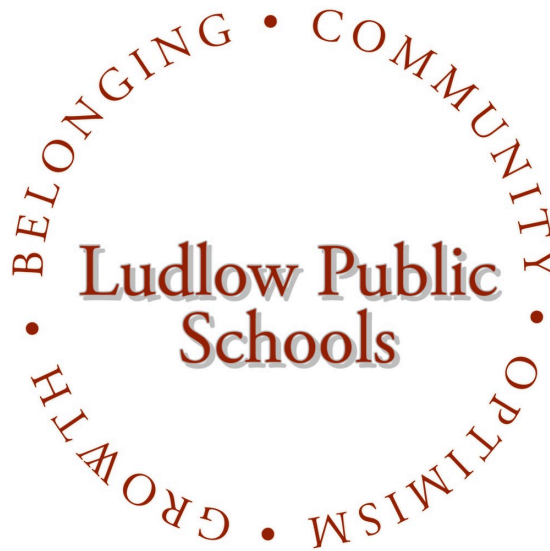


Strategy for District Improvement

District Plan 2023 – 2026



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EXECUTIVE SUMMARY

In January 2023, Ludlow Public Schools formally began the process to develop a multi-year district action plan that represents our community's values and the strategies that we believe best support student achievement. The initiatives, outcomes, accountability, and identification of resources of the Annual District Improvement Plan drives the implementation of and the reflection on the goals and initiatives of the multi-year plan.

We followed the Massachusetts Department of Elementary and Secondary Education (DESE) *Planning for Success* process recommended for district strategic planning and continuous improvement. Our facilitator worked with the designers of this process for DESE and has worked with over 100 school districts and superintendents in Massachusetts to develop their strategies for district improvement. Under her direction, we kept pace with our aggressive timeline while able to authentically engage with stakeholders from across our community to examine, not only our concrete practices and outcomes, but to also challenge our own beliefs around education and identify what we want for our children both in practical and aspirational terms.

The purpose of this work is two-fold: (1) to further develop a cycle of continuous improvement at all levels of the school district including identified focus areas, relevant data, and benchmarking the impact on student achievement and (2) to improve collaboration and communication within the school district and Ludlow community as it relates to the education of our children.

APPROACH AND SCOPE

From the very beginning in January, there was an inclusive approach to the strategic planning process. By trying to build ownership and engagement at the outset, we were able to gain an objective look at our school district through the varying values, experiences, wants, and needs of our different stakeholder groups. Opportunities for parents, community members, students and staff were held throughout the winter and spring in addition to the numerous meetings and events that Superintendent Tiano conducted from June 2022 through March 2023 as part of his Entry Plan.

Dr. Tiano and facilitator Dr. Michael Sullivan guided the work through two major groups, the Steering Committee and the Administrative Council. The Steering Committee was comprised of 22 key stakeholders, including teachers, administrators, parents, students, community members, and association representatives, who had and continue to have a vested interest in the delivery and outcome of this process. Meeting 6 times, including a full Saturday morning, the steering committee embraced their guiding principles of giving strategic direction by providing opinions, feedback, and advice while supporting the superintendent to ensure that the final product is relevant, meaningful, and engaging. The effort and passion of this collaborative group provided a diverse and insightful perspective by which many ideas were examined.

The Administrative Council was expanded this year to include all administrators to reflect the district's commitment to an inclusive, collaborative decision making and two-way communication. Meetings of this team were increased from one to two times per month from January to May, as well as three additional days in June and August. Over the summer, we refined the Strategic Goals and Initiatives and

developed strategies and actions designed to provide direction for organizational improvement and growth. The 2023-2024 District Improvement Plan, which reflects year one of the strategic plan, includes the following components: action steps, expected outcomes, responsible staff, and timeframe. These elements will provide the means to monitor the plans and report both the progress and impact of the initiatives to the staff and public. Ludlow Principals are in the process of finalizing their school specific Improvement Plans for Success which they will bring to the School Committee this fall for approval.

VISION AND MISSION

| A VISION OF EDUCATION FOR LUDLOW STUDENTS |
|---|
| Ludlow Public Schools is a community of respectful, responsible, and independent learners who demonstrate the necessary skills, knowledge, and experience to adapt to an ever-changing world and create their own pathways towards continuous growth and success. |
| LPS MISSION |
| Ludlow Public Schools is committed to providing a safe, inclusive, and collaborative learning environment and learning experiences that are intentionally designed to meet the academic, social, and emotional needs of all students. |



CORE VALUES

| LPS CORE VALUES | |
|--|---|
| Belonging and Community <ul style="list-style-type: none">• accept and include all members of the school community• communicate with empathy and honesty• respect ourselves, others, our school• work together to learn and grow | Optimism and Growth <ul style="list-style-type: none">• establish goals• work through challenges• accept responsibility• embrace learning• give our best effort• look forward to the future |

STRATEGIC OBJECTIVES

The three priority areas that we believe will improve opportunities and achievement for our students are captured in these four objectives :

| LPS STRATEGIC OBJECTIVES | |
|--------------------------|--|
| ❖ | Student and Staff Wellness |
| ❖ | Standards Aligned Curricula |
| ❖ | Research Based Instructional Practices |
| ❖ | Research Based Instructional Practices |

OUR COMMITMENT

We are committed to Leadership, Shared Responsibility, and Professional Collaboration to drive a culture of continuous improvement for the betterment of our students and families

- *Administrators and teachers are jointly committed to and assuming shared ownership and collective responsibility for improving student achievement.*
- *Administrators and teachers actively monitor and assess the implementation and impact of key improvement strategies, use of resources, classroom instructional practices, and nonacademic supports on student achievement.*
- *All stakeholders know and live the district core values and goals*

PLANNING FOR SUCCESS PROCESS & LPS

Our adoption of the *Planning for Success* process for developing district and school improvement plans achieves three key LPS objectives:

1| Creating a District Improvement Plan

- Connects Ludlow's current initiatives with initiatives identified as central to realizing our mission, vision, and core values.
- Improves two-way communication and transparency with staff, parents, the community, and town officials

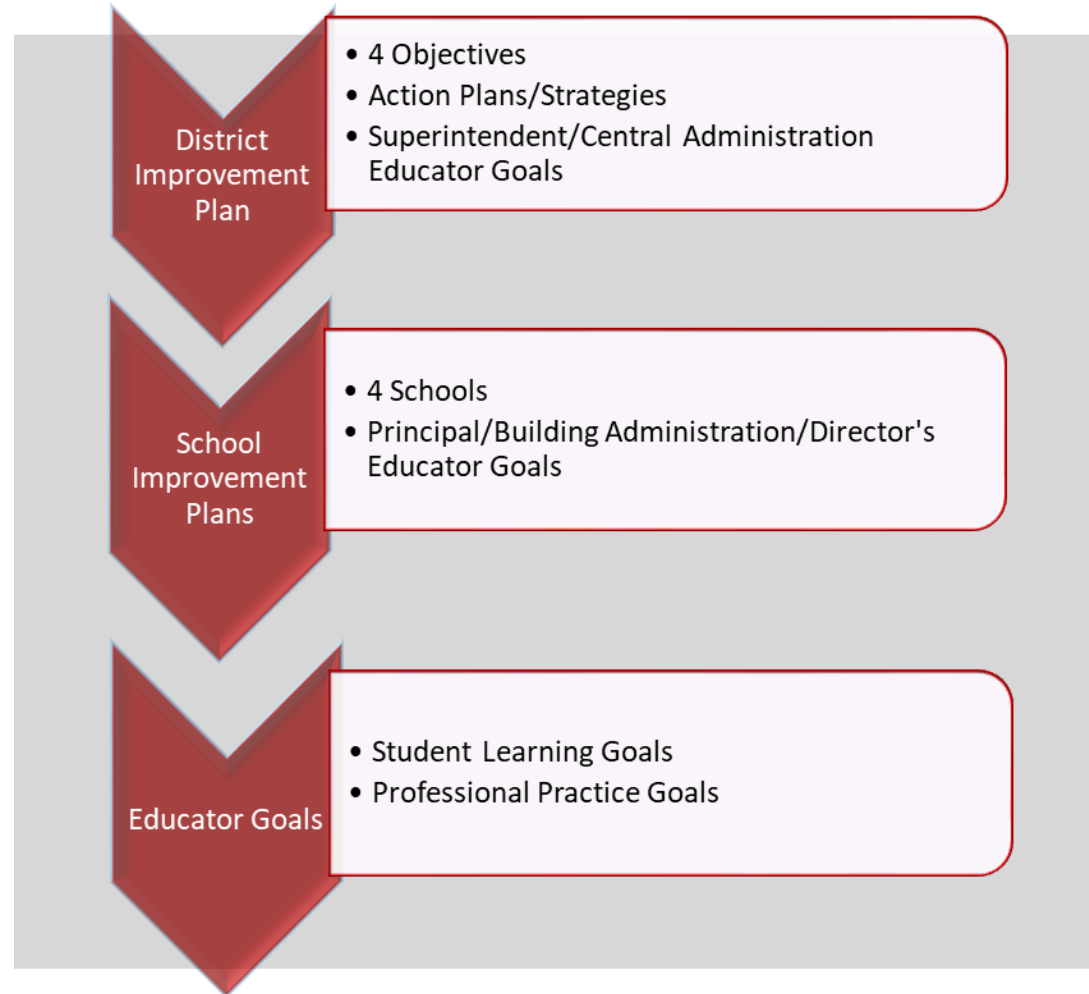
2| Developing the capacity of Ludlow's Professional and Support Staff

- Supports a culture of shared responsibility for student learning
- Increases and improves communication and collaboration amongst all levels and central office

3| Creating Coherence

- By linking the District Improvement, School Improvement, and Educator Evaluation Plans through a system-wide focus on LPS goals

COHESION- Links Between Plans



LPS 2023-2026 STRATEGIC PLAN

Objective 1: Student and Staff Wellness

Students and staff make connections and develop relationships between, and among, each other as part of their own social, emotional, and physical wellness.

Theory of Action:

If students and staff better understand themselves and each other, and we develop systems of support, then more teaching and learning will occur due to basic needs being met.

Year 1 (2023 -2024) Action Steps

- Presentations of each of the CASEL competencies, linked with Panorama strategies, to each school faculty and staff
- Align school teams, processes and procedures for Tiered Supports including referrals, data, and intervention (Social and emotional)
- Revise DCAP and share with all staff. Provide training for school based teams.
- Train and support Staff in using Panorama information and Playbook
- Staff will participate in Mental Health First Aid training
- Establish benchmark SEL student data at the district level and review quarterly for planning and benchmarking purposes
- Develop and administer survey to staff 3 times to assess their work related health needs
- Reestablish a School Wellness Advisory Committee
- Research strategies and resources regarding support for staff wellness support

Year 2 (2024-2025) Potential Action Steps

- Embed CASEL competencies into SEL programming
- Continue training of Panorama and Playbook
- Staff review of DCAP accommodations and impact on student learning
- Staff will utilize DCAP/Panorama strategies in the schools and classrooms and share with colleagues
- Review and revise (as necessary) processes and procedures for Tiered Supports including referrals, data, and intervention
- Establish SEL goals/targets based on benchmark SEL student data
- Develop strategies and resources regarding support for staff wellness support will be initiated
- Revise and administer survey to staff regarding work related health needs
- Schedule School Wellness Advisory Committee meetings
- Provide professional development in the area of mental health and social and emotional learning

Year 3 (2025-2026) Potential Action Steps

- Embed CASEL competencies into SEL programming
- Continue training of Panorama and Playbook
- Staff review of DCAP accommodations and success

- Staff will utilize DCAP/Panorama strategies in the schools and classrooms and share with colleagues
- Review and revise (as necessary) processes and procedures for Tiered Supports including referrals, data, and intervention
- Staff will be trained and supported in using Panorama information and Playbook
- Establish SEL goals/targets based on benchmark SEL student data
- Develop strategies and resources regarding support for staff wellness support will be initiated
- Revise and administer survey to staff regarding work related health needs
- Schedule School Wellness Advisory Committee meetings

Expected Outcomes

Students and staff make connections and develop relationships between, and among, each other as part of their own social, emotional, and physical wellness. Active well-represented teams of teachers and administrators that purposefully work together on increasing student achievement and monitoring the implementation and use of strategies, practices, and resources.

Objective 2: Instructional Practices

Educators routinely employ researched based practices that are informed by student data to engage all students at their instructional level.

Theory of Action:

If we develop a collaborative understanding of high quality instruction and use it with common systems of student data collection and analysis, then all students will have equitable access to rigorous and engaging instruction and support that will increase student achievement

Year 1 (2023 -2024) Action Steps

- Revise DCAP for the district and accommodations by school level, vertically connect them, and share with all staff. Provide training for school based teams (*academic*)
- Vertically align school teams, processes and procedures for tiered supports including referrals, data, and intervention
- Identify Data Protocols for use with varied data sets at all levels and training schedule for administrators and Department/ Grade Level Leaders
- Identify Data Protocols for use with varied data sets at all levels and training schedule for administrators and Department/ Grade Level Leaders
- Implement training for Open Architects as our data dashboard
- Identify benchmark and common assessments to evaluate student progress toward the priority standards
- Establish district data team(s) to identify district benchmark data
- Revise assessment calendar to include district and school data team meetings and reports

Year 2 (2024-2025) Potential Action Steps

- Staff review DCAP accommodations and impact on student learning

- Staff will utilize DCAP/Panorama strategies in the schools and classrooms and share with colleagues
- Review and revise (as necessary) processes and procedures for Tiered Supports including referrals, data, and intervention
- District and school based teams will continue to develop and use protocols with varied data sets, benchmark and common assessments to evaluate student progress toward the standards
- Provide continuous training and professional development in data analysis and application into teaching

Year 3 (2025-2026) Potential Action Steps

- DCAP accommodations will be routinely used in classroom
- Vertically align school teams, processes and procedures for tiered supports including referrals, data, and intervention
- Identify Data Protocols for use with varied data sets at all levels and training schedule for administrators and Department/ Grade Level Leaders
- Identify Data Protocols for use with varied data sets at all levels and training schedule for administrators and Department/ Grade Level Leaders
- Identify benchmark and common assessments to evaluate student progress toward the priority standards
- Establish district data team(s) to identify district benchmark data
- Revise assessment calendar to include district and school data team meetings and reports

Expected Outcomes

- Identification and use of consistent data points and protocols by all teams
- Educators routinely employ researched based practices that are informed by student dataCommon assessments and benchmarks aligned to standards for all content areas
- Identified student benchmarks are established to evaluate student progress and inform district and school planning
- Continuity and equity across the district in identifying and providing tiered supports and interventions for students
- Evidence of increased use of interventions and other strategies to differentiate instruction for all learners
- Students will receive targeted and timely support
- Reduction in special education referrals
- Increase in observations of MTSS-based practices in classrooms

Objective 3: Standards Aligned Curriculum

Across all subject areas and grade levels, students are taught curricula that are fully aligned with state standards and demonstrate horizontal and vertical coherence.

Theory of Action:

If we develop systems to ensure that our curriculum is updated with state standards and that our staff have a common understanding of how they interconnect, then students will have continuity with, and equitable access to, high quality instructional materials.

Year 1 (2023 -2024) Action Steps

- Create/Revise an inventory of all curriculum materials for Tiers I, II, & III
- Update curriculum documents to identify which standards are taught and when each should be met and assessed for each grade/class
- Identify gaps (if any) in the standards being taught and our curriculum materials
- Update Curriculum Review Plan

Year 2 (2024-2025) Potential Action Steps

- Continue analysis of all curriculum materials for Tiers I, II, & III
- Continue analysis of curriculum documents that identify standards, pacing, and assessments for each grade level/class
- Evidence of implementation of updated curriculum in classrooms, including consistent use of materials, pacing and assessments.
- Horizontal coherence in use of materials, pacing and assessments
- Update Curriculum Review Plan

Year 3 (2025-2026) Potential Action Steps

- Continue analysis of all curriculum materials for Tiers I, II, & III
- Continue analysis of curriculum documents that identify standards, pacing, and assessments for each grade level/class
- Evidence of implementation of updated curriculum in classrooms, including consistent use of materials, pacing and assessments.
- Horizontal coherence in use of materials, pacing and assessments
- Update Curriculum Review Plan

Expected Outcomes

- Across all subject areas and grade levels, students are taught curricula that are fully aligned with state standards and demonstrate horizontal and vertical coherence
- Documentation of curriculum status for all grade levels, content areas and programs.
- Cycle of curriculum review for planning and budgeting purposes.
- Budget that supports curriculum updates.

Objective 4: Culture and Engagement

Educators will develop internal and external systems of collaboration and communication with each other, our families, and community that will lead to shared understanding and beliefs around the mission of our schools.

Theory of Action:

If staff have purposeful connections with their colleagues, our families, and the community, then a culture of continuous improvement will develop.

Year 1 (2023 -2024) Action Steps

- Assess current family engagement practices using [DESE's Family Engagement Framework](#) as a guide
- Examine and strengthen communication strategies for internal and external purposes
- Implement *Parent Square* to consolidate our district, school, communication w/families to fewer platforms in their native language
- Examine current and future community relationships for student and staff opportunities
- Develop/launch internal LPS Hub that houses district procedures, expectations for consistency of operations and ease of reference
- Develop teacher leader capacity
- Embed opportunities to reflect on cultural proficiency and growth mindset

Year 2 (2024-2025) Potential Action Steps

- Continue to assess and implement developed family engagement strategies
- Continue to examine and implement developed communication strategies
- District wide use of *Parent Square*
- Continue to examine current and future community relationships
- Evidence of district wide use of LPS Hub
- Continue to provide opportunities to develop teacher leader capacity and assess current efforts
- Continue to embed opportunities to reflect on cultural proficiency and growth mindset

Year 3 (2025-2026) Potential Action Steps

- Continue to assess and implement developed family engagement strategies
- Continue to examine and implement developed communication strategies
- Development of specific student and staff opportunities through relationships with existing and new community partners
- Continue to provide opportunities to develop teacher leader capacity and assess current efforts

- Continue to embed opportunities to reflect on cultural proficiency and growth mindset

Expected Outcomes

- Evidence of successful district and school family engagement practices
- Concise and consistent expectations and procedures for all staff with regard to communication
- Evidence of varied appropriate communication across the district
- Recognized strength in communication by staff and families
- Identification of specific and sustainable student and staff opportunities through relationships with existing and new community partners
- Development of a strong leadership bench
- Demonstration of a cycle of continuous improvement and openness to change throughout district
- Learning communities (vertical/horizontal -micro/macro) where professional discourse and taking responsibility for each other's learning is the norm
- Collective sense of professional efficacy where staff members can contribute to and see the results of the work of the school district
- Retention of confident, reflective, and skilled new teachers who will continue to grow and want to share their talents and contribute to our learning community in Ludlow for years to come