

**Gateway Regional School District
District Improvement Plan 2007-2009 (Curriculum)**

MCAS Performance Gap		Hypothesis About Potential Causes (What is stopping us from reaching CPI?)		Triangulation of Data (What data do we have? Need? What does it mean to administrators? To teachers?)	
Improvements in MCAS results for the district between Cycle IV (2006) and Cycle VI (2010); in Mathematics we need to move from 35% Proficient/Advanced to 60%; move from 22% Needs Improvement High to 25%; move from 22% Needs Improvement Low to 12%; from 10% Warning High to 2%; and from 11% Warning Low to 1% and in English Language Arts we need to move from 52% Proficient/Advanced to 70%; move from 20% Needs Improvement High to 27%; move from 20% Needs Improvement Low to 0%; from 4% Warning High to 2%; and from 4% Warning Low to 1%.		Lack of Articulated Curriculum (lack of up to date scope and sequence that specifies expectations for each grade level)		Current curriculum is outdated (1996), lacks benchmarks/rubrics, teachers using textbooks as curriculum, principal observations, lesson plans,	
District Strategies	District Action Steps	Timeline or Key Milestones	Person(s) Responsible	Resources for Teachers	Objectives (how will we measure success?)
Work with Leadership Team and Staff to develop a fully articulated K-12 curriculum	Align curriculum with State Frameworks and articulated both horizontally and vertically from K-12.	Complete alignment with frameworks----Math K-4 revised/finalized vertical articulation drafted in 06/07 (5-8 complete by May, 08) and create scope and sequence for each grade (May 08, draft documents May, 08, completed May, 09). Nine through twelve, draft scope and sequence and vertical articulation by May, 08, completed by May 09. ELA--draft vertical articulation and scope and sequence (K-4 by Jan, 08, complete Jan, 09; 5-12 draft by May 08, complete by May 09)	Janice Doppler	K-12 vertically and horizontally aligned curriculum tied to state frameworks containing: scope and sequence with benchmarks, objectives, resources, instructional strategies, timelines, articulation maps, assessments, and exemplars of student work.	Scope and Sequence and Vertical Articulation documents on website by August, 08.
Look at current courses and instructional offerings by School Staff	Evaluate effectiveness of current curriculum sequence for meeting student needs	Complete evaluation by 12/2008	Janice Doppler, Building Principals, School Staff	Application of scope and sequence to the program of studies, changes in structure of day, teacher lesson	Instruction lined up with curriculum that meets student needs
Building/Classroom Level Strategies	Desired Outcomes (Changes in Students)	Timeline or Key Milestones	Resources for Students	Objectives (how will we know if student performance increased?)	
Teachers use articulated curriculum to develop lessons, assess students, and meet needs	Students show an increasing mastery of items described in benchmarks and this builds sequentially over time	Use of common rubrics and benchmarks K-12 begins in 2007/08 school year	Identified rubrics, benchmarks and tie to grades--parents brought into process of helping to identify student needs	Quarterly benchmark conferences with teachers by principals, showing evidence of progress in student competency leading to closing the performance gap in MCAS scores.	

**Gateway Regional School District
District Improvement Plan 2007-2009 (Instruction)**

MCAS Performance Gap		Hypothesis About Potential Causes (What is stopping us from reaching CPI?)		Triangulation of Data (What data do we have? Need? What does it mean to administrators? To teachers?)	
Improvements in MCAS results for the district between Cycle IV (2006) and Cycle VI (2010); in Mathematics we need to move from 35% Proficient/Advanced to 60%; move from 22% Needs Improvement High to 25%; move from 22% Needs Improvement Low to 12%; from 10% Warning High to 2%; and from 11% Warning Low to 1% and in English Language Arts we need to move from 52% Proficient/Advanced to 70%; move from 20% Needs Improvement High to 27%; move from 20% Needs Improvement Low to 0%; from 4% Warning High to 2%; and from 4% Warning Low to 1%.		Inconsistent understanding of, and adherence to, best instructional practices.		Inconsistent lesson plans, administrative walkthroughs, inconsistency in staff evaluations	
District Strategies	District Action Steps	Timeline or Key Milestones	Person(s) Responsible	Resources for Teachers	Objectives (how will we measure success?)
Create a professional development plan to infuse best instructional practices into the classroom	Create a professional development advisory committee to identify needs and design a comprehensive PD plan for the district (2008-2009).	Plan developed each year by May 30th	Leadership team in conjunction with staff.	Professional development surrounding research based best instructional practices.	Best instructional practices are routinely in use in classrooms throughout the district.
	Allocate resources (both money and time) for PD at each level.	District resources allocated by June 30 of each year, grant PD resources allocated as they're awarded.	Leadership team	A PD outline prior to the beginning of each school year.	Teachers have an outline of PD and participate in activities that are reflected in their practices.
	Research the ability to provide common planning time throughout the district.	Look at ability to provide common planning time within the confines of the GTA contract on a yearly basis.	Leadership team and site based administrator	An ability to reflect on best practices and plan for implementation of common goals	Teachers have the opportunity to work cooperatively and share best practices.
Create a new teacher supervision and evaluation plan	Committee to review existing plan and develop new plan	During the 2006-2007 School Year	Margery Gerard, Joanne Blocker and teacher representatives	New evaluation & supervision plan that addresses current research in best instructional practices	Plan in place and being used by admin, resulting in changes in PD requests/req'ts and improved opportunities to improve educational delivery
	Get plan adopted through collective bargaining process and by leadership team	Before negotiations finish	David Hopson and School Committee	New evaluation & supervision plan that addresses current research in best instructional practices	Plan is adopted and voted into use by GTA
	Put plan into action for supervision and evaluative purposes	Based upon contract negotiations being completed.	Administration and GTA	New evaluation & supervision plan that addresses current research in best instructional	Plan in place and being used by admin, resultant change in PD requests/req'ts and improved
	Determine current use of technology in classrooms	Fall/Winter 2007	Janice Doppler and Paul Facticeau	Survey of technology use	Survey results

Infuse technology into methodologies of teaching	Determine priorities for infusing technology	Winter 2008	Leadership Team	Ability to focus PD on district initiatives and effectively put technology to use in classrooms	Staff demonstrate proficiency in the National Educational Technology Standards and use technology effectively in their professional practice as evidenced by administrative walkthroughs and supervision.
	Develop appropriate methods to deliver PD	Ongoing with emphasis on priority areas beginning spring 2007	Leadership Team	Technology support, appropriate software and hardware resources, PD in the use and integration of technology.	Staff demonstrate proficiency in the National Educational Technology Standards and use technology effectively in their professional practice as evidenced by administrative walkthroughs and supervision.
Create and use electronic database of lesson plans	Create template for electronic lesson plans	Will be in use by all staff by 9/09 and constantly updated	Paul Facteau	Electronic lesson plan database available to all staff	Database is available and used routinely by admin and staff
	Provide professional development for use	Ongoing beginning 9/06	Paul Facteau and principals	On-line tutorials, available principal help, PD for staff	Admin & Staff use lesson plan database routinely
	Provide a streamlined process for these to take the place of traditional req'ts for lesson plans	In place in all schools by 9/07	Principals	Computer to create electronic lesson plans and access to the internet.	Teachers use lesson plan database and eliminate duplication of time and effort
Building/Classroom Level Strategies	Desired Outcomes (Changes in Students)	Timeline or Key Milestones	Resources for Students	Objectives (how will we know if student performance increased?)	
Teachers use best instructional practices when delivering instruction.	Students show an increasing mastery of items described in benchmarks and this builds sequentially over time	Teachers will obtain at least proficient levels for teaching standards identified by the Massachusetts DOE.	Highly qualified teachers using best practices.	Quarterly benchmark conferences with teachers by principals, showing evidence of progress in student competency leading to closing the performance gap in MCAS scores.	
Use teacher supervision and evaluation plan to improve instructional delivery, drive personal professional development plans, and create knowledge base for district and school PD	Increased attention, time on task, ability to work towards desired end (knowledge of what's expected), increased retention of information and ability to apply knowledge and skills to problems	Ongoing with initial implementation in Sept, 2007	Identified rubrics, benchmarks, relationship to grades, ability to track progress consistently, ability to partake of educational experiences outside of classroom, appropriate interventions to help students increase personal performance	Quarterly benchmark conferences with teachers by principals, showing evidence of progress in student competency leading to closing the performance gap in MCAS scores.	

**Gateway Regional School District
District Improvement Plan 2007-2009 (Assessment)**

MCAS Performance Gap		Hypothesis About Potential Causes (What is stopping us from reaching CPI?)		Triangulation of Data (What data do we have? Need? What does it mean to administrators? To teachers?)	
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District Strategies	District Action Steps	Timeline or Key Milestones	Person(s) Responsible	Resources for Teachers	Objectives (how will we measure success?)
Identify consistent assessments to be used district wide.	Identify what's currently in place, determine appropriate use, identify assessments to fill gaps in data.	Use currently available assessments beginning in Sept of 2007 and determine/obtain assessment tools to fill gaps by Sept. 2008	Leadership Team	List of assessment tools, PD in using assessments, and time to implement assessments and analyze results.	Common district wide assessments are be used consistently throughout the district.
Select a means to track & report data for each child at both the district and teacher levels	Choose an appropriate means to ensure data is retrievable by appropriate staff throughout student's K-12 education at Gateway.	Ongoing beginning with administrative benchmark conferences with teachers (9/06)	Leadership Team	An appropriate data management system and a process to access the information with appropriate PD for all staff.	Benchmark conferences and student progress monitoring-- review of student progress, interventions to help students progress, records of student progress
Ensure that data is evaluated/reviewed regularly and used to improve student success	Develop data teams, progress review meetings at classroom, school, and district level	Ongoing beginning Sept, 2006	Leadership Team	Means (time, ability, software, and resources) to track performance.	Routine use of data findings by staff at their level of responsibility (to inform instruction and administration).
Building/Classroom Level Strategies	Desired Outcomes (Changes in Students)	Timeline or Key Milestones	Resources for Students	Objectives (how will we know if student performance increased?)	
Students will be assessed using common district-wide assessments on a consistent schedule.	At benchmark conferences teachers will have identified data documents to show evidence of student progress.	Use currently available assessments beginning in Sept of 2007 and use new assessment tools to fill gaps by Sept. 2008	Common assessment tools.	Quarterly benchmark conferences with teachers by principals, showing evidence of progress in student competency leading to closing the performance gap in MCAS scores.	

**Gateway Regional School District
District Improvement Plan 2007-2009 (Resources)**

MCAS Performance Gap		Hypothesis About Potential Causes (What is stopping us from reaching CPI?)		Triangulation of Data (What data do we have? Need? What does it mean to administrators? To teachers?)	
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District Strategies	District Action Steps	Timeline or Key Milestones	Person(s) Responsible	Resources for Teachers	Objectives (how will we measure success?)
Create budget requests that are supportive of student performance, are predictable, and reflect current educational expectations.	Administrators review hardcopy/electronic textbooks, develop material needs, develop a five year staffing plan reflecting student needs and educational expectations.	Administrative plan for acquisition of materials and staff (yearly requests and 5-year plan). Yearly budget in line with 5 year projections.	Leadership team and school committee.	Educational materials, professional development, staffing, support services, and appropriate infrastructure.	Appropriate resources to ensure that students reach their potential.
Building/Classroom Level Strategies	Desired Outcomes (Changes in Students)	Timeline or Key Milestones	Resources for Students	Objectives (how will we know if student performance increased?)	
Create budget requests that are supportive of student performance, are predictable, and reflect current educational expectations.	Students show an increasing mastery of items described in benchmarks and this builds sequentially over time	Ongoing.	Highly qualified teachers, up-to-date textbooks and supportive materials, support staff, student services, current technology, appropriate teacher/student ratios and curricula.	Quarterly benchmark conferences with teachers by principals, showing evidence of progress in student competency leading to closing the performance gap in MCAS scores.	