

2015-2016 Pittsfield Public Schools Accelerated Improvement Plan

Strategic Objective One - Year 1

Develop a systematic curriculum process that creates and sustains the consistent instruction of the Massachusetts Standards in all classrooms in the Pittsfield Public Schools School District.

Objective Champion: Joseph Curtis, Deputy Superintendent

Strategic Objective One Indicators of Success

Focus:	Initiative Lead:	Key Activities	Resources
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<p>Initiative 1a: Grades PreK - 5. A draft of a calendar-based curriculum guide will be developed and aligned horizontally and vertically by June 2016</p>	<p>Elementary Principals</p>	<ol style="list-style-type: none"> 1. By August 20, 2015, a template will be developed for educators to record the ELA and math standards they teach each day. 2. By September 30, 2015, principals will provide an orientation for all educators on how to use the template to record the math and ELA standards they teach each week. 3. By October 16, 2015, a calendar-based curriculum guide template will be developed. 4. Educators will record the standards that are being taught in their classes throughout the 2015-2016 school year. Principals will monitor the use of the document by teachers and provide feedback electronically. 5. On November 3, 2015, teachers from across the district will gather by grade level to review the standards taught on their templates and come to consensus on what standards should be taught in September and October. These standards will be recorded on a standards-based calendar curriculum guide. 6. On February 26, 2016, teachers from across the district will gather by grade level to review the standards taught on their templates and come to consensus on what standards should be taught in November, December, January, and February. These standards will be recorded on a standards-based calendar curriculum guide. 7. On June 15, 2016, teachers from across the district will gather by grade level to review the standards taught on their templates and come to consensus on what standards should be taught in March, April, May, and June. These standards will be recorded on a standards-based calendar curriculum guide. 	<p>Online template for teachers to record the MA standards they are teaching.</p> <p>Online template for grade level groups to record the MA standards that should be taught each month.</p> <p>dedicated time to work on the maps during the the school year</p> <p>Dedicated time for grade levels and departments to review standards taught and create the calendar-based standards map.</p>
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Strategic Objective One - Year 1 continued

<p>Initiative 1b: Grades 6-12: Core curriculum documents will be developed and aligned horizontally and vertically in all content</p>	<p>Secondary Principals</p>	<ol style="list-style-type: none"> 1. By September 15, 2015 a template will be developed for educators to record standards taught in all content areas. 2. By September 30, 2015, principals will provide an orientation for all educators on how to use the template to record the standards they teach each week. 3. By October 16, 2015, a calendar-based curriculum guide template will be developed. 	<p>Online template for teachers to record the MA standards they are teaching.</p> <p>Online template for grade level and content area groups to record</p>
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subject areas by June 2016		<p>4. Educators will record the standards that are being taught in their classes throughout the 2015-2016 school year. Principals will monitor the use of the document by teachers and provide feedback electronically.</p> <p>5. On November 3, 2015, teachers from across the district will gather by grade level to review the standards taught on their templates and come to consensus on what standards should be taught in September and October. These standards will be recorded on a standards-based calendar curriculum guide.</p> <p>6. On February 26, 2016, teachers from across the district will gather by grade level to review the standards taught on their templates and come to consensus on what standards should be taught in November, December, January, and February. These standards will be recorded on a standards-based calendar curriculum guide.</p> <p>7. On June 15, 2016, teachers from across the district will gather by grade level to review the standards taught on their templates and come to consensus on what standards should be taught in March, April, May, and June. These standards will be recorded on a standards-based calendar curriculum guide.</p>	<p>the MA standards that should be taught each month.</p> <p>Dedicated time to work on the maps during the school year.</p> <p>Dedicated time for grade levels and departments to review standards taught and create the calendar-based standards map.</p>
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Strategic Objective Two - Year 1			
Develop, implement and evaluate a horizontally and vertically aligned consistent academic student intervention program in support of student learning that will be utilized in all Pittsfield Public Schools.			
Objective Champion: Joseph Curtis, Deputy Superintendent • Kay Latham, Reading Coordinator • Virginia Guglielmo-Brady, ELL Coordinator			
Strategic Objective Two Indicators of Success			
Focus:	Initiative Lead:	Key Activities:	Resources:

<p>Initiative 1: Identify current process and practices in the Pittsfield Public Schools surrounding academic intervention.</p>	<p>District Leadership and Principals</p>	<ol style="list-style-type: none"> 1. By September 30, 2015, a school-based online template to collect the information on existing academic interventions will be created. The template will include funding source and staff resources. 2. By October 30, 2015, each school, at a school faculty meeting, will complete the academic intervention inventory. 3. By November 20, 2015, the information from the academic intervention Inventory from each school will be collated into one district online document. 	<p>Technology Department to assist with data collection</p> <p>faculty meeting to record academic interventions in place at each school</p>
<p>Initiative 2: Evaluate the district-wide Response to Intervention process.</p>	<p>District Leadership and Principals</p>	<ol style="list-style-type: none"> 1. By December 18, 2015, principals and key district leaders will review the document at the administrative meeting scheduled. District leadership will decide what interventions have proved effective to formulate a consistent Response to Intervention Plan that addresses the needs of specific populations of students. 	<p>district level leadership team identification of best practices</p>
<p>Initiative 3: Create a Response to Intervention district plan.</p>	<p>District Leadership, Principals, Educators</p>	<ol style="list-style-type: none"> 1. By February 12, 2016, conduct needs assessment survey to assess what faculty professional development is needed. 2. By March 31, 2016, utilizing identified interventions and resources, a Response to Intervention plan will be drafted that will state specifically what interventions are appropriate for each tier of instruction. This document will focus on specific student instructional levels. 3. By April 29, 2016, teachers identified as skilled in the interventions' best practices will be identified as resources. 	<p>Follow up by coaches, curriculum department members, and principals to support the use of interventions.</p> <p>identification of educators that are skilled in the interventions' best practices</p>

Strategic Objective Three - Year 1

Develop and sustain multi-tiered interventions to provide safety nets that insure physically and emotionally safe and supportive classrooms and schools.

Objective Champion: AnnMarie Carpenter, School Adjustment Counselor Unit Leader

Strategic Objective Two Indicators of Success

Focus	Initiative Lead	Key Activities	Resources
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<p>Initiative 1: Develop, monitor and sustain prevention activities that teach social, emotional and behavioral competence for all students.</p>	<p>District Administrative Leadership</p>	<ol style="list-style-type: none"> 1. By September 30, 2015, develop a map of current social-emotional learning curricula, K-12. Click here to view. 2. By November 6, 2015, school principals and school adjustment counselors will participate in a Social-Emotional Learning Curricula online inventory. 3. By November 30, 2015, a training calendar will be developed for Second Step Training for Elementary Staff, including multiple layers: train-the-trainer, administrators, and educators. 4. School Climate/PBIS teams meet quarterly to plan and implement activities and strategies. 5. By January 2016, provide annual planning and booster activities for Olweus Anti-Bullying Program. 6. Provide professional development for teachers to promote proactive classroom management strategies to meet the needs of students, including trauma-sensitive classroom training (at a minimum, the equivalent of one faculty meeting per quarter). 7. During the 15-16 school year, provide sex education curricula to all grade 8, 9 and 10 students, as well as a pilot at the 6th grade level. 	<p>school climate teams</p> <p>district training calendar for Second Step training</p> <p>Olweus Anti-Bullying program materials</p> <p>sex education curricula</p>
<p>Initiative 2: Develop, monitor and sustain systematic evidence-based group interventions for at-risk students that teach social, emotional and behavioral competence.</p>	<p>Principals and Psych/SAC Unit</p>	<ol style="list-style-type: none"> 1. By December 15, 2015, provide administrative training on Tier II Behavioral Support programming. 2. By January 8, 2016, reevaluate and/or establish Tier II behavioral support programs, such as HUG, Check, and Connect. 3. By April 1, 2016, create an inventory and update evidence-based social skill interventions for group interventions to maintain best practices throughout the year. 	<p>administrator time for training on Tier II behavioral support</p> <p>electronic shared space to house intervention toolbox</p>
<p>Initiative 3: Develop, monitor and sustain intensive, individualized interventions for students that teach social, emotional and behavioral competence for students identified as most at risk.</p>	<p>Building Assistance Teams, District Administrators, District Discipline Committee</p>	<ol style="list-style-type: none"> 1. By September 1, 2015, hire Registered Behavior Technicians to support interventions. 2. By September 1, 2015, develop guidelines for role for RBT position. 3. By September 1, 2015, hire additional School Adjustment Counselors and realign building assignments to address the needs of students more effectively. 4. By November 6, 2015, creation of a toolbox for intervention to be shared with administrators and educators. 5. By November 6, 2015, review and modify Building Assistance Process. 6. By December 4, 2015, complete the training of all RBT paraprofessionals. 	<p>principals</p> <p>RBT professional development</p> <p>District RBT Coordinator</p>
<p>Strategic Objective Three - Initiative 3 continued</p>			
	<p>Building Assistance Teams, District Administrators, District</p>	<ol style="list-style-type: none"> 7. By March 4, 2016, create consistent written criteria, process and procedures for referral to alternative programming, inclusive of Tier III elementary and secondary programs. 8. By June 30, 2016, continued training and implementation of Functional Behavioral Assessment process and protocols. 	<p>electronic shared space to house intervention toolbox</p>

	Discipline Committee		
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Strategic Objective Four - Year 1

To become a more culturally literate and culturally competent school district and to continue to recruit and hire educators at all levels who better mirror the diversity that is present in the City of Pittsfield so that all students see, hear, and recognize professional educators who reflect them and who represent the excellence toward which our students will aspire.

Objective Champion: Superintendent

Focus:	Initiative Lead:	Key Activities:	Resources:
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<p>Initiative 1: Continue to recruit and retain candidates of color and ethnic diversity through increased visibility at recruiting events as well as in person and in print media and to maintain this initiative as a growing part of the hiring process.</p>	<p>Superintendent, Human Resources Director</p>	<ol style="list-style-type: none"> 1. By October 16, 2015, the Human Resources director will develop a process that will inform principals of all minority candidates that must be interviewed. This will be done by the closing of the hiring posting. A spreadsheet will be kept of this process so that the Superintendent may review it before accepting appointments. 2. By October 16, 2015, the principals will collaborate to communicate what the cultural competency position needs to offer to each of their schools. 3. Continue to support the Cultural Competency Liaison position and the Team Diversity Facilitative Leadership Group so that a group of leaders will emerge that can provide professional development, support, and leadership to the PPS staff in the areas of diversity and cultural competency. 4. By May 6, 2016, develop a bank of culturally competent, standards-based interview questions for all staff groups. 5. By May 6, 2016, existing interview rubrics will be modified to include an indicator of and elements that assess proficient cultural competence. 	<p>research-based recruiting plan</p> <p>Massachusetts Partnership for Diversity in Education resources</p> <p>Cultural Competency Liaison</p> <p>research-based interview sites and articles</p> <p>an electronic shared space to house educator and staff interview question banks and assessment rubrics</p>
<p>Initiative 2: Continue Cultural Competence professional development in all schools and mentoring programs at strategic schools through our collaboration with Multicultural Bridge and other local individuals and agencies, including higher education partners.</p>	<p>Superintendent, Deputy Superintendent, Principals, Cultural Competency Liaison</p>	<ol style="list-style-type: none"> 1. Meet quarterly with administration and other key leaders and stakeholders, including Multicultural Bridge, to determine the District's progress in this area in the individual schools. 2. Further develop opportunities with local employers, Berkshire Community College, Massachusetts College of Liberal Arts, American International College and other partners to create visible means of creating vibrant career and college aspirations for all students, particularly those underrepresented in career and college preparation work. 	<p>existing plans in individual schools</p> <p>Multicultural Bridge</p>
<p>Strategic Objective Four - Year 1 - Initiative 2 continued</p>			
<p>Initiative 3: To bring awareness of the importance of cultural competence to all areas of our community</p>	<p>Superintendent, Deputy Superintendent</p>	<ol style="list-style-type: none"> 1. By October 2, 2015, form a working group to plan a Diversity Summit. 2. By December 2015, hold a community Diversity Summit to create a community action plan to promote a deep 	<p>local individuals/experts</p> <p>local business and community networks</p>

		understanding of cultural needs and the potential for improvement. 3. By February 2016 , publicize the community action plan in local media, websites, etc	
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