

**Massachusetts Department of Elementary and Secondary Education  
Center for School and District Accountability  
Progress Report**

**District:** Fall River Public Schools  
**Review Period:** January - June 2011

**ESE Monitor:** Dr. Joan Connolly  
**Date of Report:** October 12, 2011

**Summary of Overall Progress to Date:**

The Fall River Public Schools has been implementing its Recovery Plan since its approval on September 30, 2009 to this October 2011 summative report. The Recovery Plan, as directed by the Commissioner includes four sections that reflect the four areas of concern identified in the Evaluation Report prepared by the Office of School and District Accountability: Leadership and Governance, Teaching and Learning, Human Resource Management and Financial Management. The District has made marked improvement since implementation began.

At the time of the review conducted from January 12- 21, 2009, District systems were seriously deficient. Most significant were six areas that needed to be addressed immediately. In the area of leadership, the team found that inadequate delineation of roles and responsibilities between the Superintendent and School Committee was deterring effective District leadership and undermining community support; that principals receive insufficient support from the central office; that the failure of the District to evaluate its programs and services left it unable to improve them; and that the District's human resources department lacked professional leadership as well as effective systems, structures, and procedures. In the area of resource management, it found that the District lacked adequate financial systems and procedures; and that Fall River would not meet its Net School Spending requirement for fiscal year 2009, its school appropriation having declined between fiscal year 2008 and fiscal year 2009. Other weaknesses in the District included deficiencies in the evaluation of staff, from the Superintendent on down; lack of strategic alignment among School Committee actions, the central office's improvement plan, and schools' improvement plans; lack of effective leadership and adequate support for programs for English language learners and students with disabilities; lack of adequate and affordable transportation, especially for high school students; and the part-time status of the school department's chief financial officer. These findings led to recommendations that were addressed through strategies and action steps under the four areas in the Recovery Plan, with benchmarks of progress for which the District would be held accountable. To support the District in addressing the long-standing challenges uncovered in the review, the Department of Elementary and Secondary Education has provided ongoing support, including an ESE liaison, a School Committee consultant, a District leadership and human resources consultant, and for one year, a curriculum leadership consultant as well.

Under this Recovery Plan, there has been significant progress putting processes and systems in place that hold great promise in ensuring high quality teaching and learning in the Fall River Public Schools. Schools and their principals are receiving support from central office; and further, the District's three Level 4 schools are receiving differentiated level of support with Turnaround Plans in place. The District has a functional human resources department that is continuing to build and improve upon the structures for building human capital and responding to staff needs. The District has hired a qualified and experienced chief financial officer who is addressing the long-standing need for the District to have clear systems for receiving accurate and timely financial information and reliable financial procedures and practices. The challenge that now faces the District is to constantly monitor the work across the school system, from the central office to the classroom level. The goal is to ensure that in each and every classroom the newly aligned curriculum is alive and being delivered in a consistent manner, using appropriate teaching strategies. Of great importance is that every child with a special need and every child whose first

language is not English is receiving the same content in ways that meet her/his learning needs. This monitoring needs to be done by principals who understand that their first job is that of an instructional leader. These principals must constantly improve their skills in teaching and learning and manage their time in a way that allows them to be in classrooms. The majority of the principals' time should be consumed with observing, giving support and feedback, and engaging in the rigorous, continuous evaluation of their staff. The work of monitoring implementation across the District is a key one; the need for monitoring is not just important at the classroom level. In order for high quality teaching and learning to take place in every classroom, the central office must remain equipped to support schools in implementing the curriculum and using assessment results. Human Resources must operate in a manner that assures that the best possible candidates are recruited and that all staff members are supported with helpful supervision, guidance, and professional development. Financial systems must be efficient, reliable and effective to ensure that the work of leaders, staff, schools, and students are adequately supported and in a timely manner. Leaders at the central office and School Committee level must uphold the highest standards while following agreements and policies, and operating as a committed team of adults who work on behalf of the children of Fall River.

Fall River Public Schools has modestly improved student performance and growth in English Language Arts and Math since the Recovery Plan was implemented in 2009. Fall River's modest gains in ELA proficiency rates did exceed the state average in ELA from 2010 to 2011 for the aggregate and for subgroups. In math, the gains were comparable. Although there has been some improvement, Fall River's performance on the MCAS still indicates there is much work to be done. In order for Fall River students to catch up to their peers, growth and improvement must exceed the state average. A more detailed analysis of MCAS data is under the section "Impact on Student Achievement" further in the summary section of this report.

In spite of the successes under three areas of the Recovery Plan—Teaching and Learning, Human Resources, and Financial Management— all four areas, including Leadership and Governance, are integral to the success of the District. If one area is not serving as a lever for change and improvement, then the other three areas will be weakened. One concern is that the District has not met the Commissioner's condition that Fall River Public Schools have in place a collective bargaining agreement that is financially responsible. Although two separate bargaining agreements have been negotiated for the District's Level 4 schools, no agreement is currently in place for the entire District. This has been a long-standing issue and warrants deeper attention to the reasons for the failure of this agreement to be established. In general, the Fall River Public Schools has made significant progress in all areas except for the key area of Leadership and Governance. The School Committee has not sufficiently built its capacity to function as a responsible governance team, so that it can perform the functions granted under the 1993 Education Reform Act and for which it has the legal authority and responsibility to carry out. The leadership role of the School Committee is a critical one—it hires and evaluates the Superintendent, oversees the budget, and sets policy. The School Committee's overall reliability, effectiveness and efficiency either create a productive and stable working environment for staff, or undermine it. The Fall River Public School Committee has not fulfilled its own legal responsibilities to follow the policies it has set. Further, the School Committee has not demonstrated the capacity for continuous improvement on its own through a self-evaluation and improvement process. Overall, the work of the governing body has been tenuous, and its inaction indicates that external support and monitoring remains necessary at this time.

This summative report will be presented to the Commissioner and the Board of Elementary and Secondary Education. Based on this report, the Center for District and School Accountability will recommend to the Commissioner that Fall River's work of the Recovery Plan be considered complete in all areas except for Leadership and Governance. To support continuous improvement in the other developing areas, the Department will support Fall River in developing its District Plan, including benchmarks of progress to ensure that improvement efforts remain supported and on track. Due to the instability of governance, an insufficient amount of improvement, and demonstrated inability to self-monitor, the Department will increase its support for and monitoring of governance in Fall River Public Schools.

## Leadership and Governance

**Strategy 1 is to develop a comprehensive District policy manual in accordance with MASC guidelines.** The Fall River School Committee approved a District Policy Manual on December 13, 2010. In the last Monitoring Report, it was noted, “Now that the Policy Manual is in place it will be incumbent upon both elected officials and school department staff to follow these policies in carrying out the business of the FRPS. The fidelity in using the Policy Manual, evaluating its effectiveness, and updating it as necessary-to result in the implementation of consistent practices that support school and student success-will demonstrate whether this work has led to embedded and sustained improvements to leadership and governance.”

- Unfortunately, there have been numerous instances during this monitoring period where the recently voted policies have been disregarded by some members of the School Committee. There is no indication, either in notes of meetings, or in tapes of meetings, that either the School Committee Chairperson, or other members of the School Committee, addressed the disregard of policy. Some examples of those disregarded Policies from Fall River Public School District Policy Manual, adopted December 13, 2010, include:*BBBA-7*: To accept the will of the majority vote in all cases, and to remember that he/she is one of a team and must abide by, and carry out, all Committee decisions once they are made.
- *BBBA-8*: To represent the Committee and the schools to the public in a way that promotes interest and support.
- *BCA*: Remember that he/she is one of a team and must abide by, and carry out, all Committee decisions once they are made.
- *BCA*: Recognize and support the administrative chain of command and refuse to act on complaints as an individual outside the administration. Give the chief administrator full responsibility for discharging his/her professional duties and hold him/her responsible for acceptable results. Refer all complaints to the administrative staff for solution and only discuss them at Committee meetings if such solutions fail.
- *BCA*: Realize that he/she should not make statements or promises of how he/she will vote on matters that will come before the Committee.
- *CHA*: The Superintendent will be responsible for specifying required actions and designing the detailed arrangements under which the school system will be operated in accordance with School Committee policy. These detailed arrangements will be designed to implement policies, goals, and objectives of the Committee and will be one of the means by which the school system will be governed.
- *BDE*: The Committee of the Whole voted, on June 13, 2011, to add the following language to File BDE: Any School Committee person, not appointed to a respective Subcommittee, may attend and participate in all discussions; however, the non Subcommittee Member may not make motions or vote on any issue before the Subcommittee.
- *BHC*: Staff Communications to the School Committee. All communications or reports to the Committee or any of its subcommittees from Principals, supervisors, teachers, or other staff members will be submitted through the Superintendent.
- *BHC*: Individual School Committee members interested in visiting schools or classrooms will inform the Superintendent of such visits and make arrangements for visitations through the Principals of the various schools.

It is the responsibility of the School Committee Chairperson to monitor and address infractions of the Policy. It is also the responsibility of the remainder of the School Committee Members to report infractions to the School Committee Chairperson. Disregard of School Committee Policy is not only demoralizing the staff, but sets the precedent of ignoring rules and regulations throughout the District. The example set by the School Committee should not be a negative one. Leadership includes demonstrating respect for the guidelines in place. In this instance, the School Committee is not leading the District in attitude or behavior. (Action Steps 1.1 and 1.2, Assessment: 2, Developing)

**Strategy 2 is to establish and implement a revised format of School Committee meetings to include subcommittee reports and productive citizen input.** In line with this strategy, technical steps have been taken by the School Committee. It has designated a time period each meeting when subcommittees are to report. (Action Step 2.2, Assessment 3, Practices and Resources in Place) and has ensured that citizen input opportunities are in place during School Committee meetings. This input focuses on agenda items and relevant school department matters. (Action Step 2.3, Assessment 3, Practices and Resources in Place)

Also, the Superintendent's and School Committee's work together on the agenda has been consistent. The Superintendent works with School Committee members to develop a six month calendar of tentative agenda items. On January 10, 2011, the School Committee approved a list of tentative agenda items for the next 12 months. (Action Step 2.4, Assessment 3, Practices and Resources in Place)The Superintendent prepares and action agenda. The agenda provides background for agenda items and a rationale regarding the Superintendent's recommendation for action. (Action Step 2.5, Assessment 4, Fully Embedded and Sustainable)

However, the FRSC Policy BDE (Subcommittees of the School Committee) adopted on December 13, 2010, states that the Subcommittees will be provided with a list of functions and duties that each subcommittee is expected to perform; this area of the policy has not been developed. Watching tapes of subcommittee meetings, it is obvious that there is not consistency in the ways that meetings are conducted. Non-members are allowed to take the seat of members and vote. Again, in this instance, the School Committee members are not setting an appropriate example for the remainder of the District. (Action Step 2.1, Assessment: 1, Underdeveloped).

**Strategy 3 is to implement practices and expectations to ensure a strong working relationship between the SC and the Superintendent.** The Superintendent has been successful in meeting her responsibilities to ensure this strategy is carried out. For example, she prepares an action agenda and submits it to individual School Committee Members in advance of the meeting. The School Committee receives the agenda and supporting materials prior to the School Committee meetings. School Committee Policy requires materials and an agenda be provided to the School Committee Members at least three days in advance. Often the Superintendent provides this information prior to the three-days specified in Policy. (Action Step 3.1, Assessment 4, Fully Embedded and Sustainable) Further, the Superintendent provides updates to all School Committee Members via e-mail or telephone. A system of biweekly informational packets has been instituted. (Action Step 3.2, Assessment 2, Developing) Every month, on the day of the School Committee Meeting, the Superintendent leaves her calendar open, providing School Committee Members with an opportunity to discuss agenda items and other matters relative to the School Department before the meeting. (Action Step 3.3, Assessment, 3 Practices and Resources in Place)

However, the School Committee has not consistently carried out the steps it has established in this area. For example, there is an unresolved issue related to this strategy with regard to School Committee Members requesting additional information and/or reports from other District administrators. (Action Step 3.2, Assessment 2, Developing) In its own Policy, the School Committee agreed to communicate with other staff through the Superintendent. Inattention to this guideline has an impact on the educational focus of the District leadership. Further, this creates an unstable working environment for the leaders that are responsible for providing a system of support to the schools. Again, the School Committee is not adhering to its agreed-upon policies and taking action instead that undermines the fabric of the District.

**Strategy 4 is to adhere to the roles and responsibilities of the SC and the Superintendent as defined by the Education Reform Act of 1993.** With the assistance of Dr. Tom Kelly, ESE technical assistance provider, the Fall River School Committee developed a handbook that defines agreed upon roles and responsibilities for the School Committee and the Superintendent. This handbook was approved on June 13, 2011. This was the last School Committee Meeting of the 2010-2011 school year. (Action Step 4.1, Assessment 2, Developing). However, following the policies it has established is a key function of its legal roles and responsibilities. As this section explains, the School Committee has not adhered to its responsibilities with fidelity.

**Strategy 5 is to implement a revised evaluation procedure to effectively evaluate the Superintendent's performance.** The Fall River School Committee has implemented a revised evaluation procedure to evaluate the Superintendent's performance. Evaluation processes and tools were selected and adopted. (Action Steps 5.1 and 5.2, Assessment, 3, Practices and Resources in Place) and has voted on April 11, 2011 to accept the Superintendent's goals for the period of July 1, 2010 to June 30, 2011. Individual evaluations of the Superintendent must be submitted by July 29, 2011. (Action Step 5.3, Assessment, 3, Practices and Resources in Place)

**Strategy 6 is to establish parliamentary support and implement a regular system of self-monitoring to monitor adherence to SC roles.** By the end of last year, the School Committee was to implement a self-evaluation system to be administered after each meeting. (Action Step 6.1, Assessment, 1, Under-developed). The School Committee has consistently not met the benchmark for this action. While they did vote at the January 2011 meeting to accept the first composite self-evaluation, the results were not discussed and improvement activities were not put into place. Rather, the tool was referred to the Subcommittee on Evaluation for further discussion and possible modifications. The Committee agreed to discuss the results at the February meeting. This discussion did not take place. At the April School Committee Meeting, the committee voted to approve the language changes recommended by the Evaluation Sub-Committee, approve an instrument change from Dr. Kelly, and set a date for the Committee to send the next evaluation form to Dr. Kelly. He compiled the data for them, and they agreed on the following goals and areas for self-evaluation:

- School Committee Members share pertinent information with each other to prevent surprises and promote informed decision making.
- The Committee has a public relations plan for the School System.
- Members treat each other with courtesy and respect.
- Both the Committee and the Superintendent operate on a "no-surprises" model.
- Members respect the will of the majority and support decisions once they are made.
- Members understand the role of the individual as part of the whole group.

These self-identified goals were based on areas of concern identified by the Fall River School Committee, but there has not been a public discussion about what the School Committee would do differently as a result of the evaluation, nor has any kind of action plan been developed to focus improvement efforts. At this point in time, the self-evaluation process has not been established so that the School Committee can monitor itself.

**The Commissioner's Condition (9) was that the School Committee and Fall River District Leadership must demonstrate continued cooperation with ESE for support of the Plan.** Although the Fall River Administration has demonstrated continued cooperation with ESE for support of the Recovery Plan, (Action Step 1, Assessment 2, Developing), it does appear that in some instances, that some members of the School Committee may view their involvement as a compliance exercise rather than as a behavior change commitment. An example of this "compliance only attitude" is a discussion held during a School Committee Meeting about the School Committee Handbook. When one member took issue with some of the wording, another stated that it was important to get this done so that ESE would not hold them accountable for not following the timeline of the Recovery Plan. He went on to say that they should get this done, meet the timeline, and make changes later. There was no clear message from the School Committee Chair or other members suggesting otherwise. It is the responsibility of all members, especially the Chair, to hold the body accountable for the goals and policies set by the School Committee.

Overall, as a result of tenuous movement on the part of the governing body, there has not been progress in the areas where the Fall River School Committee has been responsible for the work. The evidence indicates that the School Committee is not taking the same level of responsibility for their own continuous improvement under the direction and guidance of the Recovery Plan, as do those responsible for the work in the other major areas of the Recovery Plan. Progress that has been made in the areas of Leadership and Governance has mostly occurred in areas under the responsibility of the Superintendent and in the areas where the Superintendent and School Committee have worked together. See Figure 1 below.

**Figure 1: Leadership and Governance Strategy Ratings by Leadership Responsibilities**

FRPS District Leadership Responsibilities		FRPS School Committee Responsibilities	
Action Step	Assessment Rating	Action Step	Assessment Rating
2.2	3	1.1	2
2.3	3	1.2	2
2.4	3	2.1	1
2.5	4	2.3	3
3.1	4	3.2	2
3.3	3	4.1	2
		5.1	3
		5.2	3
		5.3	3
		6.1	1
		Condition 9	2
<b>Average</b>	<b>3.3</b>	<b>Average</b>	<b>2.2</b>

Figure 1 above shows that in areas under Leadership and Governance for which the District leadership is responsible, the action steps are rated either 3 (“practices in place”) or 4 (“embedded and sustainable”) so that the average assessment is 3.3, or, moving beyond “practices in place” and towards “embedded and sustainable.” For areas under Leadership and Governance for which the School Committee is responsible, the action steps are rated between 1 (“under-developed”) and 3 (“practices in place”) so that the average assessment is 2.2, or, marginally above the “developing” stage, even after two years of Recovery Plan implementation, and with the support of technical assistance from the Department. Figure 2 below shows that the overall rating of this area for each strategy is 2.26, or “developing.”

**Figure 2: Leadership and Governance Strategy Ratings**

Strategy	Average Rating
Strategy 1	2.0
Strategy 2	2.8
Strategy 3	3.0
Strategy 4	2.0
Strategy 5	3.0
Strategy 6	1.0
Condition 9	2.0
<b>Average</b>	<b>2.26</b>

When school Districts operate in an efficient and effective manner in the area of school governance and leadership, the administration can then devote itself to the task of improving teaching and learning. Unfortunately, the current situation is undermining the improvement efforts of the school District.

### **Teaching and Learning**

**Strategy 1 is the development of a five-year strategic plan (Sept. 2010-Aug. 2015), a three-year District Improvement Plan (DIP) (Sept. 2011-Aug. 2013, and yearly School Improvement Plans (SIP) that are strategically aligned.** Mechanisms are in place to support each School Improvement Plan's alignment with the District's goals and objectives for improvement. This will be the second year that the SIP's are aligned with the DIP. (Action Steps 1.2 and 1.5, Assessment 3, Practices and Resources in Place) The School Review Visit Process, the process developed to monitor instruction across the District, continues to provide support to all schools. Schools are rated as high, moderate or low and the amount of District level support is then determined. Work continues regarding the development of a Five-Year Strategic Plan based on scenario planning. This work, while not completed, is on schedule. (Action Step 1.3, Assessment 2, Developing)

**Strategy 2 is to strengthen the ELL expertise of teachers and staff in coordination with revised policies, procedures, and plans (e.g. DIP, SIP, and ELE CAP) to improve the achievement of English language learners.** All issues and areas of non-compliance with English Language Learners (ELL) that were cited in the Coordinated Program Review (CPR) have now been addressed. Between September 2009 and June 2011, the District has increased Qualified MELA-O (QMA) Assessors from 9 staff to 72 staff. Another 20 are waiting for results from Measured Progress after May training. Every school has at least one QMA. On-going trainings are held in the District to ensure that all content teachers of ELL students are fully trained. Services are also used from the New England Equity Assistance Center. The District's capacity to provide in-house trainers also continues to increase. In order to work toward the goal of monitoring the effectiveness and implementation of sheltered content professional development, schools are piloting the use of The Sheltered Content Classroom Observation Tool. It was found to be cumbersome and the District has been told by ESE that another tool is being developed. (Action Step 2.1 and 2.2, Assessment, 3, Practices and Resources in Place)

A system is in place that monitors requests for assessment of ELL students. The system guarantees that requests are answered in a timely manner. Spring MEPA results show an increase in students making progress towards English proficiency in grades 3-8. (Action Steps 2.3, 2.4, Assessment 3, Practices

and Resources in Place). The District continues to monitor procedures for student identification, placement, monitoring and exiting. Work is on-going to refine and embed established procedures in all schools across the District.

Multiple approaches are being used to provide professional development to ELL Liaisons and Principals regarding how to support and monitor the implementation of SEI and effective ELL teaching in classrooms. These approaches include assuring alignment among the various plans in place, assuring that each school has an individual whose responsibilities include monitoring school based compliance processes and procedures and building capacity so that professional development can be provided by ESL resource staff.( Action Steps 2.7, 2.8, and 2.9, Assessment, 3, Practices and Resources in Place)

In September of 2009, the District had 17 ESL staff members. Three of those staff were certified. As of June 1, 2011, the District has 26 ESL staff members, 17 of whom are certified. In September 2009, there were four ESL certified staff, as of June 1, 2011 there are 22 certified staff. Six additional staff are waiting for MTEL results. The District continues to be very aggressive in its recruitment of ESL certified staff.

ESL Curriculum Maps for grades kindergarten through twelve were completed, submitted, and approved by ESE. As the new Core Reading Program is introduced, the elementary ESL maps will be revised so that they are congruent with the new materials. (Action Step 2.10, Assessment, 3, Practices and Resources in Place)

This strategy has been largely successful, but work continues in the area of involving parents of ELL students in their children's schooling. The need for an additional Spanish-speaking community worker was identified and approved by the School Committee and the position is now posted, but not yet filled. (Action Step 2.5, Assessment 2, Under-developed) Even so, the parent brochure for those who do not speak English as their first language has been revised and updated. It is provided to all families who qualify for the ELL program in grades K-12. It is also placed in Moodle. (Action Step 2.6, Assessment 3, Practices and Resources in Place). Translations are available for report cards, progress reports, suspension letters, Connect Ed information, and placement letters. FR web-pages are currently being revised. When the revisions are completed, the content will be able to be viewed in translated format. Schools are trying to hire more staff who speak Spanish and to have translators available on Parent Nights. Outreach to parents who speak other languages is progressing, with the goal of increasing the involvement of more parents in groups such as PTO and School Council.

**Strategy 3 is to strengthen the expertise of teachers to improve the achievement of students with disabilities.** Training for teachers, paraprofessionals, and school adjustment counselors, regarding how best to educate and modify the behavior of children with autism, is on-going. Systems are now in place throughout the District to provide quality programs for children with autism. As a result of training, FRPS is developing their own system of providing BCBA personnel in the District. Academic success has increased and behavioral issues have decreased. Data has been provided as evidence of these changes. (Action Steps 3.1 and 3.2, Assessment, 3, Practices and Resources in Place). FRPS has also provided similar training for staff who work with children with emotional and behavioral disabilities. Eight staff members are in training to receive a certificate as Board Certified Behavior Analysts. A model classroom for children with ED/BD has been developed at the Silvia Elementary School and is a site that can be visited by all staff. There is now documentation of improvement in the behavior of the children served.

There is now a system in place to identify, place, and monitor progress of special education and LEP students. The process begins with the Curriculum Assistance Team. A child's development is discussed by the Curriculum Assistance Team. If possible eligibility for special needs assistance is determined; the school psychologist supervises the administration of the appropriate assessments. Parental consent for assessment is obtained. Then the child is assessed for the presence of possible difficulties. If the child is found eligible for special needs services, a program for the child is developed through the TEAM meeting process. District MCAS data is monitored for special needs students to determine areas of strength and weakness and adjust instruction accordingly.( Action Step 3.5, Assessment, 3, Practices and Resources in Place)

On-going professional development for elementary staff in RISE (Revitalizing Instruction for Students and Educators) is being provided. The goals of this training include the establishment of a collaborative culture in schools, and common language around expectations. (Action Step 3.3, Assessment, 3,

#### Practices and Resources in Place)

As the result of a middle school special education needs assessment, the revision of existing models of service delivery has begun. This revised service delivery plan should provide a greater continuum of services. Benchmarks have been developed to measure growth in mathematics using data in addition to MCAS. Practices have been identified to provide special education services to students with a range of special needs. (Action Step 3.4, Assessment, 3, Practices and Resources in Place)

Further, the FRPS has reviewed, revised, and clarified the roles and responsibilities of all key personnel who deliver and monitor special education programs and procedures. A new Special Education Procedural Handbook has been written and distributed. An addendum to this Handbook has been developed that addresses protocols for students returning from out-of-District placement. (Action Step 3.6 and 3.7, Assessment, 4, Fully Embedded and Sustainable). There are also now translations made available of all required parent and student notices. A process is in place so that parents of students whose first language is listed as other than English are sent a letter in their native language asking them if they would like all forms and information translated. (Action Step 3.8, Assessment, 4, Fully Embedded and Sustainable.)

**Strategy 4 is to strengthen educator capacity to use student data to improve instruction and achievement.** The Director of Assessment now compiles and records the FRPS District-wide common formative assessments and benchmarks using TestWiz. The turnaround time between student testing and data availability is usually one or two days. All reports can be accessed on-line. (Action Step 4.1, Assessment, 3, Practices and Resources in Place) During this monitoring period, a second, common ELA benchmark assessment has been added (non-fiction standards). The first benchmark assessment (fiction), given in November, resulted in a mid-course correction for the District in elementary ELA. The mid-course correction decided upon by the District began in early December. The use of the T-chart as a tool to help students comprehend what they are reading was initiated. This correction had a positive impact as indicated by the second benchmark assessment.

Training continues throughout the District in the use of data to make instructional decisions. Doran and Kuss received school-wide trainings in the use of TestWiz. Teachers from these schools now have individual accounts with access to students' historical assessment data. The project with TERC is on-going. An evaluation conducted by TERC indicates that the structure of data teams and collaborative inquiry around data is consistently in place across the District. The expectation for all schools is that data action plans drive the 2011-2012 School Improvement Plans. (Action Steps 4.2 and 4.3, Assessment 2, Developing)

**Strategy 5 is to evaluate all programs and services utilizing standardized procedures according to a regular timeline to effect periodic improvements to programs and practices.** The District's Program Evaluator conducted two comprehensive program evaluations during this monitoring period; one, the evaluation of coaches, and, two, the evaluation of guidance: college and career readiness. The evaluation report of coaches was approved by the School Committee on June 13, 2011. Data collection for the evaluation of guidance is in the final stages. Findings from the report on coaching will be used to advocate for continued funding for coaches in the District budget, revisions to the coaching program, and provide focus for School Review Visits. The evaluation of guidance will be used to examine the structure of the programs that are currently in place designed to support student placement into challenging courses and the ways in which parents are informed of their child's progress. Program evaluations are discussed by the Instructional Leadership Team and this data is communicated to school-based leadership teams and included in school improvement planning. (Action Steps 5.1, 5.2, 5.3, and 5.4 Assessment 3, Practices and Resources in Place: Action Step 5.5, Assessment 2, Developing)

**Strategy 6 is to develop a guaranteed, viable curriculum that is aligned with the MA ESE Curriculum Frameworks.** The work of aligning the District's curriculum to ESE Curriculum Frameworks and the Common Core continues to move forward. During this reporting period, an ESL curriculum was completed. Middle school social studies and science curriculums were aligned. An elementary PE/health curriculum was created. Other teams of teachers continued the

work of curriculum renewal as outlined in the Fall River Renewal Plan. Vertical teams continued the work of developing curriculum maps. A Literacy Action Plan was created due to the lack of improvement in ELA, inconsistent classroom instruction, and the demands of the Common Core. A draft of the plan is completed and the final plan was due on June 23, 2011. (Action Steps 6.1 Assessment 3 Practices and Resources in Place) Developing a scope and sequence to determine which benchmarks and standards belong in which grade level curriculum is on-going. (Action Steps 6.2 and 6.3, Assessment 2, Developing)

Input and feedback from teachers has continued to be a critical component of the curriculum alignment process. All working groups include teachers. Teachers were included in the selection of a new core elementary reading program. (Action Step 6.4, Assessment 3 Practices and Resources in Place)

The District is in the process of developing assessments to determine student progress. Professional development regarding the changing curriculum and assessment tools and procedures is on-going. (Action Steps 6.5 and 6.6, Assessment 3, Practices and Resources in Place)The District uses two strategies for on-going curriculum auditing: the Curriculum Renewal Process and an audit on a school-by-school basis through the School Review Visit Process.( Action Step 6.7, Assessment 3, Practices and Resources in Place)

**Strategy 7 is to focus and coordinate all District strategic efforts and plans to ensure that the stated goals are achieved.** Student needs continue to drive the budget process. The DIP shows that District- and school-based priorities should influence budgetary decision-making. (Action Step 7.2, Assessment 3, Practices and Resources in Place) The number of community members advocating for a budget that is sufficient to meet the needs of students continues to grow. Members of the Fall River Chamber of Commerce publicly advocated for a level service budget during the recent budget sessions. A new parent group has emerged called, “Fall River Parents SOS (Save Our Schools).” There are currently over 200 members. (Action Step 7.3, Assessment 3, Practices and Resources in Place)

The work of public engagement continues. Building on the work of the last monitoring period, there was a community education forum held, co-sponsored by the FRPS and the Office of the Mayor. The topic was College and Career Readiness. There was standing room only. A second forum is planned for the fall. (Action Step 7.1, Assessment 3, Practices and Resources in Place)

**Overall**, there has been significant progress made in putting processes and systems in place that will lead to high quality teaching and learning in the Fall River Public Schools. The average rating for the Teaching and Learning Strategy is 2.8, approaching “Practices in Place.” See Figure 3 below. The challenge now facing the District is to constantly monitor what is happening in every classroom. Classrooms need to be monitored to assure that the newly aligned curriculum is alive and being delivered in a consistent manner using appropriate teaching strategies. Every child, especially those with special needs or whose first language is not English, must receive effective, quality instruction; rigorous, challenging content; and an overall high quality, effective education. This monitoring needs to be done by principals who make instructional leadership their first priority. It is vital that principals carefully, frequently, and consistently monitor classroom instruction. To do this effectively, principals must be have continued professional development. It is also essential that all principals are experts in pedagogical skills, curriculum, assessment, etc. The District must create a climate where principals are encouraged to be in classrooms; principals must be supported in their efforts to be “out of the office” and managing the daily activities of teachers. Figure 3 demonstrates the average rating for each Strategy outlined in the Teaching and Learning Section of the Plan.

**Figure 3: Teaching and Learning Strategy Ratings**

Strategy	Average Rating
Strategy 1	2.7
Strategy 2	2.9
Strategy 3	3.4
Strategy 4	2.3
Strategy 5	2.8
Strategy 6	2.7
Strategy 7	3.0
<b>Average</b>	<b>2.8</b>

### **Human Resource Management**

**Strategy 1 is to recruit, screen, and hire an experienced and qualified Human Resources Director.** During this reporting period, the work of integrating the new Human Resources Director into the work of the FRPS continued through on-going support and professional development provided by the Interim Recovery Human Resources consultant. The Human Resources Director established a recruitment effort plan with goals and made changes in hiring practices. The evidence provided indicates that there is now a clear protocol that all principals and directors need to follow as they go through the process of recruiting and hiring new staff. (Action Step 1.8, Assessment 3, Practices and Resources in Place)

**Strategy 2 is to identify and address the needs of building level administrators with input from a representative committee.** The Superintendent and the central office staff have continued to work with principals to determine areas of need for building-level support. The kinds of meetings where this work occurs are regular Principals' Meetings and additional workshops such as the workshop on Difficult Conversations and the workshop on "Legal Issues to Avoid." (Action Step 2.1, Assessment 3, Practices and Resources in Place) The District continues to provide on-going support for principals. Evidence provided showed examples of frequent memos from the HR Office which contain information about hiring, working with interns, recruitment of new staff, and legal workshops on relevant topics for building level administrators. The Superintendent holds monthly meetings with central office staff and representative principals to communicate with each other about goal setting, on-going support for principals, and increased communication. This same group met with the Monitor to ask and answer questions about progress on the Recovery Plan in June. (Action Step 2.3, Assessment 4, Fully Embedded and Sustainable)

During this reporting period, there was also a restructuring of the Mentoring Program for new teachers as well as how mentors are selected and prepared. The Mentor Coordinator responsibilities were divided into secondary (high school and middle school) and elementary level. The elementary level is now handled by the Director of Professional Development. The Mentor Coordinator supports current mentors and selects candidates to be trained for the 2011-2012 school year. This restructuring was done to respond to the large numbers of new teachers being hired to fill vacancies. (Action Step 2.2, Assessment 3, Practices and Resources in Place)

**Strategy 3 is to develop, revise, and update evaluation instruments for all school personnel, including all District administrative level positions, support staff, all other service and support departments.** Evaluation instruments for District level and central office staff personnel have been developed.

During this reporting period, procedures were developed for the roll-out and use of the tools. Time management around the issue of conducting observations and completing evaluations continues to be a challenge as reported by the Director of HR. She is researching ways to overcome this issue. (Action Step 3.1, Assessment 3, Practices and Resources in Place)

There is a tool and process in place for the evaluation of principals. The Superintendent and principals set goals at the beginning of the year and monitor progress throughout the year. They are evaluated, summarily, at the end of the school year. (Action Step 3.2, Assessment 3, Practices and Resources in Place) Work is on-going to create and refine evaluation instruments that are covered by collective bargaining units. The lack of certainty around available funding has slowed the process as well as the Union's desire to negotiate evaluation instruments as a part of full negotiations. (Action Steps 3.3 and 3.4, Assessment 2, Developing)

**Strategy 4 is to expedite the approval and acceptance of the teacher evaluation instrument through labor and management collaboration.**

An Evaluation Tool Over-site Committee was formed. Although the FREA President indicated a date when she was available to attend a meeting, there was no FREA representative present. A survey tool was disseminated. The FREA ratified the updated teacher evaluation tool for all Level Four Schools, the instruments have been implemented. (Action Steps 4.1, 4.2, Assessment, 3, Practices and Resources in Place)

**Strategy 5 is to develop an Employee Assistance Program in collaboration with the FREA and other bargaining units.** An Employee Assistance Program has been recommended and adopted. Funding has been built into the budget for two consecutive years. (Action Steps 5.1, 5.2, and 5.3, Assessment 3, Practices and Resources in Place)

**The Commissioner's Condition (7) called for the School Committee and the Fall River Education Association to reach a fiscally responsible agreement on a successor collective bargaining agreement, to extend for at least one year, which enables the District to achieve short- and long-term cost savings and/or cost avoidance so that it can marshal the resources needed to implement the Recovery Plan.** At this point the Fall River School Committee and the FREA have not reached agreement on a successor collective bargaining agreement. During the month of July, the Superintendent and the President of the FREA have agreed to monthly meeting times where they will discuss dilemmas, issues and challenges facing the District. They are both hopeful that these meetings will result in the resolution of disagreements and avoid some of lengthy grievance procedures, and move on to addressing the mandates of the Recovery Plan. (Action Step, Assessment, 2, Developing)

**Overall,** human resource systems have been put in place that are designed to support and guide the system in developing and retaining a high quality staff. It is critical that the recruitment protocols are used with fidelity. The District must hire the most highly qualified candidates for every position. There must be clear understandings, and training to support these understandings, about what quality instruction looks like in every classroom in the Fall River Public Schools. The tools and procedures for staff supervision and evaluation must be used to guide and support teachers to assure that a quality instructional experience is provided to all students. When a teacher is identified as needing to improve, there must be a concerted effort made on the part of all parties, administration, teacher, and the FREA to recognize the process as supportive in nature. In situations where improvement does not take place, provisions of the Agreement between the Fall River School Committee and the FREA must be used to swiftly remove those teachers who do not meet the necessary requirements. The average rating for the Human Resource management Strategy is 2.8. See Figure 4 below.

**Figure 4: Human Resources Strategy Ratings**

Strategy	Average Rating
Strategy 1	3.0
Strategy 2	3.3
Strategy 3	2.5
Strategy 4	3.0
Strategy 5	3.0
Condition 7	2.0
<b>Average</b>	<b>2.8</b>

When only considering factors in within the control of District leadership, the average rating is 2.96, approximately at the “Practices in Place” stage. See Figure 5 below.

**Figure 5: Human Resources Rating for Strategies Under District Leader Management**

Strategy	Average Rating
Strategy 1	3.0
Strategy 2	3.3
Strategy 3	2.5
Strategy 4	3.0
Strategy 5	3.0
<b>Average</b>	<b>2.96</b>

**Financial Management**

**Strategy 1 was is to recruit, screen, and hire experienced and qualified full-time Interim Recovery Chief Financial Officer and to address the findings in the Accountability and MASBO reviews. (Also, recruit, screen, and hire a permanent CFO.)** Two of the highlights of the work under Financial Management for this reporting period are the appointment of the new CFO and the successful completion of the FY12 budget. The City Council’s support for the passing of a school budget that allows the work of recovery to move forward. The new CFO was hired and began work on April 1, 2011. He immediately started to work on the development of the FY12 budget, following policies that were adopted at the last School Committee meeting in December. These policies had been developed with input from principals and their school councils. The budget was submitted in a timely manner. (Action Steps 1.1 through 1.9, Assessment 3, Practices and Resources in Place)

**Strategy 2 is to conduct a review of financial procedures and processes in the finance department.** The long overdue, required audits are slowly being completed. The audits for 2006-2008 were submitted. The 2009 audit is not finalized and the 2010 audit is expected to be completed in July. The findings from some audits will appear in subsequent years as the audits were not completed on a timely basis. With the completion of the 2009 and 2010 audits, the findings and the remediation work will be evident in 12 to 18 months. (Action Step 2.1, 2.3, Assessment 3, Practices and Resources in Place) A corrective action plan has been developed to streamline policies and procedures of the Finance Office. All of the accounts payable staff has been brought under the control of the Finance Manager as opposed to the way in which they worked previously, noted as problematic by the MASBO audit. Fewer positions are now necessary to accomplish the work, resulting in overall financial savings. This allows for cross training which will result in improved control over procedures and workflow. The Food Services Department management has been contracted by Whitsons, therefore the FY2011 the department has gone from unprofitable/break even to a \$500,000 return/profit.

**Strategy 3 is to combine findings from the MASBO financial review and annual audit to extend annual audit to full financial audit.** As previously reported for Action Steps 3.1, 3.2, and 3.3, Assessment 3, Practices and Resources are in place.

**Strategy 4 is to identify and act on areas where resources and services may be consolidated to maximize efficiencies and cost effectiveness through a collaborative process.** Preliminary discussions regarding potential consolidations in some areas with the city have taken place. Most of the CFO's time since he began in April was spent on developing the budget for FY 12. He can now turn some of his attention to this topic. He is also analyzing the previous MOU for indirect costs and is correcting some areas. He is seeking clarification in other areas. (Action Steps 4.1, 4.2, 4.3, and 4.4, Assessment 2, Developing)

**Strategy 5 is to create a collaborative process between the school district, the municipality, and community for the creation of a budget based on the needs of the school community.** The FY2012 budget was created in accordance with the policies in the Policy Manual approved in December of 2010. The development and presentation of the budget request was done in a manner that made the requests both understandable and convincing. This resulted in a vote of confidence in the number requested by the majority of both the School Committee and the City Council. (Action Steps 5.1, 5.2, and 5.3, Assessment 3, Practices and Resources in Place)

**Strategy 6 is to collaborate with the City of Fall River on the creation of a Capital Improvement Plan for the Schools.** An Inventory Control Program is in place and assessments have been completed for all facilities. A Capital Planning Task force has been created and met in February and March. A sample list of projects was included in the Evidence. (Action Steps 6.1, 6.2, and 6.3, Assessment 3, Practices and Resources in Place; Action Steps 6.4 and 6.5, Assessment 2, Developing)

**Strategy 7 is to seek resources and technical assistance and expertise from the ESE that could benefit priority schools and explore ways that the technical assistance could be utilized or shared to benefit all schools.** The FRPS works with ESE to identify appropriate technical assistance needed. FRPS applies for competitive and entitlement grants that are aligned with the needs of the District. (Action Steps 7.1 and 7.2, Assessment 3, Practices and Resources in Place; Action Steps 7.3 and 7.4, Assessment 3, Practices and Resources in Place)

**Strategy 8 is to develop the ability to effectively make site-based budget decisions based on the total amounts of line items and FTE positions.** There are ongoing MUNIS trainings for all school cost centers. The District's capacity for operating the system and training others has expanded. (Action Step 8.1, Assessment 3, Practices and Resources in Place; Action Step 8.2, Assessment 3, Practices and Resources in Place)

**Overall**, during the two years that this Recovery Plan has been in place the financial management and oversight of the Fall River Public Schools has improved significantly. The average rating for the Financial Management Strategy is 2.8. See Figure 6 below. There are appropriate staff in place who have provided the kind of professional experience necessary. Going forward, both elected officials and school based leaders need to carefully safeguard the system now in place. They are stewards of the public’s tax dollars. These dollars are spent to support the education of their children. The staff overseeing the financial aspects of the District must be professionals who come with high quality training and appropriate credentials.

**Figure 6: Financial Management Strategy Ratings**

Strategy	Average Rating
Strategy 1	3.0
Strategy 2	3.0
Strategy 3	3.0
Strategy 4	2.0
Strategy 5	3.0
Strategy 6	2.6
Strategy 7	3.0
Strategy 8	3.0
<b>Average</b>	<b>2.8</b>

**Progress in Addressing the Commissioner’s Conditions**

The District’s progress in meeting each of nine conditions established by the Commissioner of Elementary and Secondary Education for the implementation of the Recovery Plan, will be summarized following each condition below:

1. Revised benchmarks throughout the Plan that are more specific and measurable, adjusted timelines, revised outcomes and more specificity about ESE technical assistance and funding. Completed
2. Steps to develop the capacity to correct areas of non-compliance noted in the Comprehensive Program Review and to ensure timely implementation of the District’s Corrective Action Plan. Completed
3. The addressing of findings and recommendations in the Plan from the financial systems review conducted by MASBO. Completed
4. The hiring of an interim “Recovery Human Resources Director” and an interim “Recovery Chief Financial Officer,” the Recovery HR Director and the Recovery Chief Financial Officer will create structures in their departments to address issues identified in the reviews and lead the recruitment and selection process for the permanent candidates, ESE will participate in the recruitment and selection of both candidates, the final candidate for each position must be approved by the Commissioner before hiring. Completed
5. An Addendum written by ESE staff from the Center for Targeted Assistance identifying the scope of ESE assistance available to support the Plan. Completed

6. The incorporation of technical assistance from ESE to further implement the National Institute for School Leadership model by supporting District leadership responsible for overseeing strategies to improve teaching and learning. Completed
7. The School Committee and Fall River Educators Association must reach a fiscally responsible agreement on a successor collective bargaining agreement to extend for at least one year which will enable the District to achieve short and long term cost savings and/or cost avoidance so that the District can have resources needed to implement the Recovery Plan. Not completed; there is no contract at this time.
8. The final approved School Budget must be aligned with the goals of the Recovery Plan. Completed
9. The School Committee and District leadership must demonstrate continued cooperation with the Department and support for the Recovery Plan. Completed

### **Impact on Student Achievement**

The Fall River School District, as a whole, has moderately improved student growth in English Language Arts since the Recovery Plan was implemented in 2009. Grades 4, 6, and 7 demonstrate consistent increase in growth. Grade 10 was the only level with a significant decline in growth over the 3-year period. All grade levels are within the average growth level for students in the Commonwealth. There was an overall improvement in performance as measured in CPI over the period, with the most steady improvement at Grade 4, 6, and 7. Other grades had no clear improvement trends, and remained mostly flat.

**Figure 7: Fall River ELA MCAS  
Student Growth Percentiles and Composite Performance Index 2009-2011**

ELA	2009		2010		2011	
	SGP	CPI	SGP	CPI	SGP	CPI
Grade 3	NA	70.5	NA	72.4	NA	71.3
Grade 4	41	64.7	38	65.6	52.5	67.5
Grade 5	45	76.5	40	69	47	75.3
Grade 6	38	71.9	42	76.2	46	73.4
Grade 7	38	77.4	42	77.6	44	79.4
Grade 8	45	84	50	83.9	50	83.3
Grade 10	48	86.5	38	84	41.5	86
All Grades	42	63	42	75	47	76.3

In math, overall growth in 2011 improved since the Plan was implemented and growth is at the state average. Grades 4 and 6 show an upward trend in growth. Growth in grades 7 and 8 improved since 2009, but in 2011 did not maintain the high levels of growth achieved in 2010 when FRPS exceeded the state at those grade levels. Growth in grades 5 and 10 moderately declined. There was an overall improvement in performance as measured in CPI over the period, with the most steady improvement in Grades 3, 4 and 5. Other grades had no clear improvement trends, and remained mostly flat.

**Figure 8: Fall River Math MCAS  
Student Growth Percentiles and Composite Performance Index 2009-2011**

Math	2009		2010		2011	
	SGP	CPI	SGP	CPI	SGP	CPI
Grade 3	NA	64.4	NA	67	NA	72.6
Grade 4	39	63.9	46	64.8	51	65.4
Grade 5	50	61.8	46	62.5	48	65.3
Grade 6	45	62.4	55	67.9	57	67
Grade 7	43.5	60	64	64.6	55	61
Grade 8	49	57.2	61.5	65.1	53	62.3
Grade 10	37	74.4	36	77.5	35	74.8
All Grades	44	63	52	66.7	50	66.8

Overall, Fall River Public Schools demonstrated improvement in proficiency levels in ELA from 2010 to 2011. In mathematics, the results are mixed, with grade three and grade five gaining in the numbers of proficient students, while other grades made no gains or declined. However, Fall River did make greater gains in proficient rates from 2010 to 2011 than the state average in ELA.

**Figure 9: ELA and Math  
Change in Proficiency 2010-2011  
By Grade**

Change in Proficiency Grade	ELA		Math	
	State	Fall River	State	Fall River
3	-2	+3	+1	+9
4	-1	+4	-1	-2
5	+4	+8	+4	+3
6	-1	-4	-1	0
7	+1	+4	-2	-2
8	+1	+1	+1	-2
10	+6	+9	-1	-1
All Students	+1	+4	-1	0

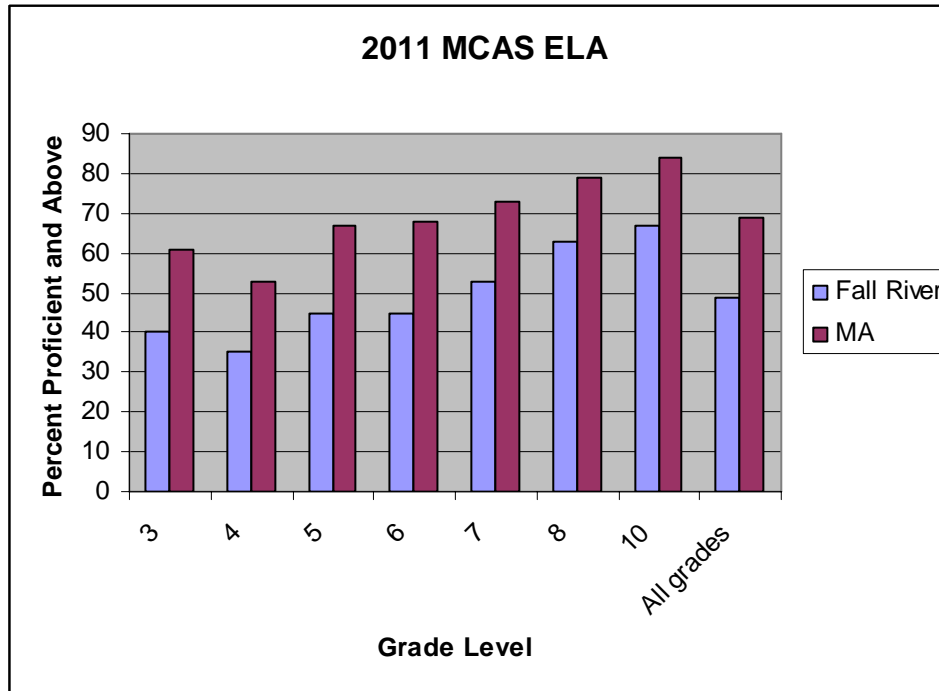
Student subgroup growth from 2010 to 2011 is shown for all of Fall River as compared to the gains in percentage of students scoring “proficient” and “advanced” in the Commonwealth. For all subgroups, Fall River increased the percentage of students scoring at or above the proficiency level in ELA with equal or higher gains than the Commonwealth. In math, the difference is insignificant.

**Figure 10: ELA and Math  
Change in Proficiency 2010-2011  
By Subgroup**

All Students Subgroup - All Grades - Subgroups				
Change in Proficiency	ELA		Math	
Subgroup	State	Fall River	State	Fall River
Students with disabilities	+2	+3	0	0
LEP/FLEP	+1	+5	+1	+4
Low Income	+2	+4	0	+2
African American	+3	+5	-1	-2
Asian	+2	+3	+2	0
Hispanic	+2	+2	0	+1
White	+1	+5	0	+1
Aggregate	+1	+4	-1	0

Although there has been some improvement, Fall River’s performance on the MCAS still indicates there is much work to be done. In order for Fall River students to catch up to their peers, growth and improvement must exceed the state average. Figures 11 and 12 below show the percentage of students scoring in the Proficient and Advanced category by grade in ELA for Fall River as compared to Massachusetts. The chart and graph display that Fall River rates of proficiency remain below the state average at each grade level for ELA. Figures 13 and 14 demonstrate similarly large gaps between the district and state at each grade level for Math.

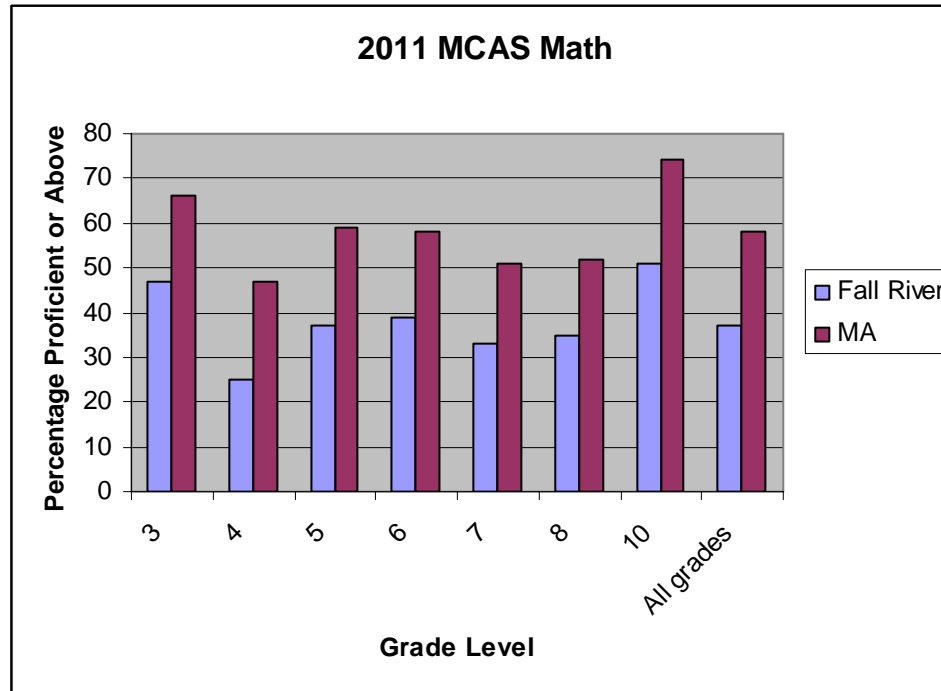
**Figure 11: Percentage of Students Scoring Proficient and Above in Fall River and Massachusetts in ELA in 2011**



**Figure 12: Percentage of Students Scoring Proficient and Above in Fall River and Massachusetts in ELA in 2011**

Grade	Fall River	MA	Difference
3	40	61	-21
4	35	53	-18
5	45	67	-22
6	45	68	-23
7	53	73	-20
8	63	79	-16
10	67	84	-17
All grades	49	69	-20

**Figure 13: Percentage of Students Scoring Proficient and Advanced in Fall River and Massachusetts in Math in 2011**



**Figure 14: Percentage of Students Scoring Proficient and Advanced in Fall River and Massachusetts in Math in 2011**

Grade	Fall River	MA	Difference
3	47	66	-19
4	25	47	-22
5	37	59	-22
6	39	58	-19
7	33	51	-18
8	35	52	-17
10	51	74	-23
All grades	37	58	-21

Further, Figure 15 below shows that students in Fall River score in the "Warning/Failing" category on the ELA portion of the MCAS two times more than the state average. Students in Fall River are 1.8 times as likely to score in the Warning/Failing scoring category on the math portion of the MCAS as compared to other students in the Commonwealth.

**Figure 15: Percentage of Students Scoring in the Warning/Failing Category  
MCAS in Fall River and Massachusetts in 2011**

Subject	Fall River	MA	Difference
ELA	16	8	+8
Math	27	15	+12

In summary, although students in Fall River are achieving at a higher level than they were in previous years, much more improvement is needed. The subgroup population, overall, made gains in ELA. The data demonstrates a solid District-wide gain almost twice the size of the average Massachusetts' subgroup gain in ELA. However, the subgroup population did not making significant gains in the proficiency levels in math, and overall, students in Fall River are almost two times as likely to fail the MCAS than the average student in Massachusetts. Students in Fall River need to surpass the average Student Growth Percentile (SPG) in Massachusetts for several years to reach the commensurate educational attainment level of other students. Currently, Fall River is not demonstrating the growth in student achievement needed to attain this goal, so continuous improvement of District systems to meet the challenges faced within the schools is still an important and urgent need.

### Guidance for utilizing and interpreting the detailed District Progress Report

- **Strategies and Action Steps** are *taken directly* from the Recovery Plan. Only Action Steps that correspond with the **review period** are included, and *not all areas listed will necessarily be assessed*. Assessment of Action Steps is based on **priorities** within the reporting cycle.
- **Benchmarks/Goals** and **Artifacts** are *summarized* from the language of the Recovery Plan.
- **Evidence/Comments** are included “as needed” and are based on information gained from *evaluation procedures* (e.g., review of artifacts and data, interviews with stakeholders, observations, etc.).
- The **Assessment** is made based on the efficacy of the District to fulfill each Benchmark/Goal for an Action Step *independently* and *in concert with* other Action Steps comprising a Strategy. The following is the rating scale used. **N/A=Not Assessed**: The monitor did not review the benchmark for the current report period. **0=Undeveloped**: the District did not meet the benchmark in a timely, complete, or sufficient manner. **1=Under-developed**: The District made initial steps, but did not take all actions planned to complete this benchmark goal. **2=Developing**: The District established structures and a foundation for continuing the work in this area. **3=Practices & Resources in Place**: the District not only established structures and a foundation, technically meeting the benchmark, but also established new practices and/or new resources to support implementation. **4=Fully Embedded & Sustainable**: the District established new practices and/or new resources to support implementation, and has fully completed this step, by ensuring that the new work is fully embedded in the District and sustainable by the District over time. The District can be responsive to future needs in this area through established systems for ongoing District monitoring and improvement.

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## DOCUMENTS & LINKS (that apply to MULTIPLE Strategies & Action Steps)

**Instructions:** Double-click on the \*pdf icon to access an embedded file OR hold down the “Control” button while clicking on a URL.

Leadership and Resource Management Evaluation Report (March 2009):



C:\Documents and Settings\jkk\Desktop\

Fall River Public Schools Website:

<http://www.fallriverschools.org/>

Commissioner’s Letter establishing “9 Conditions” (March 2009):



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“Live” Recovery Plan Excel Document:

<http://spreadsheets.google.com/ccc?key=0Aj6hyyyzfgnGdF9sdUc1RF8tcDhJeGdYU3k3RWxhcXc&hl=en>

MASBO Report (July 2009):



C:\Documents and Settings\jkk\Desktop\

Fall River Public Schools *Moodle* Website:

<http://my.fallriverschools.org/login/index.php>

FRPS District Improvement Plan 2008-2010:



C:\Documents and Settings\jkk\Desktop\

FRPS District Improvement Plan 2010- \_\_\_\_\_:

School Committee Meeting Schedule 2009-2010:



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School Committee Meeting Schedule 2010-2011:



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School Committee Agenda (January 2010):

School Committee Minutes (January 2010):

School Committee Agenda (February 2010):

School Committee Minutes (February 2010):

School Committee Agenda (March 2010):

School Committee Minutes (March 2010):

School Committee Agenda (April 2010):

School Committee Minutes (April 2010):






School Committee Agenda (May 2010):

School Committee Minutes (May 2010):

School Committee Agenda (June 2010):

School Committee Minutes (June 2010):


## LEADERSHIP AND GOVERNANCE

Leadership/Govern.	<b>Strategy 1:</b>			Key: N/A=Not Assessed 0=Undeveloped 1=Under-developed, 2=Developing 3=Practices & Resources in Place 4=Fully Embedded & Sustainable					
	Develop a comprehensive District policy manual in accordance with MASC guidelines.								
<b>Action Step 1.1:</b> District committee (DC) will continue working with MASC on a monthly basis to develop and revise policies.									
Benchmark/Goal	Artifacts	Evidence/Comments	Assessment						
			N/A	0	1	2	3	4	
<p>At least twelve total SC-MASC meetings have occurred; 2 additional revised policy sections presented to School Committee for review.</p> <p>District Policy Manual contains all required elements (i.e., revised policies, evaluation procedures and forms, job descriptions, approval process and procedures, etc.) that will enable effective District performance as well as support effective District practices that lead to improved student achievement.</p>	<p>DC-MASC meeting &amp; SC meeting agendas and minutes, stakeholder/attendee listing including roles and positions; source documents for best practices identified and/or cited in RP; all revised policy sections</p>	<p><i>As reported in the last monitoring period, the Fall River School Committee approved a District policy manual, consistent with MASC recommendations on December 13, 2010. The policy manual was distributed and discussed at the FRPS Principals' Meeting, January 2011.</i></p> <p><i>In March and April, the Policy Manual Review Subcommittee met to include additional policies (Service Animals and Concussion Advisory) as recommended by MASC. Committeeman Martins provided his position(s) via email. (see attached) District sought legal opinion regarding Service Animals from Attorney Diane Parent (attached).</i></p> <p><i>2011: 3/25 Policy Manual Sub Committee – addition to policies 4/11/11: adopted</i></p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">   <small>\\adrock-fp01\users\dmedeiros\DEB'S DOC</small> </div> <div style="text-align: center;">   <small>\\adrock-fp01\users\dmedeiros\DEB'S DOC</small> </div> <div style="text-align: center;">   <small>l and g 1.1 6.20.11.pdf</small> </div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;"> <div style="text-align: center;">   <small>\\adrock-fp01\users\dmedeiros\DEB'S DOC</small> </div> <div style="text-align: center;">   <small>S:\legal.pdf</small> </div> </div>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Action Step 1.2:</b> Revised policies submitted each month to the SC for approval.									
Benchmark/Goal	Artifacts	Evidence/Comments	Assessment						
			N/A	0	1	2	3	4	

<p>District Policy Manual has been revised based on feedback from stakeholders and information provided by the Superintendent including student achievement data and presented at 12 School Committee meetings.</p> <p>District Policy Manual contains all required policy revisions revised policies. The revisions reflect stakeholder input and use of effective District practices.</p>	<p>Agenda &amp; minutes from SC meetings; copy of policy documents submitted to SC (incorporating negotiated revisions) and final District Policy Manual</p>	<p><b>Please also see evidence in Action Step 1.1</b>  <i>The FRSC follows Policy BGB for policy adoption. This process includes discussion of new policy or revision of policy at Policy Manual Review Subcommittee. New/revised policy is then presented to the Committee of the Whole as a first read and voted upon at a subsequent meeting. Exceptions include Policy on Service Animals (Committee of the Whole voted to suspend the rules and vote at the first read, due to advisory from MASC to adopt the policy by March 15, 2011). The other exception included modification of Policy BDE (Subcommittees of School Committee) at June 13, 2011 meeting when the Committee voted on FRSC Handbook. Policy BDE was modified at the Committee of the Whole to address School Committee participation at subcommittee meetings.</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<p>Leadership/Govern.</p>	<p style="text-align: center;"><b>Strategy 2:</b>          Establish and implement a revised format of SC meetings to include subcommittee reports and productive citizen input.</p>	<p>Key: N/A=Not Assessed          0=Undeveloped          1=Under-developed, 2=Developing          3=Practices &amp; Resources in Place          4=Fully Embedded &amp; Sustainable</p>
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**Action Step 2.1: SC will establish guidelines for subcommittee work.**


Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
<p>Guidelines for subcommittees work and reporting are used by all subcommittees. Guidelines for subcommittee work and reporting reviewed and evaluated by School Committee. Revisions made and approved as needed.</p> <p>Clear guidelines, processes and procedures are established and used regularly for the work of</p>	<p>Agenda &amp; minutes from School Committee meetings, agenda and minutes from subcommittee meetings, subcommittee reports.</p> <p><a href="http://www.fallriverschools.org/sc_subcommittee_meetings.cfm">http://www.fallriverschools.org/sc_subcommittee_meetings.cfm</a></p>	<p><i>The FRSC adopted Policy BDE (Subcommittees of the School Committee) on December 13, 2010. As stated above, the policy was modified on June 13, 2011 to include language regarding the participation of School Committee members at subcommittee meetings, as non-subcommittee members are often present at subcommittee meetings. Policy BDE states, "The Subcommittee will be provided with a list of functions and duties." This area of the policy has not yet been developed and could be considered as an addendum to the FRSC Handbook.</i></p> <p>          \\adrock-fp01\users\dmedeiros\DEB'S DOC</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

subcommittees and a system of regular communication with School Committee established leading to increased communication and accountability.									
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**Action Step 2.2:** SC will designate a time period during each meeting to have a brief report on any activities of each subcommittee.


Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
<p>Revised format used by School Committee for at least 8-9 meetings.</p> <p>An ongoing system for engaging with subcommittee work and results is in place and being used. Improved lines of communication result in improved working relationships and increased accountability for student achievement.</p>	School Committee agenda and minutes, video recordings of meetings.	 <p>\\adrock-fp01\users\dmedeiros\DEB'S DOC</p> <p>School Committee agendas include format for Subcommittee reports. Based on the suggestion of stakeholders, format was modified in April 2011 to place the subcommittee report immediately prior to the agenda item discussion (if applicable).</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**Action Step 2.3:** Citizen input will focus on monthly agenda items and relevant school department matters.

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
<p>Guidelines implemented by School Committee for at least 6-7 meeting as appropriate. Guidelines for citizen input reviewed and evaluated by School Committee and Fall River citizen participants in the process. Revisions made and approved as needed.</p> <p>Fall River Public Schools has a system in place to collect</p>	School Committee agendas and minutes, video recordings. Website survey results indicate improving levels of satisfaction, trust and communication between Fall River residents and School Committee.	 <p>\\adrock-fp01\users\dmedeiros\DEB'S DOC</p> <p>Prior to Citizen Input the Chair announces the purpose and guidelines for public input. Chair states, 'If a citizen would like to engage any Member of the Committee, or the Superintendent, they are welcome to contact the respective department(s), and they would be more than happy to discuss an issue.' Policy BEDH governs public participation at School Committee meetings.</p> <p>The Mayor held an Educational Forum, January 2011, to provide citizens with</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>


input and ideas from Fall River residents relative to prioritized and published agenda items and issues of important to the education of Fall River public school students. Improved communication, increased levels of trust and respect exist among School Committee, Fall River Public Schools and Fall River residents.		<i>information about schools and encourage dialogue with public. Additionally, for increased participation at FRSC budget hearing(s), the District utilized the Blackboard Connect system (phone notification) to announce opportunities for parents to provide input. The Superintendent meets monthly with the Superintendent's Parent Advisory Council and often discusses upcoming agenda items. All School Committee agendas are published on the District's website 7 days prior to a School Committee meeting.</i>						
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**Action Step 2.4:** Superintendent will work with SC members to develop a 6-month calendar of tentative agenda items.

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
6 month calendar revised to include additional agenda items; School Committee agenda indicate tentative items approved; meeting agenda indicate items are being addressed. Agenda items for the year are reviewed and tentative 12 month calendar developed for SY 2010-2011, School Committee agenda and minutes indicate approval.  Parliamentary support enables School Committee to gain confidence of community to lead the District.	Revised 6-month calendar of approved agenda items; School Committee meeting agenda indicate items are on agenda as identified and needed, 12 month tentative calendar of approved agenda items.	 <p>S:\2010-2011 agend items.pdf</p> <p><i>The School Committee approved the attached 12-month list of tentative agenda items at the January 10, 2011 School Committee meeting. Additionally, FRSC Policy BEDB governs the development of agenda items. In each action agenda, the Superintendent requests that members inform her of "new business" items in order to prevent surprises.</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>


**Action Step 2.5:** Superintendent and SC Chair will create "action" agendas to include Superintendent's recommendation and rationale for "vote to approve" agenda items.

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4

<p>Recommended action items for School Committee agenda identified for at least 8-9 meetings; action items are communicated at least 7 days in advance of the meeting by Superintendent.</p> <p>School committee is able to make informed decisions and Superintendent is able to effectively operate FRPS.</p>	<p>Recommended action items; School Committee agenda and minutes for at least 8-9 meetings indicate action items addressed and voted for approval; documentation of communication of information indicates process within timelines.</p>	 <p>S:\action agendas jan to june.pdf</p> <p><i>The Superintendent prepares an action agenda and submits it to individual School Committee members in advance of the School Committee meeting. The action agenda provides background for agenda items, as well as the Superintendent's recommendation.</i></p>	<input type="checkbox"/>					<input checked="" type="checkbox"/>
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Leadership/Govern.	<p><b>Strategy 3:</b></p> <p>Implement practices and expectations to ensure a strong working relationship between the SC and the Superintendent.</p>	<p>Key: N/A=Not Assessed 0=Undeveloped 1=Under-developed, 2=Developing 3=Practices &amp; Resources in Place 4=Fully Embedded &amp; Sustainable</p>
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**Action Step 3.1:** *The District's administration will provide SC members with back up material for agenda items in advance (7 days) of SC meetings.*

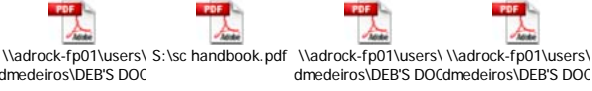

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
<p>Back up materials for agenda items sent to School Committee at least 7 days in advance of School Committee meetings.</p> <p>School committee is able to make informed decisions and Superintendent is able to effectively operate FRPS.</p>	<p>School Committee meeting agenda and minutes indicate that back up documents have been provided; documentation of document delivery.</p>	<p><i>The School Committee receives agenda and back up materials prior to the School Committee meetings. The goal is 7 days in advance (policy is 3 days). The dates below indicate when back up material was sent to Committee members.</i></p> <p><i>2011 Regular Meetings of the FRSC (submitted by D.L. Medeiros – Admin Assist for SC Services):</i></p> <p><i>January 10, 2011 Backups sent: 1/5/11</i>  <i>February 14, 2011 Backups sent: 2/8/11</i>  <i>March 14, 2011 Backups sent 3/7/11</i>  <i>April 11, 2011 Backups sent: 4/5/11</i>  <i>May 9, 2011: Backups sent: 5/2/11</i>  <i>June 13, 2011 Backups sent: 6/7/11</i></p> <p style="text-align: right;"> l and g 3.1 6.20.11.pdf</p> <p><i>Committeeman Martins provides position via email.</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>



		Superintendent. The attached spreadsheet identifies meetings from January to June.							
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Leadership/Govern.	<b>Strategy 4:</b> Adhere to the roles and responsibilities of the SC and the Superintendent as defined by the Education Reform Act of 1993.						Key: N/A=Not Assessed 0=Undeveloped 1=Under-developed, 2=Developing 3=Practices & Resources in Place 4=Fully Embedded & Sustainable			
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**Action Step 4.1:** SC and Superintendent will develop a handbook that clearly defines agreed upon roles and responsibilities and provides measurable indicators of success for the SC and Superintendent.

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
Handbook finalized and approved by School Committee and Superintendent.  Fall River Public Schools School Committee and Superintendent have clearly defined roles and responsibilities as defined by the Education Reform Act of 1993 that will allow them to work together to improve education for the students in Fall River Public Schools.	Handbook; interviews with School Committee, MASC, MASS and Superintendent indicate that document is clear and provides adequate direction and guidance for the leadership in Fall River Public Schools.	   <i>The Fall River School Committee approved the FRSC Handbook at the June 13, 2011 Regular School Committee meeting. Handbook was developed with the assistance of Dr. Tom Kelly, DESE technical assistance provider. The Handbook contains operational and governance policies, as well as documentation relevant to the Superintendent's evaluation.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>


Leadership/Govern.	<b>Strategy 5:</b> Implement a revised evaluation procedure to effectively evaluate the Superintendent's performance.						Key: N/A=Not Assessed 0=Undeveloped 1=Under-developed, 2=Developing 3=Practices & Resources in Place 4=Fully Embedded & Sustainable			
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**Action Step 5.1:** Review existing contract for language pertaining to performance evaluation.




Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4

Evaluation conducted on annual basis.		 \\adrock-fp01\users\dmedeiros\DEB'S DOC <i>See Action Step 5.2</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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**Action Step 5.2:** *Research and identify evaluation processes and tools. Select one that is mutually agreed-upon between Committee and Superintendent.*



Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
<p>Adapted evaluation process reviewed by School Committee, Superintendent of Schools, MASC, MASS, and DESE; revisions made as needed; final approved by the School Committee; calendar established for implementing the process and evaluating the Superintendent on an annual basis.</p> <p>Evaluation conducted using new Evaluation Procedures; review of process and procedures conducted, evaluation report developed, findings communicated to Superintendent; process and procedures debriefed.</p> <p>The School Committee has an established a system of procedures and tools to evaluate the Superintendent's performance and are able to provide him/her with feedback and guidance that</p>	<p>Fall River Superintendent's Evaluation Procedures; documentation of meetings and/or technical assistance provided; implementation calendar.</p> <p>Schedule for evaluation (i.e., date, times, attendees, etc.), evaluation report, documentation of communication and summary of debriefing.</p>	 S:\6 13 supers goals.pdf , <p><i>The School Committee has adopted a system of evaluation for the Superintendent of Schools. The School Committee voted on April 11, 2011 to accept the Superintendent's Goals for the period of July 1, 2010 to June 30, 2011 in accordance with the approved policy and timeline for Superintendent's evaluation. The School Committee, with the first evaluation taking place in November, 2010, is attempting to get "on cycle" as defined in policy.</i></p> <p><i>The School Committee voted on June 13, 2011 to submit individual evaluations of the Superintendent by July 29, 2011.</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>



Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
<p>Parliamentary procedures established; self-evaluation conducted for at least 6 meetings; review evaluation summaries and revise procedures and processes as needed.</p> <p>Parliamentary support enables School Committee to gain confidence of community to lead the District. School Committee will monitor itself for effective procedures.</p>	School Committee meeting agenda and minutes; video taped recording; evaluation results; summary of results and changes made.	<p><i>At the January 2011 meeting, the School Committee voted to accept the composite self-evaluation. The tool was referred back to the Subcommittee on Evaluation for further discussion and possible modification based upon Committee Martins objections. The Committee agreed to discuss the results at the February meeting. At the April School Committee meeting, the committee voted to: approve the language changes recommended by Sub Committee members, approve an instrument change that Dr. Kelly put together that clarifies the gathering of material and set a date for the Committee to send the next evaluation form to Dr. Kelly. He compiled it for the Committee.</i></p> <p>  </p> <p>C:\Documents and Settings\eno\Desktop\dmedeiros\DEB'S DO(results may1 2011).pc</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Leadership/Govern.	<p><b>Condition 9:</b></p> <p>SC and FR District leadership must demonstrate continued cooperation with DESE for support of the Plan.</p>	<p>Key: N/A=Not Assessed 0=Undeveloped 1=Under-developed, 2=Developing 3=Practices &amp; Resources in Place 4=Fully Embedded &amp; Sustainable</p>
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**Action Step:** *The SC and FR Administration engage in the review of DESE reports on the meeting of quarterly benchmarks. Support and assistance is provided as needed and necessary. Adjustments and/or revisions to the RP are negotiated.*

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
The School Committee and Fall River Administration engage in the review of DESE reports on the meeting of quarterly benchmarks. Support and assistance is provided as needed and necessary. Adjustments and/or revisions to the RP are	Agenda and minutes from review session; 3rd quarter report; revisions of Recovery Plan as needed are approved as required.	<p> </p> <p>SC_Power_Point_Final.pdf    \\adrock-fp01\users\dmedeiros\DEB'S DOC</p> <p><i>The Fall River School Committee held a special meeting on March 31, 2011 to discuss the monitoring report for the period, July 2010 to December 2010. The Committee discussed areas of progress, as well as areas of continuing need. Additionally, the Superintendent reports out and/or seeks action on specific Recovery Plan action step items (i.e., CFO appointment, reporting of</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

negotiated.		<i>District benchmark data, approval of school improvement plans).</i>							
School Committee and Fall River Public Schools administration continue to work to implement agreed upon action steps toward stated outcomes approved by DESE. Necessary adjustments are negotiated and supported by all.									

**TEACHING AND LEARNING**



Teaching & Learning	<b>Strategy 1:</b>	Key: N/A=Not Assessed 0=Undeveloped 1=Under-developed, 2=Developing 3=Practices & Resources in Place 4=Fully Embedded & Sustainable
	Through a collaborative strategic planning process, develop a 5 year strategic plan (September 2010- August 2015), a 3 year District Improvement Plan (Sept 2011- August 2013) and yearly School Improvement Plans that are strategically aligned.	

**Action Step 1.1: A planning group will work together to develop an RFP for technical assistance to develop strategic plan.**



Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
Procedures and processes in place to ensure fiscal integrity and financial accountability. Budget supports District priorities.	Financial records.	<i>This action step is no longer relevant. For detail and evidence of the strategic plan see action step 1.4.</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Action Step 1.2: Design an alignment/ communication mechanism to ensure that all plans are aligned.**


Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
Alignment document and evaluation rubric shared with principals and SIP leadership teams at each school.  Alignment and evaluation rubric used to ensure alignment among DIP, SP	Principals' meeting session; SIP Leadership Team planning session agenda and minutes.  Documents and results of reviews.	<i>A SIP/DIP alignment tool was developed in the Fall of 2010 and used to assess alignment of all Plans. The alignment tool rates SIP's across ELL, SPED and aggregate groups of children in 4 categories: Program Placement and Integrity, Parent Caregiver and Rights, Curriculum and Instruction, and Data Driven Decision Making. Principals were given feedback on their alignment through the tool and are expected to use the feedback as they construct their SIP for 2011-2012. In turn, a school's Office of Instruction Partner as assigned through the School Review Process (see T&amp;L 1.5), will continue to support the writing of and alignment of the SIP for 2011-2012. Please see the SIP</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

<p>and SIPs.</p> <p>Measure in place to provide evidence of alignment among the Strategic Plan, District Improvement Plan and SIP. (See draft of rubric attached.)</p>		<p><i>timeline for 2011-2012.</i></p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">               School Improvement Plan Timeline.pdf         </div> <div style="text-align: center;">               SIP Alignment Tool.pdf         </div> </div>						
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**Action Step 1.3:** *SC and school administration will work together to involve stakeholders from the larger FR community to develop a 5 year strategic plan.*

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
<p>Continued communication with Fall River community re: Strategic Plan; presentations made to parent groups and school community.</p> <p>A Strategic Plan for September 2010 – August 2015 articulates a compelling mission, clear goals, and key priorities, and a strategic direction for education of all students in Fall River Public Schools. It is approved and supported by the School Committee and the Fall River community.</p>	<p>Website documents, agenda and minutes from meetings with parent and school groups, presentations.</p>	<p><i>As described in the last monitoring period, the scenario planning group includes a broad representative stakeholder body that includes community partners, parents, teachers, union representatives, administration, and School Committee members. The stages of scenario development include (a) investigating the impact of future forces, (b) identifying critical uncertainties, (c) scenario resolutions, (d) writing scenario narratives, and (e) public engagement campaign. The scenario planning group has completed the writing of scenario narratives and has moved forward to the last of these stages, public engagement campaign.</i></p> <p><i>The scenarios have been presented to all principals as well as the literacy action plan.</i></p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">               scenario narratives 6.17.11 (1).pdf         </div> <div style="text-align: center;">               frps scenario planning update june         </div> </div>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>


**Action Step 1.4:** *A team of District and school representatives will convene to create a 3 year District Improvement Plan.*

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
<p>District Improvement Plan presented to and approved by School Committee; approved DIP posted on website.</p>	<p>Approved District Improvement Plan, School Committee meeting agenda and minutes, website postings of DIP.</p>	<p><i>This action step is no longer relevant given that the DIP was completed and approved by the School Committee in the Fall of 2010.</i></p> <div style="text-align: center;">               FALL RIVER DIP 2010_2013.pdf         </div>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p>A District Improvement Plan provides a detailed blueprint for undertaking the mission, addressing the goals, and implementing the strategies outlined in the Strategic Plan for each identified priority area to be from September 2010 through August 2013 to improve student achievement at all levels. The plan is data driven and incorporates best practices. The DIP is approved by and supported by the School Committee and school administration.</p>								
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**Action Step 1.5:** School-based leadership teams will develop School Improvement Plans that are aligned to the DIP.

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
<p>At least 4 meetings of School Improvement Teams held at each school; draft of SIPs developed; District assistance provided as needed; copies of final SIP reviewed using alignment rubric.</p> <p>School Improvement Plans for each school approved for implementation at District level; SIP posted on school websites.</p> <p>Each school has a School Improvement Plan in place for September 2010-August 2011 that outlines the</p>	<p>Agenda from SIP meetings and minutes; SIP drafts; requests for technical assistance from District; log of visits and assistance provided; results of rubric review indicates strong alignment.</p> <p>Approved School Improvement Plans; website postings.</p>	<p><i>In the last monitoring period, all School Improvement Plans (SIP) were completed and aligned to the District Improvement Plan (DIP). School based principals were given feedback between on the level of alignment between the SIP and the District Improvement plans goals.</i></p> <p><i>In the Fall of 2010, the School Review Visit (SRV) process was revised to provide support to and monitoring of schools. Schools were placed in high moderate or low categories in terms of need based on data. Members of the Office of Instruction were assigned to particular schools to conduct the SRV process (see SRV description).</i></p> <p><i>At mid-year an analysis of the District common benchmark assessments begot a mid-course correction. The process and goals remained the same however the placement of schools were revised (high, moderate, low). Three schools not showing improvement (Greene for Math, Watson for ELA, and Talbot for ELL) were placed in the high needs category. Doran, our only level 4 elementary school, showed the greatest improvement of all elementary schools in ELA and mathematics (see mid-year benchmarks).</i></p> <p><i>As a result, through the support of the school review partner, Greene developed an action plan in mathematics, and a literacy consultant was hired to support Watson and Letourneau.</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p>action steps to be undertaken to address DIP District goals and implement identified strategies for each priority area that is in need of improvement. The plans are data driven and incorporate best practices. Each SIP is approved and supported by the District administration.</p>		<p>Attached is the revised SRV Spring schedule.</p>  <p>SRVDescription_Spring 2011.pdf</p>						
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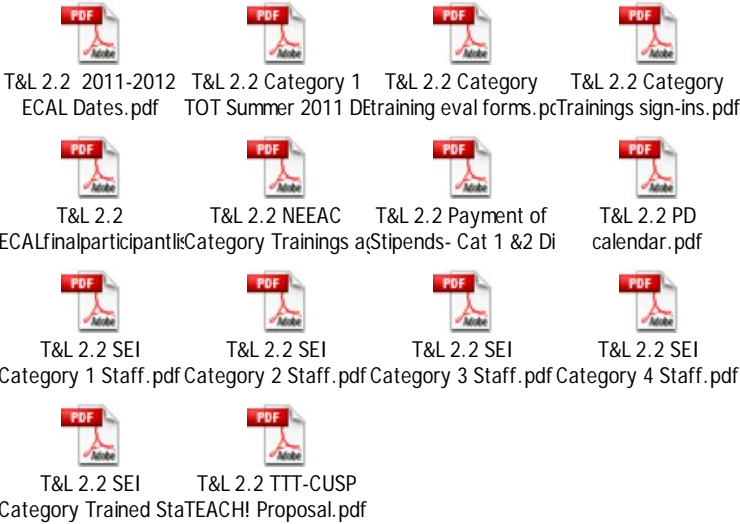
Teaching & Learning	<p align="center"><b>Strategy 2:</b> Strengthen the ELL expertise of teachers and staff in coordination with revised policies, procedures and plans (e.g., the DIP, SIP, and ELE CAP) to improve the achievement of English language learners.</p>	<p>Key: <b>N/A=Not Assessed</b> <b>0=Undeveloped</b> <b>1=Under-developed, 2=Developing</b> <b>3=Practices &amp; Resources in Place</b> <b>4=Fully Embedded &amp; Sustainable</b></p>
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**Action Step 2.1: Re-train teachers in new MELA-O assessment procedures.**

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
<p>Internal review of school-based implementation of DESE guidelines for MELA-O administration by Director of Assessment and Title III Coordinator to ensure 100% compliance.</p> <p>All ELL students taking the MELA-O have teachers who consistently follow the procedures and guidelines for administration; students are adequately and effectively assessed relative to their language proficiency.</p>	<p>Principals observation log and notes</p>	 T&L 2.1 Category Trainings Sign-ins.pdf  T&L 2.1 Category 3 sign-in-form June 23.  T&L 2.1 ELL Compliance Team Sign  T&L 2.1 MELA-O Admin List by School ;  T&L 2.1 SEI Category 3 Staff.pdf <p><i>Prior to Spring 2011 MELA-O administration, ELL Compliance team members (1 administrator from each school) were trained in querying MELA-O trained staff in addition to procedures for MELA-O administration. An internal review was completed after the Spring 2011 MELA-O administration. All schools used Qualified MELA-O assessors (QMA). In addition, initial Spring 2011 MEPA results shows that students were adequately and effectively assessed. Two goals for this monitoring period were to train additional staff as QMA and refine the monitoring process for MELA-O administration. Since September 2009 to June 2011, the District has increased Qualified MELA-O Assessors (QMA) from 9 staff to 72 staff with another 20 staff waiting on results from Measured Progress (May 2011 training). The District also increased its capacity to train staff by adding four additional Qualified MELA-</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		<p><i>O Trainers (QMT). Every school has at least 1 QMA. Two additional Category 3 trainings were held in February and May with an additional refresher/retake session planned for June 23. A spreadsheet was created in Google Documents to warehouse MELA-O administration information versus the old procedure of sending out the spreadsheet via email with due dates. Each ELL Compliance team member has been given access to the Google Documents spreadsheet so information can be updated after each MELA-O administration. The Director of Assessment and the Special Populations Specialist have the ability to monitor when team members access and update information in Google Documents.</i></p>						
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**Action Step 2.2:** *Develop and implement a system to ensure that all content teachers of ELL students are fully trained, including effective implementation of SEI within four years.*

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
<p>3 training sessions held; 60 teachers trained; principals informed; evaluation indicates teachers understand the content and are able to implement the strategies.</p> <p>The District has 40 Category I trained teachers, 40 teachers trained in Category II. 40 teachers trained in Category III and 60 teachers trained in Category IV.</p>	<p>X2 Aspen system shows that a minimum of 180 teachers trained in Category I, II, III, and IV Training; attendee listing, principal notification, and evaluation forms.</p>	 <p>T&amp;L 2.2 2011-2012 ECAL Dates.pdf    T&amp;L 2.2 Category 1 TOT Summer 2011 DEtraining eval forms.pdf    T&amp;L 2.2 Category 2 Trainings sign-ins.pdf    T&amp;L 2.2 Category 3 Trainings sign-ins.pdf</p> <p>T&amp;L 2.2 ECALfinalparticipantl Category Trainings a(Stipends- Cat 1 &amp; 2 Di calendar.pdf</p> <p>T&amp;L 2.2 SEI Category 1 Staff.pdf    T&amp;L 2.2 SEI Category 2 Staff.pdf    T&amp;L 2.2 SEI Category 3 Staff.pdf    T&amp;L 2.2 SEI Category 4 Staff.pdf</p> <p>T&amp;L 2.2 SEI    T&amp;L 2.2 TTT-CUSP Category Trained StaTEACH! Proposal.pdf</p> <p><i>Since January, 2011, the District has provided the following trainings:</i></p> <ul style="list-style-type: none"> <li>• <i>Category 1- 2 trainings (completion on June 13 and June 17-sign-ins not included)</i></li> <li>• <i>Category 2 (through the Principles of Sheltering Instruction course-completion on June 13 sign-ins not included)</i></li> <li>• <i>Category 3- 2 trainings</i></li> <li>• <i>Category 4- 2 trainings</i></li> </ul> <p><i>In addition, Diman Regional High School offered the District seats in 2 of their Category training sessions (category 1 and 2).</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

		<p>The District has the following Category trainings scheduled through August 31, 2011:</p> <ul style="list-style-type: none"> <li>• Category 1: 1 training session (8/17 &amp; 8/18) <b>40 staff</b></li> <li>• Category 2: 3 training sessions (week of 8/8), (other 2 will run concurrently the week of 8/22) <b>60 staff</b></li> <li>• Category 3: 1 refresher session (6/23) <b>25 staff</b></li> <li>• Category 4: 1 session (week of 6/27) <b>20 staff</b></li> </ul> <p>For summer sessions, the District contracted with New England Equity Assistance Center as provider for Category 1, Category 2(2 sessions), and Category 4B in addition to using District trainers for Category 2(1 session) and 3. All trainings will be funded through RTTT or Title III grants. For Fall 2011, the District will hold trainings in Category 1 (2 sessions), 3(1 session), 4 (2 sessions) which will be provided by District trainers and New England Equity Assistance Center (ECAL grant). Funding will be from RTTT, Title III, and ECAL grants. During SY 11-12, the District will provide 2 courses to assist staff in obtaining ESL certification. The fall course offers participants the option of becoming Category trained. The course, Theory and Practice in Fostering Literacy in a New Language, has been approved by the DESE as Category 4. The District's capacity to provide in-house trainers for each category has continued to increase. Two staff members have been chosen by the DESE to attend a Train the Trainer session for Category 1 in August. The District will now have at least 2 trainers for every category except 4C. The District also agreed to continue its support of an agreement with UMASS Dartmouth's Center for University, School and Community Partnerships (CUSP) TEACH! Program. As part of this 2011 Transition to Teaching proposal, this program will allow practitioners to participate in ELL Category Training.</p> <p>The District has held numerous Category trainings since August 2009 resulting in a significant increase of Category trained staff.</p> <ul style="list-style-type: none"> <li>• Category 1 Sept 09- 60 staff June 11- 173 staff with another 40 completing by June 17</li> <li>• Category 2 Sept 09- 21 staff June 11- 86 staff with another 12 completing by June 13</li> <li>• Category 3 Sept 09- 9 staff June 11- 72 staff with another 20 staff waiting on results from Measured Progress</li> <li>• Category 4 Sept 09- 5 staff June 11- 123 staff</li> </ul> <p>During the previous Monitoring period, the District established a database of Category trained staff in X2 Aspen. During this Monitoring period, the</p>						
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		<p>District trained the ELL Compliance team (1 school administrator from each school) on not only querying trained staff, but on the requirements of SEI in relation to Category training. The result has been an increase in school and individual staff requests for Category training. To communicate ELL PD offerings to all staff, the District created an electronic PD calendar on its webpage in which all ELL PD has been included and updated through August, 2011. Currently, the District is developing a system in X2 where staff can register electronically for all Category sessions which will result in maintaining the database more efficiently.</p> <p>To monitor the effectiveness and implementation of sheltered content PD, five schools were scheduled to pilot the use of The Sheltered Content Classroom Observation Tool created by the DESE. This monitoring measure had been included in their School Improvement Plans. These five schools have the largest number of LEP students in the District and have priority status for training staff. While the District attempted to work with schools on utilizing the tool, the tool was found to be cumbersome and inefficient. Through technical assistance provided by DESE's OELAAA, the District was informed that a new tool was being developed and piloted that would better meet the needs of Districts in this area. As of June, the tool was being refined.</p>						
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**Action Step 2.3: Review and revise all assessment procedures and accurately and identify the mandated cohort.**

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
<p>Follow-up technical assistance provided to any requesting school by Director of Assessment; administration schedule reflecting all assessments are being administered.</p> <p>Fall River data systems provide evidence that FRPS consistently assesses the English proficiency of all LEP students annually and administers required assessments including MEPA-R/W, and MELA-O. More students take the</p>	<p>Record of technical assistance requests and responses; schedule of assessment administration; x2 Aspen report.</p>	<p> T&amp;L 2.3 ELL   T&amp;L 2.3 ELL            Compliance team ageCompliance Team Sigr</p> <p>The District 2010-2011 Assessment calendar included MEPA Fall and Spring testing windows. The District had previously established a system for requesting assessment assistance within the X2 Aspen system. School staff can request assistance via a ticket with specific questions. The Director of Assessment responds within 24 hours. This system monitors requests as well as guarantees that requests are answered in a timely manner. During this Monitoring period, there were no requests during the Spring MELA-O testing window. The Director of Assessment did conduct site-visits to schools to make sure that procedures were followed. A meeting was held with ELL Compliance team members prior to the testing window to review MELA-O QMA requirements as well as identifying students for MEPA R/W forms and sessions. Initial Spring 2011 MEPA Results show an increase in students making progress towards English proficiency in the following grade spans:</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>






appropriate assessment and improve achievement levels.		3-4 39% (2010) to 51% (2011) 5-6 43% (2010) to 56% (2011) 7-8 46% (2010) to 76% (2011)						
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**Action Step 2.4:** Evaluate and implement new procedures for student identification, placement into program and develop exit and monitoring criteria.

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
<p>WIDA-ACCESS Placement Test implemented as part of registration process; forms for Reclassification and Monitoring ELL students in place and utilized appropriately by 100% of schools; Exit Criteria being utilized as part of Reclassification process and students identified in SIMS.</p> <p>Fall River has an established systematic process and consistent procedures for identifying, assessing and placing LEP students in the most appropriate program. Fall River has an established systematic process and consistent procedures in place to ensure that students no longer needing ELL services are fully mainstreamed. ELL students improve performance given appropriate placements in programs.</p>	<p>Number of students tested; assessment used; Reclassification and Monitoring Form (Form M); Exit Criteria; student ELE record review checklist, SIMS report</p>	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">   T&amp;L 2.4 How to Add WAPT Testing Form </div> <div style="text-align: center;">   T&amp;L 2.4 ELL Student Record </div> <div style="text-align: center;">   T&amp;L 2.4 Reclassification Meeti </div> </div> <p><i>The District had evaluated and implemented new procedures for student identification, placement into program, and development of exit and monitoring criteria during the 2009-2010 school year. During the previous Monitoring period, the District revised their Monitoring Policy and Procedure to accommodate students who were in their second year of monitoring. In the past, the District had not monitored these students consistently and the policy needed to be revised to consistently monitor these students K-12. During this Monitoring Period, the District continued to conduct spot checks and internal reviews. The District worked on refining and embedding the established procedures in schools and across departments. One example was establishing a monitoring system for the implementation of corrections based on the results of student folder reviews. The student folder review checklist is now in Google Docs. The checklist was revised to include a signature and date acknowledging that any necessary corrections were completed. This enables the Special Populations Instructional Specialist to monitor when and if the School-based ELL Compliance team member reads and makes necessary corrections. Once a review is completed, an email is sent to the School-based ELL Compliance Team with a link to individual student folder review checklists. Another example was refining how the District tracks which students were identified through the Home Language Survey and results of the assessment. For the past 2 school years, this was done through a spreadsheet with each level tracking this data. (K-5 Student Assignment Center, grades 6-8 each middle school guidance counselor, and grades 9-12 High School Registrar). Schools and individual departments were not able to access this information except through individual student folders. Fields were created in X2 Aspen that include for every student: whether a student was identified for testing through the Home Language Survey, test administered, test administrator, qualification status, and level of language proficiency. Schools, departments, as well as central office staff will be able to query and create reports. The District will begin implementation for all new</i></p>	<input type="checkbox"/>					
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

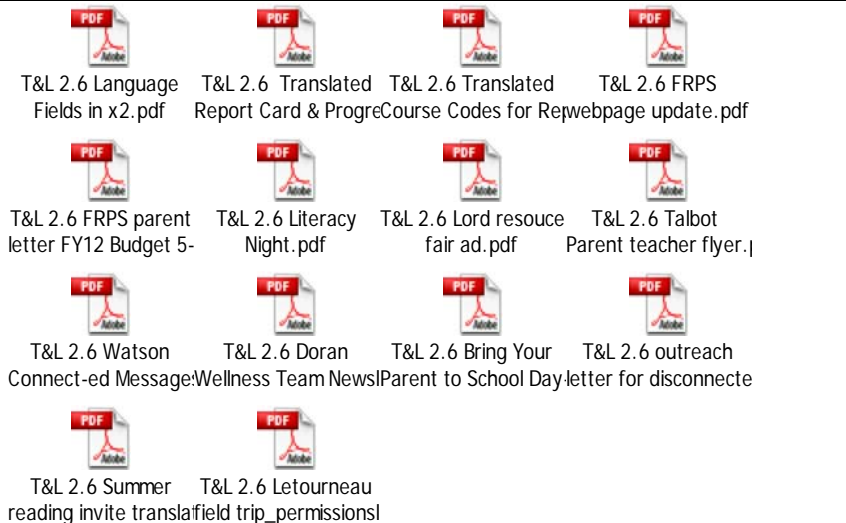
		registrations beginning July 1 for SY 11-12. SIMS office staff will provide technical assistance and ELL Compliance team members will be trained in September on querying information. Annual Reclassification meetings are scheduled to occur beginning the week of June 13. ELL Compliance Team members (one school administrator representing each school) were trained in Reclassification procedures and exit criteria. Based on these meetings, student placement decisions will be made for SY 2011-2012. This will be the second year the District utilizes and implements the Reclassification policy and procedure. Based on internal student folder reviews conducted in September 2010, the District was in compliance. A second internal student folder review will be conducted in September 2011 to monitor the implementation of the District's Reclassification policy and procedure.						
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**Action Step 2.5:** Redesign the parent involvement programs with sensitivity toward multiple language needs.

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
Continued implementation and monitoring of distribution, requests, and random checks of student folders. Director of Student Assignment develops and conducts a Parent Survey that indicates that parents and their children have necessary information and get their questions answered accurately and in a timely manner (within 2 working days).  Parents and families of FRPS ELL students have information and materials they need to understand and exercise their rights under the law as well as be able to access assistance and obtain needed answers on an ongoing basis. ELL	ELL Student folder checklist, distribution lists, request logs and student ELE record review checklist. Survey results.	 T&L 2.5  T&L 2.5  T&L 2.5  T&L 2.5 ELL_Parent_BrochureELL_Parent_BrochureELL_Parent_BrochureSC_Agenda_4_11_11   T&L 2.5 Spanish Speaking Community  <i>To continue to meet the change in the District's demographics, an additional District Spanish speaking Community Worker position was approved by the Fall River School Committee at its April 11 meeting. This would provide two Spanish speaking and one Portuguese speaking worker available to families to answer questions specific to the ELL program as well as offer assistance to ELL families at different meetings (i.e. IEP team meetings, discipline meetings, school-based meetings). This new position is now posted; no hiring has yet been made. All three Level 4 schools have hired trilingual or bilingual Parent Outreach workers.</i>  <i>Based on the parent survey feedback conducted during the last monitoring period, the ELL Parent Brochure was revised and updated to include school bilingual contacts as well as a clearer description of the differences between SEI and TBE programs. The brochure is provided to all families upon qualification for the ELL program from K-12. Brochures were shared with all staff who register families, ELL Compliance team members as well as placed</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

students and their families are better served. Students improve their performance.		<i>in Moodle for easy download.</i>						
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**Action Step 2.6:** *Engage with the FR ELL parents and community to provide information and respond to questions parents and families may have relative to processes, procedures, as well as their and their children's rights and responsibilities in FR Public Schools via a Parent Academy.*

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
<p>Parent Survey indicates effectiveness of ELL Parent Council at Durfee HS, Teacher Survey on effectiveness of ELL Progress Reports; Review of Principal's notes by District ELL vertical team.</p> <p>Parents and families of FRPS ELL students have information and materials they need to understand and exercise their rights under the law as well as be able to access assistance and obtain needed answers on an ongoing basis. ELL students and their families are better served. Students improve their performance.</p>	<p>Parent survey results; teacher survey results; principal's notes</p>	 <p>T&amp;L 2.6 Language Fields in x2.pdf    T&amp;L 2.6 Translated Report Card &amp; ProgreCourse Report Card &amp; ProgreCourse Codes for Repwebpage update.pdf    T&amp;L 2.6 Translated    T&amp;L 2.6 FRPS</p> <p>T&amp;L 2.6 FRPS parent letter FY12 Budget 5-    T&amp;L 2.6 Literacy Night.pdf    T&amp;L 2.6 Lord resouce fair ad.pdf    T&amp;L 2.6 Talbot Parent teacher flyer.i</p> <p>T&amp;L 2.6 Watson    T&amp;L 2.6 Doran    T&amp;L 2.6 Bring Your    T&amp;L 2.6 outreach Connect-ed Message:Wellness Team NewsIParent to School Day-letter for disconnecte</p> <p>T&amp;L 2.6 Summer reading invite translafield trip_permissionsl    T&amp;L 2.6 Letourneau</p> <p><i>The District has now translated all grade 6-12 electronic report cards and progress reports into Portuguese and Spanish including comments. K-5 Report Cards are not electronic and have always been translated into Spanish and Portuguese. In addition, the District has translated other electronic documents such as Suspension letters, Connect Ed information notices, and middle school placement letters. To best meet the needs of families, the District has created a field in X2 Aspen where the preferred language for notices to be sent home in is included. Each year families will have the ability to change this information through the Student Verification Form. Prior to this adjustment, notices were sent home based on native language identified when a student registered. Families never had the opportunity to change or edit this field. The District is also in the process of revising the Fall River Public Schools web pages. As part of the revision, viewers will be able to have</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

		<p><i>the pages translated.</i></p> <p><i>Based on previous parent feedback, District staff continued to work with individual schools on creating school based supports for ELL families. Families identified a need for school based translators particularly in Spanish. Schools have been sensitive in hiring staff that speak Spanish and providing translators during Parent Conferences and Family Nights as well as sending home notices in Portuguese and Spanish. All three Level 4 schools have hired a trilingual or bilingual Parent Outreach worker. Schools have also been particularly diligent in inviting ELL parents to participate in school groups (PTO, school council) and functions via notices and phone calls in native languages. This has included providing translated invitations, materials, and parent evaluations, as well as having translators available who understand the material being presented. Prior to SY 09-10, the only information parents received on the progress of their student's attainment of English was the MEPA report which was not consistently sent out across schools in a timely manner. This has since been corrected through the training of ELL Compliance team members at each school as well as monitoring through internal student record reviews(refer to 2.4). To address the need to provide parents with consistent information on their student's progress, the K-5 ELL Progress Reports (translated) will be expanded to include all elementary schools.</i></p>						
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**Action Step 2.7:** *Identify ELL Vertical Team to provide professional development to ELL Liaisons and Principals on how to support and monitor the implementation of SEI and effective ELL teaching and learning instructional activities in the classroom for all content areas at appropriate academic levels.*




Benchmark/Goal	Artifacts	Evidence/Comments	Assessment				
			N/A	0	1	2	3

<p>Principal supports the work of the ELL Liaison. ELL liaisons at the program schools work with teachers in ELL professional learning communities to engage with each other to improve teaching and learning for ELL students. ELL vertical team creates and disseminates to ELL liaisons regarding the effectiveness of the liaison role.</p> <p>Teachers at Program schools use effective ELL instructional practices when teaching ELL students in their classroom, and that they have the resources and support they need to improve their teaching practice. Students have teachers who are able to assist them in learning the content, academic language and skills they need to meet the Massachusetts Learning Standards and improve their achievement.</p>	<p>ELL liaison log, Minutes from PLC; survey results</p>	<div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">         T&amp;L 2.7 DESE     </div> <div style="text-align: center;">         T&amp;L 2.7     </div> <div style="text-align: center;">         T&amp;L 2.7 K-5 ESL     </div> <div style="text-align: center;">         T&amp;L 2.7 K-5 ESL     </div> </div> <p>Summer Acceptance [ESLResourceStaffCPI]Bookstudy Reflection:Stakeholder Summary</p> <p><i>For SY 10-11, a tiered system has been established to embed processes and procedures and effective ELL instructional practices within schools. The first tier centers on establishing alignment between the DIP and the SIP for ELL strategies and action steps which the District worked on during the previous Monitoring period. The second tier involves identifying a school based administrator or principal designee to oversee the implementation and monitoring of school-based processes and procedures as part of the District ELL Compliance Team. During this Monitoring Period, the District established regular meetings of the District ELL Compliance Team.</i></p> <p><i>Team members were trained in all ELL processes and procedures including initial identification, SEI program requirements, Monitoring, and Reclassification. Technical assistance is provided by the Special Populations Specialist and the ELL Dropout Prevention Specialist. These school-based ELL contacts are responsible for overseeing the collection of school level evidence as required by the English Language Learner Program Review Tool and report to the school level Leadership Team who monitors the SIP. Since establishing the team, individual school-based requests for technical assistance have diminished. Interest in all ELL professional development sessions has increased causing waiting lists for all Spring training sessions. The third tier involves building the capacity of ESL resource staff to become experts in effective ELL strategies so that they can provide professional development and supports at the school level. During this Monitoring Period, Professional development has been provided by the Special Populations Instructional Specialist using a Train the Trainer Model during Common Planning Time. ESL Resource staff has participated in a book study, Gibbons, P. Scaffolding Language Scaffolding Learning Teaching Second Language Learners in the Mainstream Classroom.</i></p> <p><i>As part of the book study, staff had to implement strategies, reflect on their practice, and reflect on how to support mainstream teachers in implementing effective strategies. Staff feedback and student achievement data have identified the need for professional development in the area of teaching reading to second language learners. The District has requested participation (June 13 School Committee meeting) of 2 staff in What is Different about Teaching Reading to Students Learning English? (CAL Train the Trainer Institute) through Center for Applied Linguistics in July. This</i></p>	<input type="checkbox"/>				<input checked="" type="checkbox"/>	<input type="checkbox"/>
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		<p>training will enable the District to provide an in-District graduate level course in teaching reading to its English Language Learner students. Training sessions would be held during in school and afterschool sessions. Funding would be from Title 1, Title 2A, and Title III grants.</p> <p>As part of DESE summer offerings, a District secondary staff member has been chosen to participate in Students with Limited or Interrupted Formal Education: Identification, Instruction, and Assessment. This staff member will then work with high school staff next school year in this area during ESL Common Planning Time. The effectiveness of all training will be monitored through staff surveys, teacher lesson plans, and school level walkthroughs conducted with school leadership teams and members of the District ELL Vertical Team as part of School Review Visits as per the District Improvement Plan. As a way to embed the needs of English Language Learners (as required in the District Improvement Plan)and provide ELL expertise within District systems, K-5 ESL Resource staff was a stakeholder group in the selection of a K-5 Reading Core program and participated in both program presentations. ELL staff was represented on the District Literacy Action Team. ELL staff has been identified to participate in the Pre AP trainings in the summer. 2010-2011 Math Mid-Winter District Benchmark Data for ELL students shows gains as compared to 2009-2010 data. Doran and Letourneau with a combined enrollment of 230 LEP students shows significant gains.(Refer to T&amp;L 1.5)</p>						
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**Action Step 2.8:** Train the ELL Liaisons and Principals in required ELL processes and procedures, including rights and responsibilities, access to services (e.g., academic instruction, assessment, guidance, support, extracurricular activities, resources and materials, etc.).

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4

<p>Random review of school and student records indicates that processes and procedures are being implemented.</p> <p>Fall River ensures that ELL students and parents know and have access to all of their rights and responsibilities under the law.</p>	<p>ELE student record review checklist</p>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">         T&amp;L 2.8 ELL        Compliance Team Sigr     </div> <div style="text-align: center;">         T&amp;L 2.8 ELL        Compliance Team age     </div> <div style="text-align: center;">         T&amp;L 2.8        ELLStudentRecordRe     </div> </div> <p><i>For SY 10-11, a tiered system has been established to embed processes and procedures and effective ELL instructional practices within schools. The first tier centers on establishing alignment between the DIP and the SIP for ELL strategies and action steps which the District worked on during the previous Monitoring period. The second tier involves identifying a school based administrator or principal designee to oversee the implementation and monitoring of school-based processes and procedures as part of the District ELL Compliance Team. During this Monitoring Period, the District established regular meetings of the District ELL Compliance Team. Team members were trained in all ELL processes and procedures including initial identification, SEI program requirements, Monitoring, and Reclassification.</i></p> <p><i>Technical assistance is provided by the Special Populations Specialist and the ELL Dropout Prevention Specialist. These school-based ELL contacts are responsible for overseeing the collection of school level evidence as required by the English Language Learner Program Review Tool and report to the school level Leadership Team who monitors the SIP. Since establishing the team, individual school-based requests for technical assistance have diminished. Interest in all ELL professional development sessions has increased causing waiting lists for all Spring training sessions. The third tier involves building the capacity of ESL resource staff to become experts in effective ELL strategies so that they can provide professional development and supports at the school level. During this Monitoring Period, Professional development has been provided by the Special Populations Instructional Specialist using a Train the Trainer Model during Common Planning Time.</i></p> <p><i>ESL Resource staff has participated in a book study, Gibbons, P. Scaffolding Language Scaffolding Learning Teaching Second Language Learners in the Mainstream Classroom. As part of the book study, staff had to implement strategies, reflect on their practice, and reflect on how to support mainstream teachers in implementing effective strategies. Staff feedback and student achievement data have identified the need for professional development in the area of teaching reading to second language learners. The District has requested participation (June 13 School Committee meeting) of 2 staff in What is Different about Teaching Reading to Students Learning English? (CAL Train the Trainer Institute) through Center for Applied Linguistics in July. This training will enable the District to provide an in-</i></p>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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		<p><i>District graduate level course in teaching reading to its English Language Learner students. Training sessions would be held during in school and afterschool sessions. Funding would be from Title 1, Title 2A, and Title III grants.</i></p> <p><i>As part of DESE summer offerings, a District secondary staff member has been chosen to participate in Students with Limited or Interrupted Formal Education: Identification, Instruction, and Assessment. This staff member will then work with high school staff next school year in this area during ESL Common Planning Time. The effectiveness of all training will be monitored through staff surveys, teacher lesson plans, and school level walkthroughs conducted with school leadership teams and members of the District ELL Vertical Team as part of School Review Visits as per the District Improvement Plan. As a way to embed the needs of English Language Learners and provide ELL expertise within District systems, K-5 ESL Resource staff was a stakeholder group in the selection of a K-5 Reading Core program and participated in both program presentations. ELL staff was represented on the District Literacy Action Team. ELL staff has been identified to participate in the Pre AP trainings in the summer.</i></p>						
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**Action Step 2.9: Develop and implement a plan to ensure that teachers who are working with ELL students have ESL certification.**

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
Fall River will have an increased number of ESL certified staff in program schools by 50%.		<div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">               T&amp;L 2.9 ESL Certified Staff.pdf           </div> <div style="text-align: center;">               T&amp;L 2.9 course 2011-2012 agreemen           </div> <div style="text-align: center;">               T&amp;L 2.9 CAL request.pdf           </div> <div style="text-align: center;">               T&amp;L 2.9 ESL Grade 6 Talbot schedule.pdf           </div> </div> <div style="display: flex; justify-content: space-around; align-items: flex-start; margin-top: 10px;"> <div style="text-align: center;">               T&amp;L 2.9 ESL Durfee HS 9-12 Level 1 &amp; 2 sELL-Recruiting brochu           </div> <div style="text-align: center;">               T&amp;L 2.9           </div> </div> <p><i>In September, 2009, the District had 17 ESL positions of which 3 staff were certified. (17.6 %). As of June 1, 2011, the District has 26 ESL positions of which 17 staff are certified. (65%) In September, 2009, District-wide there were 4 ESL certified staff. As of June 1, 2011, the District has 22 certified staff with an additional 6 staff waiting on MTEL results. The District continues to be aggressive in its recruitment of ESL certified staff through postings and job fairs. A recruitment brochure for ELL staff was developed and utilized at all job fairs. The District has contracted with Teach for America with an</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		<p><i>emphasis on ESL candidates to further assist the District's ESL staffing needs. In addition, as part of the next round of RTTT, the District will identify Project 2C.3: Expand the pipeline of effective teachers: Support teachers in earning English as a Second Language (ESL) licenses as a priority.</i></p> <p><i>As the District moves from reactive (assisting current ESL staff in obtaining certification) to proactive mode, the District's goal is to develop content staff's capacity to teach ELL students thus increasing student achievement. This involves increasing the number of content certified staff who has ESL certification as well continuing to support ESL certified staff. As part of the District's multi-layered professional development plan to support staff in building their capacity to work with English Language Learners, the Collaborative for Educational Services will continue to provide course work in-house. For SY 11-12, the District has contracted for 2 courses (Theory and Practice in Fostering Literacy in a New Language (Fall 2011) and Language Learning and Literacy (Spring 2012)) as well as all materials. Staff has the option of 67.5 PDPs or purchasing (at reduced cost) graduate level credit through Fitchburg State University. The credit can be used towards a M.Ed or CAGS in ESL which several content staff have opted for. The District's plan also includes ESL embedded professional development through common planning time.</i></p> <p><i>During this monitoring period, common planning time for K-5 ESL Resource Staff, Letourneau ESL staff, and grades 6-12 ESL staff was facilitated by the Special Populations Instructional Specialist. K-5 Resource staff and Letourneau staff participated in a book study: Gibbons, P. Scaffolding Language Scaffolding Learning Teaching Second Language Learners in the Mainstream Classroom.</i></p> <p><i>At the secondary level, the Special Populations Specialist met with ESL staff during ESL common planning time (built into the teachers' schedules) and the focus was on developing cognitively demanding lessons that utilize age-appropriate resources. Doran ESL staff was provided professional development during ESL common planning time with the Redesign Coach in unit design. In addition to ESL common planning, all K-12 ESL staff participate in grade level ELA common planning time at their schools. SEI staff also participate in school-based Math common planning time. This has been built into teachers' schedules and approved in the ELE CAP. ESL and content common planning time will continue during SY 11-12. Monitoring of effectiveness of professional development will be done through staff surveys, PD evaluations, and an increase of ESL certified staff across the District.</i></p>						
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**Action Step 2.10: Develop ELL K-12 curriculum that aligns with ELPBO.**

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment				
			N/A	0	1	2	3
<p>Draft Grade K-2 and 9-12 ESL Curriculum Map completed and shared with principals, teachers and other stakeholders for comment and feedback; rubric review indicates strong alignment with ELPBO and use of best practices.</p> <p>Draft of ESL K-2 and 9-12 Curriculum Map that is aligned with ELPBO and integrates best practices is in place; provided to all principals, ELL trained teachers, Teacher Coaches and teachers.</p> <p>*ESL certified teachers will implement the ESL curriculum maps to LEP students based on their language proficiency level.</p>	<p>Draft documents; notification for principals; website postings; results of rubric review; input and comments from stakeholders.</p>	<div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">               T&amp;L 2.10 Fall River Public Schools ESL Curriculum         </div> <div style="text-align: center;">               T&amp;L 2.10 Fall River Public Schools ESL Curriculum         </div> <div style="text-align: center;">               T&amp;L 2.10 Fall River Public Schools ESL Curriculum         </div> <div style="text-align: center;">               T&amp;L 2.10 ESL Curriculum Meetings         </div> </div> <p><i>K-12 ESL Curriculum Maps were fully completed, submitted, and approved by the DESE. For grades 9-12, ESL staff, the ELA Department Head, and the Special Populations Instructional Specialist developed the maps. For grades 6-8, ESL staff, ELA coach, and the Special Populations Instructional Specialist developed the maps. At the elementary level, Letourneau's ELA Department Head and the Special Populations Instructional Specialist developed the maps. As grade span maps were completed and prior to submission, staff was provided the opportunity to offer feedback during sessions held during Common Planning Times. Maps have been implemented for all language proficiencies in grades 6-12 with accompanying resources/materials. For grades 1-5, maps for Level 1 and 2 students have been implemented with resources/materials. On June 20 during ESL K-5 Resource Staff Common Planning Time, K-5 maps for Levels 3 and 4 will be presented.</i></p> <p><i>Currently, K-5 Resource Staff use a variety of resources. As the District recommends a new Reading Core Program, the K-5 ESL maps will be revised so that they link to ELL resources/materials that are purchased. The next step for all ESL staff K-12 is professional development in lesson design and use of ESL core resources. For grades 6-12, professional development will include designing and revising current language assessments that better align with the new maps. These professional development sessions will occur during ESL common planning times as well as afterschool sessions. Lesson Design and assessment sessions will be facilitated by the Special Populations Instructional Specialist. The District will offer professional development in use of ESL core materials through Pearson Publishing.</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>


**Strategy 3:**

Strengthen the expertise of teachers to improve the achievement of students with disabilities.

Key: N/A=Not Assessed  
 0=Undeveloped  
 1=Under-developed, 2=Developing  
 3=Practices & Resources in Place  
 4=Fully Embedded & Sustainable



**Action Step 3.1:** *Autism specialists will train teachers, paraprofessionals, SACs over two years to work effectively with children with autism. They will also work with parents in the home*

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
<p>Training continues; evaluations indicate that participants understand the content; classroom observations and survey responses indicate that participants are making changes in practice and applying strategies learned. Analysis of training evaluations, surveys and classroom observation data is used to revise and/or refine professional development for following year.</p> <p>Parents, paraprofessionals and teachers who are educating students classified as autistic are able to effectively engage students in learning. Students have improved achievement results.</p>	<p>Agenda, materials and attendee listings from training sessions; evaluation summaries; survey summaries; records of classroom observations. Professional development plan for coming year.</p>	<p>Action Step 3.1</p> <p><i>The FRPS has provided the opportunity for eight personnel to enroll in graduate level courses in order to obtain their certification to become Board Certified Behavior Analysts (BCBA). Supervision in the classrooms is provided by the autism specialists. It is anticipated that these personnel, once certified, will be able to supervise others in the District. As a result of this training, FRPS is developing their own system of providing BCBA personnel in the District as well as recruiting additional staff for the future.</i></p> <p><i>In addition, FRPS has provided numerous trainings for all relevant personnel over the past year. Paraprofessionals, teachers, School Adjustment Counselors and School Psychologists have received trainings that are relevant to their positions. As a result of these trainings, numerous systems are in place in the District to ensure quality programming for students with autism. Data is collected for challenging behaviors, the staff are able to effectively teach difficult skills to students and record data to determine progress for skill acquisition programs, and personnel are able to complete Functional Behavioral Assessments as well as develop and implement individual behavior support plans.</i></p> <p><i>The improvement of behavior management and teaching skills of the professionals in the District has directly increased the academic success and decreased the behavioral concerns of the students that these professionals are working with on a daily basis. Direct data has been taken as evidence illustrating this improvement across the District setting. The attached report will provide the reviewer with specific documentation of individual student progress.</i></p> <p><i>Classrooms that are successful have been utilized as a model for others, and teachers are encouraged and required to observe one another and use each other as resources.</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

		<p>A manual has been developed that is distributed to all preschool parents, outlining the home support/services that the District is able to provide. A system for completing home assessments and potential home support is in place as well, and several FRPS staff are providing these services on a regular basis.</p> <p>Artifacts:</p> <p>Graphs of student progress Handbook for Parents of students receiving home services</p>  <p>C:\Users\magic\Desktop\Recovery Plk C:\Users\magic\Desktop\Recovery Plk C:\Users\magic\Desktop\Recovery Plk</p>						
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**Action Step 3.2:** A behavioral specialist will train teachers and school based staff in working effectively with children with Emotional & Behavioral Disabilities.

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
<p>Training continues; evaluations indicate that participants understand the content and are able to implement strategies; classroom observations and survey responses indicate that participants are making changes in practice and applying strategies learned. Analysis of training evaluations, surveys and classroom observation data is used to revise and/or refine professional development for following year.</p> <p>Teachers are educating students who are classified as having emotional and/or behavioral disabilities are able to effectively engage</p>	<p>Agenda, materials and attendee listings from training sessions; evaluation summaries; survey summaries; records of classroom observations. Professional development plan for next school year.</p>	<p>The FRPS has provided the same opportunities for staff in this area as in 3.1. The FRPS has provided a tremendous opportunity for eight personnel to enroll in graduate level courses in order to obtain their certification to become Board Certified Behavior Analysts. Supervision in the classrooms is provided by the autism specialists. It is anticipated that these personnel, once certified, will be able to supervise others in the District. As a result of this training, FRPS is developing their own system of providing BCBA personnel in the District as well as recruiting additional staff for the future. In addition, FRPS has provided numerous trainings for all relevant personnel over the past year. Paraprofessionals, teachers, School Adjustment Counselors and School Psychologists have received trainings that are relevant to their positions. As a result of these trainings, numerous systems are in place in the District to ensure quality programming for students with Emotional and Behavioral Disabilities. Data is collected for challenging behaviors, staff are able to effectively teach difficult skills to students and record data to determine progress, and personnel are able to complete Functional Behavioral Assessments as well as develop and implement individual behavior support plans.</p> <p>In addition to above, a model classroom for students with ED/BD has been developed at the Latourneau Elementary School. A collaborative team has developed the program. A system is in place to allow other personnel in the</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

<p>students in learning. These students have improved achievement results.</p>		<p><i>District to visit the program, and meet with relevant staff.</i>  <i>As a result of the improved skills of the professionals in the District, there is a significant documented improvement in the challenging behaviors of the students with Emotional and Behavioral Disabilities, and significant growth in their learning of new skills for these students. The attached report will provide the reviewer with specific documentation of individual student progress.</i>  <i>Artifacts:</i>  <i>Graphs of student progress</i></p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p>C:\Users\magic\Desktop\Recovery Pl; C:\Users\magic\Desktop\Recovery Pl</p>						
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**Action Step 3.3:** Restructure the elementary school inclusion model to ensure that all students have access to appropriate services.

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
<p>Train the trainer model will assist in all stakeholders inclusions will have expertise for dealing with students with disabilities.</p> <p>To provide a continuum of special needs services in each elementary schools' inclusion model classrooms. Continuous training of teachers.</p>	<p>Agenda, materials and attendee listings from training sessions; evaluation summaries; survey summaries; records of classroom observations. Professional development plan for next school year.</p>	<p><i>The Fall River Public School System has provided on-going professional development for elementary staff in R.I.S.E. (Revitalizing Instruction for Students and Educators) training. These trainings included general education as well as special education personnel. This Professional Development resulted in:</i></p> <ul style="list-style-type: none"> <li>- <i>facilitating general and special education teachers in effective instructional planning</i></li> <li>- <i>facilitating differentiated instruction for the inclusive process</i></li> <li>- <i>facilitating a paradigm shift in understanding shared responsibility of providing services for students with disabilities.</i></li> <li>- <i>demonstrate how inclusive strategies can be a valuable and meaningful intervention for all students, especially those considered "at risk".</i></li> </ul> <p><i>As a result of this Professional Development, a collaborative culture has been established in all elementary schools. All elementary schools have an understanding of common language and clear expectations. A deliberate effort to establish a collaborative culture has occurred and will continue for the next school year, since this is necessary to ensure optimal success.</i></p> <p><i>In supporting sustained change administrators have ensured commitment to support the full implementation of the continuum of services. A training was conducted on the basic principles of inclusive education and on-going</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

		<p><i>technical assistance was provided on a monthly basis.</i></p> <p><i>As a result, administrators support and focused progression towards more inclusive practices have greatly improved. Survey responses support the success of this objective. An on-going plan is being developed with Dr. Deb Harris which will continue to address the goals and objectives of this year's plan.</i></p> <p><b>Artifacts: Professional Development</b></p> <ul style="list-style-type: none"> <li>• Continuum of Services for Schools</li> <li>• Power Point of Professional Development</li> <li>• Survey Summary</li> <li>• Attendance Sheets</li> <li>• Agenda</li> </ul> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">         C:\Users\magic\        Desktop\Recovery Plk     </div> <div style="text-align: center;">         C:\Users\magic\        Desktop\Recovery Plk     </div> <div style="text-align: center;">         C:\Users\magic\        Desktop\Recovery Plk     </div> </div> <div style="display: flex; justify-content: space-around; align-items: flex-start; margin-top: 10px;"> <div style="text-align: center;">         C:\Users\magic\        Desktop\Recovery Plk     </div> <div style="text-align: center;">         C:\Users\magic\        Desktop\Recovery Plk     </div> <div style="text-align: center;">         C:\Users\magic\        Desktop\Recovery Plk     </div> </div>						
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**Action Step 3.4:** *Conduct a middle school needs assessment and causal analysis to explore effective practices of special education programs.*




Benchmark/Goal	Artifacts	Evidence/Comments	Assessment				
			N/A	0	1	2	3

<p>Continuing implementation and monitoring of comprehensive improvement ; classroom observations indicate that teachers are implementing newly identified practices; common assessment results indicate improved student achievement levels.</p> <p>Teachers are educating middle school students who are classified as Special Education students are able to effectively engage students in learning. These students have improved achievement results.</p>	<p>Comprehensive improvement plan and monitoring results; classroom observations; common assessment results to date.</p>	<p><i>Based on the middle level SPED needs assessment, schools continue to work to support SPED students as well as rethink existing models, moving to a greater continuum of services. Mathematics is in the second year of administering common benchmarks allowing us to measure year to year growth other than MCAS data. In the area of mathematics, our mid-year data indicated a decline in fraction knowledge of SPED students, even though the aggregate improved. This finding did not continue. In an additional grade 6 assessment on decimals and percents that occurred during this monitoring period, SPED students improved 7 points, whereas the aggregate improved 6 points. On a subsequent grade 6 math assessment on variables and patterns, SPED improved 8 points, whereas the aggregate improved only one point.</i></p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">         Mid Year Data        Report 2010_2011_v     </div> <div style="text-align: center;">         grade 6        sped_variables and p     </div> </div> <p><i>In addition, the Fall River Public School Department has identified practices in providing special education services to students who have been identified with academic, social, emotional, behavioral needs. Initiatives consist of the following:</i></p> <ul style="list-style-type: none"> <li>• <i>Summer Program: Support/enrichment in basic skills for reading and math for 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup> grade students (Kuss)</i></li> <li>• <i>Summer Program: Support students who have Autism Spectrum Disorders in social skills (Morton, Talbot, Kuss, Henry Lord)</i></li> <li>• <i>Advisory Program: increase engagement and decrease disciplinary incidents; provide opportunities to explore workforce options (Henry Lord)</i></li> <li>• <i>Wrap Around Wellness Program: Provide social/emotional/behavioral services throughout the school year. A wellness coordinator will consult with outside, community agencies and major stakeholders to secure provision of services within the school building, in home or community to address various needs: anger management, social skills, bereavement groups, behavior therapy, etc... (Kuss, Morton, Henry Lord)</i></li> <li>• <i>Continue to follow the inclusion model with support in a separate period every day for students in need of organizational skills and remediation of basic skills (Morton)</i></li> <li>• <i>Expand Continuum of Services for SPED Students: Comprehensive</i></li> </ul>	<input type="checkbox"/>				<input checked="" type="checkbox"/>	<input type="checkbox"/>
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		<p><i>model of instruction: Collaborative Consult, Inclusion, Co-Teaching, Substantially Separate (Kuss, Henry Lord)</i></p> <ul style="list-style-type: none"> <li>• <i>Professional development addressing training to faculty at each middle school (Henry Lord, Morton, Kuss, Talbot) on effective inclusion models and instructional practices to SPED/Regular education teachers with the goal of increasing the number of effective inclusion classrooms in each school that show measured academic growth of both SPED/Regular education students. The training provided by a consultant, Deb Harris.</i></li> <li>• <i>Professional development from District as well as at the school level provided to all SPED teachers in intervention models (Kuss, Morton, Talbot, Henry Lord)</i></li> <li>• <i>Professional Development Improvement of self contained SPED instruction and co-teaching methods increasing rigor and academic expectations (Henry Lord)</i></li> </ul>						
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**Action Step 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 Education students (as per CAP SE) including alternative assessments as needed or required.*

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
<p>Staff responsible for selecting and using assessment and evaluation instruments in the identification, placement and/or monitoring of student progress who have not been trained in their administration, use and misuse, are trained.</p> <p>More accurate evaluation instruments to identify student eligibility, provide instructional methods and monitor student progress will be in place District wide.</p>	<p>Data collection of student progress will demonstrate that assessments chosen are specific to student needs.</p>	<p><i>The Fall River Public Schools system of accurate and valid assessment that are used for identifying, placing and monitoring progress of special education and LEP students is as follows:</i></p> <p><i>The special education referral process through the Curriculum Assistance Team (CAT) includes discussions with school teams and parents that lead to the implementation of research based intervention and periodic evaluation of student progress. Once it has been determined that a child needs to be referred for special education eligibility through the school District CAT process, the school psychologist identifies the appropriate assessments/evaluation instruments, by reviewing the CAT Team referral in each specific area of concern.</i></p> <p><i>If a request for testing to determine eligibility comes from outside agencies or parent/guardian and is submitted directly to the school or the special education office, the process is as follows:</i></p> <p><i>The school psychologist, at each level, will review the student's attendance, conduct, academic progress, schedule of classes and history as well as interview the student and key personnel that impact the student's ability to access the grade level curriculum. Specific evaluations/evaluation instruments to be completed are identified through this process. Once</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>







		<p><i>evaluations have been determined by the school psychologist, consent from parent/guardian is needed to start the eligibility process.</i></p> <p><i>Once a child has been evaluated and identified as a special education student there is consistent monitoring of progress:</i></p> <p><i>The reevaluation process, the review of progress reports, report cards, daily and weekly formal and informal teacher observation along with regular standardized and District assessments are used to track student progress and provide interventions as needed. A program is developed via an Individual Education Program (IEP) and appropriate placement are provided to address the specific needs, accommodations, modifications, and specialized instruction which have been identified through this evaluation process. The data provided by the MCAS results identify student's levels of proficiency. The School Improvement Plans and District Improvement Plan directly reflect areas in need of improvement within the special needs aggregate group furthering the District's work in improving proficiency.</i></p> <p><i>Artifacts:</i></p> <p><i>Referral Packets</i></p> <p><i>Referral Information Spreadsheet</i></p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">         C:\Users\magic\        Desktop\Recovery Pl     </div> <div style="text-align: center;">         C:\Users\magic\        Desktop\Recovery Pl     </div> <div style="text-align: center;">         C:\Users\magic\        Desktop\Recovery Pl     </div> </div>						
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**Action Step 3.6:** Review, revise and clarify the roles and responsibilities of all key personnel (e.g., principal, TEAM Chairperson, Special Education Teachers, Building Liaison, Parent Information Center, PAC, etc.) in the delivery and monitoring of Special Education programs and procedures.




Benchmark/Goal	Artifacts	Evidence/Comments	Assessment				
			N/A	0	1	2	3


<p>Developed a spreadsheet to collect data that demonstrates compliance in all areas of concerns.</p> <p>Spread sheet, data collection, accountability showing compliance in all cited areas.</p>	<p>Spread sheet, data collection, accountability showing compliance.</p>	<p><i>The Fall River Public School has reviewed, revised, and clarified the roles and responsibilities of key personnel in the delivery and monitoring of special education programs and procedures. The TEAM chairperson at all levels monitors compliance issues District wide. The Early Childhood, Elementary Level, Middle Level, and High School Level Team Facilitator's responsibilities vary according to the needs of the child.</i></p> <p><i>In addition, the special education clerks working collaboratively with team facilitators continuously monitor all compliance criteria.</i></p> <p><i>Artifacts:</i></p> <p><i>System Compliance Chart</i></p>  <p>C:\Users\magic\Desktop\Recovery Plk</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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**Action Step 3.7:** Review, revise and update all forms, procedures and processes identified by CAP SE and provide training to all FR personnel.


Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
<p>Building Liaisons and principals meet to review monitoring checklists and data from record reviews (see CAP SE), assess progress, and refine forms, processes, and procedures as needed. All school personnel (e.g., principals, Special Education teachers, regular education teachers, Building Liaisons, Evaluation Facilitator, Out-of-District Liaison, TEAM Chairperson, etc.) use the required procedures and processes and are clear about their roles and responsibilities in educating students referred to and/or participating in Special Education programs.</p>	<p>Agenda, meeting notes, materials, monitoring checklists and data from record reviews, and attendee list. Record of revisions needed for Fall River Special Education Procedural Manual.</p>	<p><i>A new Special Education Procedural Handbook was distributed to all principals, vice principals, guidance counselors, school adjustment counselors and special education liaisons. As checklists, progress, and procedures have been reviewed and monitored, it was the decision of the special education department to include an addendum to this handbook to address the protocol for students returning from hospitalization or lockup.</i></p> <p><i>Artifacts:</i></p> <p><i>Procedural Manual</i>  <i>Addendum</i>  <i>Training Agendas</i>  <i>Attendance Sheets</i>  <i>Record Reviews</i></p>     <p>C:\Users\magic\Desktop\Recovery Plk C:\Users\magic\Desktop\Recovery Plk C:\Users\magic\Desktop\Recovery Plk C:\Users\magic\Desktop\Recovery Plk</p>   <p>C:\Users\magic\Desktop\Recovery Plk C:\Users\magic\Desktop\Recovery Plk</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>



<p>school-based plans for common assessments; common assessments developed for targeted and identified student learning problems (i.e., either mathematics or English Language Arts/Reading; with a specific strand and standard focus).</p> <p>Fall River Public School principals and teachers access and use common assessment data to inform instruction and make adjustments in curriculum/programs. Fall River has multiple data sources and measures in place to identify student learning problems and successes at the elementary level.</p>	<p>student learning problems and goals statements; student work analysis; record of instructional decisions made based on formative assessment findings; record of decisions made (e.g., curriculum materials, programs, etc.) based on summative assessment results.</p>	<p><i>assessments that have been administered during the 2010-2011 school year to date.</i></p> <div style="text-align: center;">         roster of assessments-2.pdf     </div> <p><i>Since the last monitoring period, ELA 3-8 has added a second common ELA benchmark. In alignment with the curriculum, this benchmark assessed non-fiction standards in addition to re-assessing the fiction standard. A sample of the grade 4 non-fiction benchmark is included.</i></p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">         ExamView - Grade 4 Winter Drama.pdf     </div> <div style="text-align: center;">         ExamView - Grade 4 Fiction.pdf     </div> </div> <p><i>The first fiction benchmark given in November provided an opportunity for a District mid-course correction in elementary ELA. The benchmarks were created using MCAS release items. Therefore, benchmark performance can be checked against actual performance. At the elementary level, all subgroups, the aggregate, and all schools showed a decline in performance compared to when the item was actually administered as part of MCAS. Given the decline, the District used this data as an opportunity to initiate a mid-course correction. A District initiative began in early December on the use of the T-Chart as a tool to help students comprehend what they are reading. This practice was emulated from Silvia school which had been successfully implementing this teaching strategy. On the January 24<sup>th</sup> professional development day, all elementary teachers were given a full day of professional development by the literacy coaches on this strategy. From that point, all students in all schools were expected to keep a folder of revisions of open response reading comprehension items. Teachers were expected to provide regular feedback to students on how to improve their responses. Literacy coaches and principals supported and monitored this process. The mid-course correction had a positive impact as indicated by the second benchmark which re-assessed the fiction standard as well as non-fiction. In terms of multiple choice items measured in the second fiction benchmark, in the aggregate grades 3 &amp; 4 maintained, while grade 5 improved. For SPED, grade 3 maintained and 4 and 5 improved. For ELL, 3 &amp; 4 declined slightly and grade 5 improved. For the open response items, all</i></p>						
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		<p>grades improved in the aggregate. SPED grade 3 and ELL grades 3&amp;4 showed a decline, but SPED grades 4&amp;5, and ELL grade 5 improved. All this data plus the data from other benchmarks can be found in the attached file.</p> <p style="text-align: center;">             Mid Year Data Report 2010_2011_M         </p>						
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**Action Step 4.2: Provide professional development to school level educators on how to utilize the data warehouse; &**

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
<p>School based teams at the elementary level request and/or access classroom data. Technical assistance provided as needed.</p> <p>Each Fall River elementary school staff analyze multiple measures, multiple data sources and best practices/research to identify, address, monitor and resolve student learning problems. All schools report improved student learning results in mathematics and ELA/R.</p>	<p>Record of requests made and/or reports generated; records of technical assistance provided (e.g., (e.g., time, location, needs, resolution, etc.).</p>	<p><i>As reported in the previous monitoring period, the director of assessment has made available an assessment calendar for the District. All assessments have been administered as planned.</i></p> <p><i>The director of assessment has continued to hold open lab for data support and training around accessing and analyzing data through various technological databases (testwiz, x2, data warehouse, and excel). In addition, we provided professional development to all elementary literacy coaches to support data analysis of the newly created ELA benchmarks.</i></p> <p><i>Currently, school-based coaches and administrators have technological access to data. We are expanding this access to data to teachers through a pilot at 2 of our 3 level 4 schools. Doran and Kuss received school-wide trainings in the use of test wiz. Teachers from these schools have individual teacher accounts with access to their student's historical academic benchmark data. These teachers now have increased capabilities to make timely instructional decisions based on data. Based on the success of this pilot program more schools will be trained and supported with teacher accounts for 2011-2012.</i></p> <p style="text-align: center;">             Dates of Test Wiz trainings.pdf         </p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Action Step 4.3: Provide professional development to school level educators on how to analyze and use the data to improve/target instruction.**








Benchmark/Goal	Artifacts	Evidence/Comments	Assessment				
			N/A	0	1	2	3



<p>Common assessment items developed around identified student learning problems and goals; review of data plan and capacity issues discussed (including potential additional FTE and/or an online assessment system); school based teams share findings and results. Instructional coaches and principals provide professional development on the use of data analysis protocols for analysis of data, especially common assessment and student work data.</p> <p>Each Fall River elementary school staff analyze multiple measures, multiple data sources and best practices/research to identify, address, monitor and resolve student learning problems. All schools report improved student learning results in mathematics and ELA/R.</p>	<p>Listing of school based team sessions held; agenda, materials and evaluation summaries; 100% of school data use plans indicate widespread use of multiple types and measures of data; school analysis of data and findings; school student learning problem statements and SMART goals; data analysis protocols; observations of data team meetings (video and/or audio recordings) indicate use of protocols.</p>	<p><i>As reported in the previous monitoring period, the work of TERC around the Using Data project has continued through the fourth monitoring period. School-based data teams have continued to work with TERC in the Using Data process. TERC provides professional development for staff in three ways: District-wide sessions (January 11 and March 2), onsite technical assistance to individual schools (see attached technical assistance document), and online technical assistance through Moodle. In January all schools were working on a student learning problem. Since then data teams have been busy working on high priority causes, a logic model and an action plan. We have attached two samples from schools that are more advanced in the process. All action steps are posted to Moodle where other FRPS and TERC staff provide feedback.</i></p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">         UDP Tech Assist.pdf     </div> <div style="text-align: center;">         DurfeeLogic_Model_vocab.pdf     </div> <div style="text-align: center;">         DurfeeCauses.pdf     </div> <div style="text-align: center;">         DurfeeAction_Plan_Template-Vocab.pdf     </div> </div> <div style="display: flex; justify-content: space-around; align-items: flex-start; margin-top: 10px;"> <div style="text-align: center;">         SilviaCauses.pdf     </div> <div style="text-align: center;">         Silvia_ESilvia_Action_Logic_Model_Silvia_E Template_G5_ELA_of S.pdf     </div> </div> <p><b>Outcomes</b>  <i>The TERC staff conducted an evaluation of the degree of implementation for the District. Measures were rated on a 1- 4 level indicating no (level 1) implementation to full (level 4) implementation. An evaluation conducted by the TERC staff indicates that the structure of data teams and collaborative inquiry around data is consistently in place across the District (level 4). Other areas of partial implementation included data plans and principals support for data teams. Areas of beginning implementation (level 2) include efficacy of action plans, and capacity to make instructional decisions around data (see attached outcome report).</i></p> <div style="text-align: center; margin-top: 10px;">         Fall River UD Outcomes 2010-13 JI     </div> <p><i>The District expectation is that school based data action plans serve as the drivers and integral parts of the 2011-2012 School Improvement Plans. See SIP Timeline and action step T&amp;L 1.2 for more detail.</i></p>	<input type="checkbox"/>			<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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		 School Improvement Plan Timeline.pdf							
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Teaching & Learning	<b>Strategy 5:</b> Evaluate all programs and services utilizing standardized procedures according to a regular timeline to effect periodic improvements to programs and practices.	Key: N/A=Not Assessed 0=Undeveloped 1=Under-developed, 2=Developing 3=Practices & Resources in Place 4=Fully Embedded & Sustainable
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**Action Step 5.1:** *Develop and implement a Program Evaluation process that will allow FR Public Schools to accurately and consistently identify whether establish programs are meeting specified outcomes, and if not, make needed changes.*

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
<p>ILT has held 12 meetings, at least 7 programs evaluated, new programs identified for review, evaluation reports and data reviewed; recommended changes articulated and communicated to key stakeholders and implementers.</p> <p>FRPS will report accurately and consistently on performance and results of program outcomes on student achievement.</p>	<p>ILT meeting agenda and minutes, 6-10 program evaluation reports (including recommendations and new program reviews. student achievement and other data used), listing of key stakeholders and implementation personnel to whom report communicated; approved action plans for 6-10 programs evaluated from Sept-June.</p>	<div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="text-align: center;"> ILT notes 1-10-11.pdf</div> <div style="text-align: center;"> ILT agenda 12_2_10.pdf</div> <div style="text-align: center;"> Coach Exec Summ.pdf</div> <div style="text-align: center;"> Coach final report 6_14.pdf</div> <div style="text-align: center;"> Coach Eval Summary ILT Update.pdf</div> <div style="text-align: center;"> Coach Prog Eval Update 4-29 ILT.pdf</div> <div style="text-align: center;"> FRPS Instructional Coaching Evaluation I</div> </div> <p><i>The District's program evaluator has engaged in a strategic evaluation process with members of the Instructional Leadership Team, the District Leadership Team, and the OOI as two comprehensive program evaluations were conducted.</i></p> <p>1) <i>Evaluation of Coaches: The evaluation of instructional coaching in the District was initiated by both the School Committee and the ILT. The purpose of this evaluation was to gain insight into: the professional experience and credentials of the District's Mathematics and ELA coaches; ways in which coaching was implemented across the District; roles and responsibilities of coaches; conditions that facilitated successful coaching; and barriers that challenged effective coaching from taking place. Since the evaluation questions were shared with the ILT on December 2, 2010, the</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

		<p><i>evaluator created an Evaluation Plan that incorporated the team’s feedback (see attached Coach Evaluation Plan). The plan was subsequently brought before and approved by the Curriculum and Instruction Sub-Committee of the Fall River School Committee. Throughout the data collection phase, the evaluator shared findings with the ILT (see examples of ILT agenda and notes above). ). One of the key findings that impacted program change was that many of the coaches (particularly ELA coaches) needed additional clarity about the rationale behind District reform efforts that impacted teaching and learning in the classroom. Subsequently, both the Director of Professional Development and the Chief Academic Officer focused on this issue during District-wide coaches meetings. This resulted in increased clarity on the part of the coaches regarding why the District was focusing on specific areas of teaching and learning; in turn, this knowledge was passed onto teachers, who embraced the reform efforts with greater enthusiasm and teaching capacity. The evaluation final report (see attached) and Executive Summary (see attached) were distributed to the Curriculum and Instruction Sub-Committee on June 7, 2011. The evaluator provided the committee with an overview of the Executive Summary; the committee voted to discuss the evaluation at the next full School Committee meeting. The evaluation report was approved by the full School Committee on June 13, 2011.</i></p> <p><i>2) Evaluation of Guidance Re: College and Career Readiness: ILT members were interested in understanding the ways that middle school and high school guidance counselors were moving the District’s agenda forward with their students, and how their approaches were tailored to meet the needs of Special Education and ELL students. The ILT shared their questions that they wished to be addressed in the program evaluation with the evaluator during the ILT’s December meeting (see agenda in Strategy 5.1). Using these questions as a springboard, the evaluator developed an Evaluation Plan that was subsequently approved by the ILT. (See attached Guidance Evaluation Plan). During the data collection phase, the evaluator shared findings on an ongoing basis with the ILT. The data collection process is in the final stages; an Executive Summary and Final Report draft will be shared with the ILT at the next meeting scheduled for June 23, 2011.</i></p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">         Guidance Eval Plan.pdf     </div> <div style="text-align: center;">         Guidance Prog Eval Update.pdf     </div> </div>						
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**Action Step 5.2:** Set measurement criteria that the District will use to assess its effectiveness.

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
<p>ILT monitors measurement criteria, time line and effectiveness of programs on students' achievement.</p> <p>Fall River will have established program evaluation criteria that will measure the effectiveness of its programs on an ongoing basis.</p>	<p>ILT agenda; evaluation documents</p>	<p><i>As outlined in the District's Recovery Plan, Stufflebeam's CIPP model, a comprehensive framework for conducting formative and summative program evaluations, guided all phases of the coaching and guidance evaluations. To review, the model's core concepts are denoted in its acronym:</i></p> <ul style="list-style-type: none"> <li>• <b>C</b>ontext – reflects the environment, identifies needs, and forms goals and objectives</li> <li>• <b>I</b>nput – assesses the competing ways to achieve the goals specified in the context evaluation, examines strategies and resources</li> <li>• <b>P</b>rocess – Monitors implementation, how the program operates</li> <li>• <b>P</b>roduct – Program outcomes</li> <li>• </li> </ul> <p><i>This model was included as an appendix to the District Improvement Plan (see page 24 of the DIP) that was approved by the School Committee on November 8, 2010. The following sections outline the application of the model's core concepts for each of the two evaluations.</i></p> <p><b>1. Coach Evaluation:</b></p> <ul style="list-style-type: none"> <li>• <b>C</b>ontext – At the December 2, 2010 ILT meeting, a formal agreement was reached on the goals and expectations of the evaluation process.</li> <li>• <b>I</b>nput –The evaluator interviewed two District administrators, five principals, X coaches and 12 teachers, in order to incorporate the voices of a wide range of District personnel who interacted with the coaches. <b>P</b>rocess – The evaluator conducted 15 observations of coaches and teachers working in and out of the classroom.</li> <li>• <b>P</b>roduct –The evaluator identified the impacts of coaching on teaching and learning. Enablers and barriers to successful coaching and recommendations for improving coaching in the future were included in the final report.</li> </ul> <p><b>2. Guidance Evaluation:</b></p> <ul style="list-style-type: none"> <li>• <b>C</b>ontext – At the December 2, 2010 ILT meeting, a formal agreement was reached on the goals and expectations of the evaluation process.</li> <li>• <b>I</b>nput –Every middle and high school guidance counselor in the District participated in either an individual interview or</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

		<p>a focus group led by the evaluator. Recognizing the importance of including student and parent/guardian voices into the evaluation, the evaluator conducted three additional focus groups. The composition of these groups included: 1) Durfee juniors focusing either on college or career or both; 2) Durfee seniors who are pursuing either college or career or are undecided; and 3) members of the Durfee Parents' Advisory Group.</p> <ul style="list-style-type: none"> <li>• <b>Process</b> – The evaluator attended guidance-sponsored events, e.g. Credit for Life.</li> <li>• <b>Product</b> – The final report will include a summary of the ways that guidance counselors interpret and implement the District's college and career focus. Best practices and recommendations for strengthening guidance's role with regards to college and career readiness in the future will be included in the final report (forthcoming).</li> </ul>						
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**Action Step 5.3:** Identify the outcomes of each program and how they connect the District's strategic plan and the DIP.

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
<p>Alignment findings with DIP Planning Team; evaluation report findings shared with DIP Planning Team; evaluation report and alignment report used to inform content of DIP.</p> <p>Review Alignment and evaluation reports; agenda, minutes and materials from DIP planning sessions; DIP draft in process utilizes measures aligned with program evaluation initiatives. Plan to sustain programs and identify new initiatives for evaluation.</p> <p>Program outcomes are based on student</p>	<p>Alignment and evaluation reports; agenda, minutes and materials from DIP planning sessions; DIP draft in process utilizes measures aligned with program evaluation initiatives.</p> <p>ILT reviews outcomes for year and identifies action plan for SY2010-2011. Minutes of meeting measuring program evaluation outcomes.</p>	<p>The District Improvement Plan (DIP) highlights increase achievement across in ELA and Mathematics across subgroups. Recognizing that instructional coaches are key to this improvement, the District Instructional Leadership Team (ILT) selected the evaluation of instructional coaches a priority for this year. See T&amp;L 5.1 for details and findings of this evaluation. Consequently, the coaching evaluation assessed the added value of coaching with regards to working with these two student populations. This has been accomplished by including specific questions related to these two populations in the interview and focus group protocols; as well, special education and ELL students were included in every classroom observation conducted for the coach evaluation. Findings from this evaluation support and/or influence the District's ability to advocate for budgetary resources for coaching, revisions for to the coaching program, directions for professional development (see Literacy Action Plan), and highlight a focus for the School Review Visits (see 6.7 for more detail).</p> <p>The DIP calls for greater communication with parents and caregivers and sets the mission of FRPS to prepare students for college and careers. In meeting this goal, the ILT has identified guidance staff as a crucial body to meeting these goals. Consequently, guidance was the second program selected for evaluation priorities for this year, recognizing that they are critical to the</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

<p>achievement and other local data; baseline data exists for ascertaining progress toward identified student learning goals. Program evaluation procedures identify progress or lack of progress; strengths and weaknesses of programs.</p>		<p><i>achievement of the District's student performance outcomes in the current DIP. The guidance evaluation is focusing on the vision captured in our DIP related to college and career readiness. Specifically, it is fundamental that all FRPS students are being advised and encouraged to take rigorous courses that are included in pathways that will lead to their ongoing success. Through interviews and focus groups with guidance counselors the evaluator has been gaining insight into the structures that are in place that facilitate challenging yet attainable course placements, especially as students transfer from middle school to high school, and from high school to college. The alignment of curriculum with students' needs, the degree to which parents are aware of their children's progress in meeting their academic goals, and the extent to which course placement is driven by ongoing data analysis are also being addressed in this evaluation. See T&amp;L 5.1 for more detail on guidance evaluation. Initial findings indicate a need to centralize guidance into existing District systems. As such, an additional District vertical team including guidance, student adjustment counselors, and school-based wellness representatives has been newly formed.</i></p>						
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**Action Step 5.4: Create customized tools to evaluate programs and services.**

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
<p>Continue to monitor evaluation process and program impact on student achievement. Identify programs for evaluation in SY 2010-2011</p> <p>Fall River will have established program evaluation template that integrates criteria for program outcomes based on student learning data. The template allows Fall River to consistently measure the effectiveness of its programs on an ongoing basis.</p>	<p>ILT Agenda and minutes</p>	<p><i>The development of the evaluation tools has been guided by the questions that the evaluation methods were designed to address. They were created for the evaluations discussed in T &amp; L 5.1, subsequent to the ILT's approval of the evaluation plans.</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Action Step 5.5: ILT meets quarterly to make necessary changes to the Strategic Plan, District Improvement Plan and School Improvement Plans as recommended by**



Program Evaluation findings.								
Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
<p>ILT reviews findings and recommendations of 6-10 Program Evaluations Reports and identifies implications for needed changes to Strategic Plan, District Improvement Plan and School Improvement Plans as recommended by Program Evaluation findings. Changes are informed by best practice and articulated as specific and measureable goals.</p> <p>Program Evaluation reporting period for year one completed. Changes in District and school related plans made for SY 2010-2011.</p> <p>FRPS uses the program evaluation findings, student achievement data and best practices to identify and make necessary changes and adjustment in programs and services so that students are better able to meet their achievement goals.</p>	<p>ILT meeting agenda and minutes, 6-10 program evaluation reports, changes to Strategic Plan, District Improvement Plan and School Improvement Plans identified and noted. Listing of best practice resources utilized, if needed.</p>	<p><i>Program Evaluation becomes an input to creating and revising the District Improvement Plan. The Instructional Leadership Team (ILT) is the vehicle through which this occurs. The ILT continued to meet during the 4<sup>th</sup> monitoring period where results of program evaluations were discussed. A culminating meeting is scheduled for June 23<sup>rd</sup>, where vertical curriculum teams will present findings and recommendations for next steps to continue that work (see T&amp;L 6.2) to the 2011-2012 academic year.</i></p> <p><i>Since Office of Instruction School Review Partners sit on the Instructional Leadership Team, they will embed the findings from the vertical teams into the School Review Process, through visits and supporting school-based leadership teams with preparing school improvement plans.</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Strategy 6:**



Develop a guaranteed viable curriculum that is aligned with the MA DESE Curriculum Frameworks to be completed by August 2010.


Key: N/A=Not Assessed  
 0=Undeveloped  
 1=Under-developed, 2=Developing  
 3=Practices & Resources in Place  
 4=Fully Embedded & Sustainable

**Action Step 6.1:** *Create a curriculum renewal plan to develop, design and evaluate curriculum as necessary on an ongoing basis.*

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment				
			N/A	0	1	2	3
<p>Implement year 1 of Fall River 5 year Curriculum Development and Renewal Plan.</p> <p>Fall River Public schools has a process and procedure in place for developing and renewing all FRPS curriculum over 5 years. Curriculum developed is viable and aligned with Massachusetts state standards. Students will have access to curriculum content that is aligned to state assessments. Student scores will improve.</p>	See action steps 6.2 and 6.3	<p><i>Curriculum alignment continued to progress. ESL curriculum was completed (see T&amp;L 2.10 for a description). Middle school Social Studies (grades 7 – 8) and Science completed alignment and created common units of study accompanied by District-wide assessments. Each unit was framed with essential questions. Classroom activities, projects, and assessments were aligned with Common Core Literacy standards. We provide a sample unit from Grade 7.</i></p> <p> Ancient Rome Unit 7th Grade.pdf</p> <p><i>Elementary Physical Education staff came together for the first time as a group to create a PE/Health curriculum. This work was completed under the direction of The Fall River School Wellness Coordinator, a community partner.</i></p> <p><i>Vertical teams of teachers continued to support the curriculum renewal plan, which was outlined in the last monitoring period. See FRPS Renewal plan for details.</i></p> <p> FRPS 6_1 Renewal Plan.pdf</p> <p><i>The curriculum renewal work focused on the following:</i></p> <ul style="list-style-type: none"> <li>• Literacy (K-12)</li> <li>• Mathematics K-7</li> <li>• Algebra (grades 8-9)</li> <li>• Elementary Science</li> </ul> <p><i>These efforts are described in detail in T&amp;L 6.2.</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**Action Step 6.2:** Continue to support the work of the K-12 vertical teams in each content area to revise and align the curriculum in their area.

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
<p>Curriculum development continues as per curriculum Development and Renewal Plan. Year end meeting to plan for 2010-2011 dissemination of curriculum.</p> <p>Fall River Public schools has a process and procedure in place for developing and renewing all FRPS curriculum over 5 years. Curriculum developed is viable and aligned with Massachusetts state standards. Students will have access to curriculum content that is aligned to state assessments. Student scores will improve.</p>	<p>Agenda, minutes and materials used at VT Meetings; draft of curriculum being developed; template and rubric used for curriculum development includes Massachusetts state standards.</p>	<p><u>Algebra Vertical Team:</u>  <i>The Algebra vertical team consists of teacher, coach, and administrator representatives from all middle schools, RPS, and Durfee High School. The committee was charged with the work of creating Algebra MAPS for a grade 8 honors Algebra group, and a “college prep” grade 8 Algebra group, with consideration of alignment to the Common Core. The maps are in their final stages as well as selection of an Algebra text for the college prep group. The maps were created in the format of the mathematics curriculum maps created previously for grades K-7. This alignment will support vertical consistency across the District. Their findings and requests for next steps will be presented to the Instructional Leadership Team on June 23<sup>rd</sup>.</i></p> <p><i>Attached are the curriculum maps for grade 8 Algebra.</i></p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">               Updated Table for              Grade 8 Curriculum         </div> <div style="text-align: center;">               Updated_Table_for_              MGrade_8__Transition:         </div> </div> <p><u>Mathematics Liaison Network</u></p> <p><i>The mathematics K-7 maps are in their second year of implementation. To gather feedback from teachers on the efficacy of the maps, and to move forward with revisions that will align the current maps to the common core, a vertical mathematics liaison network of Pre-K to 7 educators was formed. The purpose of the Mathematics Liaison Network is to support District-wide efforts to improve the teaching and learning of mathematics in the Fall River Public Schools. Through a collaborative effort, the network will share best practices and recommend actions on the following topics:</i></p> <ol style="list-style-type: none"> <li><i>1. Aligning the current Mathematics Maps to the Common Core</i></li> <li><i>2. Creating common units of study that align to the curriculum maps</i></li> <li><i>3. Identifying professional development needs</i></li> <li><i>4. Developing formative Assessments</i></li> </ol>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		<p style="text-align: center;"><i>5. Embedding Literacy Skills into the instruction of Mathematics</i></p> <p><i>This network was facilitated by the math coaches in the District, as their knowledge of the curriculum and maps are best suited to examine the vertical placement of resources and necessary revisions. The network initially focused on professional development around the common core and then later mapping existing maps to the common core. Their findings and requests for next steps will be presented to the Instructional Leadership Team on June 23<sup>rd</sup>.</i></p> <p><u><i>Elementary Science Liaison Network</i></u></p> <p><i>The Science vertical team identified elementary science as an area in need of examination. In addition, work from the literacy action team around non-fiction text comprehension also begets increased attention to science literacy in the early grades. As a result, the elementary science liaison network was formed. The network includes teachers across K-5 and is being facilitated by members of the science vertical team.</i></p> <p><i>The purpose of the Elementary Science Liaison Network is to set a course of action for the current state of elementary science curriculum and instruction in the Fall River Public Schools. Through a collaborative effort, the network will share best practices and recommend actions on the following topics:</i></p> <ol style="list-style-type: none"> <li><i>1. Embedding Literacy Skills into the science curriculum</i></li> <li><i>2. Time allotted for science instruction</i></li> <li><i>3. Curriculum materials and alignment</i></li> <li><i>4. Assessments</i></li> <li><i>5. Professional Developmental needs</i></li> </ol> <p><i>Their findings and requests for next steps will be presented to the Instructional Leadership Team on June 23<sup>rd</sup>.</i></p> <p><i>Attached is the draft version of the elementary science action plan.</i></p> <div style="text-align: center;">  <p>Literacy_Science_Proposal (2).pdf</p> </div> <p><i>The Literacy Action Plan team has decided to embed the recommendations into the Literacy Action plan (see LAP below).</i></p>						
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Literacy Action Plan

*The lack of improvement in ELA over the years, the poor performance on District literacy benchmarks, observational data of classroom instruction, and the onset of the common core demand the need for a comprehensive plan around literacy. As such the District, with guidance from Julie Meltzer and colleagues at Public Consulting Group*

*<http://www.publicconsultinggroup.com/index.html>*

*convened a group of stakeholders to take on the task of creating a Literacy Action Plan.*

*See [www.doe.mass.edu/literacy/presentations/Literacy%20Guidelines.doc](http://www.doe.mass.edu/literacy/presentations/Literacy%20Guidelines.doc) for the specific steps. The group included central administration staff, teachers, coaches, and school-based administrators across all levels and content areas. Being mindful of the need for community involvement, we also included a parent liaison and two high school students. The plan emphasizes consistency across the District, implementation of a 3-tier model of instruction, professional development for teachers and the call for a District-wide data team. The summary statements and the draft plan is included. A final meeting is scheduled for June 16<sup>th</sup> and a finalized plan is expected to be presented to the Instructional Leadership Team on June 23<sup>rd</sup>.*



Fall River  
Summary.pdf



Fall River District  
Literacy Action Plan\_I

**Action Step 6.3: Categorize the standards and benchmark to determine when they will be taught within the year.**



Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
<p>Stakeholder review</p> <p>Fall River Public schools has a process and procedure in place for developing and renewing all FRPS curriculum over 5 years. Curriculum developed is viable and aligned with Massachusetts state standards. Students will have access to curriculum content that is aligned to state assessments. Student scores will improve.</p>	<p>ILT minutes; VT minutes, design team documents; stakeholder review feedback</p>	<p>ELA PreK- 12 unpacking benchmarks were completed as reported in the previous monitoring report. Our continuation of this work is described in T&amp;L 6.2, Literacy Action Plan.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Action Step 6.4: Seek the input and feedback of the teachers on the alignment of the curriculum.**

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
<p>Design team to review feedback form teacher survey, finalize summer work for refining and evaluating curriculum.</p> <p>FRPS has a process and procedure in place for developing and renewing all FRPS curriculum over 5 years. Curriculum developed is viable and aligned with MA state standards. Students will have access to curriculum content that is aligned to state assessments. Student</p>	<p>Based on stakeholder feedback Curriculum development continues as per curriculum Development and Renewal Plan. Year end meeting to plan for 2010-2011 dissemination of curriculum and continued review of viable curriculum; review Curriculum Process Time Line Calendar.</p>	<p>All working curriculum groups as described in 6.2. include teachers and teacher input. In particular, a result of the literacy action plan and audit led us to consider a new elementary core reading program. As part of the selection process, we sought formal feedback from 4 teacher/staff stakeholder groups:</p> <p>(1) Superintendent’s teacher advisory group                      (2) ESL Resource Team                      (3) ELA Elementary Coach Group                      (4) Literacy Action Plan Team</p> <p>The evaluation led to a recommendation to adopt Reading Street as the new elementary core program. This recommendation was approved by the School Committee on June 13<sup>th</sup>. Attached is the summary of the evaluation.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

scores will improve.		 ELA Elementary Core Program Proposal.pdf							
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**Action Step 6.5:** *Select the assessments that will evaluate if students are meeting the standards.*

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
Stakeholder review of benchmark assessment  Fall River Public schools has a process and procedure in place for developing and renewing all FRPS curriculum over 5 years. Curriculum developed is viable and aligned with Massachusetts state standards. Students will have access to curriculum content that is aligned to state assessments. Student scores will improve.	Curriculum development continues as per curriculum Development and Renewal Plan. Year end meeting to plan for 2010-2011 dissemination of curriculum.	This action step is described in T&L6.1, T&L6.2, and T&L4.1. District wide standards based common assessments are available for K-12 across various content areas. See the attached roster for an updated list.   roster of assessments-2.pdf  In addition, the Literacy Action Plan has identified improved assessment and teacher knowledge of as a key goal to improving literacy in the District. See page 10 and 11 for details of this goal.   Fall River District Literacy Action Plan_I	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**Action Step 6.6:** *Provide professional development to teachers to implement the curriculum.*

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
When content specific curriculum is available, provide PD for teachers on newly aligned curriculum.  The District has a process and procedure in place for developing and renewing all FRPS curriculum over 5 years. Curriculum developed is viable and aligned with MA state standards. Students will have access to curriculum	Agenda, attendee list, syllabus  Curriculum development continues as per curriculum Development and Renewal Plan. Year end meeting to plan for 2010-2011 dissemination of curriculum.	<i>Professional Development on curriculum implementation continues to be delivered on an on-going basis. See action steps T&amp;L 2.7, 2.9 &amp; 2.10 for specifics.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

content that is aligned to state assessments. Student scores will improve.									
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**Action Step 6.7: Conduct a curriculum audit of the core academic programs.**

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
<p>Begin to ensure equity across all school with aligned curriculum resources</p> <p>Equity of resources available in all school, all grade levels</p> <p>Fall River Public schools has a process and procedure in place for developing and renewing all FRPS curriculum over 5 years. Curriculum developed is viable and aligned with Massachusetts state standards. Students will have access to curriculum content that is aligned to state assessments. Student scores will improve.</p>	<p>Draft of standards based curriculum documents; School inventory documents</p> <p>Fall River K-12 ELL academic language, visualizations, manipulative materials, inclusive and engaging content, etc. Implications for Curriculum Development and Renewal Plan integrated. Curriculum Development begins as per year 1 of Curriculum Development and Renewal Plan.</p>	<p><i>As stated in the previous monitoring report, there are two avenues for curriculum auditing. One way is the Curriculum Renewal Process; in particular, Stages 2 and 3 help monitor the need for revisions. This work is conducted under the Instructional Leadership Team via the Vertical Teams. See T&amp;L 6.2 for detail on that work this monitoring period. The second way in which the curriculum is audited is on a school by school basis. As part of the School Review Visit process, OOI partners regularly monitor the implementation of curriculum maps and report out weekly on progress in each school. Two major themes emerged from this work. First, in the area of ELA at the elementary level, a lack of consistency around early literacy skills was noted. In particular, systematic phonics instruction was not evident in many classrooms within and across schools. This finding, triangulated with ELA data and the assessment of the Literacy Action plan, influenced the pursuit of selecting a new core reading program at the elementary level. See T&amp;L6.4 for more information on the selection process. A second finding was that, especially in the area of mathematics, many principals often relied on the content experts (coaches or department heads) to monitor the curriculum. However, the efficacy of this approach varied from building to building depending on the school-based structures that are in place. This finding, in correlation with the program evaluation on coaching, point to the need for the office of instruction to clarify and monitor how coaches and or department heads are used as leaders in the schools.</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>


Teaching & Learning	<p><b>Strategy 7:</b></p> <p>Focus and coordinate all District strategic efforts and plans to ensure that the stated goals are achieved.</p>	<p>Key: N/A=Not Assessed 0=Undeveloped 1=Under-developed, 2=Developing 3=Practices &amp; Resources in Place 4=Fully Embedded &amp; Sustainable</p>
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**Action Step 7.1: Conduct a public engagement campaign to improve communication and awareness.**

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment				
			N/A	0	1	2	3


<p>Stakeholder group (e.g., parent, business, community representatives, principals, etc.) established and working sessions convened; venues available for communication (e.g., PACs, FRED, Fall River Public Schools website, City of Fall River website, Parent Information Center, etc.) identified and prioritized; communication plan developed with timelines and potential topics and data to be shared each month based on RP and DIP.</p> <p>The strategic plan, DIP and SIPs will serve as the guidepost for all FRPS initiatives.</p>	<p>FRPS monthly progress reports</p> <p>DESE monitor’s progress report</p>	<p><i>In the previous monitoring period, the District describes the rationale and beginning efforts to reach out and communicate with parent and community stakeholder groups. One reason being that it emerged as driver in scenario planning, which includes community stakeholders. Continuing that trend, we also included parents on and a community stakeholder on literacy action planning team.</i></p> <p><i>In addition, the District established a communication policy, created a FTE community worker position, and staffed the Parent Information Center with bilingual staff. A highlight of these efforts was a community education forum put on by the Fall River Public Schools in conjunction with mayor’s office. The topic of the forum was College and Career Readiness. The Superintendent and Chief Academic Officer presented on the topic, followed by a panel discussion with principal representatives. Attached is the advertisement for the forum and accompanying power point.</i></p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Education_Forum.jpg</p> </div> <div style="text-align: center;">  <p>CCR.pdf</p> </div> </div> <p><i>The forum, the first of its kind, was deemed a success with a standing room only crowd. A second forum around the area of wellness is planned to occur in the Fall.</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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**Action Step 7.2:** Align the budgeting process based on student needs.

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
<p>Same as 7.1</p> <p>The strategic plan, DIP and SIPs will serve as the guidepost for all FRPS initiatives.</p>		<p><i>The DIP lifecycle indicates that District and school-based priorities should influence budgetary decision making. The District gives principals control over making adequate budgetary decisions. See budget template.</i></p> <div style="text-align: center;">  <p>Budget Template for Schools (1).pdf</p> </div> <p><i>For example, a focus on social and emotional skills and wellness has led the Viveiros school to create a redesign plan that includes additional FTE’s in the area of school adjustment and school psychology. The School Committee has</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

		approved that redesign plan and the new FTE positions are posted. A similar process occurred for other school-based stakeholder groups.						
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**Action Step 7.3:** Develop groups of stakeholders that can advocate for the resources necessary to implement the FRPS strategy.

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
Same as 7.1  The strategic plan, DIP and SIPs will serve as the guidepost for all FRPS initiatives.		<p><i>In the previous monitoring period, we listed the various partners including: 21<sup>st</sup> Century, School-based Stakeholder Groups, District Parent/Community Planning Committee, and the Superintendent’s (teacher and parent) advisory councils. These partnerships continue to grow and gain traction in supporting education. For example, the 21<sup>st</sup> Century program has extended their partners to include the Center for Civic Engagement at UMass Dartmouth. UMass Dartmouth students from America Reads volunteer in the 21<sup>st</sup> century afterschool program. This summer, the 21<sup>st</sup> century will be able to send its students to UMass Dartmouth for a week of learning and 6 UMass Dartmouth students will in turn work for the program.</i></p> <p><i>In addition to support in education services, stakeholder groups are beginning to emerge as political allies for advocating the mission of the FRPS. Amidst, the budget crisis we are currently facing the members of the Superintendent’s teacher and parent advisory groups publicly engage in garnering support for a level service budget. In addition, the Superintendent sits on the Fall River Chamber of Commerce’s Education committee. Members of the Fall River Chamber of Commerce have also publicly advocated for a level service budget on education through written and verbal statements. On a grass roots effort, a new parent group has developed, “Fall River Parents SOS” (Save Our Schools). It currently has over 200 members and regularly posts updates on School Committee and city council meetings and encourages members to attend such.</i></p>  <p>Supt. Teacher and Parent Advisory Grou</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

## HUMAN RESOURCE MANAGEMENT

HR Management	<p><b>Strategy 1:</b></p> <p>Recruit, screen, and hire an experienced and qualified Human Resources Director to lead the Human Resources department and to continue to address the findings and recommendations in the DESE Accountability and MASBO reviews.</p>	<p>Key: <b>N/A=Not Assessed</b>  <b>0=Undeveloped</b>  <b>1=Under-developed,</b>  <b>2=Developing</b>  <b>3=Practices &amp; Resources in Place</b>  <b>4=Fully Embedded &amp; Sustainable</b></p>
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### Action Step 1.8: Transition in HR executive director.








Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
Interim Recovery Human Resource Director provides training, mentoring and guidance to the permanent candidate for Human Resource Director once hired.	Mentoring/training plan developed with benchmarks.	<p><i>On- going support and professional development accessed through Interim Recovery HR consultant and training.</i></p> <p><i>Evidence:</i></p> <ol style="list-style-type: none"> <li>1. <i>summary report provided</i></li> <li>2. <i>HR recovery portion updated</i></li> <li>3. <i>Recruitment Effort plan with goals</i></li> <li>4. <i>HR Change in hiring practices</i></li> </ol> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">               hr strategy 1.pdf         </div> <div style="text-align: center;">               HR recovery portion2 w impact.pdf         </div> </div> <div style="display: flex; justify-content: space-around; align-items: flex-start; margin-top: 10px;"> <div style="text-align: center;">               HR change in hiring practices.pdf         </div> <div style="text-align: center;">             hr strategy 1.8 evidence jan11- june11.pdf         </div> </div> <div style="margin-top: 10px;">             recruitment goals.pdf         </div>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>ADDITIONAL GOAL</b> Address the		<div style="text-align: center;">               Copy of HQT monitoring data sheetmms.pdf         </div> <div style="margin-left: 150px;">             sample HR support securing lic.pdf         </div>						







needs related to waivers, licensure and HQT .		sample HR support securing lic.pdf							
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HR Management	<b>Strategy 2:</b> Identify and address the needs of building level administrators with input from a representative committee.	Key: N/A=Not Assessed 0=Undeveloped 1=Under-developed, 2=Developing 3=Practices & Resources in Place 4=Fully Embedded & Sustainable
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**Action Step 2.1:** All FRPS principals will work with the Superintendent and central office staff to determine areas of need for building level support.

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
Principals hold at least 2 working meetings to identify areas of support.	Meeting agenda and minutes. Principals' draft document describing areas of need.	<p><i>Meetings were held in Jan. March, April, May and June (multiple mtgs in June)</i></p> <ol style="list-style-type: none"> <li>Regular Principal's Meeting</li> <li>Workshop on Difficult Conversations</li> <li>Workshop on Legal Issues to Avoid</li> </ol> <p> principal mtg minutes 1-14-10.pdf</p> <p> Principal meeting Notes from March 11, 2011.pdf</p> <p> Principal's Mtg. Minutes 4.8.pdf</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>ADDITIONAL GOAL</b> Provide support to principal and other evaluators on writing improvement plans, following the process, managing difficult conversations	Improvement plans Termination packets Progressive discipline applied, memos, agendas, sign up emails	<p><i>The outcomes of meetings with principals and observations from Central Office Administrators resulted in the development of professional development focused on the skill of having difficult conversations when providing feedback or managing employee discipline.</i></p> <p> EAP support2.pdf     HR support evaluations- EAP1.pdf</p>						

		 HR support evaluations- EAP2.pdf      support for evaluations1.pdf  support for evaluations2.pdf      EAP support1.pdf						
<b>ADDITIONAL GOAL</b> Provide support to principal and other evaluators in supporting new teachers.	Strong mentoring and induction program, mentor/mentee match ups.	<i>The need for mentoring and induction of new teachers increased substantially with first and second year teachers hired to fill vacancies. The retirement of the long time Mentor Coordinator provided an opportunity to restructure the delivery of support to the mentees and target the preparation and selection of mentors.</i>  <i>The Mentor Coordinator responsibilities were divided into secondary (high school and middle school levels) and elementary level. The Elementary level was organized and carried out by the Director of Professional Development allowing the Mentor Coordinator to organize and support a cadre of mentors for this year and select candidates to be trained for the 2011-12 school year.</i>  mentoring and induction1.pdf  mentoring and induction2.pdf  Copy of MENTOR 2010-2011.pdf						
<b>Action Step 2.2:</b> Principals will begin identifying priority needs of additional support for administrators. For example; support include assembling a list of resources and procedures that would allow all principals to access support quickly, put procedures in place to fast track answers and strategies that are effective at the specific levels.								
Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
Principals and central office create SMART goals aligned with the Recovery Plan, detailing priority areas for support.	Meeting agenda and minutes. Draft document of SMART goals	<i>The District continued to be responsive to the needs of the principals and evaluators around the area of effective and authentic evaluations by providing professional development, keeping a direct and open line of communication with principals and the HR Department.</i>  <i>The evidence attached details the array of information and support provided.</i>  weekly memo 1-21-11.pdf  weekly memo 01-28-11.pdf	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

		 weekly memo 02-04-11.pdf	 weekly memo 02-25-11.pdf						
		 weekly memo 04-25-11.pdf	 weekly memo 05-02-11.pdf						
		 weekly memo 05-12-11.pdf	 weekly memo 05-16-11.pdf						





**Action Step 2.3:** *The Superintendent will convene monthly meetings with central office staff and representative principals (two elementary, two middle, and one high school) to develop an action plan for the SMART goals, including developing procedures for increased support for principals, while increasing communication within and across departments.*

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment						
			N/A	0	1	2	3	4	
Superintendent and central office staff meet monthly.	Meeting agenda and minutes. Action Plan and Procedures.	<p><i>The Senior Staff meets weekly with the Superintendent. The District Leadership Team meets monthly (or more often when necessary).</i></p> <p><i>Evidence: Summary of Senior Staff Agendas</i></p> <p>Senior staff meetings2.pdf</p>  District Leadership 4-8[1][1].pdf	 District Leadership Meeting March 11, 2011_2_.pdf						
		District Leadership Mtg 1-14-11.pdf		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>


HR Management	<b>Strategy 3:</b>	Develop, revise and update evaluation instruments for all school personnel including all District administrative level positions, support staff, and all other service and support departments.	Key: N/A=Not Assessed 0=Undeveloped 1=Under-developed, 2=Developing 3=Practices & Resources in Place 4=Fully Embedded & Sustainable					

**Action Step 3.1:** *Superintendent and team will develop instruments for evaluating District level positions for performance and effectiveness.*

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
A Central Office	Evaluation tool.	<i>This goal has been accomplished. The evidence provided in this reporting period</i>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>




<p>Evaluation Tool and Process will be developed by June 30, 2010. Training in the use of the process will take place in the summer of 2010 and the process will be implemented for all central office employees during 2010-2011.</p>		<p><i>includes information regarding the roll out the tool and process.</i></p>  <p>snon eval roll out.pdf</p>	<input type="checkbox"/>					
<p><b>ADDITIONAL GOAL</b> A Central Office Evaluation Tool and Process support.</p>	<p>Professional development, communication (emails, memos)</p>	<p><i>This goal has been accomplished. The evidence provided in this reporting period includes information regarding the roll out the tool and process.</i></p>  <p>snon eval roll out.pdf</p>  <p>HR support evaluations.pdf</p>  <p>hq action plan2.pdf</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

**Action Step 3.2:** Superintendent and team will develop instruments and formalize the procedures for evaluating principals and school level administrative positions for performance and effectiveness. This evaluation would include the feedback from School Review Visits as well as other data. This process could also involve the committee created in Strategy #2 for feedback on the evaluation instrument.

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
<p>Superintendent and/or designee will use the existing principal evaluation rubrics /document for the performance evaluation of principals for the school year 2009-2010. During the summer of 2010 this rubric /document will be reviewed and changed where necessary and the new instrument will be used in the 2010-2011 SY. The performance evaluation document for</p>	<p>Revised Principal Evaluation Rubrics/Document will be completed, reviewed, and adopted by August 31, 2010.</p>	<p><i>All principals and central office employees have a tool and process for evaluations. Twelve month employees are evaluated at the conclusion of the school year. Principals and Superintendent set and review goals and monitor the progress through-out the school year.</i></p>  <p>principal's eval.pdf</p> <p><i>New Contracts for principals include language that addresses renegotiating a contract addendum once performance standards for administrators in a level IV District/ School is published by the DESE.</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	


<p>school-based administrators needs to be revised through the collective bargaining process in 2010-2011.</p>								
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**Action Step 3.3:** Labor and management will work together to create and refine evaluation instruments that are covered by collective bargaining units.

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
<p>The District will complete collective bargaining for performance evaluation tools and processes for all unions in 2010-2011.</p>	<p>Evaluation Tools</p>	<p><i>The action plan with the District's approach to completing the evaluation procedures for FRPPA (paraprofessionals), FREA(teachers), FRAA (Middle management), is attached.</i></p> <p><i>Summary:</i></p> <p><i>FRPPA- ratification was delayed. Management went forward and implemented the tool with AFT Rep approval. Subsequent ratification was obtained.</i></p> <p><i>FRAA- Board refused to create a committee to develop the tool to present to the bargaining agents until contract negotiations began, severely delaying the creating of the evaluation tool and process. The committee has begun meeting but will not complete process until mid summer.</i></p> <p><i>Progress with evaluations of teachers, administrators, and paraprofessionals is detailed in the evaluation summary provided.</i></p> <div style="text-align: center;">               action plan for eval tool&amp;process completion2.pdf         </div> <div style="text-align: center;">               GVT Prgms refusal to merge w FRAA.pdf         </div> <div style="text-align: center;">               FRAA- refusal to meet for eval development1.pdf         </div>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		para eval tool late ratification.pdf	frppa trouble ratifying.pdf						
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**Action Step 3.4:** All employees evaluated by their appropriate supervisor for performance and effectiveness.

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
The District will evaluate all non-union employees in 2010-2011, begin a pilot implementation of the new teacher evaluation process, and complete collective bargaining for performance evaluation tools and processes for all unions in 2010-2011.	Revised Principal Evaluation Rubrics/Document will be completed in August 2010. Current Custodian Performance Evaluation will be uploaded by June 30, 2010. New evaluation tools will be available when collective bargaining is completed with unions.	<i>FREA- Union leadership would not participate in over site committee work. Survey was produced without their feedback, opportunities to contribute went unanswered. Survey tool has been disseminated.</i>   eval tool oversite committee.pdf      Survey_21100008(2).pdf	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

HR Management	<p><b>Strategy 4:</b></p> <p>Through labor and management collaboration, expedite the approval and acceptance of the teacher evaluation instrument.</p>	<p>Key: N/A=Not Assessed 0=Undeveloped 1=Under-developed, 2=Developing 3=Practices &amp; Resources in Place 4=Fully Embedded &amp; Sustainable</p>
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**Action Step 4.1:** During the contract negotiations and approval, the FREA will assist in the ratification of the updated teacher evaluation for use in FY10.

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
FRPS will sign labor agreement with FREA. Principals will begin to evaluate teachers using the new evaluation instrument	Minutes from SC-FREA mediation sessions.	<i>Completed- Reported during July 2010- Dec. 2010 reporting period</i>  <i>All level IV schools implemented the new evaluation instrument for all teachers (Kuss, Doran and Henry Lord Schools).</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**Action Step 4.2:** The evaluation instrument will be implemented for all appropriate employees within FY10.

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4

Because the negotiations and ratification process with the FREA was not completed until June 14, 2010, action step 4.2 will be revised to reflect the evaluation process for FY11.	FREA/FRSC agreement	Completed- Reported during July 2010- Dec. 2010 reporting period	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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HR Management	<b>Strategy 5:</b> Develop an Employees Assistance Program, in collaboration with the FREA and other bargaining units.	Key: N/A=Not Assessed 0=Undeveloped 1=Under-developed, 2=Developing 3=Practices & Resources in Place 4=Fully Embedded & Sustainable
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**Action Step 5.1:** Research and recommend an employee assistance program.

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
Committee not formed (as planned previously). Superintendent working directly with City Human Resources Director. Program presented for approval.	Proposed EAP	Completed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**Action Step 5.2:** Recommend an employee assistance program to the School Committee for adoption.

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
EAP presented to School Committee in August 2010. EAP adopted by School Committee.	Written procedures for EAP	Completed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>



**Action Step 5.3:** Build into the FY2011 the necessary resources to implement an employee assistance program.


Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4

EAP and request for funding presented to the School Committee in August 2011. FY11 Budget includes funding for EAP.	FY11 Budget	Completed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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HR Management	<b>Condition 7:</b>	Key: N/A=Not Assessed 0=Undeveloped 1=Under-developed, 2=Developing 3=Practices & Resources in Place 4=Fully Embedded & Sustainable
	“The SC and FR Educators Association reach a fiscally responsible agreement on a successor collective bargaining agreement, to extend for at least one year, which enables the District to achieve short- and long-term cost savings and/or cost avoidance so that it can marshal the resources needed to implement its Recovery Plan. “	

**Action Step:** Provide DESE with minutes from mediation sessions.



Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
Mediation sessions facilitated by professional mediator will be held between FREA and School Committee.	Minutes from SC-FREA mediation sessions.	<i>On- going FREA sessions. No successor agreement has been reached.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Build a collaborative relationship with FREA where collective responsibility and accountability takes places for implementation of the recovery plan.	<p>Frequent and respectful meetings to discuss issues that arise on building and District level.</p> <p>Joint collaboration on development of workshops and trainings.</p> <p>Joint collaboration on managing teachers with performance issues.</p> <p>Joint collaboration in creatively addressing needs as they arise both for the teachers and District. (Mentoring)</p>	<p><i>Meetings with FREA leadership and management have produced several challenges. Administration requires school leaders to be immersed in the teaching-learning process. However, there is the perception that efforts from principals and department heads to support the Recovery Plan through frequent monitoring of instruction in the classroom has been met with resistance.</i></p> <p><i>The grievance process has ensued when efforts to implement the Recovery Plan have resulted in teachers needing to change their practice.</i></p> <p><i>Management has been meeting multiple times to resolve grievances and open line of communication.</i></p> <p><i>FREA is currently in an election year. The Association has individuals wanting to improve the labor and management relationship to support the Recovery Plan. However, amendments that effect eligibility have been introduced.</i></p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">             FREA MTA rep mtg.pdf         </div> <div style="text-align: center;">             FREA proposed amendments.pdf         </div> </div>						

		grievance audit.pdf    grievance efforts1 .pdf  grievance efforts2.pdf  grievance efforts3.pdf						
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**FINANCIAL MANAGEMENT**

Financial Mngmt.	<b>Strategy 1:</b> Recruit, screen, and hire an experienced and qualified full-time interim Recovery Chief Financial Officer and to address the findings in the Accountability and MASBO reviews. [Also recruit, screen, and hire permanent CFO.]	Key: <b>N/A=Not Assessed</b> <b>0=Undeveloped</b> <b>1=Under-developed,</b> <b>2=Developing</b> <b>3=Practices &amp; Resources in Place</b> <b>4=Fully Embedded &amp; Sustainable</b>
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**Action Step 1.6: Develop job description for permanent CFO, including clarification of skill set, role, and expectations for the position.**

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
CFO job description developed; presented to School Committee and DESE for approval.	CFO Job Description includes skill set, role and expectations; School Committee agenda and minutes; correspondence with DESE indicates approval.	 finance 1.6 2.pdf  cfo job description 1.6 finance.pdf <i>Previously submitted, position filled as of 4/1/2011</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Action Step 1.7: Post job announcement for permanent CFO.**




Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
CFO opening posted.	Copy of job posting; listing of venues utilized (e.g., FR website, Herald News, EdWeek, etc.) including dates of	 venues finance 1.7.pdf  finance 1.7 2.pdf <i>Previously submitted, position filled as of 4/1/2011</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	posting.								
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**Action Step 1.8: Actively recruit for qualified applicants for permanent CFO.**









Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
Recruitment for qualified applicants completed.	Missing	Candidates previously submitted, screened, vetted, position filled as of 4/1/2011	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Action Step 1.9: Select and hire permanent CFO (includes appointment by the School Committee).**






Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
Interviews for CFO position completed; approval from Commissioner of Ed and School Committee; contract signed; CFO person hired.	List of candidates for CFO position; interview process and questions; listing of finalists; final recommendation and his/her resume; copy of correspondence with Commissioner showing approval of candidate; School Committee agenda and minutes indicate approval of candidate; signed contract.	 finance 1.9.pdf  cfo appointment 3 14 11.pdf  CFO Contract.pdf  <i>See documents, Candidate hired 3/2011, began work 4/1/2011</i> <i>See minutes of meeting where hiring was finalized and approved, and see copy of signed contract.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Financial Mngmt.	<p><b>Strategy 2:</b></p> <p>Conduct a review of financial procedures and processes in the finance department.</p>	<p>Key: N/A=Not Assessed</p> <p>0=Undeveloped</p> <p>1=Under-developed,</p> <p>2=Developing</p> <p>3=Practices &amp; Resources in Place</p> <p>4=Fully Embedded &amp; Sustainable</p>
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**Action Step 2.1: Massachusetts Association of School Business Officials (MASBO) reviews procedures and processes.**











Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
MASBO conducts review. MASBO issues report and recommendations. FRPS implements recommendations.	Full MASBO Report Summary of MASBO Findings Sample Cash Handling for Food Service Program Sample Cash Handling for Athletic Monies Approved Procurement Manual Recommended Finance Manual	<i>Previously submitted.</i>   8 16 action Food Service Vendor .pdf  athletic dept cash procedures. pdf  Food Service RFP award to Whitsons le  FRPS Financial Policies Section D Ind   FRPS Financial Policies Section D. pdf  FRPS FINANCIAL PROCEDURES. pdf  FRPS Procurement manual. pdf  MUNIS MANUAL. pdf	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Action Step 2.3:** Contract with Massachusetts Association of School of School Committees (MASC) to provide support on developing financial policies.

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
Finance Sub-committee and CFO to review school finance policies	School Committee finance policies.	<i>Previously submitted. Note that the policies related to the creation of the school budget, and to the subsequent proposed revisions were done according to policies adopted in 12/2010, and were done with input from principals and their respective School Councils. The budget process is unresolved at this time, but the District is proceeding in accordance with the policy created to guide the process.</i>   Emails from Jim Hardy. pdf  FRPS Financial Policies Section D Ind  FRPS Financial Policies Section D. pdf  Sample on planning FY 12 budget CFO to   sample of communication on Bur	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**Action Step 2.4:** Develop and implement corrective action plan to streamline financial department's policies, procedures and control.


Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
To create two financial departments one for Accounts Payable and one	Organizational Flow Chart – current and proposed. Finance Manager Job	<i>These departments were previously re-organized and that evidence was submitted in 12/2010. With the hiring of a CFO and the Finance manager's resumption of the intended roles and responsibilities, management and analysis of improvement in these departments</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

<p>for Payroll. To create a new position as Finance Manager to assist with the development and supervision of the new departments.</p>	<p>Description.</p>	<p><i>continues. With several positions being vacated due to attrition (retirement) another consolidation and reorganization will take place over this summer. All of the accounts payable staff will have been brought within the control of the finance manager and in a single department, as opposed to the previous distribution of bookkeepers and clerks throughout various departments and programs. This allows for a reduction in positions (and realizes savings) and allows for cross training and better control over procedures and workflow. Food service department management has been contracted by Whitsons. For FY2011, the department has gone from unprofitable/break even to a \$500K return/profit.</i></p> <div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="text-align: center;"> athletic dept cash procedures.pdf</div> <div style="text-align: center;"> Contract Checklist.PDF</div> <div style="text-align: center;"> Finance Policies section D Index.pdf</div> <div style="text-align: center;"> Financial Manager.pdf</div> <div style="text-align: center;"> K Almeida MASBO Licensure.pdf</div> <div style="text-align: center;"> MASBO licensure packet for Finance M</div> <div style="text-align: center;"> FRPS Financial Policies Section D.pdf</div> <div style="text-align: center;"> WHITSONS CONTRACT.pdf</div> <div style="text-align: center;"> Whitsons P &amp; L YTD Fall River 05-11.pdf</div> <div style="text-align: center;"> FRPS Financial Systems Org Chart Jt</div> </div>					
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Financial Mngmt.	<p><b>Strategy 3:</b> Combine findings from the MASBO financial review and annual audit to extend annual audit to full financial audit.</p>	<p>Key: N/A=Not Assessed 0=Undeveloped 1=Under-developed, 2=Developing 3=Practices &amp; Resources in Place 4=Fully Embedded &amp; Sustainable</p>
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**Action Step 3.1:** School Committee will identify funds for the expanded audit of the District's finances.

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment				
			N/A	0	1	2	3
<p>City of Fall River budgets for the single audit act. MASBO does not need to review the single audit. The CFO, COO, Finance Manager and the Assistant Business Manager will review the</p>	<p>MASBO review Single Audit</p>	<p><i>Single audits for 2006 through 2008 previously submitted. The 2009 single audit has since been completed, and 2010 will be completed on or by July 1, 2011. The audits have been completed in a compressed period of time due to the backlog of uncompleted audits. The findings from several of the audits will appear in subsequent years because the audits were not completed on a timely basis. With the completion of the 2009 and 2010 audits, the findings and work to correct the issues will begin to reflect the work done in the finance department over the previous 12 to 18 months. The work done by the interim CFO, the Finance manager and the recently hired CFO will proactively address practices and</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

findings of the single audit and take appropriate steps to address any concerns.		<i>corrective steps identified in previous years.</i>  2009 Single Audit FINAL.pdf						
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**Action Step 3.2:** FRPS will develop RFP detailing scope of annual audit.

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
The City of Fall River will define the scope of the audit.	Independent Auditors' Report for 2006, 2007 and 2008	<i>The 2009 audit has been completed, although 2010 is not finalized and the 2010 is being completed now. The auditors expect completion by or just after July 1, 2011. (2006, 2007, 2008 audits for City and department previously submitted)</i>  COFR 2009 FINAL.pdf	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**Action Step 3.3:** Annual audit is expanded to include full financial audit.

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
The School Committee and the City of Fall River will determine if a full financial audit is to be performed.	Missing		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Financial Mngmt.	<b>Strategy 4:</b> Identify and act on areas where resources and services may be consolidated to maximize efficiencies and cost effectiveness through a collaborative process.		Key: N/A=Not Assessed 0=Undeveloped 1=Under-developed, 2=Developing 3=Practices & Resources in Place 4=Fully Embedded & Sustainable				
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**Action Step 4.1:** Creation of a FRPS and city task force with DESE guidance.

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
Missing	Missing	<i>With the Hiring of CFO Michael Saunders on 4/1/2011, we are ready to begin analyzing this objective. During the initial 60 days in the District, his time has been almost exclusively designated for completion of the FY12 budget. We anticipate a resolution of the budget by</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		early summer, allowing for the possibility of some savings within FY12. Preliminary discussions of possible areas for consolidations have taken place with the city officials.						
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**Action Step 4.2:** Task force explores consolidation areas of mutual benefit.

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
Missing	Missing	With the Hiring of CFO Michael Saunders on 4/1/2011, we are ready to begin analyzing this objective. During the initial 60 days in the District, his time has been almost exclusively designated for completion of the FY12 budget. We anticipate a resolution of the budget by early summer, allowing for the possibility of some savings within FY12. Preliminary discussions of possible areas for consolidations have taken place with the city officials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Action Step 4.3:** Task force will research best practices and lessons learned from other Districts.

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
Missing	Missing	See above comments in 4.1and 4.2. In addition, both the Finance manager and assistant business manager are now MASBO members and can assist with research on best practices in this area.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>


**Action Step 4.4:** Task force will issue a report with recommendations.

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
Missing	Missing	See above comments in 4.1and 4.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>





Financial Mngmt.	<b>Strategy 5:</b>						Key: N/A=Not Assessed 0=Undeveloped 1=Under-developed, 2=Developing 3=Practices & Resources in Place 4=Fully Embedded & Sustainable
	Create a collaborative process between the school District, the municipality, and community for the creation of a budget based on the needs of the school community.						

**Action Step 5.1:** Secure an agreement between the municipality and school District for indirect costs.





Benchmark/Goal	Artifacts	Evidence/Comments	Assessment				
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			N/A	0	1	2	3	4
Prepare a memorandum of understanding between the School Department and the City as to the calculations of indirect costs	Memorandum of understanding	<p><i>The budget has not been finalized for FY12 yet. There is a draft of proposed indirect costs which is being corrected to remove charges that are not allowable under the previously submitted MOU. The CFO has also analyzed the proposed agreement and has requested clarification around increases in the costs for several areas of services.</i></p>  <p>FY12 indirect cost packet.pdf</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**Action Step 5.2:** Create a budget timeline that allows for adequate time to prepare successor budgets based on needs and available resources.

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
Finance Sub-committee to review and recommend the time line as prepared by CFO. This will be reviewed prior to recommending to the School Committee as a whole.	Budget Process with Time Line	<p><i>See Strategy 2, action step 2.3 above. The budget process, although unresolved, was created in accordance with the policies as they were set forth in section D of the policy manual, ( approved 12/2010). Although the budget has not been resolved yet, refer to evidence from the minutes of School Committee meetings to see the budget process as it has progressed through developments.</i></p>  Budgeting.pdf  Finance  Finance  FRPS Approved Budget Policies.pdf budget calendar and goals adoption 5 9 11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>


**Action Step 5.3:** School Committee adopts budget timeline/calendar.

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
School Committee approves budget time line. Budget for Fiscal Year 2011 has been completed at this time. Budget time line shall be for the Fiscal Year 2012	Missing	<p><i>Budget timeline and calendar approved 12/2010, previously submitted.</i></p>  budget calendar and goals adoption 5 9 11  FY 2012 BUDGET Presentation-5-17-11develop  sample email to fcommunication on Bu  sample of	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>




budget process.		 sample of email comm with DESE for EFY 12  Sample on planning budget CFO to						
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Financial Mngmt.	<b>Strategy 6:</b> Collaborate with the City of Fall River on the creation of a Capital Improvement Plan for the schools.	Key: N/A=Not Assessed 0=Undeveloped 1=Under-developed, 2=Developing 3=Practices & Resources in Place 4=Fully Embedded & Sustainable
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**Action Step 6.1:** *Establish a capital improvement planning team representative of school department and city officials.*





Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
School Committee and Mayor vote to establish a Capital Planning Team. Create a Preventive Maintenance Manual. Establish meeting dates. Planning team creates capital improvement plan.	Sample Capital Team Membership Sample Preventive Maintenance Manual.	<i>Capital Planning task force previously submitted.</i>  Capital Planning Task Force.pdf	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

**Action Step 6.2:** *Implement an inventory control program that includes an analysis of expected life cycles and realistic replacement costs.*




Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
Begin to assess all school department buildings	Sample building evaluation form.	<i>Assessments have been completed for all facilities, see attached samples for each level (Elementary, middle, high school). Facility assessments are done for all schools.</i>  FALL RIVER PUBLIC SCHOOLS _Durfee_  FALL RIVER PUBLIC SCHOOLS _FONSECASCHOOLS_  FALL RIVER PUBLIC SCHOOLS _Kuss_.pdf	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

**Action Step 6.3:** *Create a capital improvement plan for schools.*

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4



Listing of capital improvements needed during FY2012.	Sample capital improvement plan list	<p><i>The capital planning task force met in February and March, see minutes. See sample list of projects. Examples of Projects from Fy11-12 are the Ceiling Tile conversion, the Tansey Elementary Roof replacement and the Durfee library renovation project. There is a paving project scheduled for June-July 2011.</i></p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">               2 28 11 Capital Planning Task Force.         </div> <div style="text-align: center;">               Facilities Cap planning minutes 3 10         </div> <div style="text-align: center;">               tansey award letter.pdf         </div> <div style="text-align: center;">               Ceiling Tile award letter.pdf         </div> </div>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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**Action Step 6.4:** Present capital improvement plan to School Committee for approval.

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
Present capital improvement plan for FY2012 by May 2011 School Committee meeting.	Capital Improvement Plan	<p>The assessment of facilities and creation of the process for identifying projects, assigning priority, and planning for completion is in place. We anticipate identifying a funding mechanism that would allow us to continue to assess needs, identify projects, and plan for the future. The process is awaiting the resolution of the current budget issue. See sample documents</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">               10 12 capital plan process approved.pdf         </div> <div style="text-align: center;">               Fall River Capital Planning v5.pdf         </div> <div style="text-align: center;">               Fall River facility survey needs.pdf         </div> </div>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Action Step 6.5:** Submit capital improvement plan to City of Fall River.


Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
Present capital improvement plan to the City by June 2011.	Capital Improvement Plan	<p><i>The assessment and identification for Capital Improvement projects has been completed. Due to the recent budget situation, the completion of the process and establishment of the final plan and identification and creation of funding sources has been delayed until after the budget has been resolved. Pending resolution and completion of the FY12budget, we will complete this process with city assistance.</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Financial Mngmt.	<b>Strategy 7:</b> Seek resources and technical assistance and expertise from the DESE that could benefit priority schools and explore ways that the technical assistance could then be utilized or shared to benefit all schools.					Key: N/A=Not Assessed 0=Undeveloped 1=Under-developed, 2=Developing 3=Practices & Resources in Place 4=Fully Embedded & Sustainable					
	<b>Action Step 7.1:</b> <i>Develop a memorandum of understanding with DESE detailing financial resources and technical assistance to be provided to FRPS.</i>										
<b>Benchmark/Goal</b>	<b>Artifacts</b>	<b>Evidence/Comments</b>				<b>Assessment</b>					
						N/A	0	1	2	3	4
Memorandum of Understanding (MOU) with DESE	MOU Agreement Document, FC 220F and FC 771.	 finance 7.1 6.20.11.pdf				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Action Step 7.2:</b> <i>Apply for competitive and entitlement grants aligned with the FRPS Strategic Plan.</i>											
<b>Benchmark/Goal</b>	<b>Artifacts</b>	<b>Evidence/Comments</b>				<b>Assessment</b>					
						N/A	0	1	2	3	4
The District will apply for grants that are consistent with its mission and aligned with this recovery plan.	Grant tracking sheet.	 finance 7.2 6.20.11.pdf				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Action Step 7.3:</b> <i>Attend DESE Urban Superintendent's Network</i>											
<b>Benchmark/Goal</b>	<b>Artifacts</b>	<b>Evidence/Comments</b>				<b>Assessment</b>					
						N/A	0	1	2	3	4
Superintendent and Assistant Superintendent attend Urban Superintendent meetings	Agendas for Urban Supt. Meetings					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Action Step 7.4:</b> <i>Coordinate monthly DESE/FRPS joint intervention meetings to support ongoing improvement efforts at priority schools.</i>											
<b>Benchmark/Goal</b>	<b>Artifacts</b>	<b>Evidence/Comments</b>				<b>Assessment</b>					
						N/A	0	1	2	3	4

Superintendent and Assistant Superintendent with DESE Liaison coordinate monthly DESE/FRPS joint intervention meetings	Agendas for DESE/FRPS Intervention meetings	 district redesign meeting minutes 1.25    district redesign meeting minutes 4.12    district redesign meeting minutes 5.23	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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Financial Mngmt.	<p><b>Strategy 8:</b></p> <p>Develop the ability of principals to effectively make site-based budget decisions based on total amounts of line items and FTE positions.</p>	Key: <b>N/A=Not Assessed</b> <b>0=Undeveloped</b> <b>1=Under-developed,</b> <b>2=Developing</b> <b>3=Practices &amp; Resources in Place</b> <b>4=Fully Embedded &amp; Sustainable</b>
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**Action Step 8.1:** Provide MUNIS training to all school cost centers (principals and directors).

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment				
			N/A	0	1	2	3
School Cost Centers receive MUNIS training. Tyler Technology to train CFO and COO. Additional training to be provided by the Assistant Business Manager and the Finance Manager	Agenda for MUNIS training session; attendance sheet	<p><i>Evidence of training previously submitted, see attachments</i></p>  MUNIS MANUAL.pdf    MUNIS Training emails dec 2009.pdf    Munis Training Schedule.pdf <p><i>In addition, the recently hired CFO's experience includes training in several accounting systems including MUNIS. The Financial manager operated the MUNIS system in his previous position as the Fall River City Auditor and the assistant business manager has extensive experience with the system. Our capacity for operating the system and training others in the system has expanded.</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**Action Step 8.2:** The District will have quarterly sessions with principals to provide budgetary updates and feedback on the budget throughout the year.

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment				
			N/A	0	1	2	3
MUNIS training for all principals and central office staff.  Quarterly budget	Monthly budget reports to be given to Senior Staff and Building Principals.	<p><i>See previously conducted training cited in the earlier monitoring reports. In addition, the recently hired CFO's experience includes training in several accounting systems including MUNIS. The Financial manager operated the MUNIS system in his previous position as the Fall River City Auditor and the assistant business manager has extensive experience with the system. Our capacity for operating the system and training others in the system has</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

meetings with principals		<p><i>expanded.</i></p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">   MUNIS MANUAL.pdf </div> <div style="text-align: center;">   Munis Training  Schedule.pdf </div> <div style="text-align: center;">   Durfee May Budget  report 5-25-11.pdf </div> </div>						
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