DISTRICT AND SCHOOL IMPROVEMENT

The District and School Improvement process provides the capacity to continually review and evaluate the effectiveness and efficiency of the district.

Knowledge and Use of Data

Leads administrator teams to identify a range of appropriate data sources, including non-traditional information that offers a unique perspective on school and district performance, and models effective data analysis for staff.

School and District Goals

Uses data to accurately assess school and district strengths and areas for improvement to inform the creation of focused, measurable district goals. Provides support to principals in their efforts to create focused, measurable school goals.

Improvement of Performance, Effectiveness, and Learning

Uses multiple data sources to evaluate administrator and district performance. Provides administrators and administrator teams with the resources and support to disaggregate assessment data and assists them in identifying students who need additional support. Empowers educators to use a range of data sources to pinpoint areas for their own and school-wide improvement. Is able to model this element.

District and school leadership create, execute, assess, and revise improvement plans that result in clear priorities that impact student achievement.

DISTRICT IMPROVEMENT PLAN GOALS
2016 - 2017

1. Make powerful teaching and learning the central focus of the Fairhaven Public School District.

    a. Continue to improve the climate, conditions, and culture of the Fairhaven Public School District.

    b. The district will realize a 5% increase in the 2017 CPI for "all students" in ELA and Math for grades 3 – 8 and in ELA, Math and Science for Grades 6 – 12.

    c. The district will realize a 5% increase in the 2017 CPI for "high needs" students in ELA and Math for grades 3 – 8 and in ELA, Math and Science for Grades 6 – 12.

    d. The district will see at least 10% of students in the Warning category move into Needs Improvement in ELA and Math.

    e. The district will see at least 10% of students in the Proficient category move into Advanced in ELA and Math.

2. Embed a continuum of resources and support to enable administrators and educators to identify each student's academic, social, emotional, and behavioral needs, including students with disabilities and English language learners.

3. Develop and implement a District Digital Conversion Plan that systemically incorporates all aspects of our District's Teaching and Learning Plan as its first priority

4. Communicate regularly with families using two-way communication channels, including careful and prompt response to communications from families.

5. Promote the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.

6. Develop and implement a long-term, sustainable District and School Leadership/Operations Plan that provides the support and resources to expand and enhance powerful teaching and learning.

DISTRICT AND SCHOOL ACCOUNTABILITY

District and school leadership use student assessment results, local benchmarks, and other pertinent data to improve student achievement and inform all aspects of its decision-making including: policy development and implementation, instructional programs, assessment practices, procedures, and supervision.

Data Collection and Dissemination

The district has systems and practices in place to use both formative and summative assessments to collect, analyze and communicate student achievement data.

- A purposeful, formalized range of methods to assess and communicate student growth
- District assessment policies and practices that ensure regular collection and distribution of data
- Organized, user-friendly data and reports made available to all staff in a timely manner to measure progress, accompanied by training and support needed to use this data to improve performance
- Dissemination and discussion of internal reports and external review findings to staff and local stakeholders as appropriate

Data-Based Decision Making

The district and schools effectively use multiple sources of evidence related to student learning, including state, district, and school assessment results and growth data to appropriate data to make or revise decisions.

- Goal prioritization after annual reviews of student assessment results and external/internal reviews
- Allocation of human and financial resources that are initiated, modified, or discontinued based on multiple measures of data
- Regular monitoring of student achievement data to ascertain goal progress and needed adjustments
- Ongoing and effective staff training and support to regularly use student achievement data to improve performance

Data analyses are regularly used across the district and schools to inform policy development, instructional program improvements, assessment practices, professional development, and supervision.

Accountability and Assistance Level

Massachusetts' Framework for District Accountability and Assistance classifies schools and districts on a five-level scale, classifying those meeting their gap narrowing goals in Level 1 and the lowest performing in Level 5. Approximately eighty percent of schools are classified into Level 1 or 2 based on the cumulative PPI for both the "all students" and high needs groups. For a school to be classified into Level1, the cumulative PPI for both the "all students" group and "high needs students" must be 75 or higher. If not, the school is classified into Level 2. In general, a district is classified into the level of its lowest performing school.

The Fairhaven Public School District is a Level 2 District

East Fairhaven Elementary School	Level 2
Leroy Wood Elementary School	Level 2
Hastings Middle School	Level 2
Fairhaven High School	Level 1

Cumulative Progress and Performance Index (PPI)

The cumulative PPI combines information about narrowing proficiency gaps, growth, and graduation and dropout rates over the most recent four-year period into a single number between 0 and 100. The annual PPI is a measure of the improvement that a group makes toward its own targets over a two-year period on up to seven indicators:
1. Narrowing Proficiency Gaps in English Language Arts
2. Narrowing Proficiency Gaps in Mathematics
3. Narrowing Proficiency Gaps in Science
4. Growth in English Language Arts
5. Growth in Mathematics
6. The Annual Dropout Rate
7. Cohort Graduation Rate

Student Groups

School and district accountability determinations are made for the "all students" groups and various other subgroups. The "high needs" group is an unduplicated count of all students in a school or district belonging to at least one of the following individual subgroups:
- Students with Disabilities
- English Language Learners (ELL)
- Former ELL students
- Economically disadvantaged students

Fairhaven Public School District Cumulative Progress and Performance Index (1-100)

	2015	2016
All Students	46	66
High Needs	62	57

All groups (districts, schools, and subgroups) are expected to halve the distance between their level of performance in 2011 and proficiency by the year 2017.

Massachusetts uses the 100-point Composite Performance Index (CPI) to measure progress towards this goal of narrowing proficiency gaps. The CPI assigns 100, 75, 50, 25, or 0 points to each student participating in MCAS, MCAS-Alternate Assessment, and PARCC tests based how close they came to scoring Proficient or Advanced. For example all students scoring Proficient or Advanced are assigned 100 CPI points; students with very low MCAS scores are assigned 0 CPI points. An equivalent approach is used to assign points based on 2016 PARCC scaled scores. The CPI is calculated by dividing the total number of points by the number of students in the group. The result is a number between 0 and 100.

1. Narrowing Proficiency Gaps in English Language Arts
2. Narrowing Proficiency Gaps in Mathematics
3. Narrowing Proficiency Gaps in Science
4. Growth in English Language Arts
5. Growth in Mathematics
6. The Annual Dropout Rate
7. Cohort Graduation Rate

English Language Arts Proficiency Gap

	Baseline CPI	2015 CPI	2016 CPI	6-Year Target CPI
All Students	90.6	84.8	86.5	95.3
High Needs	83.8	74.2	75.2	91.9

Mathematics Proficiency Gap

	Baseline CPI	2015 CPI	2016 CPI	6-Year Target CPI
All Students	80.2	78.6	80.0	90.1
High Needs	72.3	68.8	67.2	86.2

Science Proficiency Gap

	Baseline CPI	2015 CPI	2016 CPI	6-Year Target CPI
All Students	81.4	77.2	74.2	90.7
High Needs	72.7	66.2	59.4	84.6

[Growth (English language arts and mathematics)](#)

All groups (districts, schools, and subgroups) are expected to demonstrate growth in student performance at or near the state medial or show high growth each year between 2011 and 2017. Massachusetts uses Student Growth Percentiles (SGP to measure how a group of students' achievement has grown or changed over time.

A group is automatically awarded 100 PPI points and an "Above Target" rating if it has a median SGP of 60 points or higher. A group is awarded 75 PPI points and an "on Target" rating if it has a median SGP between 51 and 59, 50 PPI points ("Improved Below Target") for a median SGP between 41 and 50, 25 PPI points ("No Change") for a median SGP between 31 and 40, and zero PPI points ("Declined") for a median SGP between 1 and 30.

The goal for all groups is to achieve or maintain a median SGP at least one point above the state median. That goal is 51.0.

1. Narrowing Proficiency Gaps in English Language Arts
2. Narrowing Proficiency Gaps in Mathematics
3. Narrowing Proficiency Gaps in Science
4. Growth in English Language Arts
5. Growth in Mathematics
6. The Annual Dropout Rate
7. Cohort Graduation Rate

English Language Arts Growth

	2015 SGP	2016 SGP	6-Year Target SGP
All Students	28.0	40.0	51.0
High Needs	23.5	36.0	51.0

Mathematics Growth

	2015 SGP	2016 SGP	6-Year Target SGP
All Students	36.0	48.0	51.0
High Needs	33.0	40.0	51.0

[2015 annual dropout rate](#)

All groups (districts, schools, and subgroups) are expected to halve the gap between their annual dropout rate, if one exists, and a rate of zero percent by the 2016-17 school year. For accountability determinations in any given year, the annual; dropout rate for the prior year is used. For example, 2016 accountability determinations for the dropout rate use data from 2015.

For most groups, the baseline for the annual target is the 2010 annual dropout rate. If a group did not have sufficient data in 2010 to measure improvement between 2010 and 2011, 2009 data are substituted as the baseline, if available.

A group is automatically awarded 100 PPI points and an "Above Target" rating if it has a dropout rate of zero percent, met the dropout rate of the 90th percentile for all students in the school type category statewide, or exceeded the group's own annual gap-halving target by declining 3 or more percentage points from the prior year. A group is awarded 75 PPI points and an "On Target" rating if it met its annual gap-halving target, met the dropout rate of the 90th percentile for that particular group in the school type category statewide, or met the dropout rate of the 80th percentile for all students in the school type category statewide. A group receives partial credit (50 PPI points) and an "Improved Below Target" rating if it does not meet its annual target but decreases the dropout rate by 0.5 percentage points or more from the prior year. A group receive 25 PPI points and a "No Change" rating if the dropout rate is within plus or minus 0.5 percentage points of the prior rate, and a group receives zero PPI points ("Declined") if the dropout rate increases by more than 0.5 percentage points from the prior year.

1. Narrowing Proficiency Gaps in English Language Arts
2. Narrowing Proficiency Gaps in Mathematics
3. Narrowing Proficiency Gaps in Science
4. Growth in English Language Arts
5. Growth in Mathematics
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2015 Annual Dropout Rate

	Baseline Rate	2014 Rate	2015 Rate	Annual Target	6-Year Target
All Students	2.9	3.1	1.2	1.7	1.5
High Needs	5.6	5.2	2.9	3.3	2.8

[2015 four-year and 2014 five-year cohort graduation rates](#)
All groups (districts, schools, and subgroups) are expected to make steady progress toward a goal of 90 percent for the four-year cohort graduation rate or 95 percent for the five-year rate by the 2016-17 school year. For accountability determinations in any given year, the cohort graduation rate from the prior school year is used. For example, 2016 accountability determinations for the four-year rate use data from 2015; determinations for the five-year rate use data from 2014.

A group is automatically awarded 100 PPI points and an "Above Target" rating if the four or five-year cohort graduation rate is 95 percent or higher. A group is awarded 75 PPI points and an "On Target" rating if the four-year rate is between 80 and 95 percent or the five-year rate is between 85 and 95 percent.

Annual target The four-and five-year cohort graduation rate targets for the group in the current year needed for the group to remain on track toward a goal of 90 percent for the four-year cohort graduation rate or 95 percent for the five year rate by the 2016-17 school year. For 2016 accountability determinations, the goal for the four-year rate is 80 percent and the goal for the five-year rate is 85 percent.

The expected cohort graduation rate for the group in six years is a four-year cohort graduation rate of 90 percent or a five-year rate of 95 percent.

1. Narrowing Proficiency Gaps in English Language Arts
2. Narrowing Proficiency Gaps in Mathematics
3. Narrowing Proficiency Gaps in Science
4. Growth in English Language Arts
5. Growth in Mathematics
6. The Annual Dropout Rate
7. Cohort Graduation Rate

2015 4-Year Cohort Graduation Rate

	2014 Rate	2015 Rate	Annual Target	6-Year Target Goal
All Students	85.9	92.0	80.0	90.0
High Needs	78.1	79.7	80.0	90.0

2014 5-Year Cohort Graduation Rate

	2013 Rate	2014 Rate	Annual Target	6-Year Target Goal
All Students	91.5	88.7	85.0	95.0
High Needs	85.2	82.2	85.0	95.0

All groups (districts, schools, and subgroups) earn extra credit if they decrease the percent of students scoring at the Warning/Failing level or if they increase the percent of students scoring Advanced on ELA, mathematics, and/or science assessments by 10 percent from one year to the next.

For 2016 accountability determinations, the baseline for most groups is the 2015 percentage. Any extra credit points earned are added to the total number of points awarded for narrowing proficiency gaps, growth, and high school indicators.

English Language Arts Extra Credit

	2015 Advanced	2016 Advanced	2015 Warning	2016 Warning
All Students	11.2	14.6	7.1	6.4
High Needs	4.2	5.7	14.8	14.5

Mathematics Extra Credit

	2015 Advanced	2016 Advanced	2015 Warning	2016 Warning
All Students	21.8	27.5	12.0	13.5
High Needs	14.1	13.5	21.1	25.3

Science Extra Credit

	2015 Advanced	2016 Advanced	2015 Warning	2016 Warning
All Students	12.1	10.4	11.8	12.8
High Needs	4.3	2.1	22.8	27.4

A school percentile between 1 and 99 is reported for schools with at least four years of data. This number is an indication of the school's overall performance relative to other schools that serve the same or similar grades.

State law requires Massachusetts to classify into Level 3 those schools that are among the lowest performing 20 percent relative to other schools of the same school type. These schools are considered to be the lowest-achieving, least improving schools in the state.

East Fairhaven Elementary School	21
Leroy Wood Elementary School	61
Hastings Middle School	28
Fairhaven High School	52

ANALYSIS OF DISTRICT DATA

Analysis – Analyzes data from assessments, draws conclusions, and shares them appropriately.

Conditions for School Effectiveness	NEASC Standards	Educator Evaluation Elements
A data-driven, flexible approach to prevention, early detection, and support for students who experience learning or behavioral challenges, including but not limited to students with disabilities and English Language Learners. For students not yet on track to proficiency in core subjects, the school provides sufficient additional time and support for individualized tiered instruction. Tiered systems of support that provide additional instructional time and appropriate interventions for all students when they are needed, including data-driven prevention approaches, early detection, and acceleration.	Professional staff collect, disaggregate, and analyze data to identify and respond to inequities in student achievement. Teachers and administrators, individually and collaboratively, examine a range of evidence of student learning for the purpose of revising curriculum and improving instructional practice, including all of the following: • Student work • Common grade-level assessments • Standardized assessments • Data from sending and receiving schools The school's professional staff communicate: • Individual student progress in achieving the school's learning expectations to students and their families • The school's progress in achieving the school's learning expectations to the school community and stakeholders	Analysis and Conclusions- Individually and with colleagues, draws appropriate conclusions from a thorough analysis of a wide range of assessment data to improve student learning. Sharing Conclusions with Colleagues- Regularly shares with appropriate colleagues (e.g. general education, special education, and English Language Learner staff) conclusions about student progress and seek feedback from them about instructional or assessment practices that will support improved student learning. Sharing Conclusions With Students- Based on assessment results, provides descriptive feedback and engages student and families in constructive conversation that focuses on how students can improve their performance.

English Language Arts Grades K – 3 Analysis of Data

- Identify which students need additional time and support to help them reach levels of proficiency in the core academic areas of student learning.
- Identify which students need enrichment and extension of their learning because they have already demonstrated levels of proficiency.
- Identify who is getting consistently better results in an important area of student learning, and what can be learned from this teammate.
- Identify the areas in which our students consistently struggle, and determine a theory regarding why these skills or concepts are proving difficult for them.

Spring 2015 Grade 3	Fhvn	Number of Students	Fhvn
Level 4 and 5	39%	Levels 4 and 5	55
Level 3	40%	Level 3	57
Level 2	11%	Level 2	16
Level 1	10%	Level 1	14
			142

Spring 2016 Grade 3	Fhvn	Number of Students	Fhvn
Level 4 and 5	58%	Levels 4 and 5	82
Level 3	22%	Level 3	32
Level 2	15%	Level 2	21
Level 1	6%	Level 1	9
			145

Mathematics Grades K – 3 Analysis of Data

- Identify which students need additional time and support to help them reach levels of proficiency in the core academic areas of student learning.
- Identify which students need enrichment and extension of their learning because they have already demonstrated levels of proficiency.
- Identify who is getting consistently better results in an important area of student learning, and what can be learned from this teammate.
- Identify the areas in which our students consistently struggle, and determine a theory regarding why these skills or concepts are proving difficult for them.

Spring 2015 Grade 3	Fhvn	Number of Students	Fhvn
Level 4 and 5	44%	Levels 4 and 5	62
Level 3	34%	Level 3	48
Level 2	12%	Level 2	17
Level 1	10%	Level 1	15
			142

Spring 2016 Grade 3	Fhvn	Number of Students	Fhvn
Level 4 and 5	49%	Levels 4 and 5	71
Level 3	26%	Level 3	38
Level 2	17%	Level 2	24
Level 1	8%	Level 1	12
			145

- Identify which students need additional time and support to help them reach levels of proficiency in the core academic areas of student learning.
- Identify which students need enrichment and extension of their learning because they have already demonstrated levels of proficiency.
- Identify who is getting consistently better results in an important area of student learning, and what can be learned from this teammate.
- Identify the areas in which our students consistently struggle, and determine a theory regarding why these skills or concepts are proving difficult for them.

Spring 2016 Grade 3	Fhvn		Number of Students	Fhvn
Level 4 and 5	58%		Levels 4 and 5	82
Level 3	22%		Level 3	32
Level 2	15%		Level 2	21
Level 1	6%		Level 1	9
				145

Grade 4 Student **Growth Percentile (SGP)** shows how a child's progress compares to the progress of other students in the same grade statewide who earned similar MCAS scores in previous years.

	2015	2016	6-year SGP Goal
Student Growth Percentile (SGP) ELA	21	55	51

Spring 2015 Grade 4	Fhvn		Number of Students	Fhvn
Level 4 and 5	52%		Level 4 and 5	79
Level 3	32%		Level 3	48
Level 2	11%		Level 2	17
Level 1	5%		Level 1	8
				152

Spring 2016 Grade 4	Fhvn		Number of Students	Fhvn
Level 4 and 5	59%		Level 4 and 5	89
Level 3	30%		Level 3	44
Level 2	9%		Level 2	14
Level 1	3%		Level 1	4
				151

- Identify which students need additional time and support to help them reach levels of proficiency in the core academic areas of student learning.
- Identify which students need enrichment and extension of their learning because they have already demonstrated levels of proficiency.
- Identify who is getting consistently better results in an important area of student learning, and what can be learned from this teammate.
- Identify the areas in which our students consistently struggle, and determine a theory regarding why these skills or concepts are proving difficult for them.

Spring 2015 Grade 3	Fhvn	Number of Students	Fhvn
Level 4 and 5	49%	Level 4 and 5	71
Level 3	26%	Level 3	38
Level 2	17%	Level 2	24
Level 1	8%	Level 1	12
			145

Grade 4 Student **Growth Percentile (SGP)** shows how a child's progress compares to the progress of other students in the same grade statewide who earned similar MCAS scores in previous years.

	2015	2016	6-year SGP Goal
Student Growth Percentile (SGP) Math	29	50.5	51

Spring 2015 Grade 4	Fhvn	Number of Students	Fhvn
Level 4 and 5	24%	Level 4 and 5	36
Level 3	40%	Level 3	59
Level 2	32%	Level 2	47
Level 1	3%	Level 1	5
			147

Spring 2016 Grade 4	Fhvn	Number of Students	Fhvn
Level 4 and 5	48%	Level 4 and 5	72
Level 3	27%	Level 3	41
Level 2	18%	Level 2	27
Level 1	7%	Level 1	11
			151

- Identify which students need additional time and support to help them reach levels of proficiency in the core academic areas of student learning.
- Identify which students need enrichment and extension of their learning because they have already demonstrated levels of proficiency.
- Identify who is getting consistently better results in an important area of student learning, and what can be learned from this teammate.
- Identify the areas in which our students consistently struggle, and determine a theory regarding why these skills or concepts are proving difficult for them.

Spring 2015 Grade 3 ELA		Spring 2016 Grade 4 ELA	
Level 4 and 5	44%	Level 4 and 5	59%
Level 3	34%	Level 3	30%
Level 2	12%	Level 2	9%
Level 1	10%	Level 1	3%
Number of Students		Number of Students	
Level 4 and 5	62	Level 4 and 5	89
Level 3	48	Level 3	44
Level 2	17	Level 2	14
Level 1	15	Level 1	4
	142		**151**

Grade 5 Student **Growth Percentile (SGP)** shows how a child's progress compares to the progress of other students in the same grade statewide who earned similar MCAS scores in previous years.

	2015	2016	6-year SGP Goal
Student Growth Percentile (SGP) ELA	21	55	51

Spring 2015 Grade 5	Fhvn	Number of Students	Fhvn
Level 4 and 5	57%	Level 4 and 5	80
Level 3	26%	Level 3	37
Level 2	10%	Level 2	14
Level 1	3%	Level 1	4
			141
Spring 2016 Grade 5	Fhvn	Number of Students	Fhvn
Level 4 and 5	56%	Level 4 and 5	88
Level 3	25%	Level 3	39
Level 2	13%	Level 2	20
Level 1	6%	Level 1	10
			157

[Mathematics Grade 5 Analysis of Data](#)

- Identify which students need additional time and support to help them reach levels of proficiency in the core academic areas of student learning.
- Identify which students need enrichment and extension of their learning because they have already demonstrated levels of proficiency.
- Identify who is getting consistently better results in an important area of student learning, and what can be learned from this teammate.
- Identify the areas in which our students consistently struggle, and determine a theory regarding why these skills or concepts are proving difficult for them.

Spring 2015 Grade 3 Math		Spring 2016 Grade 4 Math	
Level 4 and 5	44%	Level 4 and 5	48%
Level 3	34%	Level 3	27%
Level 2	12%	Level 2	18%
Level 1	10%	Level 1	7%

Number of Students		Number of Students	
Level 4 and 5	62	Level 4 and 5	72
Level 3	48	Level 3	41
Level 2	17	Level 2	27
Level 1	15	Level 1	11
	142		**151**

Grade 5 Student **Growth Percentile (SGP)** shows how a child's progress compares to the progress of other students in the same grade statewide who earned similar MCAS scores in previous years.

	2015	2016	6-year SGP Goal
Student Growth Percentile (SGP) Math	29	50.5	51

Spring 2015 Grade 5	Fhvn	Number of Students	Fhvn
Level 4 and 5	42%	Level 4 and 5	58
Level 3	41%	Level 3	57
Level 2	14%	Level 2	19
Level 1	4%	Level 1	6
			140

Spring 2016 Grade 5	Fhvn	Number of Students	Fhvn
Level 4 and 5	41%	Level 4 and 5	64
Level 3	32%	Level 3	50
Level 2	19%	Level 2	30
Level 1	8%	Level 1	13
			157

[English Language Arts Grade 6 Analysis of Data](#)
- Identify which students need additional time and support to help them reach levels of proficiency in the core academic areas of student learning.
- Identify which students need enrichment and extension of their learning because they have already demonstrated levels of proficiency.
- Identify who is getting consistently better results in an important area of student learning, and what can be learned from this teammate.
- Identify the areas in which our students consistently struggle, and determine a theory regarding why these skills or concepts are proving difficult for them.

Spring 2015 Grade 4 ELA		Spring 2016 Grade 5 ELA	
Advanced	52%	Advanced	56%
Proficient	32%	Proficient	25%
Needs Improvement	11%	Needs Improvement	13%
Warning/Failing	5%	Warning/Failing	6%

Number of Students		Number of Students	
Level 4 and 5	79	Level 4 and 5	88
Level 3	48	Level 3	39
Level 2	17	Level 2	20
Level 1	8	Level 1	10
	152		**157**

Grade 6 Student **Growth Percentile (SGP)** shows how a child's progress compares to the progress of other students in the same grade statewide who earned similar MCAS scores in previous years.

	2015	2016	6-year SGP Goal
Student Growth Percentile (SGP) ELA	18	46.5	51

Grade 6 English Language Arts 2015 PARCC Computer Based

Spring 2015 Grade 6	Fhvn	Number of Students	Fhvn
Level 4 and 5	43%	Level 4 and 5	56
Level 3	31%	Level 3	41
Level 2	18%	Level 2	24
Level 1	8%	Level 1	10
			131

Spring 2016 Grade 6	Fhvn	Number of Students	Fhvn
Level 4 and 5	66%	Level 4 and 5	89
Level 3	18%	Level 3	24
Level 2	14%	Level 2	19
Level 1	2%	Level 1	3
			135

- Identify which students need additional time and support to help them reach levels of proficiency in the core academic areas of student learning.
- Identify which students need enrichment and extension of their learning because they have already demonstrated levels of proficiency.
- Identify who is getting consistently better results in an important area of student learning, and what can be learned from this teammate.
- Identify the areas in which our students consistently struggle, and determine a theory regarding why these skills or concepts are proving difficult for them.

Spring 2015 Grade 4 Math		Spring 2016 Grade 5 Math	
Level 4 and 5	24%	Level 4 and 5	41%
Level 3	40%	Level 3	32%
Level 2	32%	Level 2	19%
Level 1	3%	Level 1	8%

Number of Students		Number of Students	
Level 4 and 5	36	Level 4 and 5	64
Level 3	59	Level 3	50
Level 2	47	Level 2	30
Level 1	5	Level 1	13
	147		**157**

Grade 6 Student **Growth Percentile (SGP)** shows how a child's progress compares to the progress of other students in the same grade statewide who earned similar MCAS scores in previous years.

	2015	2016	6-year SGP Goal
Student Growth Percentile (SGP) Math	25	49	51

Spring 2015 Grade 6	Fhvn	Number of Students	Fhvn
Level 4 and 5	39%	Level 4 and 5	50
Level 3	35%	Level 3	46
Level 2	16%	Level 2	21
Level 1	9%	Level 1	12
			129

Spring 2016 Grade 6	Fhvn	Number of Students	Fhvn
Level 4 and 5	50%	Level 4 and 5	36
Level 3	30%	Level 3	41
Level 2	18%	Level 2	25
Level 1	2%	Level 1	3
			135

- Identify which students need additional time and support to help them reach levels of proficiency in the core academic areas of student learning.
- Identify which students need enrichment and extension of their learning because they have already demonstrated levels of proficiency.
- Identify who is getting consistently better results in an important area of student learning, and what can be learned from this teammate.
- Identify the areas in which our students consistently struggle, and determine a theory regarding why these skills or concepts are proving difficult for them.

Spring 2015 Grade 5 ELA		Spring 2016 Grade 6 ELA	
Level 4 and 5	57%	Level 4 and 5	66%
Level 3	26%	Level 3	18%
Level 2	10%	Level 2	4%
Level 1	3%	Level 1	2%

Number of Students		Number of Students	
Level 4 and 5	80	Level 4 and 5	89
Level 3	37	Level 3	24
Level 2	14	Level 2	19
Level 1	4	Level 2	3
	141		**135**

Grade 7 Student **Growth Percentile (SGP)** shows how a child's progress compares to the progress of other students in the same grade statewide who earned similar MCAS scores in previous years.

	2015	2016	6-year SGP Goal
Student Growth Percentile (SGP) ELA	35	26	51

Spring 2015 Grade 7	Fhvn	Number of Students	Fhvn
Level 4 and 5	55%	Level 4 and 5	79
Level 3	29%	Level 3	41
Level 2	13%	Level 2	18
Level 1	3%	Level 1	4
			143

Spring 2016 Grade 7	Fhvn	Number of Students	Fhvn
Level 4 and 5	45%	Level 4 and 5	60
Level 3	27%	Level 3	37
Level 2	17%	Level 2	23
Level 1	10%	Level 1	14
			134

[Mathematics Grade 7 Analysis of Data](#)
- Identify which students need additional time and support to help them reach levels of proficiency in the core academic areas of student learning.
- Identify which students need enrichment and extension of their learning because they have already demonstrated levels of proficiency.
- Identify who is getting consistently better results in an important area of student learning, and what can be learned from this teammate.
- Identify the areas in which our students consistently struggle, and determine a theory regarding why these skills or concepts are proving difficult for them.

Spring 2015 Grade 5 Math		Spring 2016 Grade 6 Math	
Level 4 and 5	42%	Level 4 and 5	50%
Level 3	41%	Level 3	30%
Level 2	14%	Level 2	18%
Level 1	4%	Level 1	2%

Number of Students		Number of Students	
Level 4 and 5	58	Level 4 and 5	36
Level 3	57	Level 3	21
Level 2	19	Level 2	25
Level 1	6	Level 1	3
	140		**135**

Grade 7 Student **Growth Percentile (SGP)** shows how a child's progress compares to the progress of other students in the same grade statewide who earned similar MCAS scores in previous years.

	2015	2016	6-year SGP Goal
Student Growth Percentile (SGP) Math	45	47	51

Spring 2015 Grade 7	Fhvn	Number of Students	Fhvn
Level 4 and 5	42%	Level 4 and 5	59
Level 3	41%	Level 3	58
Level 2	15%	Level 2	21
Level 1	1%	Level 1	2
			141

Spring 2016 Grade 4	Fhvn	Number of Students	Fhvn
Level 4 and 5	47%	Level 4 and 5	62
Level 3	30%	Level 3	41
Level 2	16%	Level 2	21
Level 1	7%	Level 1	10
			135

- Identify which students need additional time and support to help them reach levels of proficiency in the core academic areas of student learning.
- Identify which students need enrichment and extension of their learning because they have already demonstrated levels of proficiency.
- Identify who is getting consistently better results in an important area of student learning, and what can be learned from this teammate.
- Identify the areas in which our students consistently struggle, and determine a theory regarding why these skills or concepts are proving difficult for them.

Spring 2015 Grade 6 ELA		Spring 2016 Grade 7 ELA	
Level 4 and 5	43%	Level 4 and 5	45%
Level 3	38%	Level 3	27%
Level 2	10%	Level 2	17%
Level 1	8%	Level 1	10%

Number of Students		Number of Students	
Level 4 and 5	56	Level 4 and 5	60
Level 3	41	Level 3	37
Level 2	24	Level 2	23
Level 1	10	Level 1	14
	131		**134**

Grade 8 Student **Growth Percentile (SGP)** shows how a child's progress compares to the progress of other students in the same grade statewide who earned similar MCAS scores in previous years.

	2015	2016	6-year SGP Goal
Student Growth Percentile (SGP) ELA	33	30	51

Spring 2015 Grade 8	Fhvn	Number of Students	Fhvn
Level 4 and 5	59%	Level 4 and 5	72
Level 3	23%	Level 3	28
Level 2	12%	Level 2	15
Level 1	6%	Level 1	7
			122

Spring 2016 Grade 8	Fhvn	Number of Students	Fhvn
Level 4 and 5	50%	Level 4 and 5	74
Level 3	30%	Level 3	44
Level 2	14%	Level 2	21
Level 1	5%	Level 1	8
			147

[Mathematics Grade 8 Analysis of Data](#)
- Identify which students need additional time and support to help them reach levels of proficiency in the core academic areas of student learning.
- Identify which students need enrichment and extension of their learning because they have already demonstrated levels of proficiency.
- Identify who is getting consistently better results in an important area of student learning, and what can be learned from this teammate.
- Identify the areas in which our students consistently struggle, and determine a theory regarding why these skills or concepts are proving difficult for them.

Spring 2015 Grade 6 Math		Spring 2016 Grade 7 Math	
Level 4 and 5	39%	Level 4 and 5	47%
Level 3	35%	Level 3	30%
Level 2	16%	Level 2	18%
Level 1	9%	Level 1	7%

Number of Students		Number of Students	
Level 4 and 5	50	Level 4 and 5	63
Level 3	46	Level 3	40
Level 2	21	Level 2	24
Level 1	12	Level 1	9
	129		**134**

Grade 8 Student **Growth Percentile (SGP)** shows how a child's progress compares to the progress of other students in the same grade statewide who earned similar MCAS scores in previous years.

	2015	2016	6-year SGP Goal
Student Growth Percentile (SGP) Math	44	38.5	51

Spring 2015 Grade 8	Fhvn	Number of Students	Fhvn
Level 4 and 5	41%	Level 4 and 5	50
Level 3	29%	Level 3	36
Level 2	20%	Level 2	25
Level 1	10%	Level 1	12
			123

Spring 2016 Grade 8	Fhvn	Number of Students	Fhvn
Level 4 and 5	47%	Level 4 and 5	67
Level 3	23%	Level 3	34
Level 2	18%	Level 2	27
Level 1	12%	Level 1	18
			147

Fairhaven High School Grade 10 Analysis of Data

Massachusetts Department of ELEMENTARY & SECONDARY EDUCATION

Spring 2016 MCAS Results by Achievement Level
School, District and State Comparison

District: Fairhaven
School: Fairhaven High
Grade: 10

All Students

English Language Arts	N Included	% School	% District	% State
Advanced	62	44	41	47
Proficient	71	50	49	45
Needs Improvement	9	6	7	6
Warning/Failing	0	-	3	3
Total Included	142			

English Language Arts - Grade 10
All Students
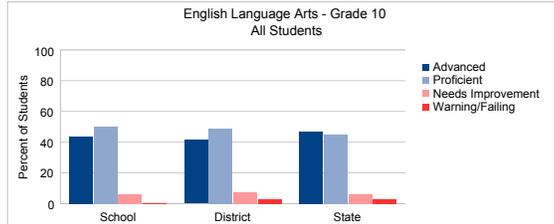
Mathematics	N Included	% School	% District	% State
Advanced	101	71	67	54
Proficient	27	19	19	24
Needs Improvement	11	8	8	15
Warning/Failing	3	2	5	8
Total Included	142			

Mathematics - Grade 10
All Students
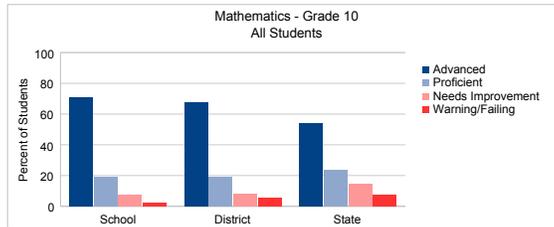
Science and Technology/Engineering	N Included	% School	% District	% State
Advanced	40	31	30	29
Proficient	59	46	45	44
Needs Improvement	26	20	21	21
Warning/Failing	2	2	4	5
Total Included	127			

Science and Technology/Engineering - Grade 10
All Students
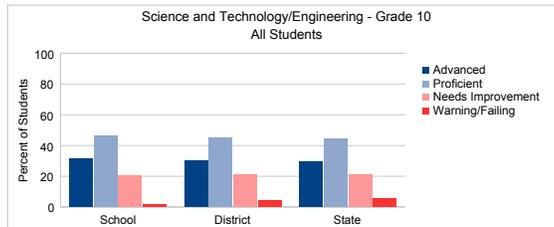
NOTE: Achievement level percentages are not calculated for student groups of less than 10.

*NOTE: Grade 10 Science and Technology/Engineering results represent the highest achievement level attained by Grade 10 students in any of the four subjects (Biology, Chemistry, Introductory Physics, and Technology/Engineering) assessed in grades 9 or 10. In addition, only students enrolled in Massachusetts since October of 9th grade are included in state-level results; only students enrolled in the same district since October of 9th grade are included in district-level results; only students enrolled in the same school since October of 9th grade are included in school-level results.

TEACHING AND LEARNING

In order to make powerful teaching and learning our central focus (2014-2016 DIP Goal #1), we must continue to improve the climate, conditions, and culture of the district (2014-2016 DIP Goal #2). The culture and conditions that we strive for are clearly spelled out in the Teaching and Learning section of the District Improvement Plan (DIP). The clearly defined **Roles and Authority**, the **Assigning of People to Meaningful Teams,** the **Providing of Time for Collaboration, and Establishing Clarity Regarding the Focus of the Collaboration**, if adhered to, will culminate in the ultimate language that exists in the **Professional Learning Community** narrative.

Improving student achievement is not a one-year throw a program at a problem solution. Our Teaching and Learning Plan is an iterative process that continually looks at the key actions that have taken place from the previous year(s) that result in the initiatives that are a part of the current DIP. **Allocation of Time, Guaranteed and Viable Curriculum, Common Formative and Summative Assessments, Decisive and Immediate Intervention, and Universal Instructional Practices** are the major components of this plan.

Under each major component of the Teaching and Learning portion of the DIP we describe key actions that guide the improvement, and the activities that are planned for this improvement. This plan fully utilizes the principles defined in the Teaching and Learning section of the DIP. These Goals, Key Actions and subsequent Activities serve as the blueprint to accomplish the student achievement goals of our District Improvement Plan.

Teaching and Learning Goal

Make powerful teaching and learning the central focus of the Fairhaven Public School District.

a. Continue to improve the climate, conditions, and culture of the Fairhaven Public School District.

b. The district will realize a 5% increase in the 2017 CPI for "all students" in ELA and Math for grades 3 – 8 and in ELA, Math and Science for Grades 6 – 12.

c. The district will realize a 5% increase in the 2017 CPI for "high needs" students in ELA and Math for grades 3 – 8 and in ELA, Math and Science for Grades 6 – 12.

d. The district will see at least 10% of students in the Warning category move into Needs Improvement in ELA and Math.

e. The district will see at least 10% of students in the Proficient category move into Advanced in ELA and Math.

Key Action

ALLOCATION OF TIME
Ensure that sufficient instructional time is allotted to enable all students to reach levels of proficiency in the core academic areas of student learning.

Utilizing the District's Teaching and Learning Plan Determine Grades 6 – 12 Science Academic Pathways based upon the newly adopted Next Generation Science Standards

Utilizing the District's Teaching and Learning Plan Determine an Integrated Science Implementation plan at the Elementary Level

Utilizing the District's Teaching and Learning Plan Determine Grades 6 – 12 World Language Academic Pathways

Key Actions

GUARANTEED AND VIABLE CURRICULUM
Develop, Implement, Review and Revise Curriculum Guides in accordance with our Curriculum Alignment Process.

- Each Core Academic Area for Student Learning has a curriculum guide developed for it that is used by all the teachers teaching that grade/course/unit.
- All teachers have complete access to the curriculum guides and have been trained in their use.
- All teachers will utilize the curriculum guides in their classroom.

Develop, Implement, Review and Revise Curriculum Guides in accordance with our district's Curriculum Alignment Process at the Secondary Level

Ensure that our District Benchmarks are in alignment with the Massachusetts Curriculum Frameworks and Summative Assessment Data.

- What is it that all students should know and be able to do by the time they leave each lesson/unit/course/grade?
- Map the learning standards/benchmarks into quarterly, trimester, or semester chunks.

Review and Revise the K-5 Teaching and Learning Standards/Benchmarks that are mapped into trimester periods of time in alignment with the Elementary Progress Reports.
The Go Math Program at the Elementary Level

Scott Foresman Reading Streets Program at the Elementary Level

Key Action

COMMON FORMATIVE AND SUMMATIVE ASSESSMENTS
Determine the common formative assessments that will be utilized to monitor the academic progress of all students.

- Grade/level and content area teachers meet to develop and/or modify common formative assessments to match benchmarks, if necessary,
- How will we know if each student is learning each of the skills, concepts, and dispositions we have deemed most essential?

Map the learning standards/benchmarks and the matching common formative assessments into quarterly, trimester, or semester chunks.

Utilizing the District's Teaching and Learning Plan formalize seamless common formative assessments at the Elementary Level

Key Actions

DECISIVE AND IMMEDIATE INTERVENTION
Identify which students need additional time and support to help them reach levels of proficiency in the core academic areas of student learning.

Identify which students need enrichment and extension of their learning because they have already demonstrated levels of proficiency.

Determine how will we provide these students with additional support and/or resources that are timely, precise, diagnostic, directive, and systematic?

Review and assess the delivery of Response to Intervention within the Teaching and Learning Plan and make any revisions, if needed, to formalize and enhance the long-term, sustainable, success of this plan.

Key Actions

UNIVERSAL INSTRUCTIONAL PRACTICES
Inform our teachers about the effectiveness of different educational practices that may cause them to adjust instructional practice.

Identify our teachers who are getting consistently better results in an important area of student learning, and what can be learned from this teammate.

Identify the areas in which our students consistently struggle, and determine a theory regarding why these skills or concepts are proving difficult for them.

Determine what our teachers need to learn individually and collectively to improve upon their ability to help students succeed.

Determine what action research or piloting our teachers can initiate to test the impact of their own learning.

Review and assess the Bay State Reading Institute and make any revisions, if needed, to formalize and enhance the long-term, sustainable, success of this plan.

Review and assess the Instructional Rounds and make any revisions, if needed, to formalize and enhance the long-term, sustainable, success of this plan.

Review and assess the Social Emotional Learning
and make any revisions, if needed, to formalize and enhance the long-term, sustainable, success of this plan.

Measuring of Student Progress

What will we see in November to know that students are on track to meet the end-of-the year goals	
What will we see in February to know that students are on track to meet the end-of-the year goals	
What will we see in April to know that students are on track to meet the end-of-the year goals	

SOCIAL AND EMOTIONAL LEARNING

The district provides quality programs for all students that are comprehensive, accessible and rigorous. Student academic support services and district discipline and behavior practices address the needs of all students. The district maintains high rates of attendance for students and staff and retains the participation of students through graduation.

Access and Equity

The district actively works to ensure that all students, including English Language Learners, students with disabilities, and students with economic challenges are able to perform to the best of their ability.

Student Support

Provides resources and support to enable administrators and educators to identify each student's academic, social, emotional, and behavioral needs, including students with disabilities and English learners. Collaborates with administrators to support families to effectively address student needs and prevent further challenges, connecting students with a network of resources within and outside the district.

Family Collaboration

Sets clear expectations and provides differentiated resources to support administrators to consistently and regularly engage all families in supporting their children's learning at school and home, including families and children with limited English proficiency and/or children with disabilities.

Social and Emotional Learning Goal

Embed a continuum of resources and support to enable administrators and educators to identify each student's academic, social, emotional, and behavioral needs, including students with disabilities and English language learners.

Key Action

Identify the number of students needing services and the sustained costs related to providing the following student services as determined by the Director of Student Services.

- 504's
- English Language Learner Services
- Home Schooled Services
- Homeless Families (McKinney Vento Act)
- Summer Services
- Special Education Transportation
- Out of District Services
- Tutorial Services

Key Action

Most recently our district identified the student services that are provided to meet each student's academic, social, emotional, and behavioral needs, including students with disabilities and English language learners. Once determined, we developed and implemented a Student Services Plan in concert with the development and implementation of the 2016 – 2017 school budget process to formalize this plan. The intent of this plan was to determine the best distribution and delivery of student services throughout the district for each special needs child or any other child presenting concerns.

Review and assess the continuum of services within the Student Services Plan and make any revisions, if needed, to formalize and enhance the long-term, sustainable, success of this plan.

Elementary Level-
Work with Building Principals re:
Elementary Inclusion/Intervention (4)
Oversee Substantially Separate Behavior Classroom (The Learning Center)
Oversee the Substantially Separate ASD Classroom (1)
Provide Training in the Principles of ABA
Work with Building Principals re: Effective and Efficient Utilization of Paraprofessionals (31)

Middle School Level-
Work with Building Principals re:
Middle School Inclusion (3)
Oversee Substantially Separate Cognitive Classroom (1)
Work with Building Principal re: Effective and Efficient Utilization of Paraprofessionals (8)

High School Level-
Work with Building Principal re:
High School Inclusion (3)
Substantially Separate 016 Classroom (1)
Work with Building Principal re: Effective and Efficient Utilization of Paraprofessionals (9)

Oversee Speech Therapy Services (3)
Oversee Physical Therapy Services
Oversee Occupational Therapy Services

Key Action

Most recently our district identified the following goals regarding special education compliance:

- Develop and implement a plan that ensures full and consistent compliance with the special education process.
- Determine who serves as the chairperson for initial team meetings, three-year re-evals and all other team meetings.
- Determine the roles and responsibility for all stakeholders including; special education teachers, school psychologists, secretarial staff, and building administration.
- Determine how all paperwork is prepared for initial referrals. Ensure that all paperwork is completed and that all timelines are being met.
- Present this consistent protocol so that it is clear and understood by special education teachers, building administrators, support personnel, and other stakeholders for full implementation.

Under the direction of the Director of Student Services, our district will review and assess our adherence with special education compliance and make any revisions, if needed, to formalize and enhance the long-term, sustainable, success of this plan.

Under the direction of the Director of Student Services, the School Psychologist/Team Chairperson:
- Conducts psychological evaluations, counseling, and other services
- Chairs all initial and reevaluations, when testing needs interpretation
- Serves as the Team Chairperson for their assigned schools, attending all evaluation meetings, whether initial or reevaluation, and any extraordinary review meetings
- Ensures full and consistent compliance with the special education process.
- Administer this consistent protocol so that it is clear and understood by: special education teachers, building administrators, support personnel, and other stakeholders for full implementation.
- Determines how all paperwork is prepared for initial referrals.
- Ensure that all paperwork is completed and that all timelines are being met.

Key Action

The Coordinator of Early Childhood will ensure Access to High Quality Early Education and Care

- Oversee the Integrated Pre-school Program (3)
- Assess school readiness at Kindergarten Entry (MKEA)
- Work with Building Principals re: Full-day Kindergarten (7)
- Identify the Appropriate use of the BCBA
- Explore Other BCBA Providers
- Implement Proper Utilization of BCBA Services

Services and Partnerships to Support Learning

The district engages in both internal and external partnerships to develop and sustain high quality "wraparound" support services for the learning and behavioral health of all students.

- Regular communication between schools and families regarding students' academic, social, and emotional development
- Family engagement strategies are respectful of language and culture
- Supportive school environments that have coordinated support services, universal breakfast (if eligible), positive behavior interventions, attendance and discipline practices, and effective classroom management
- External partnerships that provide students and families with access to behavioral health, social, recreational, and supplemental educational services such as college and career readiness
- Students actively assume responsibility for appropriate behavior and learning

Key Action

Under the direction of the Assistant Director of Student Services, our district will review and assess our use of resources throughout the district to address behavioral and mental health issues, to formalize and enhance the long-term, sustainable, success of this plan.

- Oversee the assignment of all Guidance and Counseling resources throughout the District
- Assure Availability and Comparability of Services Across the Mental Health Continuum
- Chair the district-wide Behavior Team
- Assignment of personnel to complete FBAs and Behavior Plans
- Provision of training for staff in dealing with Functional Behavior Assessments (FBAs)
- Development of protocols for behavioral interventions
- Provision of training for staff in dealing with Physical Restraint Training
- Provision of training for staff in dealing with behavioral and mental health issues

DISTRICT DIGITAL CONVERSION
(Empowering Personalized Learning)

The following is taken directly from a Drossos, Scott, *District Digital Conversion Empowering Personalized Learning, White Paper (version 2.2),* McGraw Hill Education.

The focus of this initiative is to move an entire district from the traditional approach (paper driven) method of curriculum, instruction, and assessment to a more engaging school system.

At no other time has there been the pressure and collective understanding that all aspects of teaching, learning, and schooling can be made more effective and efficient by technology.

Extensive research informs us that there is not a correlation between supplying students with the means (devices, connectivity, and digital resources, etc.) and higher academic results.

The known examples of systemic success show that technological tools are essential, just not sufficient on their own.

"District Digital Conversion is a systemic approach to digital instruction and learning."

Its success is defined by the expected improvement in student achievement (ideally accelerated and the advancement of digital instructional practices.

"There are numerous examples of effective digitally enabled classroom and schools, but very few examples of district-wide successful digital conversions.

<div align="right">Page 2</div>

"The primary aim of using technology must be to help teachers advance instruction and learning practices in order to accelerate learning and better prepare our children for the future."

"Students graduating from digitally converted districts will have greater opportunities than students from less digitally effective school systems."

<div align="right">Page 3</div>

District Digital Conversion Goal

Develop and implement a District Digital Conversion Plan that systemically incorporates all aspects of our District's Teaching and Learning Plan as its first priority.

Key Actions
Review and Assess the Essential Instructional Technology

In past years our district conducted an extensive and comprehensive Instructional Technology (IT) Simplification Enterprise Assessment with an outside contractor (Dell). Once completed, we developed and implemented this district initiative.

Review and assess the district's adherence to its Instructional Technology Plan and make any revisions, if needed, to formalize and enhance the long-term, sustainable, success of this plan.

1. Based upon recommendations in the Technology Assessment, develop a strategic plan that provides goals and strategies to guide the implementation of technology in FPS that is aligned with the District's Mission and Goals.

- Align all IT strategic planning to district strategic plans and goals in order for technology to serve the purpose of achieving District goals.
- Establish a cross-functional IT stakeholder group or Technology Advisory Committee (TAC), comprised of a cross- functional group of end-users that provides strategic guidance for technology oversight in the district.
- Provide comprehensive timelines, budgets, resource requirements, communications, staffing requirements, etc. for this strategic plan.
- Facilitate project planning over a 3-year period with major annual revisions and on-going status updates. Capacity should be forecasted for short-term and long-term periods with clear roadmaps defining the drivers and conditions resulting in the growth.
- Align budgets with the strategic plan with clear funding sources that can be modified to accurately reflect available funds.
- Establish a program of balanced standards that allows the district to plan appropriately for growth and needed levels of support. All hardware and software standards are part of a strategic vision and are clearly defined Standards should be communicated and enforced. All strategic meetings should be well documented and communicated.
- Fiscal budgeting and long-range forecasting processes should incorporate capital and operational expenditures for all initiatives planned for implementation in the appropriate fiscal year.
- Develop, adopt and enforce organizational policies and procedures to expedite standardized processes through Fairhaven Public Schools.

2. Upgrade Infrastructure to Support Strategic Initiatives

- Develop a list of standard technology equipment in place that dictates the type of hardware and levels of support that should be purchased. Ensure that servers from the same vendors and the same uses are spread across the district.
- Establish a true wireless network that is <u>not</u> a combination of various types of access points that are all given the same name and password, but rather 5

independent networks through which end users connect via virtual private networks.

- Establish a wireless access that does meet the needs of the students and staff. Ensure that lab and classroom computers are always reliable for students or teachers.

3. Responsible for enhancing and accountability for the IT Support Model

- Create a standard set of technology processes and procedures for delivery of technology support by realigning IT staff to provide on-site support to all schools.

- Develop processes and procedures to dictate which incidents will be addressed in order of criticality.

- Communicate and emphasize the value of the system to everyone so that all faculty and staff understand all processes and procedures for the delivery of technology support.

- Assign existing IT support staff on a permanent basis to specific schools with standard scheduled hours in which they will be at that site. Assign one tech support staff member to the High School and one elementary school, and the other one to the Middle School and the other elementary school. Post the hours that they will be at each site so that teachers and staff know when to expect support. Develop a system where IT support staff check in with the building principal or designee when they are on-site to coordinate technology needs for the visit. Ensure that IT support staff provide deskside support when appropriate to train end-users.

- Create standard processes and procedures for stipulating the timeframe in which technology requests will be addressed.

- Implement a new ticketing system such as Manage Engine's Service Desk or a similar system that allows end-users to input tickets into the system as well as check up on their status. The ticketing system will allow users to see the status of their technology request and communicate with the IT support staff in order to provide a quick resolution. Communicate and ensure that a formal escalation process is in place to allow end-users to escalate issues when needed.

- Develop and implement a plan of self-help documentation for staff to be to able investigate and self-correct technology issues where IT support staff shall provide deskside support and training.

- Establish a method of measuring the effectiveness of IT support at the school sites and provide constant feedback to the IT support staff as a means of continual improvement. Evaluate IT support staff on an on-going basis in order to ensure improvements can be immediately implemented.

4. Formalize a program that provides technology support and training to all staff

- Develop a formalized professional development program with structured offerings for teachers and staff. Base the professional development offerings on the needs

of the end users as documented in an end-user survey. Evolve the list of PD offerings in order to reach a wider range of skills and competencies. Formalize a practice where teachers are provided with various types of technology training over the course of the school year as part of an on-going continuous improvement process.

- Ensure that the assigned professional development staff person spends 100% of his/her time on professional development and no time on IT support issues.
- Establish at least one model classroom in the district where PD can be provided based on the actual hardware that is placed in the classrooms. A model classroom where teachers can demo hardware and software, or explore classroom layouts for moving toward 21st Century learning in each school building will be established. The model classrooms will be set up to enable teachers to get hands-on support and training with the same technology that will be in their classrooms.
- The assigned professional development staff person provides both group as well as one-on-one support for teachers. Training on productivity applications such as Microsoft Office will also provided to FPS staff who need it.
- Formalize a technology skills assessment as part of the hiring process. Develop a set of minimum technology competencies requirement for new hires to the school district.
- Develop a system where teachers will be trained how to best use the classroom technology for instructional purposes. Create a process whereby any major technology purchases require a formalized professional development component before they are made.
- Provide documentation for all training so that staff is able to also conduct ad hoc training in the absence of the professional development trainer. Create a list of PD offerings that can be provided to teachers on an as-needed basis and develop documentation for each of them.
- Arrange to have an hour after school each week when teachers can drop by a library or other location to receive training on technology needs.

5. Create a district-wide list of standards for technology equipment, software and services

- Conduct an in-depth audit of existing classroom technology and survey teachers to see what technology they like and would prefer to continue using.
- Establish a standardized set of classroom technology in place that is decided by a cross-functional group of IT staff, curriculum, business, etc. allowing teaching staff to move from one classroom to another without having to relearn how to use different technology.
- Provide full support of all classroom technologies either by internal support staff, or 3rd party support purchased for the life of the product.
- The standardization of classroom technology and services should be based on the needs of the district Teaching and Learning System. Curriculum is able to direct how the technology should be used to drive instruction in the classroom. Appropriate teaching strategies shall be tied to each piece of technology before

selection. Professional development is tied to every item purchased so that teacher can use it appropriately.

- Create a stakeholder committee that meets on a scheduled basis to discuss strategy and direction for the selection and implementation of classroom technology. The group should also include representatives from operations, business, and other units.
- Establish a set of standard equipment that is appropriate and supported for all FPS needs
- Examine the level of use of a Learning Management System. The Learning Management System (LMS) is endorsed and supported by the Teaching and Learning System and its use is tied to state and national standards.
- Create a base-line report that documents the existing state of classroom technology in the district, and make strategic plans for improvement based upon the actual data gathered for the report.
- Open lines of communication with all stakeholders to be able to provide input into the use of and support for classroom technology
- Establish a process for mounting all LCD projectors to the ceiling, wall or interactive device

6. Institute a Refresh Cycle for All Computers

- Gather an inventory of all of the computers in the district. Determine which computers to replace based upon their age and level of disrepair. Implement a process to get rid of all obsolete computers, and even computers that might be working, but which are extremely slow.
- Develop a process is in place where each teacher will receive a laptop containing standard applications over the course of a year or two.
- Develop a process where computers are on a refresh cycle and obsolete computers are disposed of when they are no longer in use. Consider going to a 4-5 year refresh cycle for all lab computers, and classroom computers. Prioritize workstations with teacher laptops first, staff computers second, then lab computers and finally classroom computers
- Ensure that all desktops and laptops are standardized.
- Consider purchasing warranties where a local vendor can provide someone to perform any type of break-fix required within a set amount of time after an issue is reported. Work with a local vendor to determine the costs associated with managed deployment where they image the computers, install them, remove all trash, remove the old computers, dispose of them if they are obsolete, and set up the new computers on the network.

7. Implement a Print Management Program

- Develop and implement a plan in which all staff and student computers are networked to centralized multi-function devices, or large-scale network printers where printing devices are all standardized and toner purchases can be made in bulk.
- Collect a detailed inventory of all current printers in the district. Determine how the devices will be distributed around the district once the plan goes into place. Establish a timeframe for putting the plan in to motion. Communicate the plan to stakeholders in the district when printers are removed from local desks, office and classrooms. Carry out the plan to remove printers, and transition over to regional networked printers.
- Analyze the data on the multi-function devices to see how much each page costs, and how many pages are being used. Calculate the total savings that will be generated as a result of the plan Maintain detailed district-wide metrics on the amount of money saved due to new program. Ensure that color printing is passcode protected to keep track of the number of color pages printed. Maintain metrics on how much money has been saved by the process and report out the findings on an on-going basis.

Key Actions
Plan and Design a Progressive and Engaging Digital School District

It is imperative that our district reviews and assesses its adherence to its Instructional Technology Plan and makes any revisions, if needed, to formalize and enhance the long-term, sustainable, success of this plan. This exercise is essential to moving to a sustained plan for District Digital Conversion.

Develop and implement a plan to create a systemic approach to digital instruction and learning with the priority of expected improvement in student achievement and the advancement of digital instructional practices.

The following is taken directly from a Drossos, Scott, *District Digital Conversion Empowering Personalized Learning, White Paper (version 2.2),* McGraw Hill Education. The ten lessons learned from McGraw-Hill Education to accelerate student achievement and improve instructional practice through a district digital conversion strategy are presented below.

1. Design to Aid All Teachers and Learners

> "Many previous 1:1 computing implementations have focused on equipping teachers and students with devices, network access, and a Learning Management System (LMS)," "The assumption is that linking the teacher and students to the Internet is sufficient to enable digital instruction and learning."

> "A strategy that requires teachers to build all of their own content resources is usually only effective with a handful of exceptionally gifted and committed teachers, which provides insight into why so few examples of LMS-centered digital conversions have generated evidence of wide-scale and sustained student achievement gains."

> "Conversely, digital core curricula integrated with technology that enhances teachers' real time ability to monitor learning, personalize teaching and advance students' 21 century skills, have been shown to drive increased student achievement and engagement (page 6)."

2. Ensure there is evidence that our strategy will work based on high stakes test rate increases.

> "Implement something that has been built, tested, and proven to impact instruction and learning positively."

> It is essential to decide on a system with longitudinal evidence of success, as defined by state High Stakes Test results, and demonstrable improved

teacher practices that include teacher testimonials to substantially improve your chances of a positive outcome (page 8).

3. Ensure that the District Digital Learning Programs include real-time student progress reporting

"Too often, 1:1 learning implementations don't include easy teacher access to real-time student achievement data."

"Research shows that making it easy for a teacher to monitor student progress during class can dramatically impact a teacher's ability to individualize instructional support and keep the whole class engaged in learning (page 9)."

4. Consider all costs and don't lose sight of hidden costs

How much should it cost for the digital curriculum resources?

Is our district's use of support staff efficiently supporting its digital conversions effort (page 10)?

5. Ensure the system is reliable, easy, and can be used by all

Will all or most of our teachers be able to easily and quickly adjust their instructional practices to take advantage of the new capabilities?

6. Strive for integrated digital teaching and learning systems that are open.

Understanding the pros and cons of closed versus open systems is important. Newer system architecture and computer coding tends to embrace greater flexibility for digital district conversion.

Most districts select accelerated student learning and improved instruction as their primary goals, so implementing a strategy and system that is centered around those goals reduces unnecessary human intervention and easily supports new digital work and learning processes, which is key (page 11).

7. Ensure a well-coordinated plan exists that aligns people, goals, and efforts.

Like the concept of change management, district digital conversion is difficult and will affect most district departments and their staff in some way.

To be effective, members of leadership teams must abandon the mindset of "representing" the interests of their departments during the team's deliberations. Instead, they must think of themselves as having a unified interest in redesigning a product from start to finish (page 12).

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8. Plan sufficiently fund to train teachers in the new digital instructional practices

> Most teacher-training today only focuses on showing teachers how to use new tools. It is really important for a district to know how teaching should be improved when going 1:1; otherwise, a lot of money will be invested with little or no return. It is imperative that staff development be at the heart of any digital conversion strategy (page 13).

9. Ensure our digital learning environment is accessible anywhere and anytime.

> "Traditionally, school districts have focused their learner and instructional support investments predominantly on optimizing the classroom during school hours. Going digital represents an unprecedented opportunity to impact teaching and learning outside of the classroom, but requires a rethinking of district investing."

> "The new paradigm should strive for ubiquitous access to an engaging personalized learning environment; easily incorporate new instructional methods like "flipped learning and facilitated instruction;" enable and promote parents' involvement in their child's learning; and be relevant to today's technological norms."

> "There is no substitute to access high quality universal wireless networks and many progressive districts actually campaign in their communities for this support/ The reality is that most districts need to plan for a sizeable percentage of their students having limited or not network access, and continue to pursue community support for personal access for all (page 14)."

10. The hardware device purchase does not compromise the immediate and long-term digital teaching and learning goals.

> "Hardware decision and purchase is best made after or in parallel to the digital teaching and learning environment decision. Districts should be careful to assess the risks associated with a teaching and learning strategy that is dependent on a specific device or device provider (page 15)."

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Key Action

What is the plan of action to deliver Instructional Technology, Technology Education, Library Media for the Fairhaven Public Schools?

Elementary (K – 5)	Minutes/ 90 Days Semester	Minutes/ 180 Days Year
Art	514	1028
General Music	514	1028
Physical Education	514	1028
Middle School (6 – 8)	Minutes/ 90 Days Semester	Minutes/ 180 Days Year
Art	1620	3240
Chorus	1620	3240
Instrumental Music	1620	3240
Strings	1620	3240
General Music	1620	3240
Physical Education	1620	3240
Health	1620	3240
Instructional Technology	1620	1620

- The district stopped offering general music at the secondary level. However in the 2014 - 2015 school year, 55 students were scheduled in general music in Grade 6, 71 students in Grade 7, and 53 students in Grade 8. We complain that we need more music teachers, however, we place them in teaching assignments that do not
- Class size distribution in technology education, instructional technology, and health, and physical education classes range from 12 to 28 students per class. The average class size for each exploratory is 16, 17, 22, 18, 15, and 16 students per subject area for each of these classes in Grade 6. The numbers are considerably smaller for exploratory classes for Grades 7 and 8. Those are the numbers before students are pulled for interventions.
- The offering of all of these exploratory to all of the students in all of the grades fills a students schedule but does not follow any educational program or plan.
- What is the plan of action to deliver Art, Chorus, Instrumental Music, Strings, Health, Instructional Technology, Physical Education, Technology Education, etc, at the Hastings Middle School?
- What children receive what courses each year?
- What is the flow of coursework beginning with the end in mind?
- Does each course/unit/lesson will flow from the accomplishment of the designated grade or course specific benchmarks within a content area backwards?
- When does the academic pathway begin?

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DISTRICT LEADERSHIP

Our plan for district improvement places the people, structures, and systems in position to support the mission and core values of the district. The procedures to implement this plan for district improvement are not, one policy, system, or program for one core value or goal. Many, if not all programs are dependent upon the other.

This plan is grounded in research and based upon current and best practice. We utilize as our guideposts the DESE Conditions for School Effectiveness Standards and Indicators, the Massachusetts Educator Evaluation Standards and Indicators, and the New England Association of Schools and Colleges: Commission on Public Secondary Schools (CPSS) 2011 Standards for Accreditation. In order to effectively accomplish the magnitude of responsibilities needed to ensure results we integrate our systems with the above guideposts.

The coordination between and among each system is the responsibility of district and school leadership. **District and School Leadership** includes the School Committee, Superintendent of Schools, the Business Manager, the Director of Special Needs, and the Building Principals. They purposefully prioritize our people and culture. We strive to continually improve the climate, conditions, and culture of the Fairhaven Public School District.

Professional Culture is the dogged implementation of our district's mission that states our shared beliefs regarding the purpose of the school, the role of the teacher, and the fundamental principles of and practices around teaching and learning. The ultimate intent of this plan for district improvement is so each and every student may become independent, productive, and successful.

The school committee and superintendent design institutional structures that support the strategic plan by means of reviewing, revising, and adopting **Policies and Regulations**. **District and School Staffing** provides the capacity to recruit and retain a highly effective staff.

The district effectively supervises staff and supports an **Educator Evaluation** process that identifies needs and provides assistance to support educators' professional growth and improvement and eliminate ineffective instruction.

Issues and Incidents show up on the doorstep of a district and school. It is imperative that we consistently utilize strategies for responding to disagreement and dissent, constructively resolve conflict, and build consensus throughout the school community. Our ability to **Follow Up and Follow Through** by engaging in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance is integral to our overall success.

OPERATIONAL SYSTEMS

While the district's plan for district improvement prioritizes its culture, if the structure and processes regarding **Safety, and Operational Systems** are not seriously addressed, then we will spend our entire time mired in the land of muck. That is why we spend the first 4 to 6 weeks making sure that the train stops at the train station and all the right people get on and off the train at the right time. We must push through the noise of school management issues so we can move in a clear direction toward powerful teaching and learning.

Safety promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.

Operational Systems enhances systems and procedures for the effective supervision and support of **custodial**, **clerical**, and other staff effectively so that the buildings are clean, attractive, welcoming, and safe. The major purpose of our district's **Transportation Services** is to aid students in getting to and from school in an efficient, safe, and economical manner. **Food services** include the area, menus and equipment needed to ensure that the well being of the students is a priority and is in compliance with state and federal regulations.

Our system of **Facilities and Maintenance** ensures that facilities are clean, safe, well-lit, well-maintained, and conducive to promoting student learning and achievement. Our **School Budget** process strives to sustain community support and resources that are needed to implement the educational program and maintain class size goals to obtain an optimum learning environment.

District Leadership and Operations Goal

Promote the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.

Develop and implement a long-term, sustainable District and School Leadership/Operations Plan that provides the support and resources to expand and enhance powerful teaching and learning.

Key Action

Based upon the following continuum of District Leadership and Operations functions and duties, develop and implement a plan to determine the best roles and responsibilities needed to efficiently and effectively meet the needs of the district.

This process will begin with an understanding that there shall be a re-structuring of District and School Leadership and related positions. It will be developed by matching the capabilities of the people in the district with the right functions and duties is a way to distribute leadership in order to achieve the goals of the district.

<p style="text-align:center">Make powerful teaching and learning the central focus
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PROFESSIONAL CULTURE
    Commitment to High Standards
    Mission and Core Values
    Meetings
MISSION DRIVEN
    Shared Vision Development

POLICIES AND REGULATIONS
    Ethical Behavior
CULTURAL PROFICIENCY
    Policies and Practices
STUDENT HANDBOOKS
    Fairhaven High School
    Hastings Middle School
    Elementary Schools

DISTRICT AND SCHOOL STAFFING
Recruitment and Hiring Strategies
Highly Effective Staff
Vacancies/New Hires
Staffing Protocols
Job Descriptions
Educator Licensure
Seniority Lists
Re-structuring
Leaves of Absence
Induction, Professional Development, and Career Growth Strategies

EDUCATOR EVALUATION
Educator Goals
Observations and Feedback
Ratings
Alignment Review

ISSUES AND INCIDENTS/MANAGING CONFLICT
Response to Disagreement
Conflict Resolution
Consensus Building
Communication Skills

FOLLOW UP AND FOLLOW THROUGH/COMMUNICATION
    Two-Way Communication
    Culturally Proficient Communication
SHARING RESPONSIBILITY
    Family Concerns
COMMUNICATION

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SAFETY
ENVIRONMENT
Medical Emergency Response Plans
Crisis Multi-Hazard Plans
School Cancellation Protocol/Contact Information
Comprehensive District Safety Plan
PLANS, PROCEDURES, AND ROUTINES
Orderly and Efficient Student Entry and Dismissal/Cafeteria and Student Transitions
Assemblies and Recess
CIVIL RIGHTS AND EQUITY
Civil Rights Training
Bullying Prevention Intervention Plan
Social Emotional Health and Well Being

OPERATIONS
Student Transportation Services
Student Residency
Personnel Management/Collective Bargaining
GNBRVTHS Enrollment
End of the Year Report
Purchasing in accordance with public procurement laws and regulations
Acushnet Tuition Agreement
Budget Development Process
Preliminary Draft Budget
School Community Relations
Capital Planning Committee
Community Preservation Committee
Grants Management
Short/Long Term Project Planning
Budget Management Process
Student Activity Accounts
Accounts Payable
Revolving Accounts
Payroll
CORI/Fingerprinting
Special Revenue Accounts
Facility Usage/Rental/Fees
Financial Audits
Out of District Tuition/Circuit Breaker

INTERNAL SYSTEMS/FORMS
Professional Development
Mileage Reimbursement
Course Reimbursement
Usage of Facilities
Grants/Gifts

FOOD SERVICES
Food Services
School Lunch Program
Nutri Kids

INSTRUCTIONAL TECHNOLOGY
Coordinate the District Strategic Technology Plan Process
Institute a Refresh Cycle for All Computers
Facilitate the successful implementation of AlertNow
Implement a Print Management Program
Responsible for accountability for the IT Support Model
Formalize a program that provides technology support and training to all staff
Create a district-wide list of standards for technology equipment, software and services
On-going staff training

INFORMATION SYSTEMS/DATA ANALYST
Responsible for the administration of X2, the district's integrated data management system
Produce monthly district reports in the areas of: Enrollment, Attendance and Student Conduct and Discipline, and annually produce a Dropout Report
AESOP/UNIFUND
The point person responsible for the timely dissemination of DESE state reports

INFRASTRUCTURE AND CONNECTIVITY
Upgrade and Enhance Infrastructure and Connectivity
Monitor Environmental Systems to Assure Energy Efficiency
Conduct energy audits and propose improvements to increase efficiency and reduce costs

FACILITIES AND MAINTENANCE
Supervise and evaluate all Custodial and Maintenance Staff Coordinate a documented Preventative Maintenance Program
Maintain an accurate inventory of and ensure the proper maintenance of district-owned equipment
Make recommendations for short-term facility repair & improvement and extraordinary maintenance needs
Coordinate work performed by vendors and outside contractors
Implement Procedures to Maintain Building Security and Safety
Supervise the preparation of grounds for athletic events in coordination with the Athletic Director
Coordinate district grass cutting and grounds keeping
Coordinate Snow Removal
Awareness of and Response to Building Emergencies, Malfunctions, and Alarm Calls

FAMILY & COMMUNITY ENGAGEMENT

Promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the school and district.

ENGAGEMENT

Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district and community.

Family Engagement

Provides resources and support for all personnel to use culturally sensitive practices and successfully engages most families, ensuring that all families are welcome and can contribute to district, classroom, school, and community effectiveness. Works with administrators, families, and organizations to identify and remove barriers to family involvement, including families whose home language is not English.

Community and Business Engagement

Establishes strategic partnerships with community organizations, community members, and businesses that improve district effectiveness. Works to increase the types and number of organizations with whom the district partners in order to deepen relationships and increase partner contribution.

PARTNERSHIP WITH FAMILIES AND COMMUNITY
- to create channels of communication that engage families and members of the community in our children's education
- to promote/acknowledge the district's accomplishments
- to increase community support and resources

COMMUNITY RELATIONS
- Works effectively with other public officials in the town and the state
- Works effectively with parents and students – even when they have a differing opinion on matters
- Keeps in contact with the community by being visible at community events, sporting events, and other school related functions
- Sustains community support and maintains relationships that promote collaborative planning with town departments

STUDENT MEMBERSHIP

Educational Continuity and Student Participation

The extent that the district is providing support for students to come to school daily, remain in school, and successfully participate despite transitions in school or at home.

- A user-friendly school attendance process that ensures accurate daily updates and reporting to enable regular and timely response where needed (daily, weekly, etc.)
- Regular reporting and response on staff attendance and participation
- Provisions being made to ensure continuity for students when teachers are absent
- Systemic support for students transitioning from one school, grade level, or program to another
- Prompt assessment and placement of entering and mobile students
- Prompt and equitable access to quality programs for transient and homeless students and support for their needs
- Fair and equitable policies, procedures, and practices that target the reduction of suspensions, exclusions, or other discipline referrals
- A targeted reduction of the dropout rate through active use of district and school policies
- District practices to recover dropouts and return them to an educationally appropriate placement

Communications Goal

Communicate regularly with families using two-way communication channels, including careful and prompt response to communications from families.