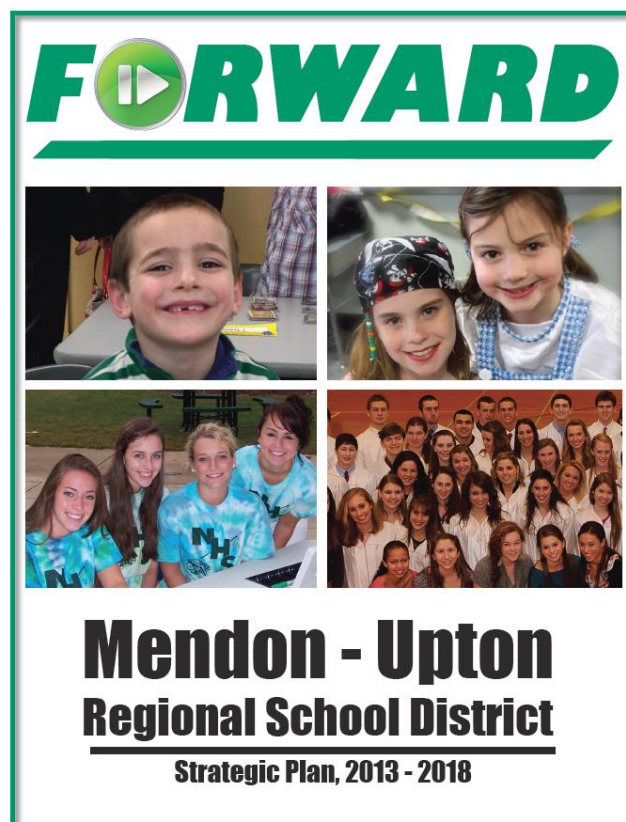




## **District Strategic Action Plans for 2014-15**

### **Mendon-Upton Regional Schools**



Presented to the Mendon-Upton Regional School Committee  
September 8, 2014

## **Strategic Objective: Instructional Excellence**

**Strategic Initiative: Align K-12 curriculum and instructional materials to the *Common Core State Standards* using a common, clear template.**

***Goal:*** By August 2015, all curriculum and instructional materials will be aligned to the *Common Core State Standards* using a common, clear template.

### ***Key Actions:***

#### **Curriculum Alignment to the Common Core**

1. By October 1, 2014 the district will provide all new faculty members training in Atlas Rubicon as part of New Teacher Induction and Mentor Program.
2. By November 1, 2014 the district leadership team will establish a formal curriculum review process for the district
3. By January 1, 2015 grade 5-12 teachers will completely enter all stage 1 elements of the ELA/Math curriculum into Atlas Rubicon.
4. By September 1, 2015 all K-4 ELA curriculum will be entered in Atlas Rubicon
5. During the 2014-2015 school year, each month the curriculum director and building leaders will provide common core resources to teachers through after school workshops, faculty meetings, and online.

#### **Instructional Materials-Elementary**

1. By September 1, 2014, all K-4 staff will receive training in *Wonders* implementation
2. By September 2, 2014 begin implementation of the *Wonders* program in grades K-4
3. By September 30, 2014, the curriculum director and school leaders will create a implementation checklist for monitoring *Wonders* and *Empowering Writers*
4. By October 15, 2014, the curriculum director and school leaders will commence protocols for ensuring implementation of *Wonders* and *Empowering Writers*
5. Every 6 weeks, grade level teams will meet across the district to monitor alignment between curriculum and instructional materials
6. By November 1, 2014 provide follow-up professional development to all K-4 staff in *Wonders* implementation
7. By February 2015, provide follow-up professional development to all K-4 staff in *Wonders* implementation
8. By June 1, 2015, the curriculum director and school leaders will create and distribute a survey to assess implementation and determine "next steps".

#### **Instructional Materials-Middle and High School**

1. By September 2014, e-textbook training will occur for teachers in grades 5-12 who will be using e-textbooks during the 2014-2015 school year.

2. By October 2014, e-textbooks will be available to students for downloading/accessing on their iPads.
3. By October 2014, teachers will implement associated e-textbooks into their classrooms grades 5-12.

**Benchmarks:**

**Curriculum Alignment:**

1. Agenda and handouts from training sessions
2. Copy of curriculum review process
3. Completed curriculum maps on Rubicon Atlas
4. Copy of CCSS resources provided to teachers

**Instructional Materials Alignment:**

1. Agenda and handouts from training sessions
2. Implementation checklists
3. Meeting minutes from district-wide grade level meetings
4. Survey and survey results

**Strategic Initiative: Support the inclusion model of special education delivery at all levels.**

**Goal:** *By June 2015 the Mendon Upton Regional School District will provide full inclusion opportunities for students, grades K - 6*

**Key Actions:**

1. By September 1, 2014 the building principals will analyze and adjust current staff schedules to increase student inclusion opportunities
2. By September 1, 2014 the leadership team will distribute the updated DCAP (District Curriculum Accommodation Plan) to all stakeholders
3. By October 1, 2014 Team Chairs and or special education liaisons, will amend IEPs to reflect inclusive services as needed
4. Throughout the 2014 - 2015 school year, IEP Teams will write IEPs which reflect inclusive services
5. By October 1, 2014 the Director of Student Support Services will establish an Inclusion Committee which will meet every 6 to 8 weeks to assess the district's inclusion practices
6. Throughout the 2014 - 2015 school year, the district will provide ongoing professional development to staff addressing co-teaching and inclusive practices
7. By June 1, 2015, the Inclusion Committee will create and disseminate a survey to assess the implementation of inclusion and determine future action steps

**Benchmarks:**

1. Master and teacher schedules which reflect common instructional blocks to support inclusion
2. Sign off form indicating receipt of DCAP by all professional staff members

3. Copy of amended IEPs which reflect the inclusion model for service delivery
4. Agenda and meeting notes from Inclusion Committee meetings
5. Agenda and attendance sheets from professional development opportunities
6. Completed survey and action plan

**Strategic Initiative: Expand the skillful use of technology integration and 1:1 learning to improve teaching and learning.**

***Goal:*** By June 2015, the MURSD will implement the 1:1 learning initiative in grades 5-12 and implement the consistent use of interactive whiteboards at the elementary level.

***Key Actions:***

1. By September 2014, ensure that all students in grades 6-12 have access to an iPad and by November 2014 ensure that all students in grade 5 have access to an iPad to participate in the 1:1 learning program.
2. By June 2015, provide professional development opportunities focused on the skillful integration of technology through the support of the technology integration specialist, the sharing of best practices, support of EdTech Teacher, and regular opportunities to collaborate with colleagues.
3. By January 2015, provide all teachers at Miscoe Hill and Nipmuc with HD projectors and Apple TVs.
4. By October 2014, establish a 1:1 help desk at Miscoe Hill and Nipmuc.
5. By June 2015, provide students and teachers at Miscoe Hill and Nipmuc with appropriate digital resources to enhance teaching and learning.
6. By January 2015, develop a 1:1 learning committee responsible for creating a short and long term vision for technology integration in the Mendon-Upton Regional School District.
7. By June 2015, provide informational sessions for parents to support their understanding of the technology integration and the role of technology in their children's lives.
8. By November 2014 technology teachers will provide SMART Board training sessions.

***Benchmarks:***

1. Grade-level rosters outlining iPad options selected by each student in grades 5-12 (All students in grades 5-12 have iPads available to them.)
2. A listing of technology-focused professional development offerings
3. An archive of the activities of the student-run help desk at Miscoe Hill and Nipmuc
4. A listing of digital resources provided to teachers
5. A working plan that outlines the vision of the 1:1 learning program and the plan to address short term and long term financial, technical, educational, and community needs

6. Agendas of professional development for the use of SMART Board technology.

**Strategic Initiative: Design and use common assessments at all levels.**

**Goal:** *By June 2015, all educators will receive training to enhance their assessment literacy, to develop and implement common assessments, and identify district-determined measures (DDMs).*

**Key Actions:**

1. By November 2014 and March, 2015 the district will provide quality performance assessment professional development training to teachers grades 5-12.
2. By January 2015, the district will provide trainings to grades K-4 in implementing *Wonders* assessments
3. By March 2015, the Director of Curriculum will establish at least two book study opportunities for staff for the year.
4. By each semester, the Director of Curriculum will provide professional learning workshops on assessments either before or after school.
5. By October 2014, each school will create an inventory of diagnostic assessments, formative assessments, summative assessments, performance-based assessments, and common assessments that are used at each grade level or department.
6. By April 2015, the Director of Curriculum will provide training modules in Atlas Rubicon Stage 2.
7. By December 2014, March 2015, and June 2015 each school will identify agreed-upon common benchmark assessments for each subject area and grade level.
8. By April 2015, determine at least 2 DDMs for all educators.
9. By June 2015, curriculum leaders, school leaders, and teacher teams will ensure that each curriculum map in Rubicon Atlas identifies the assessment strategies students use to show evidence of learning.

**Benchmarks:**

1. Professional Development training materials in Quality Performance Assessment and assessment literacy
2. Inventory of assessments and sample classroom assessments
3. List of identified DDMS for the district
4. Rubicon Atlas curriculum maps with stage 2 assessments included

## **Strategic Objective: Expanding Options and Programming**

**Strategic Initiative: Develop a STEM concentration where there are connections to businesses and the community and students may access meaningful internships/career opportunities**

**Goal:** By June 2015 implement K-12 STEM programming focused on providing hands-on, project-based STEM learning activities, developing community STEM partnerships, establishment of a formal K-12 curriculum in STEM-related areas, and the meaningful integration of technology into teaching and learning.

### **Key Actions:**

1. By January 2015, develop a network of local professionals in STEM-related fields to share their professional experiences with students during the school day.
2. By February 2015, develop a network of partnerships with STEM professionals to support career shadowing opportunities.
3. By May 2015, establish opportunities for STEM professionals to provide input to curriculum and instruction.
4. By June 2015, create an inventory of hands-on, project-based STEM learning opportunities at all levels.
5. By June 2015, establish connections with local colleges and universities.
6. By June 2015, develop a comprehensive K-12 program of extracurricular STEM learning opportunities.
7. By June 2015, develop a formal curriculum in STEM-related courses through the use of the Rubicon Atlas Curriculum Management System (see 2014-2015 district curriculum goal).
8. By June 2015, establish a technologically-rich environment at all levels that integrates technology into teaching and learning activities (see 2014-2015 district goal for technology integration).
9. By June 2015, expand the community understanding of the role of technology in providing a 21st century education (see 2014-2015 district goal for technology integration).

### **Benchmarks:**

1. A list of local STEM professionals who visited classrooms in the 2014-2015 school year
2. The establishment of career shadowing opportunities for all students in the Nipmuc STEM Scholars Program
3. Continuation and expansion of the Nipmuc STEM Advisory Board
4. Creation and sharing of an inventory of K-12 hands-on, project-based STEM learning opportunities through a Google Doc
5. Participation of students in STEM learning experiences at local colleges and universities including the Tufts Cummings School, STEM Saturdays at WPI, and campus visits of students in the Nipmuc STEM Scholars Program

6. A list of all extracurricular STEM offerings available to students in grades K-12.
7. A needs-assessment outlining the opportunities and areas of need in extracurricular STEM programming

## Strategic Objective: Performance Management

### **Strategic Initiative: Successfully implement the state's new educator evaluation system**

**Goal:** *By July 2015, at least 90% of district professional staff (as measured by a follow-up survey) will report that they have received high quality feedback on their practice via the Educator Evaluation System during the 2014-15 school year.*

#### **Key Actions:**

1. By September 30, 2014 the district will offer refresher training and exemplars in SMART Goal and Educator Plan development and use of the *TeachPoint* evaluation management tool.
2. By October 1, 2014 the District Educator Evaluation Committee will meet to analyze the results of the 2013-14 MURSD Educator Evaluation Survey and if necessary, revise the Model Contract Language
3. By November 1, 2014 the district will provide informational sessions at the building level on: the 2013-14 evaluation data and the use of district-determined measures (DDMs) to build common understandings and ownership of how they will be created/adopted/used.
4. By December 1, 2014 all professional staff will be provided with training and new exemplars of *MURSD Evidence and Reflection Forms* as well as examples of targeted impactful evidence that reflects proficiency.
5. By January 1, 2015, the District Educator Evaluation Committee will come to consensus on new Model Contract Language that incorporates the usage of DDMs and student/teacher/parent surveys in the MURSD Educator Evaluation System.
6. By February 1, 2015 at least four Leadership Team meetings will focus on the calibration of classroom observations, ratings given in formative and summative evaluation reports, and evidence/feedback that is cited in all written reports.
7. By June 20, 2015 the District Evaluation Committee will administer a follow-up survey to gauge educator experiences with the evaluation system and measure the perceived quality of feedback.

#### **Benchmarks:**

1. Summary report from the 2013-14 MURSD Educator Evaluation Survey with recommendations from the MURSD Educator Evaluation Committee
2. New MURSD Educator Evaluation System exemplars of SMART Goals and Educator Plans to be disseminated and posted online by September 30, 2014 and in evaluation evidence and reflection by December 1, 2014
3. Successful completion of all classroom observations, formative assessment reports, and formative and summative evaluation reports within the new, revised timelines as detailed in the updated Model Contract Language
4. Successfully ratified MURSD Educator Evaluation Model Contract Language that incorporates DDMs and student/teacher/parent survey results



5. District report to DESE delineating two DDMs for every MURSD educator by April 1, 2015
6. Summary report from the 2014-15 MURSD Educator Evaluation Survey detailing at least 90% satisfaction with the quality of feedback

## **Strategic Objective: Improving Communication, Collaboration & Outreach**

**Strategic Initiative: Improve communication with all stakeholders so that the MURSD's online presence is coordinated, integrated, and consistent**

***Goal:*** By June 2015 the Mendon Upton Regional School District will have a comprehensive online presence that provides users with up to date district information.

### **Key Actions:**

1. By September 2014, the district will contract a communications coordinator
2. By October 2014, the district will set up and promote a beta site on Edline.
3. By October 2014, the district communications coordinator will establish official social media (e.g., Facebook, Twitter) accounts to disseminate district/school news and events.
4. By November 2014 the district communications director and MURSD administration will meet with a pilot group of parents and community members to test the beta sites' functionality, aesthetics, and ease of use.
5. By December 2014, the district will transition ("go live") the district's and four school websites to Edline.
6. By December 2014, the district's online presence will be coordinated through one point of contact using input from MURSD administration.

### **Benchmarks:**

1. New MURSD district and school websites that "go live" by December 2014
2. At least 1000 followers of official MURSD social media accounts by June 2015
3. A list of strengths, weaknesses, and suggestions for improvement based on feedback from the pilot group of parents that will evaluate the school's website