Fall River Public Schools
District Improvement Plan

Fall 2010 – June 2013

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Preface

In the winter of 2009, The Fall River Public Schools went through a comprehensive district review by the Office of School and District Accountability from the Massachusetts Department of Elementary and Secondary Education. In March of 2009, the Commissioner of Education charged the district with creating a Recovery Plan that improves areas found to be deficient. These areas as designated in the *Fall River Public Schools Recovery Plan* include four targeted areas: Governance, Teaching and Learning, Human Resources, and Financial Management. Of these areas, the one most directly related to District Improvement Planning is Teaching and Learning. In order to facilitate the transition of a recovery strategy to an embedded systemic practice, the 2010 – 2013 *Fall River Public School District Improvement Plan* subsumes the Recovery Plan's strategies under Teaching and Learning. Each of the seven Teaching and Learning strategies are explicitly addressed throughout the District Improvement Plan. Consequently, the format of the 2010 – 2013 *Fall River Public School District Improvement Plan* departs significantly from that of its predecessor.

District Improvement Plan Life Cycle

RECOVERY PLAN: STRATEGY # 1 T&L
Through a collaborative strategic planning process, develop a 5 year strategic plan (September 2010- June 2015), a 3 year District Improvement Plan (September 2011- June 2013) and yearly School Improvement Plans that are strategically aligned.
**RECOVERY PLAN: STRATEGY # 7 T&L**
All district strategic efforts and plans will be focused and coordinated to ensure that the stated goals are achieved.
RECOVERY PLAN: STRATEGY # 5 T&L
Evaluate all programs and services utilizing standardized procedures.

The District Improvement Plan (DIP) is a written document that captures the goals and action steps necessary to improve student outcomes and move the district closer to achieving the district vision. The DIP is the central processing mechanism to all improvement efforts. The process that is used to develop the DIP is iterative, where inputs, action steps, and results are continuously revised throughout the life of the 3-year plan and thereby informing the creation of the subsequent DIP. The inputs, outputs, and supporting structures are captured in Figure 1. The inputs to the DIP are data collected from School Review Visits, Program Evaluations, and goals and outcomes from Strategic (Scenario) Planning. See Appendix A, B, & C for descriptions of each of these processes. These inputs guide the development of measurable outcomes, priority areas for improvement, and district-wide action steps that support this improvement. The components of the DIP serve as the inputs to School Improvement Planning (SIP), district level Human Resource Planning and Budget Priorities. See Appendix D for the strategies and protocols used to ensure the alignment between SIP and DIP, and reports that communicate DIP priorities to HR and Budget planning.

All actions depicted in the DIP lifecycle fall under the jurisdiction of the Instructional Leadership Team (ILT). The ILT includes all members of the Office of Instruction (Chief Academic Officer, Director of Instructional Services, Director of Professional Development, Director of Assessment, Director of Early Childhood Education, and Special Populations Instructional Specialist), and Principal representatives from all levels. This body in collaboration with the vertical teams and the District Program Evaluator is responsible for creating, monitoring, and assessing the DIP. Once complete, the DIP is brought to the School Committee and larger community for comment and approval.
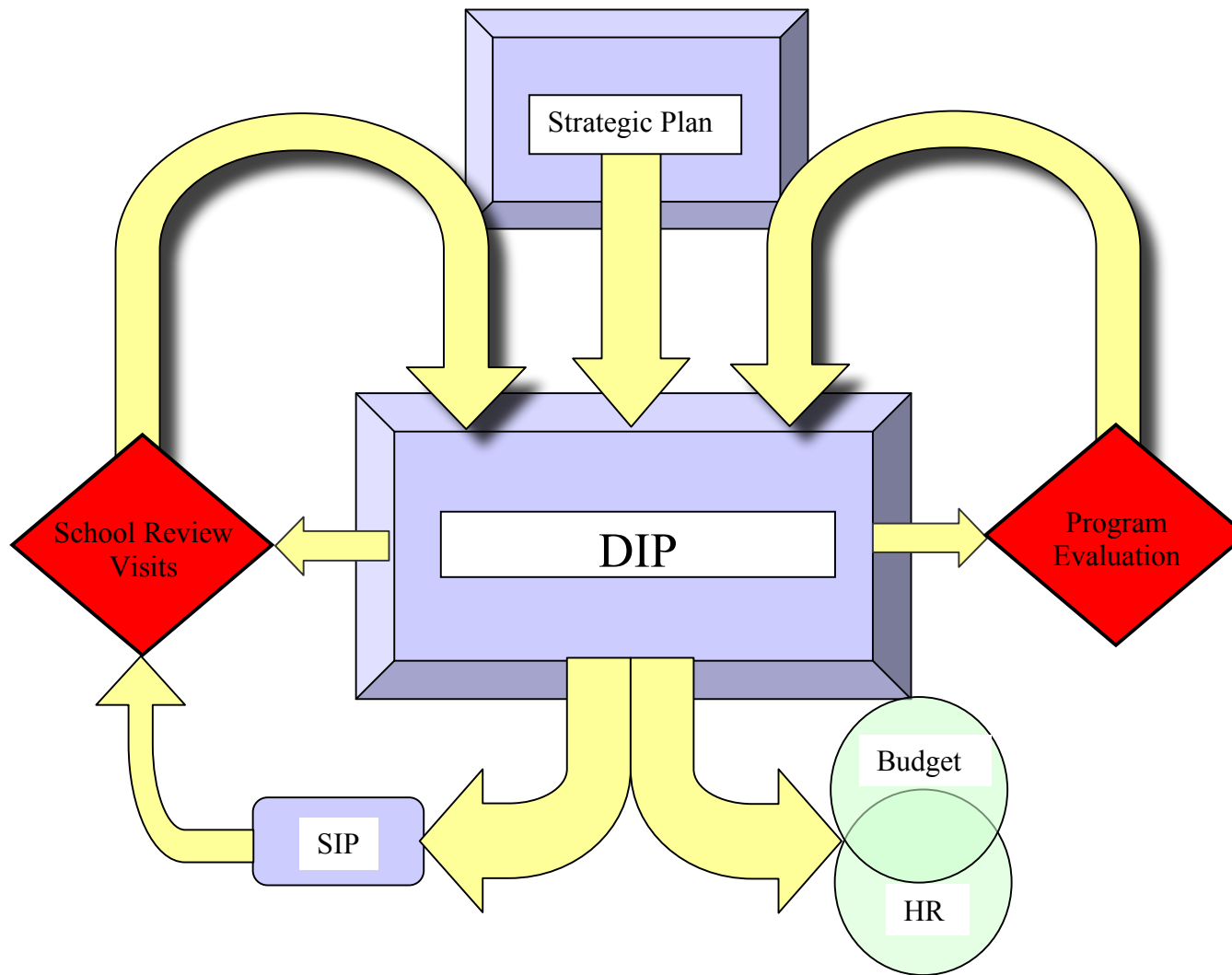
Figure 1. District Improvement Plan Life Cycle

District Vision

The economic and demographic backdrops of the city of Fall River have changed drastically. The percentage of low-income students in the district has increased from roughly 50 to 75 percent in the past decade. Fall River currently ranks 346th out of 351 in per capita income. These statistics reflect the steady decline in unskilled manufacturing jobs that once provided economic stability to the community, signaling the need to prepare students for post secondary success in college and careers. The Fall River Public Schools along with support from community partners share the responsibility of changing the face of economic hardship and low educational attainment that blankets the city. The challenge to prepare all students for career and college readiness serves as the unifying and driving force of all district improvement efforts and is reflected in the district vision:

> *All students in the Fall River Public Schools will graduate from high school career and college ready with the academic knowledge, motivation, aspiration, and social consciousness necessary for personal and professional success.*

The goals and priority areas for improvement of the District Improvement Plan (DIP) are chosen with the back drop of career and college readiness. Measures that help us assess our progress toward this goal include dropout, graduation, and college attendance rates. The 2010 data shows some significant improvement in 4 year graduation rates, climbing from 56% to 62.5%, however, in 2008, only approximately 52.6% of our high school graduates enrolled in college, with significant gaps existing for English Language Learners (13%) and Special Education students (19.4%). If we are to change the economic opportunity and make up of the Fall River Community and reach the district vision, then we will need to graduate a greater percentage of students prepared to be successful in college and related careers.

Success at the end of a student's high school career is dependent upon the learning that takes place in prerequisite years. It is necessary to set performance outcomes from Pre-K – 12 to ensure all students are on track to reaching their potential. These performance outcomes, along with a rationale of each, are delineated in the following section.

Priorities and Performance Outcomes

The district's performance priorities are the result of a cross section of three sources—academic content, subgroup performance, and developmental landmarks as students progress through the early childhood to adolescent to young adult continuum. The first of these, academic content, largely targets literacy in mathematics and English language arts. These academic areas continue to serve as the cornerstone for measuring the necessary foundation all students' must have for 21st century skills. Technological advances have brought us into the information age, where all types of information are readily accessible. Today's workforce and citizenship are constantly faced with the challenge of making decisions based on this information. Consequently, proficiency in quantitative reasoning and oral and written communication skills are essential. The DIP defines student performance targets in these areas for the K – 8 grade span (see Table 1).

As children's quantitative and language based literacy skills grow and as they progress to high school, students begin to explore and identify pathways as they prepare for college and careers. Their mathematics and English language arts skills are now applied to other specialized areas, such as science, humanities, and the study of world cultures. Consequently, the DIP performance benchmarks for students in the 8 – 12 span, incorporate measures from science, humanities, word languages, as well as ELA and Math.

The third source of the performance benchmarks stems from the inequities in performance that exist among subgroups. Our 2010 data shows that we have about a 20 point Composite Performance (CPI) gap between English Language Learners and the Aggregate in ELA performance and 15 point CPI gap in Mathematics. The corresponding gaps for students with disabilities are approximately 22 and 20 in Math and ELA respectively. These gaps clearly indicate that the district is not providing the supports these students need to gain access to college and career readiness.

The performance goals are identified by developmental age spans: Early Childhood (Pre-K – 3), Adolescent (Grades 4 – 10) and College and Career Readiness (Grades 8 – 12). The performance measures for each span are described below.

	English Language Learners		Special Education		Aggregate	
	Math	**ELA**	**Math**	**ELA**	**Math**	**ELA**
Early Childhood (PreK- 3)	EC.ELL.M.1: Increase Gr. 3 MCAS Prof + by 7% from 4% to 11% by 2013.	EC.ELL.ELA.1: Increase Gr. 3 MCAS Prof + by 4% from 1% to 5% by 2013.	N/A	N/A	EC.A.M.1: Increase Gr. 3 MCAS Prof + by 14% from 11% to 25% by 2013.	EC.A.ELA.1: Increase Gr. 3 MCAS Prof + by 9% from 5% to 14% by 2013.
	EC.ELL.M.2: Reduce the CPI Gr. 3 MCAS gap by 50% from 16 to 8 CPI points by 2013.	EC.ELL.ELA.2: Reduce the CPI Gr. 3 MCAS gap by 50% from 17 to 8 CPI points by 2013.	EC.SPED.M.2: Reduce the CPI Gr. 3 MCAS by 50% gap from 15 to 7 CPI points by 2013.	EC.SPED.ELA.2: Reduce the CPI Gr. 3 MCAS gap by 50% from 19 to 9 by 2013.	EC.M.2: Increase Gr. 3 MCAS CPI to 90 from 67 by 2013.	EC.A.ELA.2: Increase Gr. 3 MCAS CPI to 95 from 72.4 by 2013.
	EC.ELL.M.3: Reduce the gap on the grade 2 add/subtraction benchmark by 50% by 2013 (Baseline 2011).	EC.ELL.ELA.3: Reduce the oral reading fluency risk gap by 50% by 2013 (Baseline 2011).	EC.SPED.M.3: Reduce the gap on the grade 2 add/subtraction benchmark by 50% from 19 to 10% by 2013.	EC.SPED.ELA.3: Reduce the oral reading fluency risk gap by 50% from 38% to 20% by 2013. (Baseline 2011).	EC.M.3: All schools will increase performance on the grade 2 addition/subtraction benchmark so that no more than 10% are at risk from 74% at risk by 2013.	EC.A.ELA.3: Improve oral reading fluency so that no more than 10% of students are at risk for grades 1-3 by 2013 (Baseline 2011).
	EC.ELL.M.4: Reduce the % of students at risk on the K-1 Add+Vantage Course 1 benchmarks by 50% by 2013 (Baseline 2011).	EC.ELL.ELA.4: Improve Phoneme Segmentation Fluency of K students so that no more than 5% of students are at risk by 2013 (Baseline 2011).	EC.SPED.M.4: Reduce the % of students at risk on the K-1 Add+Vantage Course 1 benchmarks by 50% by 2013 (Baseline 2011).	EC.SPED.ELA.4: Improve Phoneme Segmentation Fluency of K students so that no more than 5% of students are at risk by 2013 (Baseline 2011).	EC.M.4: Increase performance of Add+Vantage Course 1 K – 1 benchmarks so that no more than 10% are at risk by 2013 (Baseline 2011).	EC.A.ELA.4: Improve Phoneme Segmentation Fluency of K students so that no more than 5% of students are at risk by 2013 (Baseline 2011).

Table 1. Early Childhood Student Performance Goals

<u>Early Childhood Education: Pre-K – 3</u>
Grade 3 MCAS scores are viewed as a summative measure of Early Childhood Education. We set goals around two measures: The Composite Performance Index (CPI) and the % of students scoring in the Proficient Plus (P+) category. Unlike Performance Levels, the CPI weighs students differently in the high versus low needs improvement and warning categories. Consequently, the CPI is a more sensitive measure in detecting change, supporting a more nuanced model of growth. The CPI improvement goals are based on the expectations that 100% of the students will be proficient by 2014. While CPI detects improvement in the lower thresholds, it does not acknowledge students who score in the more advanced range (Proficient Plus in grade 3). Therefore, the DIP includes goals on improving the percent of students who are at this upper echelon of performance with the goal of matching the state average by 2013.

State-wide standardized student performance measures in K-2 do not exist. Therefore, we rely on internal benchmarks to guide the improvement in K through grade 2. These include interview based assessments in K and 1 and a MCAS based benchmark at the end of grade 2.

English Language Learners		Special Education		Aggregate	
Math	**ELA**	**Math**	**ELA**	**Math**	**ELA**
A.ELL.M.1: The median SGP for the ELL subgroup will be greater than or equal to 45 across *all* schools by 2013 up from 57% in 2010.	**A.ELL.ELA.1:** The median SGP for the ELL subgroup will be greater than or equal to 45 across *all* schools by 2013 up from 29% in 2010.	**A.SPED.M.1:** The median SGP for the SPED subgroup will be greater than or equal to 45 across *all* schools by 2013 up from 62% in 2010.	**A.SPED.ELA.1:** The median SGP for the SPED subgroup will be greater than or equal to 45 across *all* schools by 2013 up from 31% in 2010.	**A.A.M.1:** All schools will have a median SGP greater than or equal to 45 by 2013 up from 57% schools from 2010.	**A.A.ELA.1:** All schools will have a median SGP greater than or equal to 45 by 2013 up from 50% schools from 2010.
A.ELL.M.2: Reduce the CPI gap by 50% from 28 to 14 by 2013.	**A.ELL.ELA.2:** Reduce the CPI gap by 50% from 26 to 13 by 2013.	**A.SPED.M.2:** Reduce the CPI gap by 50% from 23 to 11 by 2013.	**A.SPED.ELA.2:** Reduce the CPI gap by 50% from 33 to 16 by 2013.	**A.A.M.2:** Increase CPI to 90 by 2013 from 66.7 in 2010.	**A.A.ELA.2:** Increase CPI to 95 by 2013 from 75 in 2010.

(Row label: Adolescent (Gr. 4 – 10))

Table 2. Adolescent Student Performance Goals

<u>Adolescent Education: Grades 4 – 10</u>

MCAS data provides a unifying measure for student performance in the adolescent grade span for both Mathematics and ELA. In addition to the overall performance measures, the DIP goals include targets for the *median Student Growth Percentiles (SGP)*. The SGP measures student growth by comparing one student's progress to the progress of other students with similar MCAS performance histories. Students with similar score histories are referred to as academic peers. Although a student may perform well below the proficiency mark, that student could potentially have a high growth percentile. Such an occurrence could indicate that a program, a new approach, or something else is working for this student. The SGP is not dependent upon pre-requisite performance and therefore, levels the playing field for a student, teacher, school, and district. A median SGP can indicate low growth (less than 40), typical growth (40 to 60), or high growth (above 60). Currently, 8 of 14 schools are exhibiting typical to high growth in Math and 7 of 14 for ELA. The DIP for 2010-2013 has set a target of *all* schools meeting the typical growth, with a benchmark goal of 45. This goal is set 5 points higher than the low range for typical growth, providing a buffer and thereby ensuring a minimum of typical growth.

	English Language Learners		Special Education		Aggregate	
	Math & Science	**ELA, Humanities, & World Languages**	**Math & Science**	**ELA, Humanities, & World Languages**	**Math & Science**	**ELA, Humanities, & World Languages**
College and Career Readiness (Gr. 8 – 12)	**CCR.ELL.MS.1:** Decrease the achievement gap in Algebra I by 50% as measured by end of course exam by 2013 (baseline 2011).	**CDR.ELL.EHW.1:** Increase the percent of grade 8 students eligible for a second year of a world language as a freshman, measured by grade 8 placement exam by 20% by 2013 up from 0% in 2010.	**CCR.SPED.MS.1:** Decrease the achievement gap in Algebra I by 50% as measured by end of course exam by 2013 (baseline 2011).	**CDR.SPED.EHW.1:** Increase the percent of grade 8 students eligible for a second year of a world language as a freshman, measured by grade 8 placement exam by 5% by 2013 up from 0% in 2010.	**CCR.A.MS.1:** 100% of students will enroll and successfully complete Algebra I by grade 8, as measured by the end of course exam by 2013 (baseline 2011).	**CDR.A.EHW.1:** Increase the percent of grade 8 students eligible for a second year of a world language as a freshman, measured by grade 8 placement exam to 15% by 2013 up from 0% in 2010.
	CCR.ELL.MS.2: Decrease the achievement gap in Algebra II by 50% as measured by end of course exam by 2013 (baseline 2011).	**CCR.ELL.EHW.2:** Increase the scores on the PSAT benchmark by 25% by 2013 (baseline 2011).	**CCR.SPED.MS.2:** Decrease the achievement gap in Algebra II by 50% as measured by end of course exam by 2013 (baseline 2011).	**CCR.SPED.EHW.2** Increase the scores on the PSAT benchmark by 25% by 2013 (baseline 2011).	**CCR.A.MS.2:** 90% of students will graduate from high school successfully completing Algebra II, as measured by the end of course exam by 2013 (baseline 2011).	**CCR.A.EHW.2:** Increase the scores on the PSAT benchmark by 25% by 2013 from a mean of 36.8 to 46 in reading and a mean of 34.8 to 43. 5 in writing in 2010.
	CCR.ELL.MS.3: Decrease participation rate gaps for Advanced Placement (AP) mathematics and science courses by 50% by 2013 (baseline 2011).	**CCR.ELL.EHW.3:** Decrease participation rate gaps for Advanced Placement (AP) ELA, World Languages, History, and Social Science courses by 50% by 2013 (baseline 2011).	**CCR.SPED.MS.3:** Decrease participation rate gaps for Advanced Placement (AP) mathematics and science courses by 50% by 2013 (baseline 2011).	**CCR.SPED.EHW.3** Decrease participation rate gaps for Advanced Placement (AP) ELA, World Languages, History, and Social Science courses 50% by 2013 (baseline 2011).	**CCR.A.MS.3:** Increase participation and qualifying rates for Advanced Placement (AP) mathematics and science courses by 25% by 2013, from 214 enrolled and 32% qualifying rate in 2010.	**CCR.A.EHW.3:** Increase participation and qualifying rates for Advanced Placement (AP) ELA, World Languages, History, and Social Science courses by 25% by 2013, from 58 enrolled and 48% qualifying rate in 2010.

Table 3. College and Career Readiness Student Performance Goals

<u>Career and College Readiness (Grades 8 – 12):</u>
No single assessment captures the indicators of success in the career and college readiness span. Rather, we draw from research bases such as that culminated in the America Diploma Project and the College Board to identify key performance measures proven to be indicative of post-secondary success. These include completion of the Mass Core requirements for all high school students that includes 4 years of ELA and Mathematics, 3 years of a lab science and social studies/history, and 2 years of study of a single world language. The corresponding student performance measures and their applications to ELL and SPED subgroups are detailed in the above table.

Strategies and Action Steps

The Strategies and Action Steps for improvement are structured according to the 3 populations addressed in the student performance outcomes: English Language Learners (ELL), Special Education (SPED), and Aggregate. This structure parallels the strategies outlined in the recovery plan under teaching learning. Action steps are grouped into themes. For example, action steps 2.3, 2.4, and 2.8 all address appropriate placement for English Language Learners. Table 5 indicates the remaining subcategories within each improvement strategy. This structure serves as the template for evaluating the alignment between the School Improvement Plan (SIP) and the District Improvement Plan (See Appendix D).

	English Language Learners	Special Education	Aggregate
Program Placement Integrity	Ensure that students are placed in English as a Second Language (ESL) classes based on their level of language based needs; Ensure that entrance and exit criteria are implemented with fidelity.	Ensure students are placed in the least restrictive setting that matches their learning and/or emotional and behavioral needs; Ensure that appropriate placement is consistently updated.	Ensure that all students are placed in rigorous classroom settings that build readiness for college and careers. (See School Improvement Plans SIPS)
Parent and Caregiver Rights and Involvement	Ensure that the civil and legal rights of English Language Learners (ELL) are consistently upheld and communicated to parents; Ensure that outreach efforts place a high priority on language based needs and comfort levels of parents and caregivers to ensure that they are regularly included in school outreach efforts.	Ensure that the civil and legal rights of students with special needs are consistently upheld and communicated to parents; Ensure that outreach efforts are of high priority and continually improved upon to ensure parents and caregivers of students with special needs are regularly included in school outreach efforts.	Ensure that outreach efforts are of high priority and continually improved upon to ensure parents and caregivers of all students are regularly included in school outreach efforts. (See SIPS)
Curriculum and Instruction	Ensure that teachers of English Language Learners use instructional strategies that allow ELL students to access rigorous grade level content; Ensure that English Language Learners are making adequate progress in learning English through effective ESL instruction; Provide professional development to teachers to build capacity around Sheltered English Immersion (SEI) and ESL instruction.	Ensure that teachers of students with disabilities effectively implement instructional strategies by differentiating instruction, providing students to access rigorous grade level content; Provide professional development to teachers to build capacity around specific learning disabilities and effective strategies for students with emotional and behavioral disabilities.	Ensure that all teachers implement district curriculum maps in all content areas with fidelity and rigor; Provide professional development to build teachers' capacity to implement the curriculum and to differentiate instruction in order to target student needs.
Data Driven Decision-Making	Ensure that teachers of English Language Learners consistently make instructional decisions based on analysis of formative and summative data. (See SIPS)	Ensure that teachers of students with special needs consistently make instructional decisions based on analysis of formative and summative data. (See SIPS)	Ensure that teachers consistently make instructional decisions based on analysis of formative and district benchmark data. Ensure that all school-based (e.g. choice of pd, student placement, scheduling, curricular, and staffing) are derivatives of data analysis.

Table 5. Subcategories per Strategy

English Language Learner Improvement Strategy

Strengthen the ELL expertise of teachers and staff in coordination with revised policies, procedures and plans (e.g., the DIP, SIP, and CAP) to improve the achievement of English language learners.

Action Step	Who's Responsible?	Sept 2010	June 2011	June 2012	June 2013
Program Placement Integrity	Title III Coordinator; Principals	School based staff is trained on all policies and procedures. Principals in conjunction with staff monitor that placement decisions are appropriate.	Principals refine school-based monitoring procedures to ensure placement decisions are appropriate. District monitors for effectiveness.	School-based monitoring procedures ensure placement decisions are appropriate and self-sustaining. District monitors for effectiveness.	School-based monitoring procedures ensure placement decisions are appropriate, self-sustaining and/or revised as needed. District monitors for effectiveness.
2.3 Review and revise all assessment procedures and accurately identify the mandated cohort.	Director of Assessment	Revision complete.	Successful program audit.	Successful program audit.	Successful program audit.
2.4 Evaluate and implement new procedures for student identification, placement into program, and develop exit and monitoring criteria.	Title III Coordinator, Director of Student Assignment	Procedures and program evaluation tool developed. Training underway.	Initial program evaluation/full review. Evidence of refinement of monitoring completed.	Continuation of review based on 2011 results. Further refinement.	Audit to be conducted and results to factor into continual procedural refinement.
2.8 Train the ELL Liaisons and Principals in required ELL processes and procedures, including rights and responsibilities, and access to services.	Title III Coordinator	Training completed by district and at school level. Evidence of effective implementation of policies and procedures.	Audit to assess impact of training. Evidence of effective implementation. of policies and procedures.	Audit to assess impact. Evidence of effective implementation of policies and procedures.	Evidence of effective implementation of policies and procedures.

Action Step	Who's Responsible?	Sept 2010	June 2011	June 2012	June 2013
Parent and Caregiver Rights and Involvement	Title III Coordinator; Director of Student Assignment Center	Principals trained in parent and caregiver rights family communication, and outreach for ELL students.	Principals create school-based systems to support ELL family communication and school-based engagement. District provides feedback on school-based systems.	Principals revise school-based systems to support ELL family communication and school-based engagement. District monitors effectiveness of implementation.	Principals target ELL family communication and engagement systems in need of improvement.
2.5 Redesign the parent involvement programs with sensitivity toward multiple language needs.	Director of Student Assignment Center	Translation process and outreach procedures in place and utilized.	Conduct audit to ensure that available staff is adequate to serve student and parental language needs; Make recommendation for budgeting adequate staffing and resources based on projected demographics;	Implement a plan that all schools are self-sustaining in their ability to provide translation services to parents and caregivers. Assess effectiveness of school-based plans.	Provided targeted assistance to schools that do not adequately support the language based needs of families.
2.6 Engage with the FR parents and community to provide information and respond to questions families may have relative to processes, procedures, as well as their rights and their children's rights and responsibilities in FRPS.	Parent Workers	Parent Community Workers	Doran, Kuss, and Lord Pilots are evaluated for effectiveness. Lessons learned help to systematize practice.	Effective practice is further disseminated and budget decisions reflect reallocation of funds/services.	Process for ongoing refinement of programs/jobs is embedded. Effective practice is expanded.

Action Step	Who's Responsible?	Sept 2010	June 2011	June 2012	June 2013
Curriculum and Instruction	Chief Academic Officer; HR Director; Title III Coordinator; Principals; ELL Liaisons	Principals adequately schedule ESL instruction and maximize trained teachers to support SEI instruction.	Principals monitor ESL and SEI instruction for effectiveness; Teachers engage in ESL and SEI professional development; Principals revise schedules to maximize trained teachers to support ESL and SEI instruction.	Teachers engage in ESL and SEI professional development; Principals establish support for teachers to improve effective SEI and ESL instruction; Principals revise schedules to maximize trained teachers to support ESL and SEI instruction.	Teachers engage in ESL and SEI professional development; Principals establish support for teachers to improve effective SEI and ESL instruction; Principals revise schedules to maximize trained teachers to support ESL and SEI instruction.
2.9 Develop and implement a plan to ensure that teachers who are providing English as a Second Language instruction have ESL certification.	HR Director; Director of Professional Development; Title III Coordinator;	Implement and assess effectiveness of district-based ESL certification program.	Refine district-based ESL certification program based on Yr 1 certification completion with the goal of 100% certified ESL staff.	Develop and plan for a flexible system of ESL instruction that adapts to the changing language proficiency needs of the student population.	Assess and refine the flexible system of ESL instruction that adapts to the changing language proficiency needs of the student population.
2.2 Develop and implement a system to ensure that all content teachers of ELLs are fully trained, including effective implementation of SEI	Director of Professional Development; Title III Coordinator	Implement the SEI PD plan in high priority cohort of schools. Monitor for effective implementation.	Assess and refine the SEI PD plan to identify the 2011-2012 high priority cohort. Monitor for effective implementation.	Assess and refine the SEI PD plan to identify the 2011-2012 high priority cohort; Monitor for effective implementation.	Maintain100% percent trained SEI staff at each school. Monitor for effective implementation.
2.10 Develop ESL K-12 curriculum that aligns with ELPBO.	Title III Coordinator; ESL Teacher Team	Complete Drafts of K-12 ESL curriculum maps; Assess.	Monitor, and assess the implementation of the draft ESL Maps; Revise maps for improvement.	Assess and revise curriculum maps based on changes in ELPBO and infusion of the Common Core State Standards.	Complete a curriculum audit of the ESL Curriculum Maps.
2.7 ELL Team to provide PD and set structure for effective SEI and ESL instruction.	Director of Prof. Development; ELL Vertical Team; Title III Coordinator	Recruit and hire highly qualified ELL staff.	Train the ELL team to provide professional development to school-based staff.	Provide professional development to school based staff; Monitor implementation.	Revise professional development activities. Monitor the effectiveness of the pd.

Special Education Improvement Strategy

<u>RECOVERY PLAN: STRATEGY # 3 T&L</u>
Strengthen the expertise of teachers to improve the achievement of students with disabilities.

Action Step	Who's Responsible?	Sept 2010	June 2011	June 2012	June 2013
Program Placement Integrity	Executive Director of Special Education; Principals; School Psychologists	School staff are trained on all policies and procedures; Principals monitor that identification and placement decisions are appropriate.	Principals refine monitoring procedures to ensure identification and placement decisions are appropriate. District monitors for effectiveness.	School-based monitoring procedures to ensure identification and placement decisions are appropriate and self-sustaining.	School-based monitoring placement procedures are self-sustaining and revised as needed.
3.5 Develop a system of accurate and valid assessment and evaluation instruments that are used for identifying, placing, and monitoring the progress of special educations students, including alternative assessments as needed or required.	Executive Director of Special Education; Special Education (SPED) Facilitators; School Psychologists; Principals	Finalize SPED handbook to include procedure and protocols that appropriately identify, place, and monitor students.	Conduct a needs assessment around the continuum of services at all levels and settings. Create an action plan to expand on the continuum of service available to all students.	Implement action plan. Monitor consistent implementation of services. Re-assess action plan with the goal of improving services for the following academic year.	Implement action plan. Monitor consistent implementation of services. Re-assess action plan with the goal of improving services for the following academic year.
3.6 Review, revise, and clarify the roles and responsibilities of all key personnel and the delivery and monitoring of special education programs and procedures.	Executive Director of Special Education; SPED Facilitators; School Psychologists; Principals	Create school-based SPED teams that serve as resources to all staff and parents.	School-based SPED teams will provide training to staff around clarifying roles, responsibilities, and procedures conducted.	Conduct an audit to ensure consistent implementation of roles and procedures across all settings and schools. Create targeted plans for settings/schools that need improving.	Monitor the priority settings/schools that are in need of improvement.
3.7 Review, revise, and update all forms procedures and processes identified by CAP SE and provide training to all FR personnel.	Executive Director of Special Education;	Completed revisions and review of all forms and procedures.	Deliver the training to all levels. Monitor the effectiveness of the training and identify target areas.	Deliver the training to all levels. Monitor the effectiveness of the training and identify target areas.	Deliver the training to all levels. Monitor the effectiveness of the training and identify target areas.

Parent and Caregiver Rights and Involvement	Executive Director of Special Education; Principals	Principals trained in parent and caregiver rights, family communication, and outreach for SPED students.	Principals create school-based systems to support SPED family communication and school-based engagement. District provides feedback on school-based systems.	Principals revise school-based systems to support SPED family communication and school-based engagement. District monitors effectiveness of implementation.	Principals target SPED family communication and engagement systems in need of improvement.
3.8 Translate and make available all required parental and student notices in the language of the home (minimally in Spanish and Portuguese) and establish procedures and processes for accessing additional home language friendly notices.	Executive Director of Special Education; Principals; Parent Liaisons	Revision of protocol for translations is complete and documented in the SPED handbook.	Conduct audit to ensure that available staff is adequate to serve the student and parental needs; Make recommendations for budgeting adequate staffing and resources based on projected demographics.	Implement a plan that all schools are self-sustaining in their ability to provide translation services to parents and caregivers to ensure timely delivery of SPED needs. Assess effectiveness of school-based plans.	Provide targeted assistance to schools that do not adequately support the language based needs of families.

Curriculum and Instruction	CAO; Executive Director of Special Education; Principals; SPED Facilitators	Professional development on effective instruction of students with learning disabilities is delivered.	Principal monitors sub-separate and inclusion settings for effective instruction. Further professional development needs are identified.	Principal provides supports for teachers of students with disabilities and monitors implementation.	Principal provides supports for teachers of students with disabilities and monitors implementation.
3.1 Autism specialist will train teachers, paraprofessionals, School Adjustment Counselors (SACs) over two years to work effectively with children with autism. They will also work with parents in the home.	Executive Director of Special Education; SPED Facilitators; School Psychologists; Principals	Provide professional development to staff on and off-site. Train a cadre of lead district-based facilitators to support students with Autism.	Lead facilitators will provide support staff, families, and community partners to effectively deliver services to students with Autism.	Monitor effectiveness of delivery of services to students with Autism. Identify and create a plan to address priority areas of weakness.	Improve priority areas of weakness and monitor overall effectiveness.
3.2 A specialist will train teachers and school based staff in working effectively with children with Emotional & Behavioral Disabilities.	Executive Director of Special Education; SPED Facilitators; School Psychologists; Principals	Train SAC to conduct behavioral and emotional assessments. Train teachers and paraprofessionals to use effective evidence-based practices in the classroom.	Monitor consistency of behavior management practices; Train Curriculum Accommodation Team (CAT) teams to effectively identify needs, post interventions, and monitor effective progress of students with emotional and behavioral needs via monthly data reviews	CAT teams will train all school-based staff to effectively identify needs, post interventions, and monitor effectiveness of students with emotional and behavioral needs. Monitor effectiveness of implementation.	Conduct an audit of procedures and practices with students of emotional and behavioral needs. Create an action plan to improve effective practices.

| 3.3 & 3.4 Restructure the elementary school and middle schools placement settings to ensure that all students have access to appropriate services. | Executive Director of Special Education; SPED Facilitators; School Psychologists; Principals | Examine findings from middle school needs assessment. | Creating criteria and action plan to provide least restrictive setting to students that target student learning needs. Restructure job descriptions and roles to reflect action plan recommendations. | Provide professional development needed for full plan implementation. Monitor effectiveness of implementation. Re-assess the plan and propose modifications. | Implement modification and monitor for effectiveness. |

Aggregate Improvement Strategy

RECOVERY PLAN: STRATEGY #6 T&L
Develop a guaranteed viable curriculum that is aligned with the MA DESE Curriculum Frameworks to be completed by August 2010.
RECOVERY PLAN: STRATEGY #4 T&L
Strengthen educator capacity to use student assessment data to improve instruction and achievement.

Action Step	Who's Responsible?	Sept 2010	June 2011	June 2012	June 2013
Curriculum and Instruction	Chief Academic Officer; Director of Instructional Services; Principals	Complete curriculum maps for ELA; Identify priority areas for curriculum audits.	Principals provide structures for building educator capacity to implement curriculum maps and monitors implementation.	Principals provide structures for building educator capacity to implement curriculum map and monitors implementation.	Principals provide structures for building educator capacity to implement curriculum map and monitors implementation.
6.1, 6.2, & 6.3 Vertical teams in each content area utilize curriculum renewal plan to revise and align the curriculum in their area	Director of Instructional Services; Instructional Leadership Team (ILT)	Renewal plan complete and disseminated to Vertical Teams. Teacher teams provide input to ELA map alignment.	Vertical teams along with input of teachers revise curriculum according to the renewal plan.	Vertical teams along with input of teachers revise curriculum according to the renewal plan.	Vertical teams along with input of teachers revise curriculum according to the renewal plan.
6.1 Categorize the standards and benchmarks to determine when they will be taught within the year.	Director of Instructional Services; Vertical Teams	ELA benchmarking document completed and disseminated to staff. ELA crosswalk document created to ensure timely instruction of standards.	Train school-based personnel to monitoring the implementation of the maps according to benchmarking documents. District monitors ELA implementation through crosswalk documents.	Train school-based personnel on monitoring the implementation of the maps according to benchmarking documents. District monitors ELA implementation through crosswalk documents.	Train school-based personnel on monitoring the implementation of the maps according to benchmarking documents. District monitors ELA implementation through crosswalk documents.

6.7 Conduct a curriculum audit of the core academic programs.	Chief Academic Officer; ILT; Program Evaluator Vertical Teams	Priority areas for curriculum audit are identified by ILT.	Vertical Teams conduct curriculum audits to ensure effective implementation and identify professional development needs.	Vertical Teams conduct curriculum audits to ensure effective implementation and identify professional development needs.	Vertical Teams conduct curriculum audits to ensure effective implementation and identify professional development needs.
6.6 Provide professional development to teachers to implement the curriculum.	Director of Professional Development; Instructional Coaches	PD offered to teachers in summer and fall.	PD offered to teachers around curriculum implementation through Lead Teacher Network in Math and ELA. Lead teachers begin to deliver pd to school-based colleagues.	Lead teachers increase the extent of the professional development they provide to school based colleagues. Vertical teams monitor the effectiveness of the professional development and identify other areas of need.	Lead teachers revise professional development and deliver it to school based colleagues. Vertical teams monitor the effectiveness of the professional development and identify other areas of need.

Data Driven Decision-Making	Chief Academic Officer Director of Professional Development; Principals; Data Coaches	Train all staff in the Using Data Project. Implement district-wide benchmarks.	Principals monitor use of district benchmarks to inform instructional decisions, including data use in CAT teams; Principals identify areas of weakness	Principals target settings and personnel not effectively using data to inform decision-making.	Data-driven decision making embeds School Improvement efforts, common planning, CAT team meetings, and day to day instruction
6.5 & 4.1 Select and or develop the assessments that will evaluate if students are meeting the standards as designated in the aligned curriculum.	Director of Instructional Services; Instructional Coaches	Finalize all assessments for Fall Benchmark Period.	Create assessments aligned to district curriculum maps for Winter and Spring Benchmark periods.	Assessments are revised and re-aligned along with curriculum revisions	Assessments are revised and re-aligned along with curriculum revisions
4.2 & 4.3, Provide professional development to school level educators on how to analyze and use the data to improve/target instruction including use of Data Warehouse and Test Wiz	Director of Professional Development; Director of Assessment	Train all staff in the Using Data Project (UDP); Data Warehouse for Principals completed.	All schools have functioning Data Teams. UDP protocols rolled out to schools. Key personnel trained in Data Warehouse and Test Wiz.	UDP process is systematically embedded in all school structures such as common planning, CAT team meetings, and School Improvement Efforts.	UDP is systematically embedded in all school structures. Teachers routinely utilize UDP process to improve and target instruction.

Appendix A: School Review Visits Protocol

The purpose of the School Review Visits (SRV) is to monitor and support school-based improvement. The Executive Leadership Team (Superintendent, Chief Academic Officer, Executive Director for Special Education, Executive Direction for Human Resources, and Chief Operating Officer) will place schools in one of three improvement needs categories: (a) High Needs, Moderate Needs, and Low Needs. These designations are based on a review of a variety of sources including, student performance data, observation data, staff feedback, parental feedback, and School Improvement Plans. The goal of the SRV is to provide targeted assistance to schools. The assistance will focus on four areas: (a) alignment between School Improvement Plans and District Improvement Plan, (b) setting and assessing the progress of short term goals based on the School Improvement Plan, (c) focus activities to address strength and weaknesses in district benchmarking data, and (d) monitoring effective implementations of the district curriculum maps. Activities will include revising and forming professional development plans, conducting observational walk-throughs, observing and providing feedback on common planning and curriculum accommodation teams (CAT), and assisting with structured routines.

The designated needs level will determine the intensity to which assistance is deployed.

High Needs:
   ❖ Fall, Winter, and Spring review meetings with School Review Visit Team charged with establishing targeted action steps around ELA and Mathematics improvement to be implemented and assessed on a 2-month cycle
   ❖ School-based visits 4-8 times per month

Moderate Needs:
   ❖ Late Fall and Early Spring review meetings with School Review Visit team charged with establishing targeted action steps to be implemented and assessed on a 4-month cycle
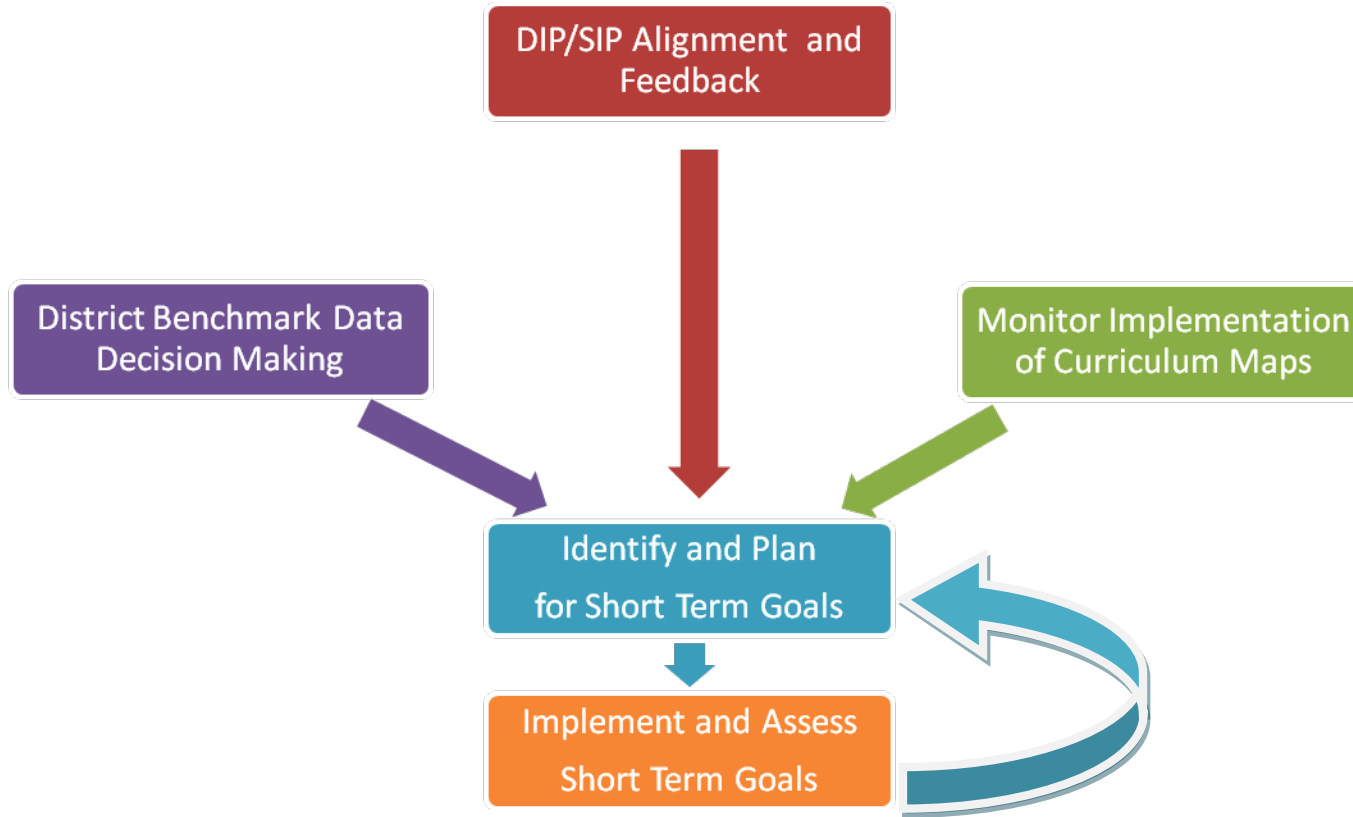   ❖ School-based visits 3-6 times per month

Low Needs:
   ❖ Winter review meeting with School Review Visit Team
   ❖ School-based visits 2-4 times per month.

School Review Activities

Appendix B: Program Evaluation

Recovery Plan: Strategy #5, Teaching and Learning: Evaluate all programs and services utilizing standardized procedures according to a regular timeline to effect periodic improvements to programs and practices.

Program Evaluation Overview: Fall River Public Schools will create a culture of evaluation, which reflects the district's commitment to self-examination, data quality, analytic expertise, and capacity to use evaluation findings to guide decision-making. We will create an organizational environment in which student progress is monitored on a continuous basis through both qualitative and quantitative data. Decisions related to teaching and learning are based on facts, research, and analysis. Accordingly, educational programming is delivered in ways that maximize positive outcomes related to college and career readiness for every Fall River student.

Program Evaluation Philosophy: Fall River Public Schools' evaluations are grounded in the belief that program evaluation has several purposes, including: ongoing program improvement, measuring program effectiveness, program sustainability, and identifying areas for professional development. Student success in meeting or exceeding the district's Pre-K through Grade 12 performance benchmarks, as detailed in the FRPS District Improvement Plan, is at the forefront of our school and district-wide evaluation efforts, and is aligned with our overarching goal of preparing all students for career and college readiness.

 Two inter-related approaches will guide all district program evaluations:

- **Utilization-focused evaluation** begins with the premise that evaluations should be judged by their utility and actual use, i.e. to what extent they inform improvements in teaching and learning that will help the district meet its performance benchmarks delineated in the DIP. Therefore, the evaluation process and design should involve careful consideration of how all evaluation activities, *from beginning to end,* impact improved teaching and learning.

- Research has demonstrated the dynamic linkages between stakeholder participation and utilization in program evaluation. **Participatory evaluation** (Institute of Development Studies, 1998) is a partnership approach to evaluation in which stakeholders (a representative group of district administrators and faculty) actively engage in developing the evaluation and all phases of its implementation. Those who have the most at stake in the program play active roles. Participation occurs throughout the evaluation process including:

  - identifying relevant questions;
  - planning the evaluation design;
  - selecting appropriate measures and data collection methods;
  - gathering and analyzing data;
  - reaching consensus about findings, conclusions and recommendations;
  - disseminating results and preparing an action plan to improve program performance.

Fundamentally, participatory evaluation is about sharing knowledge and building the evaluation skills of a group of stakeholders. All too often, evaluation is something **done to** beneficiaries; participatory approaches argue that evaluation should be **done with** these key groups.

The benefits of using this approach to evaluation are many. First, by involving those directly affected, a more clear picture of what is actually happening in classrooms can be drawn-both successes and failures. Second, key stakeholder groups may feel empowered through participating in the process-they share responsibility for the evaluation processes, the student achievement results, and the implementation of evaluation recommendations. Third, there is potential to develop capacity and skills in evaluation generally; these can then be applied to other programs and activities and contribute to the overall sustainability of the district's evaluation plan. Fourth, when information is generated as a routine part of program operations, there is greater likelihood that this information will be used directly to make ongoing corrections and modifications as the program is implemented. Fifth, there is substantial benefit for team building and creating commitment through collaborative inquiry. And, finally, the learning associated with participating in such a process is experiential and can bring a deep sense of meaningfulness to the work.

Differences between Participatory and Conventional Evaluation

	Participatory	**Conventional**
Who drives the evaluation?	Stakeholders (ILT)	Funders and program managers
Who determines indicators of program progress?	ILT and district evaluator	Professional evaluators and outside experts
Who is responsible for data collection and analysis?	Shared responsibility of district evaluator, ILT and vertical team	Professional evaluators and outside experts
What is the role of the district evaluator?	Coach, facilitator, negotiator, "critical friend"	Expert, leader
When is this type of evaluation most useful?	When: • there are questions about program implementation difficulties • there are questions about program impacts on beneficiaries (students) • information is wanted on a stakeholder's knowledge of a program/implementation	When: • There is a need for independent judgment • Specialized information is needed that only experts can provide • Program indicators are exclusively standardized and outcome-based
What are the costs?	•Time, energy, and commitment from stakeholders •Coordination of multiple players •Training, skills development and support for key players •Potential conflict	• Consultant and expert fees • Loss of critical information that only stakeholders can provide

| What are the benefits?	• Hands on knowledge • Verification of information from key players (validity) • Builds knowledge, skills and relationships among district and school-level administrators and faculty	• Independent judgment

Program Evaluation Model: The district will use Stufflebeam's **CIPP Model** as a comprehensive framework for conducting formative and summative program evaluations. The model's core concepts are denoted in its acronym:

Context – Environment & Needs
- **I**nput – Strategies & Resources
- **P**rocess – Monitoring Implementation
- **P**roduct – Outcomes

The CIPP model was selected from an array of evaluation models because it was designed first and foremost to promote growth. It treats evaluation as a tool by which evaluators work collaboratively with stakeholders to help programs, projects, or services work better for the beneficiaries (Fall River students). The model has been widely used in education; adapts well to carrying out evaluations on any scale; provides a useful organizing framework; and assumes a systems approach which is highly compatible with the utilization-focused evaluation philosophy. Fall River Public School's application of the model will result in a sustained, ongoing effort to help the district's leaders and staff collect, organize, and use feedback systematically to meet the diverse needs of our students.

CIPP View of Institutionalized Evaluation (Stufflebeam, OPEN, 2003)
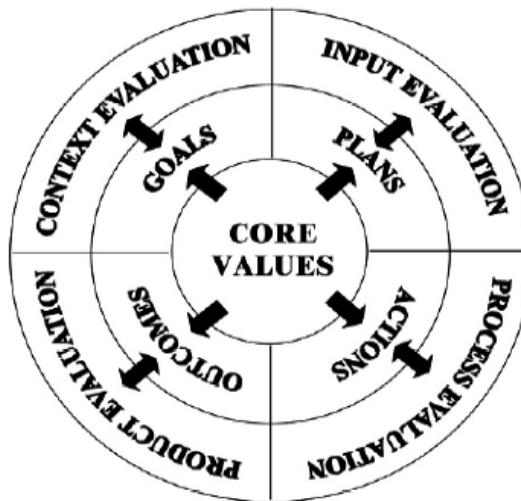
Program Evaluation Process

The Instructional Leadership Team (including the District Evaluator), charged with monitoring the District Improvement Plan, will work in concert with the district's Vertical Teams. Together, they will play a pivotal role in designing and implementing all program evaluation phases, which include the following:

Pre-Planning: Instructional Leadership Team (ILT) will conduct a preliminary data review, a district-level analysis of students performance related to priorities detailed in the DIP. This will inform initial decision-making regarding prioritizing programs to be evaluated.

Planning: Subsequent to choosing an evaluation focus, the ILT will develop evaluation questions that directly relate to increasing student performance and closing achievement gaps. These questions will serve as the cornerstone of the evaluation plan that will include evaluation methods, a budget, timeline, and deliverables.

Implementation: Trained and supervised by members of the ILT, the Vertical Teams will conduct school-based data collection efforts that may include a review of current tracking systems, classroom observations, administering surveys, etc. In addition, select ILT members will conduct interviews and focus groups (if relevant to specific questions and project needs). Data will be analyzed on an ongoing basis by the ILT, and data collection strategies will be revised accordingly.

Utilization: The ILT, supported by the Vertical Teams, will communicate findings and recommendation with key stakeholders (principals, Teacher Leaders) on an ongoing basis. Evaluation findings will guide program improvements that will, in turn, increase student performance on the DIP Priorities.

The district's program evaluation process provides a vehicle that will be used by the ILT to monitor the DIP. It is important to note that program evaluation in Fall River Public Schools is not a linear process, but a key component of a continuous feedback loop that drives student achievement across schools and in the district as a whole.

Appendix C: Scenario Planning

Scenario Planning

Bringing community partners together at the table in a productive and meaningful way, FRPS has embarked upon a strategic planning process that focuses on the district's Recovery Plan. Our working group, led by Larry Myatt of Northeastern University, is comprised of 25 individuals representing school department, community members (including students and parents), and key partners from the business community. We have decided to augment, not to replace, our more traditional educational forecasting and planning with Scenario Development and Planning, because as many private sector companies, independent schools and universities have discovered, conventional strategic planning often fails to account for significant changes in the external environment, especially when change is rapid and times are turbulent. It has increasingly been the feeling of our internal district leadership team that yet another traditionally-developed district plan would not provide the breadth, futuristic perspective or momentum needed to excel in our work. In addition, given the circumstances of underperformance in which the school district and many of its schools have found themselves, closely monitored by our Department of Elementary and Secondary Education, we cannot afford to overlook important opportunities and/or unanticipated challenges to our enterprise over the next few years.

We do not endeavor to predict the future, but to gain a greater understanding of the Fall River economic, health and educational landscape and what things may be possible, painting some possible scenarios for the future of our schools and preparing to deal with them. We will, of course, continue as a school district with our usual data gathering, resource allocation and the professional development of our teachers, administrators and staff members, but we view this Scenario Development and Planning as a unique chance to consider inevitable uncertainties and plan for significant undertakings.

Our efforts are being conducted with the assistance of the Leadership and Education Ventures arm of the School of Education at Northeastern University and facilitated by Dr. Larry Myatt. In its nascent stages, the group is currently gaining information about the state of the city through presentations given by area experts in fields that are education-related e.g., health, socio-economic, demographics, etc.). Healthy City Fall River, the Urban Initiative and the city's Office of Economic Development have presented thus far. Equipped with this knowledge, the district moves itself ahead of the curve ball by gaining a deeper understanding of our student body and the myriad challenges they are likely to face in the future. Currently, the team is creating a Strategic Plan for the district that addresses these issues head on, a plan that allows the district to anticipate the future and plan accordingly. We are using student-centered learning as a medium for thinking very progressively about developing models of education that will dramatically change what education looks like in Fall River.

Appendix D: SIP Alignment Tool

School:_____ SIP Year:_____ Principal:_____

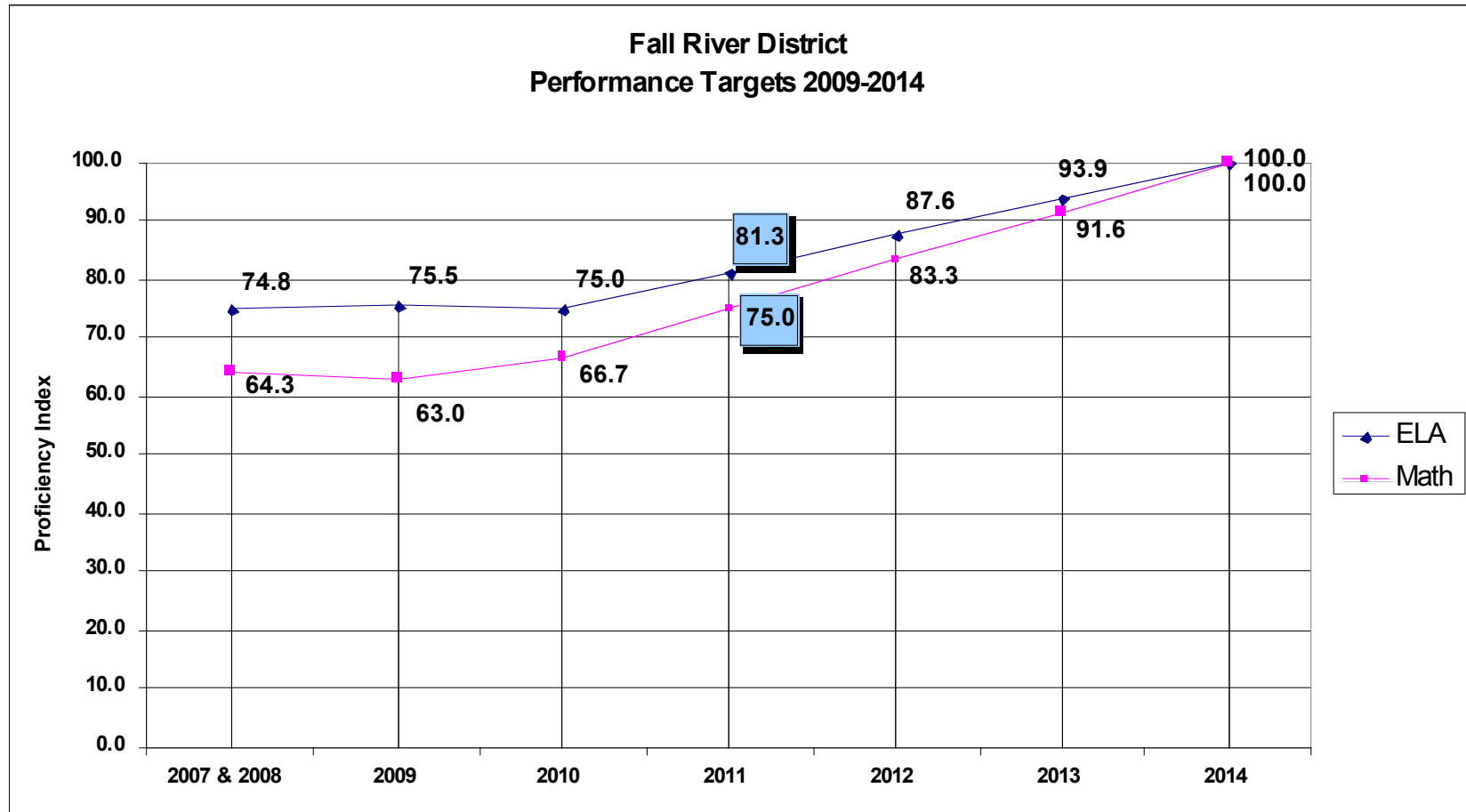|	English Language Learners	Special Education	Aggregate
Program Placement Integrity	0 1 2 3	0 1 2 3	0 1 2 3
Parent and Caregiver Rights and Involvement	0 1 2 3	0 1 2 3	0 1 2 3
Curriculum and Instruction	0 1 2 3	0 1 2 3	0 1 2 3
Data Driven Decision-Making	0 1 2 3	0 1 2 3	0 1 2 3

0 – Criteria is not included in the SIP

1 – Criteria is addressed in the School Improvement Plan. However, the stated plan or action steps *minimally* address the criteria as described in the DIP

2 – Criteria is addressed in the School Improvement Plan. The stated plan or action steps *thoroughly* address the criteria as described in the DIP. However, the stated plan or action step is *unlikely* to have a positive impact on improvement. The stated plan or action step is in need of revision.
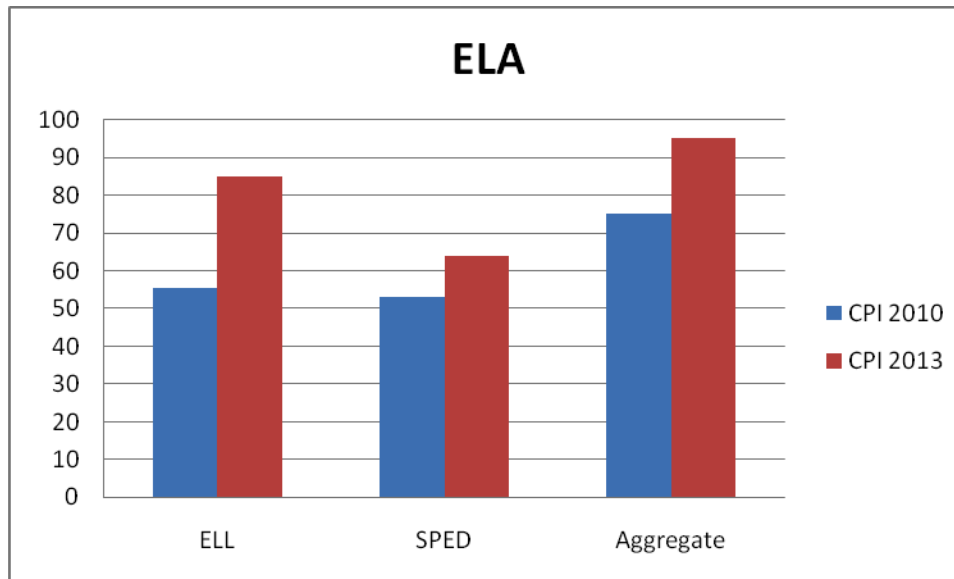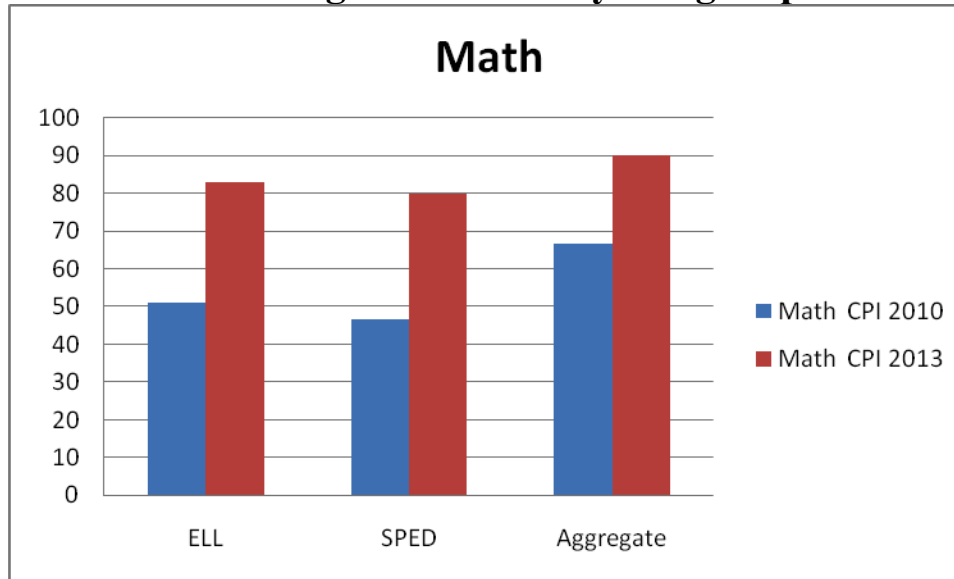
3 – Criteria is addressed in the School Improvement Plan. The stated plan or action steps *thoroughly* address the criteria as described in the DIP. The stated plan or actions steps are *likely* to positively impact improvement.

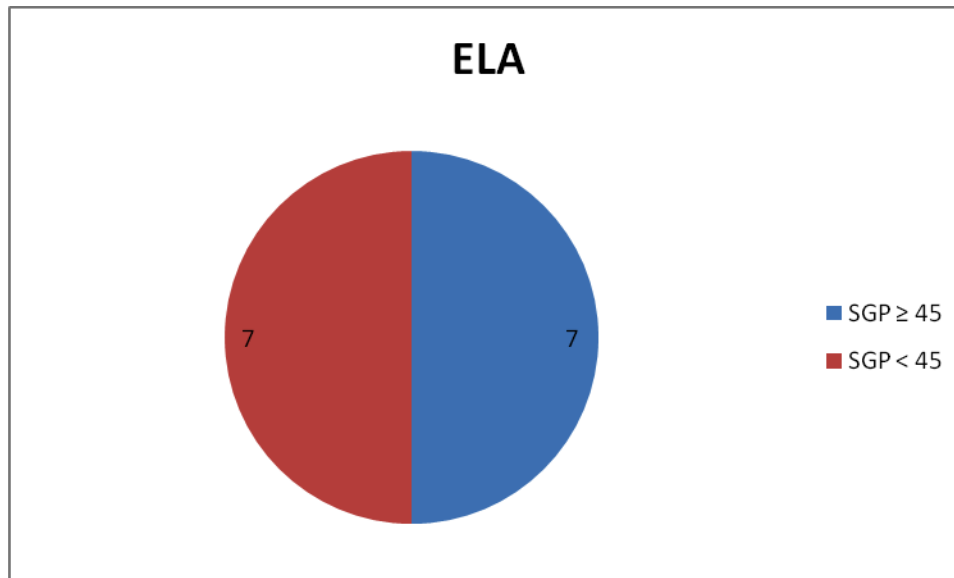## Appendix E: District Performance Targets
2009-2014

Fall River District
Performance Targets 2009-2014

Y-axis label: Proficiency Index

ELA data labels: 74.8, 75.5, 75.0, 81.3, 87.6, 93.9, 100.0

Math data labels: 64.3, 63.0, 66.7, 75.0, 83.3, 91.6, 100.0

X-axis categories: 2007 & 2008, 2009, 2010, 2011, 2012, 2013, 2014

Legend: ELA, Math

CPI Targets for 2013 by Subgroup

Median SGP by # of Schools

Math

- ■ SGP ≥ 45
- ■ SGP < 45

ELA

- ■ SGP ≥ 45
- ■ SGP < 45
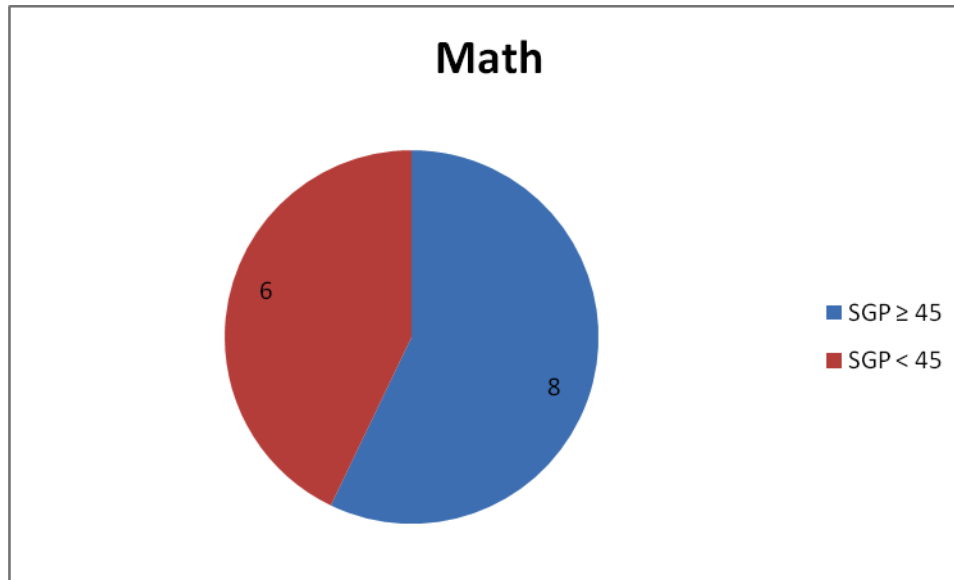
Appendix F: Glossary of Acronyms

p. 2:

<u>District Improvement Plan (DIP)</u>: Title of this document that sets district improvement goals and strategies to achieve these goals in a three year span;

<u>School Improvement Plan (SIP)</u>: The school-based improvement document that is guided by the District Improvement Plan;

<u>Human Resources (HR)</u>: The organizational body that includes staffing and certification of staffing;

<u>Instructional Leadership Team (ILT)</u>: Team of comprised of district level administrators and school-based leaders charged with monitoring and supporting improvements in curriculum and instruction;

p. 5:

<u>Composite Performance Index (CPI)</u>:

The Composite Performance Index (CPI) is used to determine Adequately Yearly Progress (AYP). The CPI is determined by matching scaled MCAS scores to a given point system, ranging from 1 – 100. Unlike Performance Levels, the CPI weighs students differently in the high versus low needs improvement and warning categories. See Table 1 for the breakdown. The resultant CPI is a weighted average for the number of points received per number of students. Consequently, the CPI is a more sensitive measure in detecting change, supporting a more nuanced model of growth.

Table 1 – Proficiency Index Points

For students taking standard MCAS tests and for MCAS-Alt participants who do not have significant cognitive impairments

MCAS Scaled Score or MCAS-Alt Equivalent	Performance Level	Points Awarded
240 – 280	Proficient and Advanced	100
230 – 238	Needs Improvement – High	75
220 – 228	Needs Improvement – Low	50
210 – 218	Warning/Failing – High	25
200 – 208	Warning/Failing – Low	0

<u>English Language Arts (ELA)</u>:

English Language Arts is a content area that focuses on developing students' English language skills. The four primary components upon which English Language Arts instruction is based are reading, writing, spelling, and oral communication.

p. 6:

<u>Early Childhood (EC)</u>: Educational settings designed specifically for the developments needs of children in grades Pre-K to Grade 3;

<u>English Language Learners (ELL)</u>: an active learner of the English language who may benefit from various types of language support programs;

Special Education (SPED):
educational programs and practices designed for students, whose mental ability, physical ability, emotional functioning, etc. requires special teaching approaches, equipment, or care within or outside a regular classroom;

p. 7:
Student Growth Percentile (SGP)
A *Student Growth Percentile* measures student growth by comparing one student's progress to the progress of other students with similar MCAS performance histories. The statistic is interpreted as follows: if John Smith, currently a grade 5 student, has a student growth percentile of 65 in English language arts, that means that John scored higher on the 5th grade test than 65 percent of students statewide with a similar MCAS test score history. Similarly, if John had a student growth percentile of 44 in mathematics, it means that he scored higher than only 44 percent of students statewide with a similar MCAS test score history. Growth falls into one of three categories:

❖ Low: Below 40
❖ Typical: Between 40 and 60
❖ High: Greater than 60

p. 8:
Advanced Placement (AP):
A set of coursework sponsored the College Board that prepares students to college ready coursework and offers the possibility of providing credit for college level work (see http://www.collegeboard.com/student/testing/ap/about.html for more information).

p. 9:
English as a Second Language (ESL):
English as a Second Language often refers to instruction that supports children acquisition of English to be on track with that of native speakers of English;

Sheltered English Immersion (SEI):
Sheltered content instruction is instruction that includes approaches, strategies and methodology that makes the content of the lesson more comprehensible to students who are not yet proficient in English.

p. 12:
English Language Proficiency Benchmarks & Outcomes (ELPBO):
The English Language Proficiency Benchmarks and Outcomes outlined herein are meant to serve as a natural progression to, rather than a replacement for, the *Massachusetts English Language Arts Curriculum Framework* learning standards. This document is also intended to be used in conjunction with the Commonwealth's *Curriculum Frameworks* for English language arts, mathematics, science and technology/engineering, history and social science, the arts, and health to support the academic instruction of ELL students.

p. 13:
Corrective Action Plan (CAP):
A plan responding to comprehensive programs review conducted by the Department of Elementary and Secondary Education.

p. 15:
School Adjustment Counselor (SAC):
Special Education staff that support the academic and social wellness of all students.

Curriculum Accommodation Team (CAT):
A school-based resource team to assist educators in addressing a student's educational needs, as cited In Mass General Law (Chapter 71: Section 38Q1/2).

p.18:
Using Data Project (UDP):
A professional development program that prepares educators to use data analysis procedures and protocol in all facets of school-based decision making

p.19:
School Review Visit (SRV):
A District process for monitoring and providing targeted assistance to schools according to need level of the school.