

**Leicester Public Schools**  
**Three-Year District Improvement Plan for 2014-2017**  
**Revised for Year 3**

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

Align PK-12 curriculum and assessments and reporting to standards

Theory of Action	Action	Resources	Who is Responsible	Evidence
<p>If we write and implement curriculum that is aligned to the frameworks and that includes common assessments, we can ensure that every Leicester student has access to challenging content so that learning is strengthened.</p>	<p>Complete curriculum review process for ELA, science, and mathematics, including stages 2 and 3</p> <ul style="list-style-type: none"> <li>● Integrate 21st Century skills</li> <li>● Identify online resources</li> <li>● Utilize assessments that leverage technology</li> </ul>	<p>Stipends for curriculum team from local funds, instructional resources (texts, online resources)</p>	<p>Priority Leaders: Curriculum Director Curriculum Team</p> <p>Implementers: Administrators and Teachers</p>	<p>Mathematics, ELA, and science unit plans, assessments, training &amp; resources</p>
<p>If we improve the quality and frequency of writing across the grades, students will develop deeper understandings and will communicate in more effective ways.</p>	<p>Ensure that curriculum maps written for ELA have a strong writing component.</p> <p>Provide training to staff.</p> <p>Implement district writing assessment and have teachers select benchmark papers that exemplify grade level expectations.</p>	<p>Planning time local funds for curriculum stipends local funds for subs for benchmarking PD funds for training</p>	<p>Priority Leaders: Curriculum Director Principals</p> <p>Implementers: Administrators and Teachers</p>	<p>Writing samples ELA curriculum PD agendas</p>
<p>If we implement the workshop model in math (K-8) and ELA (K-5) we will better ensure that all students will have access to a rigorous curriculum.</p>	<p>Continue Looney Math training.</p> <p>Initiate PD offerings to support workshop model.</p> <p>Use learning walks to monitor use of model.</p>	<p>Title II funding for training</p> <p>Local funds for PD subs</p>	<p>Priority Leaders: Curriculum Director Principals</p> <p>Implementers: Administrators and Teachers</p>	<p>Walkthrough data</p> <p>PD agendas</p>

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

Theory of Action	Action	Resources	Who is Responsible	Evidence
If we expand world language programs, students' language skills will improve and more students will complete higher levels of language instruction.	Explore opportunities for expanding WL programs through blended learning and enrichment for elementary grades.	Time for LTeam to work through viable options and do long-range planning.	Priority Leader: Curriculum Director & LTeam	Program design
If we utilize technology for communication, collaboration, and creativity, our students' 21 <sup>st</sup> century skills and their understandings will advance.	Train teachers for the use of Google tools. Incorporate other trainings on 21 <sup>st</sup> Century skills.	Common Planning Time, Local funds for PD	Priority Leaders: Director of T&I LTeam	Increased use of technology in classrooms, student demonstration of 21 <sup>st</sup> Century skills, PD agendas
If we expand STEM programming for students, student learning will improve and interest in STEM related careers will increase.	Implement, evaluate, and revise technology/engineering program for MS & HS.  Investigate options for STEM programming in elementary grades	Local funds for instructional equipment and professional development	Priority Leaders: Curriculum Director High School & Middle School Principals STEM Teachers	Expanded, quality programming at MS & HS, plans for options for elementary grades
If we develop a library media program, students will develop necessary 21 <sup>st</sup> Century literacy skills.	Continue committee to Research & develop library media programming, re-envisioning the library as a hub for independent learning utilizing technology.	Investigate available and potential resources to support programming	Priority Leaders: Superintendent Curriculum Director  Implementers: Principals Library Staff	Curriculum map of for library, expanded programming in library
If we expand art and music offerings, students will have more opportunities to explore talents and interests	Develop music programming at all schools.  Investigate opportunities for additional art and other exploratory programming.	Increased staffing from local budget	Priority Leaders: Superintendent Principals  Implementers: Art & Music Teachers	Increased number of hours of programming and numbers of students in art and music & other exploratory programs

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

Theory of Action	Action	Resources	Who is Responsible	Evidence
Implementing an effective system of interventions and supports (RTI) will ensure that all students will achieve at high levels.	Further develop an assessment & intervention plan that uses technology for monitoring, assessing, & informing learning. Train teachers to use protocols and structures for using technology to collect and analyze data to guide teaching and learning.	Title II funds for consultant, local funds for PBIS stipends  Planning time	Priority Leaders: Curriculum Director Principals Director of St. Serv.  Implementers: Administrators, Teachers, Title I	Review & refinement of literacy & math RTI  Development of Behavioral RTI (PBIS)
If we develop clear expectations for student behavior and build positive school cultures, learning will be increased and safety will be improved.	Incorporate Responsive Classroom practices & a PBIS model in grades PK-5 and utilize Engaging Classrooms to help develop opportunities for building positive school culture and restorative practices in grades 6-8.	Title II and local funds for training	Priority Leaders: Principals Curriculum Director  Implementers: Teachers	Training agendas  Discipline data
If we design learning opportunities that address the unique needs of students with demonstrated talents, such students will achieve at higher levels.	Initiate an enrichment/exploratory task force and develop and expand opportunities for extended learning for students with demonstrated talents	Time to meet	Priority Leaders: Principals	Planning documents  Programming
Extend transition planning for students on IEPs in the middle school to ensure that students will have the skills needed to be successful after graduation.	Improve transition planning at Leicester HS and extend to the middle school.	Funds for training  Transition instructional resources	Priority Leaders: Director of St.Serv. HS & MS Principals  Implementers: HS & MS Teachers	IEPs  Transition plans

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

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

<b>Theory of Action</b>	<b>Action</b>	<b>Resources</b>	<b>Who is Responsible</b>	<b>Evidence</b>
If we implement and analyze common assessments & rubrics, teachers will have data related directly to their teaching and can use this data to ensure curricular alignment and improve instructional practices, leading to higher student achievement.	Train teachers to use common assessment results to set goals and make instructional and curricular changes.  Develop and utilize common rubrics at the high school to evaluate student performance and make curricular changes	Time for PD & common planning time	Priority Leaders: Curriculum Director Principals  Implementers: Administrators and Teacher Leaders	DDMs for each teaching position analyzed & training provided

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

<b>Theory of Action</b>	<b>Action</b>	<b>Resources</b>	<b>Who is Responsible</b>	<b>Evidence</b>
If we further refine the mentor program we will better support new teachers so that they can provide a quality learning experience for students.	Further develop the mentoring program for 21st Century teaching.	Title II stipends for mentor coordinator and mentors	Priority Leader: Curriculum Director Mentor Coordinator  Implementers: Mentors	Mentor meeting agendas
If we develop opportunities for celebrating staff excellence then we will support a strong culture and retain high quality educators committed to ensuring a quality learning experience for students.	Find opportunities to celebrate staff success.	Time  School Choice resources for recognition	Priority Leader: Superintendent School Committee Administrators  Implementers: Administrators	Staff recognition activities

Provide effective professional development.

<p>If we build capacity for in-house professional development and develop and implement a comprehensive PD plan, there will be increased opportunities for educator development, leading to improved instructional practices and greater student learning.</p>	<p>Build capacity and evaluate options for in-house professional development and technology support.</p> <p>Develop comprehensive PD plan</p>	<p>professional development budget</p>	<p>Priority Leaders: Superintendent Curriculum Director Director of Tech &amp; Innovation</p>	<p>Professional development offerings</p> <p>PD Plan</p>
<p>If we provide training to teachers on the 3 sub-dimensions of student engagement (intellectual work, engagement strategies, and talk, teachers will provide better instructional experiences for students, improving student performance.</p>	<p>Provide training, utilizing technology and other approaches, on intellectual work (who is doing the work and the intellectual nature of the work), engagement strategies (total participation techniques), and talk (intellectual substance of conversations).</p>	<p>Title II funding, district professional development funds for training and coursework related to action item</p>	<p>Priority Leaders: Curriculum Director Superintendent</p> <p>Implementers: Administrators and Teacher Leaders</p>	<p>PD agendas</p> <p>Increased percentage (from 40% to at least 75%) of lessons observed focused on higher order thinking skills and with engaged students</p>

**Strategic Objective: Improved infrastructure and Resources**

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

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

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

<b>Theory of Action</b>	<b>Action</b>	<b>Resources</b>	<b>Who is Responsible</b>	<b>Evidence</b>
Supporting grant writing will increase resources to enable achievement of district goals and nurture staff innovation.	Provide training to staff on grant writing  Write at least one grant per school per semester.	Time for PD	Priority Leader: Superintendent Curriculum Director Director of Finance and Operations	Written grant applications & awards  PD Agendas
If we develop business, higher ed, and education partnerships, we will increase resources available to achieve district goals.	Establish at least two new partnerships and collaborative projects that advance our goals.	Time  Social media, & digital learning environments	Priority Leader: Superintendent Curriculum Director Principals	Partnership Agreements  Partnership Activities

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

<b>Theory of Action</b>	<b>Action</b>	<b>Resources</b>	<b>Who is Responsible</b>	<b>Evidence</b>
If access to technology is improved and teachers effectively use technology, student engagement will increase and students' 21st Century literacy skills will be strengthened.	Implement 1:1 program for high school students  Expand technology options for other schools	Funding for Chromebooks  CPT for training  PD funds for additional training	Priority Leader: Dir. of Technology & Innovation Technology Committee LTeam	Technology Team meeting minutes  1:1 program

## **Accomplishments Year 1 (2014-2015)**

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

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

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

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

### **Strategic Objective: Improved Infrastructure and Resources**

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

## Accomplishments Year 2 (2015-2016)

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

- Math curriculum has been further refined. ELA and science curriculum writing is underway.
- New ELA materials for grades K-5 have been purchased. Some science kits were purchased for middle school and various textbooks were replaced at the high school.
- Secured grant funding for restorative practices training for the middle and high schools.
- Ready to launch 1:1 Chromebook program for high school students.
- Further improved system of interventions and assessments in grades K-8 and initiated behavioral RTI for grades K-5.
- Additional world language teacher has been hired for the middle school so that both French and Spanish can be taught.

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

- Leadership team has worked on improving their feedback to teachers.
- Lesson Study has provided a job-embedded structure for professional learning.
- District has fully implemented evaluation process.
- Hiring manual is complete.
- Planning has been done to further improve the mentor program to provide exceptional support to new teachers.
- Various partnerships with organizations have been established.

### **Strategic Objective: Improved Infrastructure and Resources**

- MSBA-supported roof project has begun for LHS. CORE program SOIs have been submitted to MSBA for other buildings.
- Various new grant funds have been secured.
- New student information system and new finance software were obtained and implemented.
- Technology infrastructure has improved across all four schools. Chromebooks were secured for 1:1 program at HS and to increase access to technology at other schools.
- Use of technology for improving communication with parents and the public has increased in various ways, including the use of Twitter and Facebook and improved websites.