



Triton Regional School District District Development Plan

Respect – Integrity – Excellence for All

2015 – 2018

TRITON REGIONAL SCHOOL DISTRICT

OUR CORE VALUES

Respect for Self and Others
Integrity in Words and Actions
Excellence for All

OUR VISION

We will be a community of learners known for our commitment to meeting the needs of all students through the adoption of best practices and our active partnership with families and the wider community

OUR MISSION

We are united in supporting the development of engaged, successful, responsible, resilient learners, well-prepared to be ethical, empathetic and contributing citizens

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INTRODUCTION

This revised version of the district development plan is presented in a structure which differs from previous plans. In order to create a more cohesive plan that better reflects the linkages between elements of the plan we have identified a single goal the achievement of which requires progress towards a number of objectives. There are strong connections with the previous plan; but given the evolutionary nature of the plan the links are not always complete.

Connections between elements of the plan are illustrated graphically on Page 4.

The overarching goal and each objective is followed by a theory of action interpreted here as the question Why?

Each objective is accompanied by:

- ❖ proposed actions
- ❖ the evidence that will demonstrate implementation
- ❖ expected outcomes
- ❖ target completion dates
- ❖ the identification of those responsible for successful implementation

It should be noted that the plan does not reflect all the developmental activity within the district. The plan focuses on those aspects of our work which relate primarily to improving teaching and learning and thereby impacting student progress and achievement.

Given the uncertainty of state assessment data as a new (PARCC) or revised (MCAS) testing system is installed this plan does not rely on any state assessment data as a measure of progress.

In some instances actions are linked to supporting documents via urls. For example: [Educators utilizing techniques associated with differentiated instruction and assessment](#)

Connections Between Some Elements of the District Development Plan

The Key Questions

For the Professional Learning Community

What do we want students to know/understand/be able to do?

How do we ensure that we are using appropriate instructional practices?

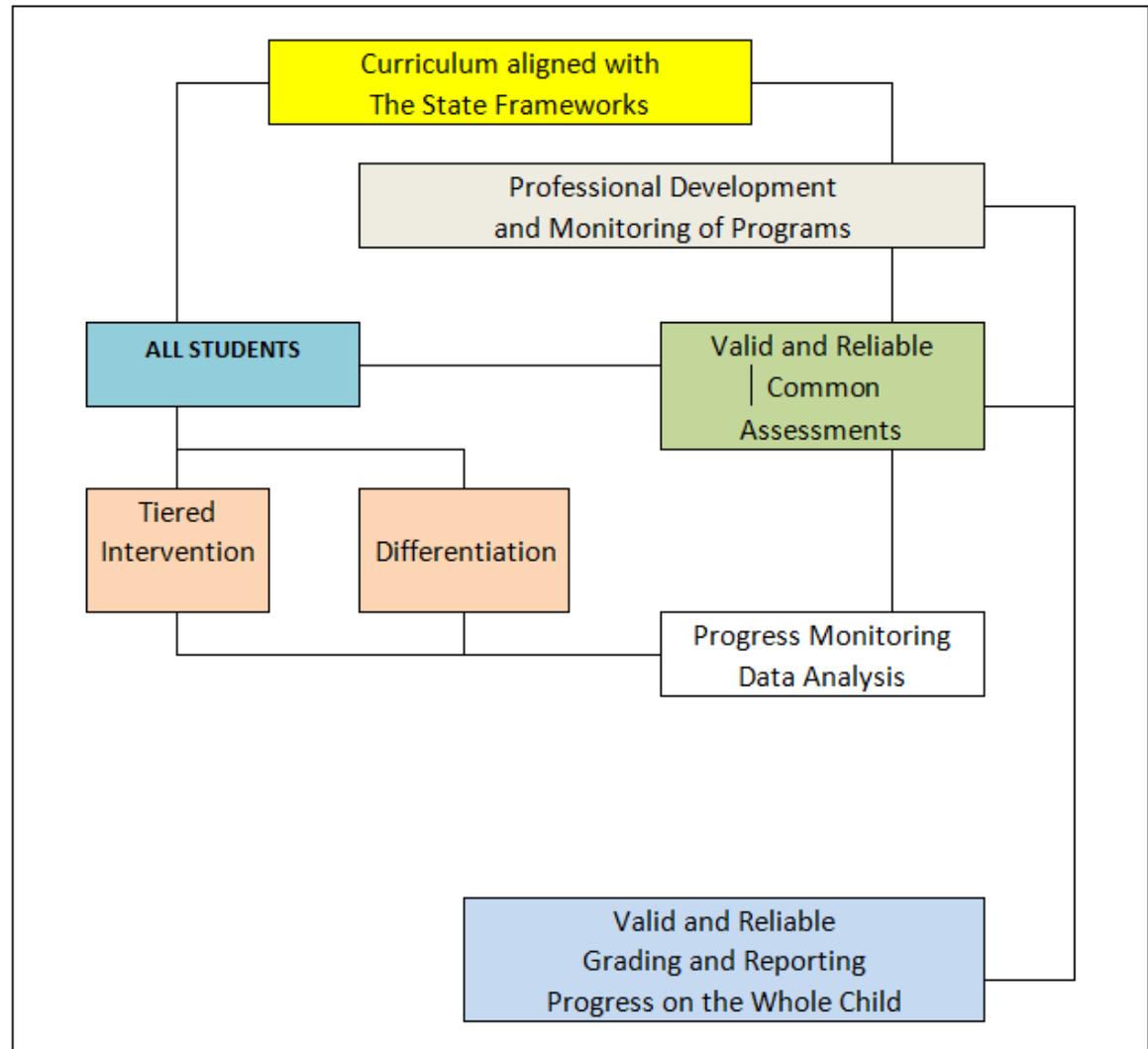
How will we know if students have learned what we intended them to learn?

What will we do when students do not learn what we planned for them to learn?

How will we ensure that all students are appropriately supported and challenged?

How will we demonstrate our accountability for the development of the whole child?

Work In Hand



Review of Progress on the Implementation of the 2014-17 District Development Plan

Action Steps	Commentary
Curriculum Mapping	<p>Modifications made to align maps with new state frameworks. Next Steps: Move into regular review mode. Social Studies Review under way</p>
Develop Common Assessments	<p>Much progress made. Audit of regular assessments used in K-12 undertaken, and action taken to terminate assessments that do not provide very useful data. but conclusions not yet drawn. Common assessments developed for most teachers. Many need further work to satisfy agreed criteria. Next Steps: See 1915-18 plan Coordinated Program Review informally reports great satisfaction with the district's approach to the use of assessment data.</p>
Build capacity for differentiated instruction	<p>More progress made in high school than middle school. Evaluation data related to Standard II not yet considered reliable as the new system is introduced. Next Steps: The Teaching and Learning Coordinator will focus instructional coaching on middle school and high school in 2015-16. Considerable progress in attitudes towards the collection and evaluation of assessment data for progress monitoring purposes.</p>
Implement District Literacy Plan	<p><i>Foundations</i> is in full implementation at all elementary schools K-3. Keys to literacy training has occurred K-12 with Key coaches positioned at elementary and middle schools. K-8 district wide writing prompts have been developed and grading calibration continues across the district and within 9th Grade Social Studies. Next steps: Additional support for teachers and Special Educators on providing research based practices and programs to struggling readers. Progress monitoring of such programs needs to occur within Tier II and Tier III. Additional "Key" practices need to be implemented within the Tier II and Tier III domains. As <i>Foundations</i> becomes implemented administrators need to be aware of potential "drift" of program which would compromise progress. PD in <i>Foundations</i> and <i>Keys to Literacy</i> provided for IAs More structured approach to interventions embedded (PG)</p>
Develop District Mathematics Plan	<p>Completed. Next Steps: Implement the plan, and install the <i>Math in Progress</i> curriculum via the program implementation plan</p>

Improve School Climate	<p>No data collected by district. 2014 TELLMass data available for elementary schools. The high school has introduced a Freshman Team, and been working on the issue at Program Coordinator and School Council levels. High school Advisory program extended to grades 9-12 for 2015-16.</p> <p>Faculty feedback survey on the work of administrators piloted in June 2015.</p>
Build capacity for data-driven (data informed) instructional decision making	<p>Becoming well embedded in the middle schools. Growth in the high school this year. Evaluation data related to Standard II not yet considered reliable as the new system is introduced.</p> <p>Next Steps: Marcia Booth of <i>Research for Better Teaching</i> to provide reinforcement professional development in 2014-15.</p> <p>Considerable progress in attitudes towards the collection and evaluation of assessment data for progress monitoring purposes in MS</p>
Implement best homework practice	<p>Implementation review via family survey indicates progress made towards meeting policy expectations</p>
Professional Learning Community Development	<p>Some staff meeting now renamed PLC Meetings. Meeting agendas increasingly provide opportunities for reflective discussion. Educator evaluation data related to Standard IV not yet considered reliable as the new system is introduced.</p> <p>Next Steps: Establish stronger district criteria for assessing progress.</p>
Development of valid and reliable grading and progress reporting	<p>Consultation meetings held (poor attendance in secondary). Policy paper referred to Policy Sub-Committee and tabled by full-committee pending further efforts to engage secondary faculty. Faculty survey implemented in September 2015.</p>
Improving Transitions	<p>The 9th Grade Team (all volunteers) was introduced in 2013-14. The new pro forma transition arrangements have been implemented. Attention being given to the specific needs of some students with special needs during transition events.</p> <p>A consistent approach to completing IEPs service descriptors has been identified as an area requiring attention. Further consideration to be given to the needs of high school students as they plan for their post-secondary experience.</p> <p>Transition documents reviewed again. Middle school teachers made suggestions for improvements – evidence of usefulness.</p>
Improving educator evaluation arrangements, and accelerating educator development	<p>Pilot III implemented in 2014-15. Further revisions will be considered.</p> <p>Student feedback survey of teachers in draft for piloting in 2015-16</p>

Review graduation requirements	Marginal adjustments approved by school Committee. Fuller review in 2015-16.
Improving student and teacher access to information technologies	District wide access to WiFi implemented. Bandwidth greatly improved. <i>FuelEducation</i> contracted to provide online services for specific students. All educators provided with Chromebooks.
Updating Facilities and Capital Development Plan	Draft Capital Development Plan complete. Planning and design of stadium complete. Timeline for funding decisions adjusted as a consequence of budget pressures and town decisions on the timing of debt exclusion decisions. Plan B in place for a 2016 completion.
Prepare for the PARCC assessments	<p>Work continued to develop and understanding of the system. Technology requirements audited and reported to the committee. Significant efforts made to prepare students, teachers and families for the new test. Grades 6-8 took the PARCC paper and pencil tests in Math and ELA.</p> <p>The PARCC consortium made significant and welcome changes to the tests in the light of experience.</p> <p>The committee will receive advice on the recommendation on the PARCC v modified MCAS decision to be made by the BESE.</p>

Overview of Levels of Implementation of Specific Developments

Implementation Progress 2013-15 updated 1/15						
				orange= 2013, gold= 2014, green= 2015		
Practice or Program	Exploration and Adoption	Program Installation	Initial Implementation	Full Implementation	Innovation	Sustainability
Fundations			NES, PGS	SES NES, PGS	SES	
Keys to Literacy	HS	HS	MS, NES, PGS, SES NES, PGS	SES NES, PGS	SES	
RTI Model		HS, MS HS	NES, PGS, SES PGS	NES NES, PGS	SES	SES
Curriculum Mapping				HS, MS, NES PGS, SES		
My Learning Plan			HS, MS, NES, PGS, SES		HS, MS, NES, PGS, SES	HS, MS, NES, PGS, SES
Data Teams		HS, MS	PGS HS, MS	NES, SES NES, PGS	NES, PGS	SES
Teacher Evaluation System			HS, MS, NES, PGS, SES		HS, MS, NES, PGS, SES	HS, MS, NES, PGS, SES
Wilson	HS		MS, NES, PGS, SES	NES, PGS, SES		
Aspen		HS, MS, NES, PGS, SES NES, PGS, SES	HS, MS			
Differentiated Instruction	HS, MS	HS, MS	NES, PGS, SES NES, PGS,	PGS, NES	SES	
Writing Benchmarks	HS	MS, NES, PGS, SES	MS, NES, PGS, SES	MS, NES, PGS, SES		
Balanced Literacy	NES, PGS, SES		NES, PGS	NES, PGS	SES	
Mass Standards			HS, MS, NES, PGS, SES			
Standards Based Grading	HS, MS		NES, PGS, SES	NES, PGS, SES		
GOLD Assessments	NES, PGS, SES	NES, PGS, SES				
Dist. Determined Measure's	HS, MS, NES, PGS, SES	HS, MS, NES, PGS, SES				

Implementation Stages

Exploration Stage: The process of mapping consumer needs and understanding the enabling and limiting aspects of the contexts in which interventions can occur. At end of the exploration stage, a decision is made to proceed with implementation of an evidenced based practice or program.

Program Installation: Identify tasks that need to be completed before “first consumer is seen”. Tasks are specific to resources and structural supports necessary to initiate the program or practice. Once identified the resources and supports are associated with the “start up costs”. Most programs and practices are funded with an initial training cost but no additional funding is provided to create sustainability with new initiatives.

Initial Implementation: Implementation involves complexity in every aspect. Implementation requires CHANGE. Change does not occur simultaneously or evenly in all parts of a practice or program. Change within a school practice or program require education, practice and time to mature. If appropriate support is not provided many new programs or practices end at this point of time due to the overwhelming aspects associated with the “initial awkward stage”.

Full Implementation: The new practice or program implemented becomes integrated into practitioner, organizational, and community practices, policies and procedures. The innovation is “accepted practice”. Only at this point should the anticipated benefits be realized because of the time needed for the staff to become skillful and the procedures and processes become routinized.

Innovation: Staff members working under different conditions within uniquely configured circumstances present implementation challenges. Innovation stage occurs after full implementation has been executed with fidelity. Innovation allows for some refinement of a set of practices or program elements. It is very important at this stage not to allow the innovation to drift in such a direction that it threatens the core elements of the program or practice. This stage should NOT occur until the practice or program has been implemented with fidelity.

Sustainability: After the intensity and cost of establishing a fully implemented practice or program it is of great importance that there are structures in place to create sustainability of a set practice or program. The goal during this stage is the long-term survival and continued effectiveness of the implementation in the context of the changing school structure.

1 Fixen, Naoom, Blase, Friedman & Wallace (2005). *Implementation Research: A Synthesis of the Literature*. Tampa, FL: University of South Florida, Louis de la Parte Florida Mental Health Institute, The National Implementation Research Network (FMHI Publication #231

DISTRICT DEVELOPMENT PLAN: 2015-18

Overarching Goal: To Meet the Developmental Needs of all Students

By identifying and meeting the academic, physical and social/emotional developmental needs of individual students we will enable them to fulfill their full potential and become productive and contributing citizens who are prepared for the challenges and opportunities of adult life. This plan outlines specific objectives, actions and outcomes that will allow us to meet the developmental needs of all students.

Objective 1: Support the development of differentiated instruction, and monitor progress through classroom observations, student growth data , and aggregated educator evaluation data.

Why: *Only by differentiating instruction and monitoring progress with rigor can we respond successfully to the learning needs of all students.*

Baseline Data: To be established in 2015-2016: Observable through monthly non-evaluative walkthroughs using DI/scaffolded practice checklist, Dibles and GRADE stanines, and % of teacher proficient/exemplary on Standard I-B-2, and II-A-3: Math TBD.

Action	Evidence	Outcome	Date	Responsible Parties
Educators utilizing techniques associated with differentiated instruction and assessment	Curriculum Maps	100% of curriculum maps will include evidence of differentiated instruction and assessment.	June 2017	Superintendent Principals Teachers CAO Teaching & Learning Coordinator Reading Specialists
	Differentiation Walkthrough Tools	100% of Differentiation Walkthrough tools will reveal teachers using appropriate practices including tiered instruction and scaffolds to accommodate the differences in learning styles, needs, interests and levels of readiness.	June 2017	
	Teacher Evaluation	Increase in the percentage of teachers rated proficient/exemplary on Standard II: Teaching all Students	June 2017	
	GRADE Data	90% of students reading below grade level will make growth of one stanine or more in one year.	June 2017	
	Dibles	90% of students in strategic or at risk will increase early literacy skills to move to either strategic or core in one year.	June 2017	
Educators participating in action based data meetings	Data Meeting Agendas	100% of Data Meeting Agendas will reflect district criteria for a Multi-Tiered System of Support (MTSS).	June 2016	Superintendent Principals Teachers CAO

				Teaching & Learning Coordinator Reading Specialists
Educators using research based interventions and progress monitoring tools to be implemented for students identified as receiving Tier II and Tier III interventions	Documentation of students in Tier II and Tier III and their identified research based interventions.	100% of students identified as receiving Tier II and Tier III interventions will have received research based interventions.	June 2017	Superintendent Principals Teachers CAO Teaching & Learning Coordinator Reading Specialists
	Documentation of objective progress monitoring tool implemented monthly for students identified as receiving Tier II and Tier III interventions,	100% of students identified as receiving Tier II and Tier III interventions will have monthly progress monitoring data to review. 20 % decrease in students requiring Tier II and Tier III interventions	June 2017	

Objective 2: Ensure that students are able to read with understanding and write effectively at a developmentally appropriate level.

Why: If we do this we will provide all students with the fundamental tools to participate effectively in contemporary society.

Baseline Data: Dibles, GRADE, District Writing Assessment

Action	Evidence	Outcome	Date	Responsible Parties
Teachers utilizing a variety of Keys to Literacy strategies within their curriculum	School and district walkthrough tools or data	100% of content based classrooms use a variety of Keys to Literacy strategies.	June 2017	Principals Teachers CAO Keys Trainers Reading Specialists Teaching & Learning Coordinator
Keys to Literacy coaches supporting the understanding and application of Keys to Literacy strategies	Keys to Literacy Coaching Plans	90% of objectives listed in Coaching Plans have been achieved.	June 2016	Principals Teachers CAO Keys Trainers Reading Specialists Teaching & Learning Coordinator
	School and district based agendas	50% of school wide or grade level meetings include Keys to Literacy implementation practices. 100% of schools have moved to a sustainable level of implementation.	June 2017	

Objective 3: Empower K-8 students to make sense of math problems, persevere in solving them, and communicate their reasoning

Why: If we do this we will provide all students with the fundamental tools to be engaged and persistent problem solvers.

Baseline Data: Math Assessment data TBD 2015-2016

Action	Evidence	Outcome	Date	Responsible Parties
Educators participating in a variety of high quality district and school based professional development (<i>Math in Focus</i>)	District and school professional development plans	80% of professional development opportunities offered at the district and school level include math.	June 2016	Principals Educators CAO Teaching & Learning Coordinator Math Specialists Math in Focus Trainers Implementation Teams
	Professional Development survey results	All professional development surveys show a 95% or more satisfaction rating.	June 2017	
Educators implementing <i>Math in Focus</i> with fidelity	Walk-through checklists	At least three <i>Math in Focus</i> walk-throughs are completed during the 2016 school year to measure the degree of implementation.	June 2016	Principals Educators CAO Teaching & Learning Coordinator Math Specialists Math in Focus Trainers Implementation Teams
	Agendas from school implementation team meetings	100% of schools implementing <i>Math in Focus</i> hold a minimum of two school based implementation meetings.	June 2016	
	End of unit assessments from <i>Math in Focus</i>	100 % of <i>Math in Focus</i> end of unit assessments will be tracked throughout the year to establish baseline data for future years.	June 2016	

Objective 4: Establish district-wide common assessments based on national or locally determined standards for each subject by June 2017

Why: *If we do this we will be able to make informed, calibrate judgments about student progress, and establish more precisely what action needs to be taken to improve student growth and development.*

Baseline Data: To be established by January 8, 2016

Action	Evidence	Outcome	Date	Responsible Parties
Teachers collaboratively develop common assessments across grade level/subject area teams that meet quality criteria and integrate them into curriculum maps	Review of assessments embedded in curriculum maps	High quality assessments yield valid, reliable and actionable data.	June 2017	Superintendent Principals Educators CAO Teaching and Learning Coordinator Content Leaders
	Quarterly review of common assessments by HS Program Coordinators, MS teams, and elementary grade level teams	High quality assessments yield high quality actionable data.	June 2017	Superintendent Principals Educators CAO Teaching and Learning Coordinator Content Leaders

Objective 5: Ensure that secondary students receive feedback on academic and social/personal development that is valid, reliable, actionable and useful to those who use the information

Why: *If we do this we will be able to make informed, calibrate judgments about student progress, and establish more precisely what action needs to be taken to improve student growth and development.*

Baseline Data: K-6 report cards currently separate academic progress from personal/social development, secondary report cards do not.

Action	Evidence	Outcome	Date	Responsible Parties
Secondary teachers work with administrators to (a) establish common grading principles - including the separation of the assessment of academic progress from the assessment of a student's social and personal development, identify social and executive function indicators, and (b) consequences for a student's failure to meet expectations	District policy Revised report card	Secondary report cards separate academic progress from social and emotional development. Teachers, students and families will have valid and actionable information on student progress and areas for academic and personal/social development.	June 2016	School Committee Secondary Principals CAO Superintendent Teaching & Learning Coordinator

Objective 6: Complete a review of High School graduation criteria involving all stakeholders by February 2016.

Why: If we do this we will ensure that students have opportunities to meet the entry requirements of colleges/universities and employment

Baseline Data: Work undertaken last year.

Action	Evidence	Outcome	Date	Responsible Parties
HS faculty and School Council to review and make recommendations for consideration and approval by the School Council, Superintendent of Schools and the School Committee.	School Council Minutes by February 2016	Students have learning opportunities that enable them to meet the entry criteria for colleges, universities and employment	February 2016	Superintendent HS Principal School Council Educators CAO Teaching & Learning Coordinator
	Faculty Meeting agenda by February 2016	Graduation requirements for implementation to be phased in by the fall of 2016		
	School Committee Agenda			

Objective 7: The percentage of students enrolled in the Triton High School for four consecutive years who meet the district graduation requirements within four years of entering high school will increase. The improvement data will be based on three-year rolling averages (students with disabilities whose support needs preclude their formal graduation will not be included in the data).

Why: If we do this we will increase the percentage of students who are able to become productive members of families, the workforce and the community.

Baseline Data: 2008-10 88.2%; 2009-11 88.4%; 2010- 12 89.4%; 2011-13 90.8%; 2012-14 90.4%

(at this stage the above figures include students whose IEPs indicate that they will receive a certificate of completion)s

Action	Evidence	Outcome	Date	Responsible Parties
See action related to Objectives 1, 2, and 3		Reduction in the proportion of students needing Tier II and III support	Relevant due dates	Relevant personnel
Develop and resource an integrated plan for supporting students with mental health challenges.	Documentation, including impact measures	Increase student access to the curriculum Reduce student absences Reduce disruptive behavior Increase student achievement Improved graduation rate	January 2017	Superintendent Wellness Committee School Counselors and Social Workers
Develop and resource a comprehensive approach to the use of blended learning for students who find difficulty in attending school	Documentation	Reduced failure rate Reduced non-completion rate Improved graduation rate	January 2017	Admin of Special Ed. CAO IT Coordinator Secondary administrators

Terminology

Common Assessments-

The items or tasks measure content and skills that were taught. Assessments contain a majority of the items which are exactly the “same” so performance on these items can be compared between teachers.

Dibels-

Dibels stands for Dynamic Indicator of Basic Early Literacy Skills. Dibels were designed for use in identifying children experiencing difficulty in acquisition of basic early literacy skills in order to provide support early and prevent the occurrence of later reading difficulties.

Differentiated Instruction-

A framework or philosophy for effective teaching that involves providing different students with different avenues to learning.

GRADE-

The GRADE™ (Group Reading Assessment and Diagnostic Evaluation) is a diagnostic reading test that that determines what developmental skills PreK-12 students have mastered and where students need instruction or intervention.

Keys to Literacy Strategies-

Skills and strategies needed to comprehend content reading, build strong vocabularies, and write and communicate effectively.

Math in Focus -

Current math program adopted by the district in 2015. Math in Focus underlying premise is the development of attitudes, metacognition, skills, concepts, and processes. At the center of Math in Focus is problem solving which is the heart of the program.

Multi- Tiered System of Support (MTSS)-

Multi-tiered system includes three levels of intensity. The primary level includes high quality core instruction. The secondary level includes evidence-based intervention(s) of moderate intensity. The tertiary level includes individualized intervention(s) of increased intensity for students who show minimal response to the secondary level.

Scaffolds-

a set of supports provided during the learning process to help students meet their learning goals

Stanine-

A nine point scoring system with a mean of 5. Stanines are used when reviewing data associated with GRADE to help determine if students need additional testing or interventions.

Tier II-

Second level of a multi-level of system involving some degree of research based intervention and progress monitoring

Tier III-

Most intense level of a multi-level system. Intensity can be increased by instructional time or instructional setting.

Walk-through Tools-

Helps an observer focus on elements of explicit instruction or degree of implementation during short classroom walkthroughs. Data is then reviewed and action steps are identified. A non-evaluative process.