist</p> <p>LEA support, Chief Academic Officer</p> <p>Principal, PD Specialist, LEA support</p> | <p>2016-17 school year</p> <p>2016-17 school year</p> <p>Ongoing</p> | <p>% LEA salary, PD specialist</p> <p>% LEA salary</p> <p>% LEA salary</p> | <p><i>Reward school leaders, teachers, staff who, in implementing this model, increased student achievement or high school graduation rates; remove those who, after professional development, have not</i></p> |
| <p>To promote a strong culture of collaboration and instructional support, teachers will participate in and lead Professional Learning Communities (PLC) on a daily basis with a focus on the four questions of a PLC, ensuring differentiation, student engagement and rigorous tasks.</p> | <p>Principal, Professional Development Specialist</p> | <p>Ongoing</p> | <p>PDS salary /fringes</p> | <p><i>Provide high quality, job-embedded professional development</i></p> |

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| <p>LEA will provide continuous support of roll-out and implementation of Strategic School Improvement Planning and Monitoring</p> <p>Review data sources and revisit root cause analyses for culture/climate improvement plan</p> <p>Provide ongoing professional development to ensure teachers are utilizing regular checks for understanding during instruction in order to differentiate, reteach/reframe and revise plans for instruction.</p> <p>Provide just in time training/ support for teachers based on data analysis including walkthrough teacher observation data through modeling and coaching support.</p> | <p>LEA</p> <p>Principal with LEA Support</p> <p>Professional development specialist, Principal, leadership team, Lead coaches</p> <p>PDS, Principal, Lead coaches</p> | <p>Ongoing</p> <p>Ongoing</p> <p>On-going monitoring through classroom walkthroughs, teacher observations</p> <p>Ongoing monitoring through classroom walkthroughs, teacher observations</p> | <p>% LEA Salary</p> <p>% LEA Salary, data specialist</p> <p>PDS salary / fringe , % LEA salary</p> <p>PDS salary/fringes, PD sub salary/fringe, % LEA salary</p> | |
| <p>Energize staff through explicit, routine, positive reinforcement including walkthrough feedback, evaluation/observation feedback, data chats</p> <p>Offer increased flexibility and support in identifying and placing highly qualified staff, including use of screening tools developed by Mass Insight and priority</p> | <p>Principal, PD specialist, LEA support</p> <p>LEA, Principal</p> | <p>Ongoing</p> <p>Ongoing</p> | <p>PD specialist salary/fringes, % LEA salary</p> <p>% LEA salary</p> <p>Classroom mini grants, up to \$1,000 per FT certified teaching staff</p> | <p><i>Implement strategies to recruit, place, and retain staff (financial incentives, promotion, career growth, flexible work time)</i></p> |

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| <p>Provide staff with mini classroom grants of \$1,000 to secure instructional materials and supplies supporting student engagement and differentiation of instruction.</p> | <p>Professional Development Specialist</p> | <p>2015-16 school year</p> | | |
| <p>Provide opportunities for after school programming to allow for students to be engaged in standards instruction utilizing different techniques and strategies that align to data. Secure partnership with community agency to offer high quality after school programming with a focus on standards based instruction utilizing techniques to differentiate instruction.</p> <p>Provide opportunities for summer programming to allow for students to be engaged in standards instruction utilizing different techniques and strategies that align to data. Secure partnership with community agency to offer high quality summer programming with a focus on standards based instruction utilizing techniques to differentiate instruction.</p> | <p>Principal; Professional Development Specialist, Extended Learning Coordinator</p> <p>Principal; Professional Development Specialist, Extended learning Coordinator</p> | <p>As identified through data at the beginning of each semester and a review of student data and after school program monitoring</p> <p>As identified through data at the beginning of each semester and a review of student data and after school program monitoring</p> | <p>salary / fringe for extended learning coordinator, salary/fringe for instructors for extended learning</p> <p>salary / fringe for extended learning coordinator, salary/fringe for instructors for extended learning, transportation</p> | <p><i>Provide increased learning time for students and staff</i></p> |

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| <p>Increase student learning time by utilizing PBIS strategies to keep students in the classroom and engaged in learning. Year three focus on teacher leadership team monitoring data and providing support for teachers.</p> <p>Provide social work services to students who are at risk of failure due to family/social emotional factors</p> <p>Provide small group instruction during core classes in order to differentiate instruction and during intervention time</p> | <p>Principal; Behavior Interventionist</p> <p>Principal, Social Worker</p> <p>Principal, PD Specialist, Instructionalist</p> | <p>Beginning of the school year and on-going throughout the year</p> <p>2016-17 school year</p> <p>2016-17 school year</p> | <p>salary/fringe of behavior interventionist</p> <p>Social worker salary/fringe</p> <p>Instructionalist salary/fringe</p> | |
| <p>Provide opportunities for families and community members to meet with staff and learn about school expectations and strategies</p> <p>Provide information to families through various outlets to inform regarding school services, events, and community events</p> <p>Explore opportunities to expand on community partnerships</p> <p>Develop a school-wide approach for two-way communication with families and guardians</p> | <p>Principal, LEA staff</p> <p>Principal</p> <p>Principal</p> <p>Principal; Behavior Interventionist</p> | <p>Beginning of the school year and on-going throughout the year</p> <p>Beginning of the school year and on-going throughout the year</p> <p>Beginning of the school year and on-going throughout the year</p> <p>Beginning of the school year and on-going throughout the year</p> | <p>% LEA salary</p> | <p><i>Provide mechanisms for family and community engagement</i></p> |
| <p>Work with Human Resources Department to ensure principal has flexibility and priority in securing high quality new hires, retaining effective staff, and removing ineffective staff.</p> | <p>LEA</p> | <p>Ongoing</p> | <p>% LEA salary</p> | <p><i>Give the school sufficient operational flexibility (staffing, calendars/time, budgeting)</i></p> |

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| Ensure LEA supports flexibility regarding extended learning time, transportation for extended time, recruitment of highly qualified staff for extended learning opportunities | LEA | Ongoing | % LEA salary | |
| Ensure coordination of funding sources to maximize learning opportunities for students and teachers | LEA | Ongoing | % LEA salary | |
| Provide internal lead partner supports with regular data checks (minimum of 2 times per monthly) providing technical assistance and support to navigate obstacles to ensure student/teacher success | LEA staff | Ongoing | % LEA salary | LEA and, SEA supports school with ongoing, intensive technical assistance and support |

SUSTAINABILITY Culture Goal - Year 4

By May 2018, Washington Middle School will increase student engagement as evidenced through decreased discipline incidents by an additional 33% (from 3 daily average incidents to 2) as measured by average daily office discipline referrals.

| Action Steps | Person(s) Responsible | Timeline | Partnerships | Transformation Principles |
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| Ensure principal is evaluated and is found effective regarding implementation of all turnaround principles. | Superintendent | Prior to Fall 2015 | | Replace the principal who led the school prior to implementing the model |
| Principal and other administrative staff will be evaluated using the new EVSC Administrator Evaluation tool which was developed with administrator input, is performance based and aligned to student achievement. | Chief Academic Officer | Annually with continuous feedback and support | | Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement |

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| <p>Evaluate 100% of teachers utilizing EVSC evaluation rubric through iObservation which was developed with teacher input, is evidence based and aligned to student achievement.</p> | <p>Principal, LEA support</p> | <p>On-going throughout year</p> | | |
| <p>Evaluate 100% of teachers utilizing EVSC evaluation rubric through iObservation which is evidence based and aligned to increased student achievement. Teachers who contribute to increased student achievement will be rewarded through new model.</p> <p>Principal and other administrative staff will be evaluated using the new EVSC Administrator Evaluation tool which is performance based and aligned to increased student achievement.</p> <p>Teachers who are rated in the lowest two categories of performance will be required to develop a plan for performance improvement with ongoing support, professional development, and monitoring that lasts no more than 90 school days (removal follows state law).</p> | <p>LEA</p> <p>LEA</p> <p>Principal, PD Specialist, LEA support</p> | <p>Yearly</p> <p>Yearly</p> <p>Ongoing</p> | | <p><i>Reward school leaders, teachers, staff who, in implementing this model, increased student achievement or high school graduation rates; remove those who, after professional development, have not</i></p> |
| <p>Teachers will continue to meet in content area PLCs minimum of 2 times per week. New staff will be trained by existing staff in the model. Principal will continue to monitor PLCs through regular attendance and examination of student performance.</p> | <p>Principal, teacher leaders</p> | <p>Ongoing</p> | | <p><i>Provide high quality, job-embedded professional development</i></p> |

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| Teachers will be trained as needed on instructional strategies based on feedback from teacher observations and classroom walkthroughs. Peer training and observation as well as district support will be utilized to provide training/coaching. | Principal, teacher leaders | Ongoing | | |
| Principal will continue use of screening tools developed by Mass Insight to identify and place high quality candidates. | Principal, LEA support | Ongoing | | <i>Implement strategies to recruit, place, and retain staff (financial incentives, promotion, career growth, flexible work time)</i> |
| Through outside partnerships, afterschool and summer programming will continue to be offered to Washington students. | Principal, leadership team | Yearly | Partnerships with outside agencies | <i>Provide increased learning time for students and staff</i> |
| Continue to provide opportunities for families and community members to meet with staff and learn about school expectations and strategies and provide information to families through various outlets to inform regarding school services, events, and community events | Principal, teacher leaders | Ongoing | | <i>Provide mechanisms for family and community engagement</i> |
| The school will continue to be given operational flexibility based on need by the LEA | Superintendent | Ongoing | | <i>Give the school sufficient operational flexibility (staffing, calendars/time, budgeting)</i> |
| The school will continue to be supported and provided with appropriate technical assistance based on need. | Superintendent | | | <i>LEA and, SEA supports school with ongoing, intensive technical assistance and support</i> |

SMART Academic Goal - Year I

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| <p>ELA Academic Goal By May 2015, Washington Middle School will increase 6-8th grade ELA ISTEP+ proficiency within the following subgroups by the designated amounts: Black (from 42.31% to 48%=5.69% increase); Special Education (from 41.15% to 45%=3.85% increase); Free (53.1% to 60%=6.9% increase); Male (from 56.25% to 60%=3.75% increase) as measured by performance on 2015 ELA ISTEP+.</p> | <p>Math Academic Goal By May 2015, Washington Middle School will increase 6-8th grade Math ISTEP+ proficiency within the following subgroups by the designated amounts: Black (from 39.74% to 45%=5.26% increase); Special Education (from 40.74% to 45%=4.26% increase); Free (52.21% to 55%=2.79% increase); Male (from 56.25% to 60%=3.75% increase) as measured by performance on 2015 ELA ISTEP+.</p> | <p>Other Academic Goal (optional)</p> |
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| Action Steps | Person(s) Responsible | Timeline | Budgeted Items | Transformation Principles |
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| Continue use of Flex period every day and ISTEP training period twice weekly for additional instructional time in ELA and math. | Principal, leadership team, PD specialist | 2014-2015 School Year | Instructionalist salary, data specialist salary, PD specialist salary | <i>Use data to implement an aligned instructional program</i> |
| Use Acuity assessments to differentiate instruction during core Tier I instruction and for ISTEP training periods twice weekly. | Principal, leadership team, PD Specialist | 2014-2015 School Year | Instructionalist salary, data specialist salary, PD Specialist salary | |
| Continue use of Achieve 3000 for all students for additional instructional support in ELA, a way to differentiate instruction in ELA and to dramatically increase reading / comprehension levels of all students | Principal, leadership team | 2014-2015 School Year | Achieve 3000 seats for all students | |
| Increase use of Compass Learning to all students to use during flex time for individualized instructional support in math (currently in use with 90 students) | Principal, leadership team | August, 2014 and ongoing | Compass Learning Seats for all students | |
| | Principal, PD specialist, | 2014-15 school year | PD specialist salary, | |

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| <p>formative assessments, administrator walkthroughs and evaluations as well as feedback provided from the IDOE.</p> <p>LEA staff will support roll-out and implementation performance monitoring tools and data dashboard.</p> | <p>LEA staff, Principal, PDS, PLC leaders</p> | <p>around initial S-SIP strategy decisions and then continuous support will be provided through periodic checkpoint sessions and continual monitoring of the online tool.</p> <p>2014-2015 school year</p> | <p>% LEA salary</p> | |
| <p>Both subject-area and grade-level PLCs utilize curriculum guidance documents (curriculum map, scope and sequence and content framework) in order to align curriculum vertically across subject area as well as horizontally across grade-level. This will ensure a tightly standards-driven curriculum across the building. Intense support provided by Professional Development Specialist and Data Team.</p> | <p>Professional Development Specialist, Principal, PLC leaders. Lead coaches</p> | <p>2014-2015 school year</p> | <p>PDS salary/fringe, % LEA salary</p> | |
| <p>A professional development substitute will be provided for teacher professional development focused on evidence-based instructional strategies, data driven planning, and creation of common assessments in order to ensure a well-aligned curriculum. The use of the PD sub will maximize instructional time and limit interruptions to instruction.</p> | <p>Professional Development Specialist</p> | <p>August, 2014 readjusted as needed</p> <p>2014-2015 school year</p> | <p>salary/fringes for PD sub</p> | |

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| <p>SMART goals are set at the school level based on root cause analysis and performance/growth in ELA and math.</p> <p>Provide small group instruction during core classes in order to differentiate instruction and during intervention time</p> | <p>Professional Development Specialist, Principal, PLC leaders</p> <p>Professional Development Specialist, Principal, PLC leaders</p> | | <p>PDS salary/fringe</p> <p>Instructionalist salary/fringe</p> | |
| <p>Subject area PLCs will work to align usage of common planning tools, use of common curriculum maps, and create common formative assessments including pre and post assessments.</p> <p>Administration will utilize walkthroughs as a part of regular practice to align conclusions drawn from data to instructional practice. (All staff minimum of weekly walkthrough with feedback loop.)</p> <p>Walkthrough form will reflect the school-wide SMART goals for</p> | <p>Professional Development Specialist, lead coaches</p> <p>Principal, leadership team, PD Specialist, LEA support, data coach</p> | <p>2014-2015 school year</p> <p>2014-2015 school year</p> | <p>PDS salary/fringe, % LEA salary</p> <p>PDS salary/fringe, % LEA salary</p> | <p><i>Promote the use of data to inform and differentiated instruction</i></p> |

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| <p>instruction in ELA and math as well as the strategies identified as focus strategies for the building and the instructional needs identified by the root cause analysis and IDOE feedback. Provide the school with 2 ipad carts in order to increase engagement and differentiation as well as encourage small-group and individualized instruction.</p> <p>Administrative Walkthroughs will include a component which checks to ensure that purposeful, engaging use of the technology</p> <p>Additional professional development support provided by a full-time Professional Development Specialist and an e-learning coach with a focus on Washington to enhance teachers' baseline knowledge of evidence-based instructional strategies, data driven planning, creation of common assessments, effective PLCs, and the use of technology for differentiation and engagement</p> <p>Professional development for teachers around the use of the data tracker tool and its use for student goal setting. Implementation of data tracker tool will occur this year.</p> <p>A full time Behavior Specialist will be hired to provide support in behavior intervention</p> | <p>Principal, leadership team, PD Specialist</p> <p>Principal, PD Specialist</p> <p>Professional Development Specialist, Principal, PLC leaders</p> <p>Principal, leadership team, PD specialist, e-learning coach, lead coaches</p> <p>Data coach, PD Specialist, LEA support</p> <p>Behavior specialist</p> | <p>August, 2014 and ongoing</p> <p>August 2014</p> <p>August, 2014</p> <p>August 2014, and ongoing</p> <p>Ongoing training, initially monthly check-ins and data chats quarterly</p> <p>2014-15 school year</p> | <p>Salary/Benefits for professional development specialist</p> <p>Purchase of 2 ipad carts and ipads</p> <p>PDS salary/fringe</p> <p>PDS Salary/fringe, % LEA salary</p> <p>% LEA salary, PDS salary and fringe</p> <p>salary/benefits for behavior interventionist</p> | |
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| <p>for identified students. Data collected in the classroom as well as by administration will be utilized to create individualized plans for these students. Data collected during intervention will be used for differentiation in core instruction (Tier I).</p> <p>Provide small group instruction during core classes in order to differentiate instruction and during intervention time</p> | <p>PD Specialist, PLC leaders</p> | <p>2014-15 school year</p> | <p>Interventionist salary/fringe</p> | |
| <p>On-site sessions with Achieve 3000 and Compass Learning in order to ensure fidelity of implementation and effective use</p> <p>Continuous, embedded training through the Data Wise process on the continuous use of data to inform school improvement, instruction and differentiation of instruction with the goal of improving student achievement.</p> <p>Building admin will participate in Performance Management sessions twice yearly for all LEA support staff to dig deeply into school-level data so as to provide support as needed</p> <p>Quarterly common assessments provided by the LEA will be utilized in addition to those created in PLCs.</p> <p>Principals attend training through the Superintendent's Leadership Academy</p> | <p>Principal, leadership team</p> <p>LEA Support Staff</p> <p>LEA Support Staff</p> <p>Professional Development Specialist, Principal, PLC leaders</p> | <p>Fall, 2014</p> <p>September and November, 2014, February and April, 2015</p> <p>2 times per year</p> <p>April-May, 2014</p> | <p>Contracted professional development with external providers</p> <p>% LEA salary</p> <p>% LEA salary</p> <p>%LEA salary</p> | <p><i>LEA and, SEA supports school with ongoing, intensive technical assistance and support.</i></p> |

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| <p>beginning May 2014, principals receive training on SAP root cause analysis, principal training on setting goals, instructional strategies and using data to inform decision-making continue through embedded coaching from LEA support.</p> <p>Professional Development will be provided by the Special Education coordinator on co-teaching (special ed teacher and general ed teacher) in order to strengthen core instruction in co-taught classrooms.</p> | <p>Chief Academic Officer, LEA support</p> <p>Principal, leadership team</p> | <p>Fall, Winter, Spring of 2014-2015 school year</p> <p>2014-15 school year</p> | <p>% LEA salary</p> | |
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SMART Academic Goal - Year 2

| Action Steps | Person(s) Responsible | Timeline | Budgeted Items | Transformation Principles |
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| <p>Continue use of Flex period every day and ISTEP training period twice weekly for additional instructional time in ELA and math</p> | <p>Principal, leadership team</p> | <p>2015-2016 School Year</p> | <p>Instructionalist salary, data specialist salary, PD specialist salary</p> | <p><i>Use data to implement an aligned instructional program</i></p> |
| <p>Use Acuity or other C/C formative assessments that align to new state assessment to differentiate instruction for summative assessment training periods twice weekly.</p> | <p>Principal, leadership team</p> | <p>2015-2016 School Year</p> | <p>Instructionalist salary, data specialist salary, PD specialist salary</p> | |
| <p>Continue use of Achieve 3000 for all students for additional instructional support in ELA, a way to differentiate instruction in ELA and to dramatically increase reading / comprehension levels of all students</p> | <p>Principal, leadership team</p> | <p>2015-2016 School Year</p> | <p>Achieve 3000 seats for all students</p> | |
| <p>Continue use of Compass Learning by all students during flex time for individualized instructional support in math.</p> | <p>Principal, leadership team</p> | <p>2015-16 school year</p> | <p>Compass Learning seats</p> | |

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| <p>Both subject-area and grade-level PLCs will continue to utilize curriculum guidance documents (curriculum map, scope and sequence and content framework) in order to align curriculum vertically across subject area as well as horizontally across grade-level. This will ensure a tightly standards-driven curriculum across the building. Support provided by Professional Development Specialist and Data Team.</p> | <p>Professional Development Specialist, Principal, PLC leaders, lead coaches</p> | <p>2015-2016 school year</p> | <p>PDS salary/fringe, % LEA salary</p> | |
| <p>A professional development substitute will be provided for teacher professional development focused on evidence-based instructional strategies, data driven planning, and creation of common assessments in order to ensure a well-aligned curriculum. The use of the PD sub will maximize instructional time and limit interruptions to instruction.</p> | <p>PDS, Principal</p> | <p>2015-2016 school year</p> | <p>Professional Development Sub salary / fringe</p> | |
| <p>SMART goals are set at the school and grade level based on root cause analysis and performance/growth in ELA and math based on data collected through interim common assessments</p> | <p>PDS, Principal, Leadership team</p> | <p>August, 2015 readjusted as needed</p> | | |
| <p>Provide small group instruction during core classes in order to differentiate instruction and during intervention time</p> | <p>PDS, Principal, Leadership team</p> | <p>2015-2016 school year</p> | <p>Instructionalist salary/fringe</p> | |

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| <p>Subject area PLCs will refine common assessments with a focus on differentiation of instruction using pre assessment data.</p> | <p>Professional Development Specialist, lead coaches</p> | <p>2015-2016 school year</p> | <p>PDS salary, % LEA salary</p> | <p><i>Promote the use of data to inform and differentiated instruction</i></p> |
| <p>Administration will utilize walkthroughs as a part of regular practice to align conclusions drawn from data to instructional practice. (All staff weekly walkthrough with feedback) Walkthrough form will reflect the school-wide SMART goals for instruction in ELA and math as well as the strategies identified as focus strategies for the building, as identified by the data wise process, and the instructional needs identified by the root cause analysis and IDOE feedback</p> | <p>Principal, leadership team</p> | <p>2015-2016 school year</p> | <p>PDS salary, % LEA salary</p> | |
| <p>Provide additional resources for updating and repair of ipads as needed. Administrative Walkthroughs will include a component which checks to ensure that purposeful, engaging use of the technology</p> | <p>Principal, leadership team</p> | <p>2015-2016 school year</p> | <p>cost to repair or replace as needed</p> | |
| <p>Additional professional development support provided by a full-time Professional Development Specialist and an e-learning coach with a focus on Washington to enhance teachers' baseline knowledge of evidence-based instructional strategies, data driven planning, creation of common assessments, effective PLCs and the use of technology for differentiation and engagement. Year two focus will be on the identification and development of teacher</p> | <p>Principal, leadership team, PD Specialist, lead coaches, LEA support</p> | <p>2015-2016 school year</p> | <p>PDS salary/fringe</p> | |
| | | <p>2015-16 school year</p> | | |

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| leaders to continue the process. | Professional Development Specialist, Principal, PLC leaders | 2015-2016 school year | PDS salary and fringe | |
| Data tracker will continue to be used for students and teachers to track their progress as well as set goals around data points (Acuity, Aimsweb ISTEP+) | Principal, leadership team, LEA support | 2015-2016 school year | PDS salary and fringe, % LEA salary | |
| A full time Behavior Specialist will continue to provide support in behavior intervention for identified students. Data collected in the classroom as well as by administration will be utilized to create individualized plans for these students. Data collected during intervention will be used for differentiation in core instruction (Tier I). | Principal, leadership team | 2015-2016 school year | salary/benefits for behavior interventionist | |
| Provide small group instruction during core classes in order to differentiate instruction and during intervention time | Principal, PD Specialist, PLC leaders | 2015-2016 school year | Instructionalist salary/benefits | |
| On-site sessions with Achieve 3000 and Compass Learning in order to ensure fidelity of implementation and effective use | Principal, leadership team | Fall, 2015 | Contracted Professional Development with external providers | <i>LEA and, SEA supports school with ongoing, intensive technical assistance and support.</i> |
| Continuous, embedded training through the Data Wise process on the continuous use of data to inform school improvement, instruction and differentiation of instruction with the goal of improving student achievement. | District Support Staff | September and November, 2015, February and April, 2016 | | |
| Building admin will participate in Performance Management sessions | | | | |

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| twice yearly for all LEA support staff to dig deeply into school-level data so as to provide support as needed | District Support Staff | 2015-2016 school year | % LEA salary | |
| Quarterly common assessments provided by the LEA will be utilized in addition to those created in PLCs. | Professional Development Specialist, Principal, PLC leaders | 2015-2016 school year | % LEA salary | |
| Principal training on setting goals, instructional strategies and using data to inform decision-making continue through embedded coaching from LEA support. | Chief Academic Officer, LEA support | 2015-2016 school year | % LEA salary | |
| Professional Development will be provided by the Special Education coordinator on co-teaching (special ed teacher and general ed teacher) in order to strengthen core instruction in co-taught classrooms. | Principal, leadership team | Fall, Winter, Spring of 2015-2016 school year | | |

SMART Academic Goal - Year 3

| Action Steps | Person(s) Responsible | Timeline | Budgeted Items | Transformation Principles |
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| Continue use of Flex period every day and ISTEP training period twice weekly for additional instructional time in ELA and math. | Principal, leadership team | 2016-2017 School Year | Instructionalist salary, data specialist salary, PD specialist salary | <i>Use data to implement an aligned instructional program</i> |
| Use Acuity or other C/C formative assessments that align to new state assessment to differentiate instruction for summative assessment training periods twice weekly. | Principal, leadership team | 2016-2017 School Year | Instructionalist salary, data specialist salary, PD specialist salary | |

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| <p>Continue use of Achieve 3000 for all students for additional instructional support in ELA. Explore additional funding sources for sustained use of these program with all students.</p> | <p>Principal, leadership team</p> | <p>2016-2017 School Year, Spring 2017</p> | <p>Additional Achieve 3000 seats</p> | |
| <p>Continue use of Compass Learning by all students during flex time for individualized instructional support in math. Explore additional funding for sustained use of Compass Learning for all students.</p> | <p>Principal, leadership team</p> | <p>2016-2017 school year, Spring 2017</p> | <p>Additional Compass learning seats</p> | |
| <p>Teacher-led subject-Area PLC time each day with support from Professional Development Specialist. Detailed notes to be shared with building admin after each meeting. Agendas to be shared prior to meeting with building admin. Building admin to attend PLCs daily. Focus of year three is monitoring for fidelity of PLC model and self assessment. PD Specialist will phase out supports.</p> | <p>Principal, leadership team, PLC team leaders</p> | <p>2016-2017 school year and ongoing</p> | <p>PDS salary</p> | |
| <p>Teacher-led Grade-level PLC meetings weekly with support from PD Specialist. Detailed notes to be shared with building admin after each meeting. Agendas to be shared prior to meeting with building admin. Building admin to attend PLCs daily. Focus of year three is monitoring for fidelity of PLC model and self assessment. PD Specialist will phase out supports.</p> | <p>Principal, leadership team, PLC team leaders, LEA support</p> | <p>2016-2017</p> | <p>PDS salary</p> | |

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| <p>5 Professional Development Days for teachers will be utilized before students report at the beginning of the school year to revisit the common mission and vision and to further the development of the PLC model for curriculum alignment and data-driven instruction. These days will be facilitated by the building admin, professional development specialist and teacher leaders. In addition, monthly two hour sessions will occur for the purposes of vertical alignment and utilizing data to inform decision-making. Professional development topics will be driven by data collected from summative and formative assessments, administrator walkthroughs and evaluations as well as feedback provided from the IDOE.</p> <p>Office of Transformational Support provides continuous support of roll-out and implementation of TZ wide S-SIP monitoring tool</p> | <p>Principal, leadership team, Lead coaches, LEA support</p> <p>LEA Staff; Principal</p> | <p>August, 2016</p> <p>S-SIP support will be on an as needed basis. Intensive support will be provided around initial S-SIP strategy decisions and then continuous support will be provided through periodic checkpoint sessions and continual monitoring of the online tool.</p> | <p>5 paid additional professional development days at beginning of year (5 days x 6 hours), Monthly stipended afterschool vertical alignment sessions (10 months x 2 hours), PDS salary, % LEA salary</p> <p>% LEA salary</p> | |
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| <p>Capacity will be built in the subject-area and grade-level PLCs to utilize curriculum guidance documents (curriculum map, scope and sequence and content framework) in order to align curriculum vertically across subject area as well as horizontally across grade-level. This will ensure a tightly standards-driven curriculum across the building. Support provided by Professional Development Specialist and Data Team.</p> | <p>Professional Development Specialist, Principal, PLC leaders, lead coaches</p> | <p>2016-2017 school year</p> | <p>PD Salary, % LEA salary</p> | |
| <p>A professional development substitute will be provided for teacher professional development focused on evidence-based instructional strategies, data driven planning, and creation of common assessments in order to ensure a well-aligned curriculum. The use of the PD sub will maximize instructional time and limit interruptions to instruction.</p> | <p>PDS, Principal, PLC leaders</p> | <p>2016-2017 school year</p> | <p>salary/fringes for PD sub</p> | |
| <p>SMART goals are set at the school, grade and classroom level based on root cause analysis and performance/growth in ELA and math as well as data collected in data tracker and through common assessments</p> | <p>Professional Development Specialist, Principal, PLC leaders, LEA support</p> | <p>August 2016 readjusted as needed</p> | <p>PDS salary/fringe, % LEA support</p> | |
| <p>Provide small group instruction during core classes in order to differentiate instruction and during intervention time</p> | <p>Professional Development Specialist, Principal, PLC leaders</p> | <p>2016-2017</p> | <p>Instructionalist salary/fringe</p> | |
| <p>Subject area PLCs will focus on incorporation of mastery learning/grading for mastery.</p> | <p>Professional Development Specialist</p> | <p>2016-2017</p> | <p>PD salary</p> | <p><i>Promote the use of data to inform and differentiated instruction</i></p> |

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| <p>Administration will utilize walkthroughs as a part of regular practice to align conclusions drawn from data to instructional practice. Walkthrough form will reflect the school-wide SMART goals for instruction in ELA and math as well as the strategies identified as focus strategies for the building, as identified by the data wise process, and the instructional needs identified by the root cause analysis and IDOE feedback</p> | <p>Principal, leadership team, LEA support</p> | <p>2016-2017 school year</p> | <p>PD salary, % LEA salary</p> | |
| <p>Provide additional resources for updating and repair of ipads as needed. Administrative Walkthroughs will include a component which checks to ensure that purposeful, engaging use of the technology</p> | <p>Principal, leadership team</p> | <p>2016-2017 school year</p> | <p>cost to repair or replace as needed</p> | |
| <p>Additional professional development support provided by a full-time Professional Development Specialist and an e-learning coach with a focus on Washington to enhance teachers' baseline knowledge of evidence-based instructional strategies, data driven planning, creation of common assessments, effective PLCs, and the use of technology for differentiation and engagement. Year three will focus on gradual release of responsibilities to teacher leadership.</p> | <p>Principal, leadership team</p> | <p>2016-2017 school year</p> | <p>Salary/benefits for professional development specialist</p> | |

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| <p>Data tracker usage will be refined for students and teachers to track their progress as well as set goals around data points (Acuity, Aimsweb ISTEP+)</p> <p>A full time Behavior Specialist will continue to provide support in behavior intervention for identified students. Data collected in the classroom as well as by administration will be utilized to create individualized plans for these students. Data collected during intervention will be used for differentiation in core instruction (Tier I).</p> <p>Provide small group instruction during core classes in order to differentiate instruction and during intervention time</p> | <p>Professional Development Specialist, Principal, PLC leaders</p> <p>Principal, leadership team</p> <p>Principal, leadership team, PLC leaders</p> | <p>2016-2017 school year</p> <p>2016-2017 school year</p> <p>2016-2017 school year</p> | <p>% LEA salary</p> <p>salary/benefits for behavior interventionist</p> <p>Instructionalist salary/fringe</p> | |
| <p>On-site sessions with Achieve 3000 and Compass Learning in order to ensure fidelity of implementation and effective use</p> <p>Continuous, embedded training through the Data Wise process on the continuous use of data to inform school improvement, instruction and differentiation of instruction with the goal of improving student achievement.</p> <p>Building admin will participate in Performance Management sessions twice yearly for all LEA support staff to dig deeply into school-level data so as to provide support as needed</p> | <p>Principal, leadership team</p> <p>District Support Staff</p> <p>Chief Academic Officer, LEA support</p> | <p>Fall, 2016</p> <p>September and November, 2016, February and April, 2017</p> <p>Two times per year</p> | <p>Contracted Professional development with external providers</p> <p>% LEA salary</p> | <p><i>LEA and, SEA supports school with ongoing, intensive technical assistance and support.</i></p> |

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| <p>Quarterly common assessments provided by the LEA will be utilized in addition to those created in PLCs.</p> <p>Principal training on setting goals, instructional strategies and using data to inform decision-making continue through embedded coaching from LEA support.</p> <p>Professional Development will be provided by the Special Education coordinator on co-teaching (special ed teacher and general ed teacher) in order to strengthen core instruction in co-taught classrooms.</p> | <p>Professional Development Specialist, Principal, PLC leaders</p> <p>Chief Academic Officer, LEA support</p> <p>Principal, leadership team</p> | <p>2016-2017 school year</p> <p>Fall, Winter, Spring 2016-2017 school year</p> <p>2016-17 school year</p> | <p>% LEA salary</p> | |
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SUSTAINABILITY Academic Goal - Year 4

By May 2018, Washington Middle School will increase overall 6-8th grade Math ISTEP+ proficiency to 60% as measured by 2018 ELA ISTEP+ proficiency across all grades.

By May 2018, Washington Middle School will increase overall 6-8th grade ELA ISTEP+ proficiency to 60% as measured by 2018 Math ISTEP+ proficiency across all grades.

| Action Steps | Person(s) Responsible | Timeline | Partnerships | Transformation Principles |
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| <p>Continue use of Flex period every day and ISTEP training period twice weekly for additional instructional time in ELA and math</p> <p>Use Acuity or other C/C formative assessments that align to new state assessment to differentiate instruction for summative assessment training periods twice weekly.</p> | <p>Principal, PLC leaders</p> <p>Principal, PLC leaders</p> | <p>2017-18 school year</p> <p>2017-18 school year</p> | | <p><i>Use data to implement an aligned instructional program</i></p> |

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| <p>If additional funding can be obtained, continue use of Achieve 3000 for all students. If no additional funding can be obtained, use of Achieve 3000 will be utilized for targeted subgroups of students identified through need demonstrated in both summative and formative data.</p> <p>If additional funding can be obtained, continue use of Compass Learning for all students. If no additional funding can be obtained, use of Compass Learning will be utilized for targeted subgroups of students identified through need demonstrated in both summative and formative data.</p> <p>Daily teacher-led subject-Area PLC time are high functioning, effective and self-sufficient. Detailed notes to be shared with building admin after each meeting. Agendas to be shared prior to meeting with building admin. Building admin to attend PLCs daily.</p> | <p>Principal, PLC leaders</p> <p>Principal, PLC leaders</p> <p>Principal, PLC leaders</p> | <p>2017-18 school year</p> <p>2017-18 school year</p> <p>2017-18 school year</p> | | |
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| <p>Teacher-led grade level PLC times are high functioning, effective and self-sufficient. Detailed notes to be shared with building admin after each meeting. Agendas to be shared prior to meeting with building admin. Building admin to attend PLCs daily.</p> <p>Any pre-service days available will be utilized to revisit the common mission and vision of the school, and train teachers new to the school on the PLC model including alignment of curriculum, assessments and instruction. Teacher leaders and administration will jointly plan and facilitate these days.</p> | <p>Principal, PLC leaders</p> <p>Principal, teacher leaders</p> | <p>2017-18 school year</p> <p>August 2017</p> | | |
| <p>Subject area PLCs will train any teachers new to the school on the PLC model, planning tools, development of assessments, differentiation and mastery learning.</p> | <p>Principal, PLC leaders</p> | <p>2017-18 school year</p> | | <p><i>Promote the use of data to inform and differentiated instruction</i></p> |

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| <p>Walkthroughs will continue to be utilized as a part of regular practice.</p> <p>Teacher leaders will continue to support each other through PLCs in knowledge of evidence-based instructional strategies, data driven planning, creation of common assessments, effective PLCs, and the use of technology for differentiation and engagement</p> <p>Data tracker will continue to be used for students and teachers to track their progress as well as set goals around data points (Acuity, Aimsweb ISTEP+)</p> | <p>Principal, PLC leaders</p> <p>Principal, PLC leaders</p> <p>Principal, PLC leaders</p> | <p>2017-18 school year</p> <p>2017-18 school year</p> <p>2017-18 school year</p> | | |
| <p>Teachers will train teachers on Achieve 3000 and Compass Learning if seats are available to continue usage of program</p> <p>Data wise process is a district initiative that will continue to inform school improvement process.</p> <p>Building admin will participate in Performance Management sessions twice yearly for all LEA support staff to dig deeply into school-level data so as to provide support as needed</p> | <p>Principal, teacher leaders</p> <p>LEA support</p> <p>LEA support</p> | <p>2017-18 school year</p> <p>3 times per year</p> <p>2 times per year</p> | | <p><i>LEA and, SEA supports school with ongoing, intensive technical assistance and support.</i></p> |

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| <p>Principal will continue to receive technical assistance and support from district staff.</p> | <p>Chief Academic Officer, LEA staff</p> | <p>2017-18 school year</p> | | |
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