Triton Regional School District

District Strategy for Improvement

Plan Year
2017 - 2018

Version 1.2

Revisions:
1. *Version 1.0 - September 13, 2017*
2. *Version 1.1 - September 14, 2017*
3. *Version 1.2 - September 15, 2017*

Respect, Integrity, and Excellence for All

Overview:

In the Fall of 2016, the Superintendent of Schools embarked on an entry planning process to assess the current standing and progress of the Triton schools. The process included over 57 interviews of stakeholders from across the district, including students, families, community members, town officials, and faculty and staff from all roles across the district. These meetings were held both in group settings, as well as one on one conversations, with some being public while others were private. A comprehensive review of all existing plans and performance data was also conducted, and a survey of both faculty/staff and parents completed. The data collected was brought to the district's Teaching & Learning Leadership Team, which met throughout the 2016/2017 school year, focused on identifying key contributing factors to our future success of meeting the needs of all learners, regardless of ability.

As a result of the above work, a Report of Findings was prepared outlining all of the findings of the research, and was presented to the School Committee on March 15, 2017. It can be found on the district website on the Superintendent's Page at http://www.tritonschools.org/superintendents-welcome.

This strategy, as outlined on the following pages, begins to address the areas of improvement identified in the Report of Findings. The District Strategy for Improvement, including the Vision, Core Values, Theory of Action, Conditions for Success, Strategic Objectives and Priority Actions, was born out of hours of discussions occurring locally at each school as well as through the various leadership teams in place. The intention is that the plan is strategic in nature, focusing on all aspects that affect student learning rather than on just instruction itself, but to be compiled in a format that is concise, relevant, purposeful, and updated on an annual basis.

There are several components included in the District Strategy for Improvement:

- The **Vision** has been reworked from the previously existing Mission and Vision, combined into a newly formatted Vision that delivers the same focus, with a more refined intent focus.

- The **Core Values** of the District have remained unchanged, as they have been routinely reinforced as maintaining their relevance as our foundational beliefs as a community.

- The **Theory of Action** is a new concept in our planning, and is an alternative way to state the expected outcomes of our work. It is stated more in scientific process terminology with cause and effect. If we take these actions and complete these efforts, then the result will be as articulated and planned.

- The core of this Strategy hones in on five (5) **Conditions for Success** that we believe will bring us success in the key areas of school governance, curriculum, instruction, finance, and student services. Using these conditions for success as the focus of our planning is new, but you'll see that they are not new ideas and concepts by any means.

- **Strategic Objectives** outline 5 high level actions we will take to improve the Conditions for Success as outlined.

- **Strategic Actions** outline the more detailed and specific actions we believe will move us towards the desired outcomes.

Organization of Priority Actions:

The strategic actions identified reflect the priority areas of focus, based on the collective thinking of district wide leaders and informed by all of our educators from across the district. The process began with identifying areas that we believe are in need of improvement at each site, as they vary from school to school. The actions identified in this district strategy are global in nature so that each school is able to more specifically target their planning for improvement efforts through their School Improvement Plans. Those plans, which will be aligned to this District Strategy for Improvement, will then drive budgetary and policy decisions, beginning with the development of our annual operating budget for fiscal year 2019 in January, 2018.

Priority Actions are organized to include those individuals who are primarily responsible for the task, the timeline, and the evidence we'll use to determine whether or not we have made impactful change. We have further articulated the Outcome, which takes us beyond the tangible, measurable evidence to the actual change in behaviors experienced. It is important to note that the vast majority of these actions will involve individuals from across the entire district. This plan identifies the person(s) who have the lead responsibility for the day to day process(es) to be undertaken to achieve the stated outcomes.

Conditions for Success:

As the Priority Actions were reviewed, it became clear that most target more than one Condition for Success. Rather than organizing the objectives and actions by condition, you will see that each action includes a matrix with a color code to note the condition(s) that the effort will primarily improve. It could be argued that most actions target each condition in some way, but this plan notes the specific condition(s) we believe will be primarily impacted by the changes or actions noted.

Timelines for Actions:

The format for recording and detailing the timeline is different than in years passed. The majority of the actions begin in the 2017/2018 school year, however there are some that are projected for a future date because of the scale of the action. The details of the actions that won't be started until the 2018/2019 school year and beyond are listed on the final page. These are important efforts that we are committed to, but we are not able to target them with fidelity until next year or later.

With the majority of the actions be started this current year, we looked for a way to note the timeline without simply writing "2017/2018" repeatedly throughout the document. Drawing upon language we have used increasingly in recent years, the plan notes the various stages of Implementation each of the actions will be in for 2017/2018. Recent iterations of the District Improvement Plan as well as various reports on district wide curriculum planning have used the Implementation Science model. We believe it shows a more accurate representation of the efforts underway, and to what level the planning has moved towards a fully implemented program or practice.

The status of our Implementation for each action is broken down into six (6) distinct phases as described on the following page. This framework is based upon the work of 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);

Implementation Stages:

1. **Exploration Stage**: The process of mapping student 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.

2. **Program Installation**:   Identify tasks that need to be completed before "first student 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.

3. **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".

4. **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.

5. **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.

6. **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.

Triton Regional School District

District Strategy for Improvement
2017/2018

District Core Values:

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

District Vision:

We are a community of learners known for our unwavering commitment to meeting the needs of all students. Through the adoption of best practices and our active partnership with families and the wider community who are united in supporting the development of engaged, successful, responsible, resilient learners, students will be well-prepared to be ethical, empathetic, and contributing citizens.

Theory of Action:

IF we:
- provide high quality differentiated instruction that is responsive to the needs of every child
- ensure that rigorous and relevant content is delivered within a framework of critical thinking across all disciplines
- provide this experience in a collaborative environment that is safe, supportive, current, and well-resourced, and
- communicate our efforts with all students, staff, families and constituencies

THEN we will increase the overall achievement of **all** students and their preparedness to be ethical, empathetic and contributing citizens.

Conditions for Success:

1. Instructional Practice:	2. Curriculum:	3. Social/Emotional:	4. Communication:	5. Resources/Materials:
Instruction is effectively differentiated, informed by evidence of student learning, and measured by student engagement and continual growth.	Every student has access to consistent, rich, high quality curriculum that fosters the use of high-level thinking skills, and practical application of knowledge.	We are a community that explicitly focuses on and promotes self-awareness, self-management, empathy, and relationships with others.	Effective communication is a central focus in all aspects of our work, ensuring we work collaboratively towards continuous improvement.	All students and educators have access to current and relevant resources, including current technologies, materials, and the physical learning environment itself.

Strategic Objectives:

Objective #1: The District will formally review structures, practices, and procedures designed to support teaching and learning to ensure they appropriately and rigorously challenge and support the learning of all students.

	Priority Action	Lead Responsibility	2017 - 2018 Implementation Stage	Evidence	Outcome	Instruction #1	Curriculum #2	Social/Emotional #3	Communication #4	Resources #5
1A	Align the Middle & High School student class schedules to a consistent time and structure.	Middle and High School Leadership Team	Program Installation to Initial Implementation	Aligned schedule	Increased opportunities to engage all students, 7-12.	X		X		X
1B	Complete a comprehensive review of Special Education programming using an outside consultant, including the allocation/use of all resources, staff, and the instructional delivery model.	Director of Special Education	Exploration to Program Installation	Completely developed Action Plan for Special Education Program improvements	Increased achievement of students who require Special Education Programming.	X	X	X	X	X
1C	Evaluate the process, tools, and resources used to transition students from 6th - 7th, and 8th - 9th grades to ensure continuity of support.	Leadership Team	Innovation	Documented process and practices to transition students	Students receive continuity of support and resources when they transition into the middle and/or high school.	X		X	X	
1D	Complete a thorough review practice of homework and implement changes as determined.	Leadership Team & Homework Review Committee	Innovation	Documented revisions to existing homework policy	Students engage in meaningful and purposeful work outside of school that reinforces learning.	X	X		X	
1E	Continue to strengthen Literacy instruction and identify areas of improvement	Leadership Team	Innovation	Future local and state assessments reflect an increase in student growth in ALL levels, including students moving from proficient to advanced	All students make effective progress through relevant and personalized literacy instruction.	X	X			X
1F	Review the use of FLEX/WIN time in the elementary and middle school schedule to ensure all students are being challenged appropriately, regardless of ability.	Leadership Team	Innovation	Future local and state assessments reflect an increase in student growth in ALL levels, including students moving from proficient to advanced	All students make effective progress through relevant and personalized instruction.	X	X			X

Objective #2: The District will strengthen current instructional practices by using aligned curriculum to effectively engage and facilitate learning for all students, across all curricular areas, regardless of ability.

	Priority Action	Lead Responsibility	2017 - 2018 Implementation Stage	Evidence	Outcome	Conditions for Success				
						Instruction	Curriculum	Social/Emotional	Communication	Resources
						#1	#2	#3	#4	#5
2A	Implement new K-8 Science curriculum with fidelity, identifying additional supports that may need to be allocated for the 2018/2019 school year.	Leadership Team	Initial Implementation	Grades K-8 schedules include science instruction time in line with state guidelines, and walk throughs show instruction delivered with fidelity	Increased understanding and application of scientific concepts.	X	X			X
2B	Implement new Grade 4 to 8 substance abuse prevention curriculum with fidelity, identifying additional supports that need to be allocated for the 2018/2019 school year.	Leadership Team	Initial Implementation	Grade 4 - 8 schedules include LifeSkills curriculum, and walk throughs show instruction is delivered with fidelity	Increased understanding and application of strategies targeting the prevention of substance abuse.	X	X	X	X	X
2C	Math in Focus - Continue Implementation with Fidelity in Year III of the new curriculum adoption.	Leadership Team	Full Implementation	Future local and state assessments reflect an increase in student growth in ALL levels, including students moving from proficient to advanced	Increased achievement of all students in local and state assessments in Mathematics.	X	X			
2D	Increase the use of available assessment data to progress monitor students in order to determine the impact of instruction on learning	District Management Team	Elementary: Innovation MS/HS: Program Installation	School agendas/PD activities include data collection or use, and agreed progress monitoring tools are being used to plan instruction.	Students are engaged and appropriately challenged in all areas of the curriculum	X			X	
2E	Increase the access of relevant technologies, and their integration into our curriculum, for all students and teachers.	Leadership Team	Innovation	Funding is provided to increase ratio of student access to technologies by 20% for 2018/2019	Students are engaged in relevant learning, using current technologies.	X	X			X
2F	Plan for the implementation of a comprehensive Wellness Curriculum for students in grades 7-12 **Related To Action 3E and 3F**	Leadership Team	Exploration	Wellness Curriculum is adopted and ready for implementation in September, 2018	Students are more aware and informed in regards to their social, emotional, and physical well-being.	X	X			X

Objective #3: The District will, by engaging community partnerships, continue to develop and support new practices and programs that focus on the social, emotional, and physical well-being of students.

	Priority Action	Lead Responsibility	2017 - 2018 Implementation Stage	Evidence	Outcome	Instruction #1	Curriculum #2	Social/Emotional #3	Communication #4	Resources #5
3A	Continue efforts to implement Positive Behavioral Interventions and Supports (PBIS) at the Elementary and Middle Schools, and assess the relevance at the High School.	Leadership Team, Teacher Leaders	<u>Elementary</u>: Initial to Full Implementation, <u>Middle School</u>: Program Installation, <u>High School</u>: Exploration	A reduction in negative behaviors as noted by the number of office referrals or other related consequences.	There is a consistent language about, and expectations for, acceptable behavior for all students and educators across the school.	X		X	X	
3B	Strengthen partnerships with local support agencies and the new Regional Prevention Coordinator in Newburyport to maximize access to supports for students and families	Superintendent	Exploration to Program Installation	Relationships are established with routine communication	Students and families have the best chance of getting the support they need.			X	X	X
3C	Develop and Implement a Community Service requirement for graduation with associated opportunities and programming.	High School Leadership	Exploration	Graduation Requirements are adjusted and reflect Community Service.	Students graduate from high school having actively contributed to their community.		X	X		
3D	Continue to provide professional development for all staff to establish Trauma Sensitive Schools, focusing on Equity rather than Equality.	Leadership Team	Initial Implementation	Trauma Course (Part I and II) offered through Lesley University with a minimum of 20 participants	Educators are more informed and understanding of the impacts of Trauma, allowing a more inclusive learning environment.	X	X	X	X	X
3E	Additon of a full time (1.0 FTE) Wellness Teacher to be shared by the Middle and High School. **Related To Action 2F and 3F**	Superintendent	Program Installation	Position is funded and appointed with a September, 2018 hire date.	Students receive explicit instruction and support about social, emotional, and physical wellness.	X		X		X
3F	Review Results of Safe & Drug Free Schools planning for a Behavioral Health Curriculum for Implementation, K-12. **Related To Action 2F and 3E**	Chief Academic Officer	Program Installation	Plan established for the implementation of a K-12 Behavioral Health Curriculum.	Students receive explicit instruction and support about social, emotional, and physical wellness.		X	X		X

Objective #4: The District will improve communication, internally and externally, to ensure there is common understanding around current progress and educational standing so that all parties can make informed decisions around future actions.

	Priority Action	Lead Responsibility	2017 - 2018 Implementation Stage	Evidence	Outcome	Conditions for Success				
						Instruction	Curriculum	Social/Emotional	Communication	Resources
						#1	#2	#3	#4	#5
4A	Expand the use of Aspen (or its replacement) and Google Classroom to provide families and students in Kindergarten through Grade 12 with timely access to monitor academic progress.	Leadership Team	Innovation	Grades are updated biweekly (7-12) in Aspen, Google Classroom (or equivalent) use is increased, and parent survey notes improved timely access on academic progress.	Families and students have current data to assess their understanding and application of content so they can respond appropriately.	X		X	X	
4B	Re-evaluate Aspen SIS against other SIS vendors to ensure we have the most effective, user friendly, and informative SIS, and make any changes that may be determined.	Leadership Team	Exploration	A comprehensive analysis has been completed, and a decision made to stay with Aspen or change providers.	Students, Parents, Teachers, and Administrators have real time access to meaningful, impactful, and user friendly student data.	X			X	X
4C	Begin an internal sharing of personal news and information amongst all employees, district wide, to promote a sense of connectedness and engagement as a district.	District Management Team	Program Installation	Surveys reveal staff believe district engagement and connectedness to employees improved during 2017/2018	District wide, employees feel appreciated for what they do, and engaged in our Vision as a school.			X	X	
4D	Develop a larger, informed, and engaged advocacy base amongst families and other constituents in regards to the impact of statewide decisions on the District Budget.	School Committee, Superintendent	Innovation	There is a strong local voice with our state representation	State Officials hear a loud, consistent message of the need for additional state funding for Triton.				X	X
4E	Develop a District Marketing Strategy to engage and inform the residents of our member towns, including those who don't have students attending our schools. **Related to Action 5F**	Superintendent	Program Installation	Marketing plan is in place by the close of 2017/2018 to be implemented for the 2018/2019 School Year.	Residents of Newbury, Rowley, and Salisbury have a clear understanding of, and appreciation for, the high quality education provided by Triton.				X	X
4F	Expand methods used to inform and educate families about Curriculum changes and program adoptions, capitalizing on technology and social media.	Chief Academic Officer	Innovation	Use of technology (website(s) and social media) is used routinely for informing families about programming and curriculum.	Parents receive information and gain understanding in a format and timeframe that is convenient for them.		X		X	

Objective #5: Continue to show in words and in actions that we are a united district, committed to providing high quality instruction within a positive and supportive learning environment.

	Priority Action	Lead Responsibility	2017 - 2018 Implementation Stage	Evidence	Outcome	Instruction #1	Curriculum #2	Social/Emotional #3	Communication #4	Resources #5
5A	Provide administrators/evaluators the opportunity to engage in calibration activities connected to the Educator Evaluation System. Process will include walk throughs and other resources.	Chief Academic Officer	Initial Implementation	Evaluations of educators are more consistent, showing improved "inter-rater reliability"	A shared understanding of what good, quality instructional practice looks like, and consistency throughout the evaluations.	X			X	
5B	Develop a ten (10) year capital improvement plan that addresses the long term repair and maintenance needs and costs associated with all district owned facilities.	School Business Administrator	Exploration to Program Installation	Capital Plan is developed by June 30, 2018, to be implemented in the FY2020 Budget Development in January, 2019	District facilities are in good working order, and plans are in place to address where that is not the case.				X	X
5C	Align all School Improvement Plans, Budget Requests, and overall Final Approved Budget to the District Strategy	Leadership Team	Initial Implementation	A final FY2019 budget is developed that targets resources towards identified objectives.	Decisions about the annual budget are purely and consistently based up agreed Objectives and Priorities.	X	X		X	X
5D	Align all School Committee, Administrator, and Educator Goals to the District Strategy for Improvement.	School Committee, Leadership Team	Initial Implementation	Committee, Administrator, and Educator Goals are aligned to the Conditions, Objectives and Strategic Actions	Individual efforts are aligned towards a common purpose.	X			X	X
5E	Develop a District Wide Event that can become a new annual, community building tradition.	Leadership Team	Exploration	A new tradition is planned, and details set, for an event in the 2018/2019 school year	A more developed sense of community and connectedness among Triton families and residents			X	X	
5F	Develop District Marketing Strategy to ensure there is a consistent understanding of our Vision, Core Values, and overall Objectives. **Related To Action 4E**	Superintendent and School Committee	Initial Implementation	Marketing Strategy is developed and documented for implementation in 2018/2019	Communities of Newbury, Rowley, and Salisbury are well informed and actively engaged in their schools				X	X
5G	Review and Align Student Handbooks to ensure consistency in practice and expectations across all schools	Chief Academic Officer	Innovation	2018/2019 Handbooks are revised and aligned into a common format	Language and Communication about expectations is reliable and consistent				X	X

Actions Targeted for 2018/2019 and Beyond:

Aligns to Objective	Priority Action	Lead Responsibility	2018 - 2019 Implementation Stage	Evidence	Outcome	Conditions for Success				
						Instruction #1	Curriculum #2	Social/Emotional #3	Communication #4	Resources #5
1	Complete a review of visual and performing arts programming, K - 12, to ensure our offerings and opportunities support and promote excellence.	Leadership Team	Innovation	A plan is documented which addresses current challenges with scheduling of lessons, classes and activities.	Student artists have expanded access and opportunities in the Visual and Performing Arts.		X			X
2	Explore Distance Learning Options, (Dual Enrollment, Summer Courses, and Snow Day Alternatives) - See Wakefield Public Schools "*Learn Anywhere Project*" http://www.learnanywhereproject.org	Superintendent & Chief Academic Officer	Exploration	Viability of Distance Learning Plan documented and established, ready to move into Program Installation	Greater opportunity for engagement of all learners	X	X	X		X
2	Review existing Reading and Writing Curriculums, establishing a plan for updates of resources as required.	Chief Academic Officer	Exploration to Program Installation	Plan is established to confirm changes to Curriculum and corresponding Resources.	Reading and Writing instruction is better aligned to standards and effectiveness is further improved.		X			X
3	Develop course offerings and/or alternative structures to prepare students who are seeking a career pathway.	High School Leadership	Exploration	Course Catalog includes curriculum to support a career pathway.	Students graduate from high school with the prerequisite skills to effectively enter the workforce.	X	X	X	X	X
4	Complete an overall review of grading and reporting, including the process (standards based vs. traditional), expectations, and beliefs to ensure we are providing meaningful feedback on student learning.	Superintendent & Chief Academic Officer	Exploration to Program Installation	Feedback from students and parents confirms timely and meaningful reporting of student learning.	Students and families have a clear understanding of their progress towards mastery of standards.	X		X	X	

Definitions:

PBIS - Positive Behavioral Interventions and Supports:

Positive Behavior Interventions and Supports (PBIS) is a proactive approach to establishing the behavioral supports and social culture needed for all students in a school to achieve social, emotional and academic success.

SEL - Social and Emotional Learning:

Social and Emotional Learning (SEL) is a process for helping children and adults develop fundamental skills for life effectiveness. SEL teaches the skills we all need to handle ourselves, our relationships, and our work effectively and ethically.

Flex/WIN Time:

Flex or WIN (What I Need) is a time built into the school day where students are not restricted to specific classes or subject areas, allowing for teachers to work with students individually and in small groups to personalize their learning. Structures differ from school to school, but this flexible instruction time exists at the Elementary and Middle School levels.

Progress Monitoring:

Progress monitoring is used to assess students' academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or an entire class.

Aspen:

Aspen is a web based Student Information System software by Follet Education. The district currently uses the system to manage all student demographic, grading and reporting, transportation, medical, special education and 504 data. The system provides a parent and student portal for accessing relevant information.

Behavioral Health:

Behavioral health is the scientific study of the emotions, behaviors and biology relating to a person's mental well-being, their ability to function in every day life and their concept of self.

Leadership Teams:

  - District Management Team (DMT): Superintendent, Chief Academic Officer, School Business Administrator, and Special Education Administrator

  - Leadership Team (LT) : DMT plus all (5) Building Principals

  - Teaching & Learning Leadership Team (TLLT): LT plus all (6) Assistant Principals, Dir. of Guidance, Dir. of Technology, and Teaching & Learning Coordinator