

**Gloucester Public Schools
Strategic Objectives and Initiatives: 2013-14**

<p>If we establish a unified, coherent approach to the instructional core, create a system that meets the needs of individual students, support instruction through accurate and timely information and the necessary supports to identify and promote best practices, and establish a highly collegial, results-driven environment, then the district as a whole will significantly improve student learning and achievement.</p>			
Strategic Objectives			
<p>Unification and Coherence: Create a systemic approach to the work of the district, which prioritizes and places a focus on high-priority, high leverage goals of the elementary schools, middle school, and high school;</p>	<p>Meeting Individual Needs: Focus on the individual needs of students and the vehicles and barriers to achievement</p>	<p>Use of Data: Ensure that data management and analysis support and inform instruction</p>	<p>Professional Culture: Develop a culture of professional growth and dialogue about curriculum, instruction, and assessment through collegiality and partnerships</p>
Strategic Initiatives			
<p>Initiative 1: Mapping Curriculum Mapping, Alignment, and Development of a Five-Year plan The district will develop a five-year comprehensive, curriculum review and development plan/cycle which will establish a formal process, with clear annual benchmarks.</p>	<p>Initiative 1: Math As a District, we will meet the Math Progress and Performance Index (PPI) on the 2014 MCAS exam and the Student Growth Percentile (SGP) of 51 as established by the DESE accountability report.</p>	<p>Initiative 1: District Data Analysis Analyze MCAS Data for trends, areas of strength and weakness, and achievement gap issues Analyze local assessment data (Dibels, GRADE, GMADE, math benchmark, literacy benchmark) Analyze CSE and TellMASS survey results.</p>	<p>Initiative 1: Perceptual Data The district will analyze perceptual data (teacher and administrator) regarding conditions, climate, and culture within our schools</p>
<p>Initiative 2: Assessments Benchmark/Common Assessment System The district will develop an aligned and ESE-approved benchmark/common assessment system, which will include 2 district-determined measures per grade in all subjects</p>	<p>Initiative 2: ELA As a District, we will meet the ELA Progress and Performance Index (PPI) on the 2014 MCAS exam and the Student Growth Percentile (SGP) of 51 as established by the DESE accountability report.</p>	<p>Initiative 2: Common Assessments The district will engage in a comprehensive analysis of prevailing common assessments</p>	<p>Initiative 2: Communications/Public Relations The district will maintain a comprehensive public relations initiative using the media as well as school automated email and phone contact systems.</p>
<p>Initiative 3: PLC's Professional Learning Communities: Schools will continue the establishment and development of professional learning communities</p>	<p>Initiative 3: Bay State Reading Institute: Continue the implementation of BSRI at all five elementary schools</p>		<p>Initiative 3: Second Step Implement Second Step in all five elementary schools</p>

<p>for the purpose of collaboration leading to SMART Goals as a means for student achievement</p>			
<p>Initiative 4: Technology Standardization: Standardization of and increased access to technology across the district</p> <p>Consolidation: Consolidation of Server and Storage into a Virtual Platform (reduce exposure for data loss and corruption)</p> <p>Expand Wireless Access Districtwide: Increase the density of wireless access points in all facilities</p>	<p>Initiative 4: Sped. Academic Performance The Director of Special Education will assist in the district’s initiative toward continued improvement of academic performance of special education students as measured by state assessments.</p>		<p>Initiative 4: Technology Pilot Programs: Establishment of high school technology integration pilot program</p>
<p>Initiative 5: Special Education The Director of Special Education will revise the current policy and procedures manual clearly delineating process and procedures leading to compliance with due process requirements for the IEP Team Process.</p>			

District (03/24/13)

**Strategic Objective 1:
Unification and Coherence: Create a systemic approach to the work of the district, which prioritizes and places a focus on high-priority, high leverage goals of the elementary schools, middle school, and high school.**

Goal	Strategies and Action Steps	Responsibility	Timeline
<p>Initiative 1: Curriculum Mapping, Alignment, and Development of a Five-Year plan The district will develop a five-year comprehensive, curriculum review and development plan/cycle which will establish a formal process, with clear annual benchmarks.</p>	<p>Identify curriculum mapping template (Jan. 15). Review ESE Model Curriculum Mapping Template</p> <p>Identify and schedule Professional Development (March 1)</p> <p>Identify curriculum mapping strategy (July 1)</p> <p>Complete five-year curriculum review plan (August 1)</p> <p>Unpack and prioritize standards - Massachusetts Curriculum Frameworks (2012 - 13)</p> <p>Unit and lesson development based upon alignment and mapping (2012 - 17)</p>	<p>Assistant Superintendent—oversees the process; establishes timelines</p> <p>Principals—schedule and facilitate the curriculum mapping work</p> <p>Teachers—develop the curriculum maps</p>	<p>Preliminary Work (2012-13) Unpack and identify new Common Core (where applicable) priority standards,</p> <p>Generate essential questions,</p> <p><i>Inventory/review existing curriculum materials, meet ESE-required common district-determined measures, articulate pathways (e.g., Program of Studies), fully implement effective Special Education Academic Support</i></p> <p>Year 1 – All departments engage in curriculum mapping (core academic courses)</p> <p>Year 2 – complete electives, specials</p> <p>Year 3 - implement existing maps – begin writing and revising units.</p> <p>Year 4 - implement existing maps – begin writing and revising units.</p> <p>Year 5 – Curriculum Review</p>

Evidence of Effectiveness

1. January 2013: Completed review of curriculum mapping templates; establish one template for district use
2. March 2013: The draft professional development plan (100%) for curriculum mapping will be completed
3. Summer 2013: 100% of the curriculum mapping strategy for all three levels (HS, Middle, and Elementary schools) will be completed (what courses will be mapped and when.
4. November 2012-June 2013: As part of the educator evaluation process, teachers will provide evidence (school and district team priority standard consensus sheets), of the unpacking of the Mass. Curriculum Frameworks (Common Core where applicable).

2013-2017: At least 20% of courses in all subjects, all grades will have been mapped each year.

Strategic Objective 1:

Unification and Coherence: Create a systemic approach to the work of the district, which prioritizes and places a focus on high-priority, high leverage goals of the elementary schools, middle school, and high school.

Goal	Strategies and Action Steps	Responsibility	Timeline
<p>Initiative 2: Benchmark/Common Assessment System The district will develop an aligned and ESE-approved benchmark/common assessment system, which will include 2 district-determined measures per grade in all subjects.</p>	<p>Complete the professional development on the new evaluation system and goals related to common assessments in literacy and Math (2012 - 13)</p> <p>Establish an Assessment Advisory Committee to conduct a needs assessment (2013)</p> <p>Complete End-of-Year Benchmark assessment development in core subjects in all grades (2012-13)</p> <p>Form Study Groups to develop formative (during the school year) benchmark assessments (Summer 2013 through 2013-14)</p>	<p>Assistant Superintendent will oversee the process, organize the professional development plan. Superintendent will assist in plan development.</p> <p>The asst. supt. will establish an assessment advisory committee.</p> <p>Teachers will complete the end-of-year benchmark assessments</p> <p>Asst. Supt. will establish study groups and lay out plans for going forward.</p>	<p>Professional development will be completed by the end of the 2012-13 school year (although further PD may be established).</p> <p>September 2013 ff.</p> <p>End-of-Year Benchmark assessment development in core subjects in all grades (2012-13)</p> <p>Study Groups to develop formative (during the school year) benchmark assessments (Summer 2013 through 2013-14)</p>

Evidence of Effectiveness

1. End-of-Year Benchmark Assessments will be completed for Math and ELA by June 2013.
2. Professional development plans for work on benchmark and common assessments will be completed by July 1, 2013 (although further PD may be established). A Needs Assessment will be completed by December 31, 2013
3. The assessment advisory committee will begin its meetings in September 2013. A blueprint for the development of formative benchmark assessments will be completed by January, 2014.

Elementary Goal Timeline:

- Teams review Common Core Standards for Mathematical Practice and well as grade level standards. (November, 2012 - February, 2013)
- Teams create an essential outcomes map based upon the Mathematics Curriculum Frameworks. (January, 2013)
- Grade level teams review and finalize common, district essential outcomes map. (February 5, 2013)
- Teams compare newly-developed benchmark assessment(s) to the district map and recommend revision. (February - April 2013)

Middle School and High School

- A similar benchmark assessment development process for both the middle school and high school is currently under development

Year 2-Year 4

- Similar protocols to the above will be established for unit assessments, K-12

Strategic Objective 1:

Unification and Coherence: Create a systemic approach to the work of the district, which prioritizes and places a focus on high-priority, high leverage goals of the elementary schools, middle school, and high school.

Goal	Strategies and Action Steps	Responsibility	Timeline
<p>Initiative 3 Professional Learning Communities: Schools will continue the establishment and development of professional learning communities for the purpose of collaboration leading to SMART Goals as a means for student achievement</p>	<p>The district will continue to promote professional duty time, after school meetings (contractual) and release time during the school day as the means for promoting teacher collaboration and the setting of goals</p> <p>The district will seek to increase the number of Early Release Days to 4</p> <p>Schools will continue to develop protocols for common planning time and the development of SMART Goals (consistent with new evaluation system)</p> <p>Establish school and team goals for use in teacher and administrator evaluation, work on the curriculum mapping and alignment, align curriculum with the Common Core Standards and the Massachusetts Curriculum Frameworks</p>	<p>Supt., Asst. Supt., Principals, Program Leaders, Teachers</p>	<p>Increase the number of early release days—Spring 2013 with the publishing of the calendar</p> <p>Teacher evaluations and their goals will be complete by November 15, 2013</p> <p>Curriculum maps will be completed by June, 2014</p>

Evidence of Effectiveness

20% of courses in all subjects, all grades will have been mapped at the completion of the 2013-14 school year.
Professional Practice and Student Growth SMART Goals for teacher evaluation will be complete

**Strategic Objective 2:
Meeting Individual Needs: Focus on the individual needs of students and the vehicles and barriers to achievement**

Goal	Strategies and Action Steps	Responsibility	Timeline
<p>Initiative 1: As a District, our goal is to meet the Math Progress and Performance Index (PPI) on the 2014 MCAS exam and the Student Growth Percentile (SGP) as established by the DESE accountability report.</p>	<p>Math Content Institute</p> <p>Create Administrative Math Coordinator Position, K-8</p> <p>Create 3rd Math Coach position</p> <p>Curriculum Mapping</p> <p>Common Assessments</p> <p>See Initiative 1 under Unification and Coherence</p> <p>Curriculum Mapping, Alignment, and Development of a Five-Year plan</p> <p>MCAS Analysis using Data Warehouse, MVAR, and the development of site-specific action plans.</p> <p>MCAS Remediation, tutoring, summer programs</p>	<p>Superintendent, Assistant Superintendent will finalize plans for content institute</p> <p>Superintendent, CFO</p> <p>Superintendent, CFO</p> <p>Asst. Supt., Principals, HS Program Leader, Teachers</p>	<p>Summer 2013-June 2014</p> <p>FY14 Budget</p> <p>FY14 Budget</p> <p>Elementary Math 2013-14</p> <p>Final Benchmark June 2013 Unit assessments 2013-14</p>

- Evidence of Effectiveness
1. By spring 2014, the district will meet the Math Progress and Proficiency Index (PPI) of 75 and the Student Growth Percentile (SGP) of 51 as established by the DESE accountability report.
 2. GMADE – GSV growth value by grade (within normal growth curve)
 3. The district will run a Math Content Institute for 24 elementary teachers beginning with 4 days in August and 6 sessions throughout the 2013-14 school year.
 4. The new administrative math coordinator will finalize a math improvement plan by January 1, 2014
 5. Elementary math curriculum maps, Grades K-5 will be completed by June 2014.
 6. Middle School math curriculum maps, Grades 6-8 will be completed by June 2014.
 7. A minimum of 20% of HS math curriculum maps will be completed by June 2014.
 8. End-of-Year and interim benchmark assessments will be fully implemented by Jan. 2014.

**Strategic Objective 2:
Meeting Individual Needs: Focus on the individual needs of students and the vehicles and barriers to achievement**

Goal	Strategies and Action Steps	Responsibility	Timeline
<p>Initiative 2: As a District, our goal is to meet the ELA Progress and Performance Index (PPI) on the 2014 MCAS exam and the Student Growth Percentile (SGP) as established by the DESE accountability report.</p>	<p>Continue the BSRI instructional, data, and intervention methods along with the commensurate reading, principal, and teacher coaching.</p> <p>See Initiative 1 under Unification and Coherence Curriculum Mapping, Alignment, and Development of a Five-Year plan</p> <p>MCAS Analysis using Data Warehouse, MVAR, and the development of site-specific action plans.</p> <p>MCAS Remediation, tutoring, summer program</p> <p>Continue implementation of BSRI at elementary schools Year 4 Beeman Year 3 Veterans Year 2: East Gloucester, Plum Cove, and West Parish Elementary Schools</p> <p>Continue fundamental elements of BSRI: Research-based literacy program; Literacy consultant and principal coach BSRI professional development; Uninterrupted literacy block (minimum of 90 minutes; Small group instruction; Daily classroom walkthroughs by principal; Data team meetings by grade level to assess individual progress and set goals; Embedded professional development; Response to Intervention as means for</p>	<p>Superintendent Assistant Superintendent Principals, Reading Coaches, Teachers BSRI coaches</p> <p>Asst Supt., Principals Teachers</p> <p>Asst Supt., Principals Teachers</p> <p>Supt., Asst. Supt., Bay State Reading Institute Principals Teachers</p>	<p>2013-14 This is an ongoing process, however.</p>

	addressing students needs		
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Evidence of Effectiveness

1. By spring 2014, the district will meet the ELA Progress and Proficiency Index (PPI) of 75 and the Student Growth Percentile (SGP) of 51 as established by the DESE accountability report.
2. GRADE – GSV growth value by grade (within normal growth curve) As evidenced by the Grades 1-10 Assessment Data/Summaries for 2006-2011 for the Group Reading and Diagnostic Evaluation (GRADE), 75% of students reaching the standard of Stanine 6-9 for the GRADE.
3. DIBELS – percentages
4. Grade level data team meetings will provide data for progress monitoring. Baseline data will be established and published in October, mid-year data in January.
5. Elementary Writing curriculum maps, Grades K-5 will be completed by June 2014.
6. Middle School ELA curriculum maps, Grades 6-8 will be completed by June 2014.
7. A minimum of 20% of HS ELA curriculum maps will be completed by June 2014.
8. End-of-Year and interim benchmark assessments will be fully implemented by Jan. 2014.

**Strategic Objective 2:
Meeting Individual Needs: Focus on the individual needs of students and the vehicles and barriers to achievement**

Goal	Strategies and Action Steps	Responsibility	Timeline
<p>Bay State Reading Institute: Continue the implementation of BSRI at all five elementary schools</p>	<p>Provide professional development, summer 2013</p> <p>Continue the Benchmark Assessments (3x/year)</p>	<p>BSRI</p> <p>Principal and staff</p>	<p>Summer, 2013</p> <p>September, 2013; January, 2014 June, 2015 2012</p>

Evidence of Effectiveness

Set an attendance measure for BSRI (\geq summer 2012 attendance)

1. By spring 2014, the district will meet the ELA Progress and Proficiency Index (PPI) of 75 and the Student Growth Percentile (SGP) of 51 as established by the DESE accountability report.
2. GRADE – GSV growth value by grade (within normal growth curve) As evidenced by the Grades 1-10 Assessment Data/Summaries for 2006-2011 for the Group Reading and Diagnostic Evaluation (GRADE), 75% of students reaching the standard of Stanine 6-9 for the GRADE.
3. DIBELS – percentages
4. Grade level data team meetings will provide data for progress monitoring. Baseline data will be established and published in October, mid-year data in January.

Strategic Objective 3: Use of Data: Ensure that data management and analysis support and inform instruction			
Goal	Strategies and Action Steps	Responsibility	Timeline
Initiative 1: District Data Analysis—make use of data collection Analyze MCAS Data for trends, areas of strength and weakness, and achievement gap issues	Summer retreat with administrators to facilitate MCAS analysis with teachers in fall using Data Warehouse Platform and MVAR, DART	Superintendent and Assistant Superintendent will organize retreat	June and August 2013 Retreats
	Teachers will complete MCAS analysis template	Teachers, principals	Fall 2013
	Educator Evaluation: Student performance self-assessment	Teachers	
Evidence of Effectiveness 1. All administrators will demonstrate capacity to conduct MCAS data meetings using Data Warehouse and MVAR What will the product be? 2. Teachers will complete MCAS Action Plan which will include: a) a prioritized list of areas of concern; action steps to be taken; and, what outcome or evidence will be used to measure student achievement and growth.			

Strategic Objective 3: Use of Data: Ensure that data management and analysis support and inform instruction			
Goal	Strategies and Action Steps	Responsibility	Timeline
<p>Initiative 2: The district will engage in a comprehensive analysis of prevailing common assessments</p>	<p>The district will develop a series of benchmark assessments</p> <p>Assessment results will be entered into Performance Tracker</p> <p>An end-of-year assessment summary will be developed for review and analysis by staff</p>	<p>Benchmark assessments will developed by district—See “Unification and Coherence”: Initiative #2</p> <p>Teachers, Math and Reading Coaches</p> <p>Math and Reading Coaches, Asst. Supt.</p>	<p>2012-2014</p>
<p>Evidence of Effectiveness</p> <ol style="list-style-type: none"> 1. The incorporation of all available assessment results into Performance Tracker 2. The completion of an end-of-year assessment review/report based upon analysis of assessments 			

Strategic Objective 4: Professional Culture: Develop a culture of professional growth and dialogue about curriculum, instruction, and assessment through collegiality and partnerships

Goal	Strategies and Action Steps	Responsibility	Timeline
<p>Initiative 1: The district will analyze perceptual data (teacher and administrator) for the purpose of improving conditions, climate, and culture within our schools</p>	<p>CSE data/survey MasSTELL data</p>	<p>The leadership team will review the results of the Conditions for Effective Schools (CSE) survey RTTT committee</p>	

Evidence of Effectiveness
 1. The CSE data will indicate relationships (if any) between results and perceptions across the district. A summary of data will be reviewed with staff.
 2. The RTTT Committee will organize information for submission to the DESE. The result will be a continuation of RTTT funding.

Strategic Objective 4 Professional Culture: Develop a culture of professional growth and dialogue about curriculum, instruction, and assessment through collegiality and partnerships

Goal	Strategies and Action Steps	Responsibility	Timeline
<p>Initiative 2: Communications/Public Relations The district will implement a comprehensive public relations initiative using the media as well as school automated email and phone contact systems.</p>	<p>Promote school-based events; Cable TV shows (two per month); Publicist Articles (documented through monthly submissions); School Websites (documented monthly updates); Press Articles (My Views) School Newsletters; State of the Schools Education Forum(s) Visits with site-based councils; Acquiring parent emails (in process); Communication with prospective Kindergarten parents</p>	<p>Principals, Publicists Superintendent Principals, Publicists Principals, Publicists Superintendent Principals, Publicists Leadership Team Supt., Asst. Supt., GEF School Committee; Supt. Asst. Supt., District Data Manager Supt., Preschool Administrator</p>	<p>Each element of this initiative is ongoing</p>

- Evidence of Effectiveness
1. Taping of TV shows and placement on website
 2. Publicity of events and update of websites are documented via spreadsheet monthly report
 3. My Views are documented in newspapers
 4. School Newsletters, State of the Schools, and Education Forum(s)
 5. Kindergarten communications documented

Strategic Objective 4 Professional Culture: Develop a culture of professional growth and dialogue about curriculum, instruction, and assessment through collegiality and partnerships

Goal	Strategies and Action Steps	Responsibility	Timeline
Initiative 3: Implement Second Step in all five elementary schools	Train/retrain facilitators for staff professional development. Schedule training sessions for staff	Professional Assistant for Student Health and Emergency Services; Assistant Superintendent	Winter Spring 2013

Evidence of Effectiveness:
 Trainings in Second Step will be completed by the end of the 2012-13 school year
 Second Step will be implemented in all schools in September 2013
 A baseline data grid will be established form which to monitor a reduction in disruptive behaviors

Special Education

Goal	Strategies and Action Steps	Responsibility	Timeline
<p>The Director of Special Education will revise the current policy and procedures manual, clearly delineating process and procedures leading to compliance with due process requirements for the IEP Team Process.</p>	<p>Identify areas that need updating due to changes in and Federal or State regulations that relate to 603 CMR 28.</p> <p>Refer to previous Coordinated Program Review to identify areas that may currently still be out of compliance and develop plan for continuous improvement or monitoring...readying the district for mid-cycle CPR 2013-2014.</p>		

Evidence of Effectiveness:
 Policy manual currently undergoing revision.
 Meet with program leaders first week of 2013-2014 school-year to review manual.
 Mid-cycle CPR feedback will identify areas that are procedurally sound as well as areas in need of remediation.

Goal	Strategies and Action Steps	Responsibility	Timeline
<p>The Director of Special Education will assist in the district's initiative toward continued improvement of academic performance of special education students as measured by state assessments.</p>	<ul style="list-style-type: none"> -Identify instructional deficits in special education -Provide staff development on Data Collection and Analysis -Ensure that assessment personnel have appropriate training, knowledge, skills, and materials to provide diagnostic evaluations that lead to appropriate special education determinations and supports -Review IEP's and MCAS accommodations for those students who consistently score in the Warning level on MCAS. Use case study approach at Program leader meetings to make recommendations. 		

Evidence of Effectiveness:
 -Benchmark assessments in Reading and Math
 -Data Collection of special education students who consistently score in the Warning level of MCAS for use in the monitoring of improvement.

Professional Development				
Overarching Goal: Staff has the knowledge and skills to meet the needs of students and to improve student achievement.				
Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
Literacy across the Content Areas	Elementary Schools: Science Coordinator continues to work with teachers to align Reading Street and supplemental readings to Science Frameworks.	John Madama, K-5 Teachers	2013-14	Teachers integrate new standards in their units and lessons.
	Grades 6 - 12: Teachers attend summer DSAC sponsored course: "Reading Across the Content Areas"	AdLit PD Consulting	July 2013	Teachers integrate literacy standards and strategies within content areas.
Curriculum Mapping	Middle and High School: Teachers work with program leaders and administrators during common planning time and release days to create curriculum maps using the district's common mapping template	Administrators, Program Leaders and Teachers	2013 - 14	Curriculum maps will be completed for core subjects and foundation courses. Maps will be reviewed for alignment to standards, pacing, comprehensiveness, and level of rigor.
Project-Based Learning	Middle School: As part of the Innovation School Planning, teachers create integrated project-based units of study.	Mariann Nogrady from Teachers 21	July 2013	Teachers successfully create integrated project-based units of study that allow students to demonstrate standards-based knowledge and skills based on products, tasks and performances.
Literacy Program K - 5	All Elementary Schools: Schools continue embedded professional development and coaching on instructional practice, differentiated small-group instruction, data analysis, and interventions.	Principals, Literacy Coaches, BSRI coaches	2013 - ongoing	Teachers effectively plan and conduct targeted small-group instruction. Dibels and Reading Street assessments track student achievement gains.
Writing K-12	Elementary and Middle Schools: Teachers receive training in the	Consultant: Fred Wolfe (3-8) and Debbie Rutherford (K-2)	June 2013 Follow-up possible in 2013-	Teachers integrate the teaching of the six traits of writing.

	<p>Six Traits of Writing.</p> <p>Elementary Schools: Four-day course for grade 3 - 5 teachers: Understanding of new writing standards, open response rubric development, and collaborative scoring of student work.</p> <p>Middle School: Follow-up professional development in open response scoring</p>	<p>Writing consultant JP Ware</p> <p>Writing consultant JP Ware</p>	<p>2014.</p> <p>July 2013</p> <p>November 2013</p>	<p>Teachers support students in writing, revising and evaluating their writing on a regular basis. They will implement a portfolio and authentic assessment model that is manageable.</p> <p>Teachers meet regularly to calibrate open response scoring and share instructional practice.</p>
Mathematics	<p>Elementary Schools: Math Content Institute</p> <p>Subitizing Workshop</p> <p>Summer Math Courses: TBA</p> <p>One to One or Small Group Sessions on the Investigation Math Program</p> <p>Middle School:</p> <p>High School: Middle and high school teams meet to develop new Algebra 1 curriculum and share instructional practice.</p>	<p>BSRI consultant Kit Norris</p> <p>Tina Bowling</p> <p>Mary Matson</p> <p>Math Coaches</p> <p>Math Program Leader, K - 8 Math Coordinator</p>	<p>August 5 - 8, 2013, with 6 follow up days in 2013/14</p> <p>Spring 2013</p> <p>TBA</p> <p>Ongoing</p> <p>Spring/Summer 2013</p>	<p>Teachers complete attitude and content question survey. Principals and coaches observe instructional improvement indicators during the year.</p> <p>Teachers will use the Investigation's program effectively and with fidelity. A sound knowledge of the conceptual/abstract components of the program in addition to the program activities will be acquired. Supplements will be used appropriately.</p>
ELL	<p>All Schools: 1st cohort of 24 teachers begins 45 hours Sheltered English Immersion training. 74 teachers will be trained over a three-year period. All teachers receive 15 PDP's in SEI by 2016.</p>	<p>Asst. Superintendent</p> <p>State-provided SEI trainer (TBD)</p>	<p>Fall 2013 - Spring 2016</p>	<p>All cohort teachers fully trained. All GPS teachers complete requisite PDP's for relicensure by 2016.</p>
New Evaluation System	<p>New teachers receive</p>	<p>Asst. Superintendent</p>	<p>August 2013</p>	<p>Educators are evaluated based</p>

	<p>evaluation system initial training.</p> <p>All teachers receive annual evaluation system training</p> <p>Online evaluation system training</p>	<p>District and School Administrators</p> <p>Vendor-provided training</p>	<p>October 1, 2013</p> <p>October 2013</p>	<p>on an evaluation rubric and on progress made by students using student data.</p>
Assessment	<p>Elementary Schools: Teachers meet in vertical and grade level teams to create, review, and revise common benchmark and interim assessments.</p> <p>Middle and High School: Professional days and PLC meeting time will be devoted to the creation of high-quality common assessments. Teachers will be supported by administrators, program leaders, and consultants.</p>	<p>Asst. Superintendent, Principals, K-8 Math Coordinator, Math Coaches, Math Committee</p> <p>Asst. Superintendent, Principals, Program Leaders, consultants.</p>	<p>2013 - 2014</p> <p>Spring 2013 - 2015</p>	<p>Core assessments are fully aligned to new standards. All content teachers complete survey regarding their level of input and confidence in the common benchmark assessment.</p> <p>Common assessments completed per two-year assessment plan detail.</p>
Science	<p>Elementary Schools: Embedded one-one and team coaching on inquiry-based learning and standards alignment.</p> <p>Middle School: TBA Performance-based assessment professional development.</p> <p>High School: TBA Advanced Placement Summer Institute - Chemistry, Biology, Physics</p> <p>Performance-based assessment professional development.</p>	<p>K-5 Science Leaders and District Science Leader.</p> <p>St. Johnsbury Academy</p>	<p>2013 - 14</p> <p>Summer 2013</p>	<p>The Reading Street Program will support the science curriculum whenever possible. Science program includes reading selections and aligned, hands-on inquiry.</p>
Special Education				
Technology	All Grades:	Jeff Destino	August 13 - 15, 2013	Teachers complete survey of

	<p>Google Drive and Docs for Educators K - 12</p> <p>Online, self-selected and paced professional development provided by Lynda.com</p>	Vendor-provided	Summer 2013 - 2014	<p>PD effectiveness and linkage to classroom instruction. Walkthroughs determine level of technology integration.</p>
Professional Learning Communities at Work PreK-12	<p>Administrators and teachers work in teams to improve student achievement – results. Design curriculum lessons/units; develop common assessments; integrate the new common core standards; review and use multiple forms of data to improve teaching and learning.</p>	<p>Administrators, Program Leaders and Teachers</p> <p>Common Time made available</p>	2013 and ongoing	<p>Administrators and teachers will ensure student learning; develop a culture of collaboration and focus on results.</p>
Race to the Top MASS Tells Survey	<p>A staff survey will be administered. Data to be reviewed by CSE and MASS Tells Committee</p>	Teachers, Principals District/Union Team	Spring of 2013	<p>An identified area of need will be addressed and progress assessed. The focus will be on improved student achievement.</p>
Race to the Top Vocational Technical Tracking System	<p>Vocational educators and GHS admin pilot VTTS.</p>	VTTS Team (teachers and admin)	Spring 2013	<p>The system will track students in the vocational program.</p>
Mentoring Course Prek-12	<p>First year non-PTS teachers will participate in a 50 hr. mentoring course taught by experienced district teachers.</p>	<p>Albina Papows Flo Campbell Peg Brown</p>	August 2013	<p>Teachers will successfully complete two year mentoring support with a new teacher.</p>