Ashburnham~Westminster Regional School District

Ash~West 2021: A Continuous, Strategic Learning Plan

Presented to the AWRSC on January 10, 2017

Ashburnham~Westminster Regional School District

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Superintendent of Schools

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Ashburnham Westminster Regional School District
Strategic Improvement Plan

Executive Summary

On behalf of our school district, I am pleased to present our new strategic plan, *"AshWest 2021: A Continuous, Strategic Learning Plan."* We have purposefully built upon the impressive legacy of this school district while providing new direction for the future. We believe that this plan has the potential to move AshWest from a very strong school district to an exemplary school district. Our number one priority is student academic achievement as we aspire to become a world-class education system.

During the 2015-2016 school year, our district administrative cabinet embarked on a continuous improvement planning process resulting in the development of this plan. The purpose of the plan is to identify those 3-5 priority initiatives that will provide the greatest leverage for improved student performance. The conceptual understandings associated with the text, *Strategy in Action*, by Rachel Curtis and Elizabeth City, were used to strategically identify priority focus areas for continuous systematic improvement. Our central focus of this work was the *instructional core:* the interaction of *teachers* (instructional practices) and *students* in the presence of *content* (curriculum).
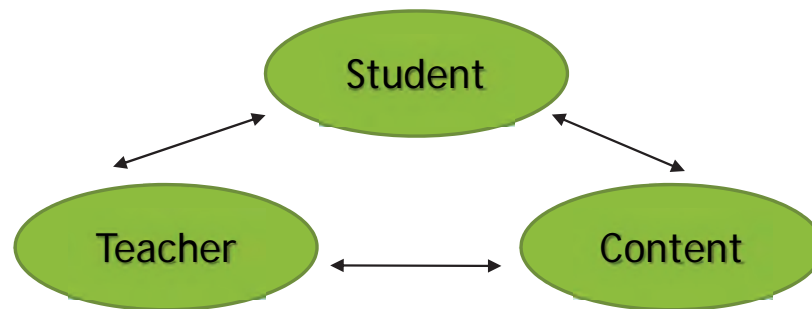
Each point of this triangle is critical and the interactions between the three produce high levels of learning. The intent behind a strategic and systemic continuous improvement plan is to relentlessly focus on and support the instructional core.

The Administrative Cabinet began the process by identifying six categories that would eventually lead to the development of strategic objectives. The leadership team assessed each category using a rubric to determine if there is a clear strategy for continuous improvement guiding these initiatives. The need for focus, coherence, and synergy between initiatives became evident.

The next step in the process was a review of the District's mission and vision. The vision describes what the District is working toward, while the mission describes how the District is going to get there. The Administrative Cabinet crafted a draft vision and draft mission, and then shared the drafts with the district's faculty, staff, and school committee for review and feedback. Changes were made, resulting in an updated and new vision and mission that was approved by the Ashburnham Westminster Regional School Committee in October 18, 2016.

The Administrative Cabinet revisited the district initiatives categories and began to prioritize and make connections between them. This grouping and regrouping of initiatives, reflective of the vision and the mission, culminated in the identification of the three major strategy areas to drive continuous improvement: *Excellence and Innovation in Teaching and Learning*, *Information, Media, & Technology*, and *Readiness to Wellness*. The key is for each strategy area to be focused on the instructional core, focused on a few objectives that are coherent and synergistic, and balanced in its solving of issues and pursuit of the system's vision. A theory of action and a small number of strategic objectives and initiatives that frame the actions upon which the district will concentrate were then developed for each strategy area.

Putting each strategy into action required the development of a theory of action that connected the strategy to the vision. Once the theory of action was established, a statement that proclaims *"If" this happens…, "Then" we will (result),* members of the Administrative Cabinet were assigned to one strategy subcommittee to develop an action plan that included objectives, strategic initiatives, persons responsible, a timeline, resources, and outcomes over a three to five year period. The action plans were then completed and will now provide the roadmap for the journey toward continuous improvement.

Another important step in the execution of a strategy is aligning resources to the strategy. Strategy drives the budgeting process and the allocation of resources such as time, staff, or money. This may require shifting resources by making difficult, and sometimes unpopular, choices. The development of the budget is a collaborative process, the responsibility of which is shared by the Administrative Cabinet, the School Councils via the School Improvement Plan, and the Regional School Committee. The implementation of a strategic continuous improvement plan provides a _laser focus_ on where precious resources will be allocated.

School systems exist to facilitate student learning. School systems also need to be intentional about facilitating adult learning. In schools where educators are actively engaged, it is quite likely to see students actively engaged. The Ashburnham Westminster Regional School District is well on its way toward realizing the potential of strategic action through active engagement and concurs with the following as stated by authors, Curtis and City:

"_School systems that focus on the core with a coherent strategy, executed and refined over time, are making progress in fulfilling their vision of supporting all children to learn at high levels, to contribute to their communities, and to be ready for career and college. To be sure, this is harder than it sounds; school systems face numerous compelling demands. But it is the only path toward improvement._"

In conclusion, the strategic plan is the framework through which our school district supports schools to ensure the academic success of each student. The vision, mission, and district goals, as set forth by the administrative cabinet, superintendent, and school committee, are then articulated within each school improvement plan developed by each of the 5 schools. These processes are dependent upon all stakeholders contributing to improving learning and opportunities for all students.

We are creating a whole system of excellence, K-12, rather than pockets of excellent schools. Our goal, through collaboration and distributed leadership, is to reduce learning disparities, to raise expectations, and to hold all of us accountable to measureable goals that will drive student achievement now and into the future. Our goal is to use yearly qualitative and quantitative data as metrics as we embark on this process to inform our journey.

I hope that you share in my optimism and enthusiasm as we move forward with this plan. We look forward, with great pride, that we can achieve great strides in all that we do with our amazing students, outstanding staff, and engaged community.

Sincerely,
Gary F. Mazzola, Ed.D.
Superintendent of Schools

Our *Core Values* drive our culture and answer the question, "How do we want to act, consistent with our mission, along the path toward achieving our vision?"

SPECIFIC values are the *heart of our culture* because they are levers that drive us towards achieving shared vision. Throughout this plan, three core values are prioritized.

▶ *Equity*

Student equity means that all students have equal access to quality staff, courses, activities, and services, and resources based on their individual needs.

▶ *Excellence*

Student excellence is a balance of rigorous academic, social, and career-readiness skills.

▶ *Community*

Community engagement is *proactive involvement* of stakeholders in school district priorities and partnerships.

The What:
VISION
Our vision captures *the future we seek* to create for our students.

The Ashburnham Westminster Regional School District prepares all students to be contributing citizens of local and global societies in an ever-changing world.

The Why:
MISSION
Our mission explains our *fundamental purpose* as an organization.

At Ashburnham Westminster Regional School District, we focus on doing what is best for students to meet their academic and social-emotional needs to thrive in a global society through:

-academically challenging curriculum;
-community and civic engagement;
-continuous, responsible use of all resources and evolving technology;
-high quality, ongoing, focused professional development for staff;
-real world applications;
-reflection for continuous improvement;
-research based and data driven instructional practices;
-resilient, solution-based mindsets; and
-student input and ownership.

The How: Theory of Action
Our theory of action describes *the specific methods* we will use to achieve our vision.

- *Excellence and Innovation in Teaching and Learning*: *If* we set clear, high expectations for student learning; provide uniform curricula, instructional materials and lesson plans; and hold schools accountable for implementation, *then* students will be well prepared to be contributing citizens in an ever-changing world.

- *Information, Media, and Technology*: *If* we provide current and appropriate technology infrastructure, professional development and instructional programs, *then* our students and staff will be able to navigate a rapidly changing, information rich, media-driven environment in a responsible, ethical, and safe manner.

- *Readiness to Wellness*: *If* the Ashburnham Westminster Regional School District develops and implements consistent readiness and wellness processes to address social/emotional, mental health, behavioral, and academic preparedness in a safe environment, *then* students will be available for learning thereby improving student performance.

Ashburnham~Westminster Regional School District ~ Strategic Goals

▶ **DG1.** District instructional resources are continuously updated and are addressing social media safety and the ethical use of technology. (S1A, S3A, S4A, S1T, S2T, S3T, S4T)

▶ **DG2.** School-based and district-based data teams support the use of data to inform instruction and improve student learning. (S1A, S3A, S4A, S1T, S2T, S4T)

▶ **DG3.** The district develops and articulates consistent tiered systems of academic, social/emotional and behavioral support that are transparent and available to all stakeholders. (SA1, S2A, S1T, S2T)

▶ **DG4.** STEAM initiatives are integrated into the current curriculum, which is aligned vertically and horizontally to the MA Curriculum Frameworks. (S1A, S4A, S1T, S2T, S4T)

▶ **DG5.** Technology infrastructure, software and equipment is up to date with current technology standards. (S2A, S3A, S1T, S2T, S3T, S4T)

▶ **DG6.** The district adds content to the existing health and wellness curriculum, both inside and outside of school, to meet the social/emotional and physical needs of all Ashburnham-Westminster students. (S1A, S3A, S2T, S3T, S4T)

▶ **DG7.** The district develops and implements targeted components of a comprehensive plan that provides a safe, supportive, and nurturing setting for all learners. (S1A, S4A, S2T, S3T)

▶ **DG8.** The district aligns mental health services and wellness strategies to provide a consistent vision and equity of services in the best interest of student learning. (S2A, S3A, S4A, S2T, S4T)

▶ **DG9.** All staff engage in professional development that aligns to district and school goals and which increase the capacity of teachers to deliver high quality instruction that challenges and engages all learners. (S1A, S2A, S3A, S4A, S1T, S2T, S4T)

▶ **DG10.** Digital Learning Coaches provide embedded technology professional development opportunities for staff. (S1A, S4A, S1T, S4T)

Making Connections Between Strategic Goals, Educator Evaluation System Standards, and AWRSD 2021 Strategic Initiatives: A Crosswalk…

Making Connections	Strategic Goals									
Educator Evaluation System Standards	1	2	3	4	5	6	7	8	9	10
Administrator Standards										
Instructional Leadership	X	X	X	X		X	X		X	X
Management and Operations			X		X			X	X	
Family & Community Partnerships	X	X			X	X		X	X	
Professional Culture	X	X		X			X	X	X	X
Teacher Standards										
Curriculum, Planning & Assessment	X	X	X	X	X				X	X
Teaching All Students	X	X	X	X	X	X	X	X	X	
Family & Community Engagement	X				X	X	X			
Professional Culture	X	X		X	X	X		X	X	X
AWRSD 2021 Strategic Initiatives										
Excellence and Innovation in Teaching and Learning	X	X	X	X	X		X	X	X	X
Information, Media and Technology	X	X		X	X				X	X
Readiness to Wellness	X	X	X			X	X	X	X	

Excellence and Innovation in Teaching & Learning Strategy Action Plan

Years 1-5: 2016-2021

EXCELLENCE AND INNOVATION IN TEACHING AND LEARNING

Theory of Action: If we set clear, high expectations for student learning; provide uniform curricula, instructional materials and lesson plans; and hold schools accountable for implementation, then students will be well prepared to be contributing citizens in an ever-changing world.	
Strategic Objective #1: Integrate STEAM initiatives into the current curriculum.	

Priority Initiatives	Person(s) Responsible	Timeline	Resources	Evidence of Effectiveness
Year 1 (2016-2017)				
• Review and update curriculum maps to ensure alignment with MA Curriculum Frameworks	Curriculum Coordinator, Principals, Teachers	June 2017	Time	Updated curriculum maps in Google folders
• Expand administrators understanding of STEAM	Curriculum Coordinator	January 2016-August 2017	Time, PD for administrators	Administrative cabinet notes, plan, and participation in professional development
• Introduce the school community to the concept of STEAM as district initiative	Curriculum Coordinator, Administrative Cabinet	June 2017	Staff meeting time, School Committee Meetings, Parent Advisory Meetings, PTA Meetings	Meeting agendas

Year 2 (2017-2018)				
• Unpack Next Generation Science Standards	Teachers, Teacher Leaders, Administrators	January 2018	PD time, PD providers (e.g. DESE ambassadors)	Curriculum maps with NGSS incorporated
• Update curriculum maps to incorporate NGSS	Teachers, Department Heads/ Curriculum Leaders	June 2018	PD time, department heads/grade level curriculum leaders	Curriculum maps with NGSS incorporated
• Identify and purchase resources needed to fully implement updated NGSS curriculum	Department Heads, Curriculum Leaders	June 2018	Department heads/curriculum leaders, time, funding	List of purchased resources
• Provide professional development for all educators on the topic of STEAM	Curriculum Coordinator, Administrators, Teacher Leaders	September 2017 – June 2018	Time, Workshops	PD survey, evaluation
• Create STEAM Team in collaboration with PD Committee	Curriculum Coordinator, PD Committee	September 2017	Time, STEAM team participants	STEAM team meeting notes

Year 3 (2018-2019)				
• Develop and deliver NGSS lessons/units PK-12	Curriculum Coordinator, Teachers	Summer 2018, September 2018 – June 2019	Stipends for summer work, PD time, funding for materials	Updated list of purchased resources, NGSS lessons and units K-12, teacher observations
• STEAM Team creates a database of STEAM practices PK-12	Curriculum Coordinator, STEAM Team	Summer 2019	Stipends for summer work	STEAM database
Year 4 (2019-2020)				
• Explore and pilot cross-curriculum STEAM practices district-wide	Teachers, Administrators	September 2019 – June 2020	PD time, practices menu, STEAM expert presenters	Piloted lesson plans/projects/units
• Develop STEAM integrated lessons/units	Building Administrators, Teachers	September 2019 – June 2020	PD time, practices menu, STEAM expert presenters	Piloted lesson plans/projects/units

Year 5 (2020-2021)				
• Implement, assess and modify STEAM lessons/units	Administrators, Teachers	September 2020 – June 2021	Materials identified and purchased for STEAM initiatives	Teacher observations
• Review and update curriculum maps to ensure alignment with MA Standards	Administrators, Teachers	September 2020 - June 2021	Time	Updated curriculum maps

Strategic Objective #2: Increase the capacity of teachers to deliver high quality instruction, which challenges and engages all learners.				
Priority Initiatives	**Person(s) Responsible**	**Timeline**	**Resources**	**Evidence of Effectiveness**
Year 1 (2016-2017)				
• Introduce all educators to RtI	Administrators	September 2016 – June 2017	PD time, outsider presenter	Gallery walks of teacher RtI implementations
• Support and sustain teacher-level implementation of high quality instruction (e.g. RtI strategies)	Administrators, Teachers	September 2016 – June 2017	PD Time, Outside Workshops, PD Committee	Teacher observations

• Identify high quality professional development that aligns with district initiatives	PD committee	September 2016 – June 2017	Meeting time	Webpage and PD calendar
• Recruit consultants to evaluate high school math program and assist teachers with identified areas of need	Curriculum Coordinator, High School Administrators	November 2016 – June 2017	Funding	Revised instructional practices/assessments
• Develop a district mentor training course	Curriculum Coordinator	June 2017	Materials on mentoring, time	New mentor program
• Research optimal class size for learning	Superintendent, Curriculum Coordinator, Administrative Cabinet	Nov. 2016 – March 2017	Time	Recommendations for School Committee Policy

Year 2 (2017-2018)				
• Articulate RtI "Look Fors" in classroom practices	Administrative Cabinet	June 2018	Time	"Look Fors" document used during teacher observations
• Continue to support and sustain teacher-level implementation high quality instruction (e.g. RtI strategies)	Administrators, Staff	September 2017 – June 2018	PD Time, Workshops, PD Committee	Professional development schedules and evaluations
• Provide PD related to NGSS and STEAM	STEAM team, Administrators	September 2017 – June 2018	Committee time, funding, highly qualified presenters	PD calendar
• Review the current status of instructional coaches across the district and make recommendations to expand instructional coach positions	Administrative Cabinet	January 2018	Funding	Review completed target recommendations for expansion and include in FY19 budget

• Identify and train mentor leaders	Curriculum Coordinator, Administrators	Spring 2018, Spring – Summer 2018	Teachers who are proficient or exemplary	Mentor leaders identified
Year 3 (2018-2019)				
• Continue to incorporate RtI into instructional practices	Administrators	September 2018 – June 2019	RtI resources	Teacher and administrator observations
• Provide PD related to STEAM and NGSS	STEAM committee, PD committee, administrators	September 2018 – June 2019	Funding, highly qualified PD providers	PD calendar
• Review the current status of instructional coaches across the district and make recommendations to expand instructional coach positions	Administrative Cabinet	January 2019	Funding	Review completed target recommendations for expansion and include in FY20 Budget

Year 4 (2019-2020)				
• Monitor the effectiveness of RtI instructional practices and programs	Administrative cabinet	September 2019 – June 2020	Time	Observation, teacher feedback, administrative cabinet notes
• Provide feedback using the teacher evaluation tool on the implementation of NGSS	Administrators	September 2019 – June 2020	Administrative time to observe and meet with teachers	Teacher and administrator observations
• Provide opportunities for teachers to participate in a variety of STEAM focused professional development activities	STEAM team, PD team, administrators	September 2019 – June 2020	STEAM PD opportunities, monetary resources,	PD menu and teacher PD sign-ups, feedback, or pre/post-test forms
• Review the current status of instructional coaches across the district and make recommendations to expand instructional coach positions	Administrative Cabinet	January 2020	Funding	Review completed target recommendations for expansion and include in FY21 Budget

Year 5 (2020-2021)				
• Evaluate implementation of NGSS curriculum and make revisions	Administrators, Teachers	September 2020 – June 2021	Time, previous teacher observations, teacher feedback	Updated lessons/curriculum maps
• Provide feedback using the teacher evaluation tool on the implementation of STEAM	Administrators	September 2020 – June 2021	Time	Educator observations
• Review the current status of instructional coaches across the district and make recommendations to expand instructional coach positions	Administrative Cabinet	January 2021	Funding	Review completed target recommendations for expansion and include in FY22 Budget

Strategic Objective #3: Support the use of data to improve student learning.				
Priority Initiatives	**Person(s) Responsible**	**Timeline**	**Resources**	**Evidence of Effectiveness**
Year 1 (2016-2017)				
• Assess current data practices and investigate other available data sources	Administrative Cabinet, Teachers	June 2017	Time	Administrative cabinet meeting notes
• Identify and continue to implement K-12 common, formative/ summative assessments	Administrators, Teachers	June 2017	Time	Assessment chart/list or portfolio in Google drive, teacher observations
Year 2 (2017-2018)				
• Develop a vision and mission for district data team, determine members of district data team and create protocols	Administrative Cabinet	October 2107	Time	District data team mission, vision, member list
• Look collaboratively at student work to inform and modify practice	Building Administrators, Teacher Teams	September 2017 – June 2018	Common time for teacher groups	Observations, teacher notes

	Create school-based data teams and create protocols	Building Administrators	September 2017 – June 2018	Time for data teams to meet, access to data	School based data team notes
•	Provide professional development for district and school based data teams on the use of data	Curriculum Coordinator, District Data Team, School-Based Data Team	September 2017 – June 2018	MA DOE District Data Team Toolkit	PD Survey and Evaluation
•	Identify areas of need based on assessment year one data practices and develop additional formative/ summative common assessments	Administrators, Teachers	September 2017 – June 2018	PD time	New assessments
Year 3 (2018-2019)					
•	District and school-based data teams meet regularly	Building and District Administrators, Data Team Members	September 2018 – June 2019	Time, Data	Notes from data meetings
•	Identify data trends and patterns	Administrators, Data Team Members	September 2018 – June 2019	Time, Data	Notes from data meetings

• Make recommendations based on data findings, including budget priorities	Administrators, Data Team Members	December 2018 May 2019	Time, Data	List of recommendations
• Evaluate data team initiatives, review results and revise as needed	Curriculum Coordinator, Data Team Members	June 2019	Time, Results	Evaluation and revisions
Year 4 (2019-2020)				
• District and school-based data teams meet regularly	Building and District Administrators, Data Team Members	September 2019 – June 2020	Time, Data	Notes from data meetings
• Identify data trends and patterns	Administrators, Data Team Members	September 2019 – June 2020	Time, Data	Notes from data meetings
• Make recommendations based on data findings, including budget priorities	Administrators, Data Team Members	December 2019 May 2020	Time, Data	List of recommendations
• Evaluate data team initiatives, review results and revise as needed	Curriculum Coordinator, Data Team Members	June 2020	Time, Results	Evaluation and revisions

Year 5 (2020-2021)				
• District and school-based data teams meet regularly to identify trends and patterns	Building and District Administrators, Data Team Members	September 2020 – June 2021	Time, Data	Notes from data meetings
• Assess current data practices	Administrators, Data Team Members	December 2010	Time, Data	Notes from data meetings
• Make recommendations based on data findings, including budget priorities	Administrators, Data Team Members	December 2020 May 2021	Time, Data	List of recommendations
• Evaluate data team initiatives, review results and revise as needed	Curriculum Coordinator, Data Team Members	June 2021	Time, Results	Evaluation and revisions

Information, Media, & Technology Strategy Action Plan

Years 1-5: 2016-2021

INFORMATION, MEDIA, AND TECHNOLOGY

Theory of Action: If we provide current and appropriate technology infrastructure, professional development, and instructional programs, then our students and staff will be able to navigate a rapidly changing, information rich, media-driven environment in a responsible, ethical, and safe manner.	

Strategic Objective #1: Keep technology infrastructure, software, and equipment current.

Priority Initiatives	Person(s) Responsible	Timeline	Resources	Evidence of Effectiveness
Year 1 (2016-2017)				
● Develop AV Replacement Plan to replace classroom AV equipment (projector, voice lift, speakers, document camera)	Technology Coordinator	December 2016	Time	Plan presented for FY18 Budget
● Renegotiate Internet/ WAN Access with vendors bringing all schools to 100Mbps/100Mbps and the Superintendent's Office to 50Mbps/50Mbps	Technology Coordinator	December 2016	Time	Updated contract with ISP
● Investigate feasibility of installing fiber from Oakmont to Overlook in conjunction with AWCATV	Technology Coordinator	June 2017	Time	Quote/Scope of Work from vendor

Year 2 (2017-2018)				
● Develop building security equipment plan identifying camera, access control and other equipment needs. Document needs and timeline to implementation	Administrative Cabinet	December 2017	Time	Plan presented for FY19 Budget
● Implement AV Replacement Plan	Technology Department	June 2018	Funding	New classroom AV technology in place
● Replace dated network wiring at Overlook Middle School to support 1Gbps to network edge	Technology Department	August 2017	Funding	Network cabling replaced
● Replace core switch at Oakmont Regional High School	Technology Department	August 2017	Funding	Core switch replaced
● Replace wireless infrastructure at Overlook Middle School	Technology Department	June 2018	Funding	Wireless infrastructure at OMS replaced with current technology
● Install fiber from Oakmont to Overlook	Technology Department	June 2018	Funding	Cabling in place

Year 3 (2018-2019)				
● Increase bandwidth at Oakmont (shared with Overlook/ Superintendent's Office) to 300Mbps. Discontinue leased lines at Overlook and Superintendent's Office	Technology Coordinator	July 2018	Funding	Bandwidth increased
● Investigate feasibility of installing fiber from Oakmont to J. R. Briggs in conjunction with AWCATV	Technology Coordinator	June 2019	Time	Quote/Scope of Work from vendor
● Implement building security equipment plan	Technology Department	June 2019	Funding	Identified security equipment in place
● Implement AV Replacement Plan	Technology Department	June 2019	Funding	New classroom AV equipment in place
● Replace wireless infrastructure at Westminster Elementary School	Technology Department	June 2019	Funding	Wireless infrastructure at WES replaced with current technology

Year 4 (2019-2020)				
● Install fiber from Oakmont to J. R. Briggs	Technology Department	June 2020	Funding	Fiber cabling in place
● Implement building security equipment plan	Technology Department	June 2020	Funding	Identified security equipment in place
● Implement AV Replacement Plan	Technology Department	June 2020	Funding	New classroom AV equipment in place
● Replace Wireless Infrastructure at Meetinghouse School	Technology Department	June 2020	Funding	Wireless infrastructure at MHS replaced with current technology
Year 5 (2020-2021)				
● Increase bandwidth at Oakmont from 300Mbps/300Mbps to 450Mbps/450Mbps. Discontinue leased line at J. R. Briggs	Technology Department	July 2020	Funding	Bandwidth increased

Priority Initiatives	Person(s) Responsible	Timeline	Resources	Evidence of Effectiveness
● Re-visit and update building security equipment plan	District Administration	June 2021	Time	Plan presented for FY22 Budget
● Re-visit, update and implement AV Replacement Plan	Technology Department	June 2021	Time, Funding	Updated plan and equipment in place
● Replace dated network wiring at Oakmont Regional High School	Technology Department	June 2021	Funding	Network cabling replaced

Strategic Objective #2: Create embedded technology professional development opportunities for staff.				
Priority Initiatives	**Person(s) Responsible**	**Timeline**	**Resources**	**Evidence of Effectiveness**
Year 1 (2016-2017)				
● Ensure that staff is ready for digital implementation of MCAS 2.0/ACCESS assessments	Administration	January 2017	Time	Workshops attended, staff meeting agendas
● Articulate responsibilities of Digital Learning Coaches and create job description	Technology Coordinator, Curriculum Coordinator	June 2017	Time	Responsibilities documented and job description completed

● Create a budget rationale and timeline to hire Digital Learning Coaches in FY18.	Technology Coordinator, Curriculum Coordinator	June 2017	Time	Rationale and timeline created
Year 2 (2017-2018)				
● Hire 2 Digital Learning Coaches (1 elementary, 1 middle/high school)	Curriculum Coordinator, Technology Coordinator (Interview committee to include Curriculum Coordinator, Technology Coordinator, Administration, Parents and Teachers)	July 2017	Funding	Digital Learning Coaches hired
● Ensure that staff is ready for digital implementation of MCAS 2.0/ACCESS assessments	Administration	January 2017	Time	Workshops attended, staff meeting agendas

● Schedule building based workshops offered by Digital Learning Coaches	Curriculum Coordinator, Technology Coordinator, Digital Learning Coaches	December 2017	Time	Workshops documented, offered and evaluated
Year 3 (2018-2019)				
● Showcase the effectiveness of the implementation of the Digital Learning Coaches (via qualitative measures)	Curriculum Coordinator, Technology Coordinator, Digital Learning Coaches	June 2019	Time	Surveys, Professional Development Evaluations, School Committee Presentations
● Ensure that staff is ready for digital implementation of MCAS 2.0/ACCESS assessments	Administration	January 2017	Time	Workshops attended, Staff meeting agendas
● Schedule building based workshops offered by Digital Learning Coaches	Curriculum Coordinator, Technology Coordinator, Digital Learning Coaches	September 2018	Time	Workshops documented, offered and evaluated
● Identify and recruit a student group to offer technology support and professional development to staff	Technology Coordinator, Technology Assistant	November 2018	Time, Students	Students identified and offering support to staff

Year 4 (2019-2020)				
● Schedule building based workshops offered by Digital Learning Coaches	Curriculum Coordinator, Technology Coordinator, Digital Learning Coaches	September 2019	Time	Workshops documented, offered and evaluated
● Ensure that staff is ready for digital implementation of MCAS 2.0/ACCESS assessments	Administrative Cabinet	January 2017	Time	Workshops attended, staff meeting agendas
● Identify and recruit a student group to offer technology support and professional development to staff	Technology Coordinator, Technology Assistant	November 2019	Time, Students	Students identified and offering support to staff
Year 5 (2020-2021)				
● Schedule building based workshops offered by Digital Learning Coaches	Curriculum Coordinator, Technology Coordinator, Digital Learning Coaches	September 2020	Time	Workshops documented, offered and evaluated
● Ensure that staff is ready for digital implementation of MCAS 2.0/ACCESS assessments	Administrative Cabinet	January 2017	Time	Workshops attended, Staff meeting agendas

Priority Initiatives	Person(s) Responsible	Timeline	Resources	Evidence of Effectiveness
● Identify and recruit a student group to offer technology support and professional development to staff	Technology Coordinator, Technology Assistant	November 2020	Time, Students	Students identified and offering support to staff

Strategic Objective #3: Develop an instructional program to address social media safety and the ethical use of technology.

Priority Initiatives	Person(s) Responsible	Timeline	Resources	Evidence of Effectiveness
Year 1 (2016-2017)				
● Identify existing needs and explore resources that address current social media safety issues	District Administration	June 2017	Time	Needs and resources identified
● Design and implement district-wide Social Media Safety Night for staff, parents, and students	Building Administration, School Resource Officers	June 2017	Time	Social Media Safety Night held

Year 2 (2017-2018)				
● Identify existing needs and explore resources that address current social media safety issues	Digital Learning Coaches, Building Administration, School Resource Officers	June 2018	Time	Needs and resources identified
● Begin developing an online tool-bank of resources for students, parents and staff to address current social media safety issues	Technology Department, Digital Learning Coaches, School resource officers	June 2018	Time, Web Hosting	Online tool developed
● Gather feedback, review, revise and present district-wide Social Media Safety Night for staff, parents and students	Building Administration, School Resource Officers	June 2018	Time	Social Media Safety Night held

Year 3 (2018-2019)				
● Identify existing needs and explore resources that address current social media safety issues	Digital Learning Coaches, Building Administration	June 2019	Time	Needs and resources identified
● Evaluate and update the online tool-bank of resources for students, parents and staff to address current social media safety issues	Technology Department, Digital Learning Coaches	June 2019	Time, Web Hosting	Online tool-bank updated
● Identify areas in revised curriculum where technology safety can be integrated	Curriculum Coordinator, Digital Learning Coaches	June 2019	Time	Areas in curriculum identified
● Gather feedback, review, revise and present district-wide Social Media Safety Night for staff, parents, and students	Building Administration, School Resource Officers	June 2019	Time	Social Media Safety Night held

Year 4 (2019-2020)				
● Identify existing needs and explore resources that address current social media safety issues	Digital Learning Coaches, Building Administration	June 2020	Time	Needs and resources identified
● Evaluate and update the online tool- bank of resources for students, parents and staff to address current social media safety issues	Technology Department, Digital Learning Coaches	June 2020	Time, Web Hosting	Online tool-bank updated
● Work with staff to integrate technology safety into existing curriculum	Curriculum Coordinator, Digital Learning Coaches	June 2020	Time	Areas in curriculum identified
● Gather feedback, review, revise and present district-wide Social Media Safety Night for staff, parents, and students	Building Administration, School Resource Officers	June 2020	Time	Social Media Safety Night held

Year 5 (2020-2021)				
● Identify existing needs and explore resources that address current social media safety issues	Digital Learning Coaches, Building Administration	June 2021	Time	Needs and resources identified
● Evaluate and update the online tool-bank of resources for students, parents and staff to address current social media safety issues	Technology Department, Digital Learning Coaches	June 2021	Time, Web Hosting	Online tool-bank updated
● Work with staff to integrate technology safety into existing curriculum	Curriculum Coordinator, Digital Learning Coaches	June 2021	Time	Areas in curriculum identified
● Gather feedback, review, revise and present district-wide Social Media Safety Night for staff, parents, and students	Building Administration, School Resource Officers	June 2021	Time	Social Media Safety Night held

Readiness to Wellness Strategy Action Plan

Years 1-5: 2016-2021

READINESS TO WELLNESS

Theory of Action: If the Ashburnham Westminster Regional School District develops and implements consistent readiness and wellness processes to address social/emotional, mental health, behavioral, and academic preparedness in a safe environment, then students will be available for learning thereby improving student performance.

Strategic Objective #1: Develop and articulate consistent tiered systems of academic, social, emotional, and behavioral support throughout the district.

Priority Initiatives	Person(s) Responsible	Timeline	Resources	Evidence of Effectiveness
Year 1 (2016-2017)				
● Develop consistent approach to 504 Plans	504 Liaisons (Building-based Assistant Principals), 504 Coordinator, Business Administrator	May 2017	504 Professional Development, Time, Funding	District 504 Forms, 504 Flow Chart, 504 Informational Flyer
● Collect data on current RtI practices: academic, social, emotional and behavioral, in each building via Google forms	Teachers, Grade Level Teams, Departments	January 2017	Time	Collated and categorized data
● Develop and complete template to include three tiers of intervention for academic, social, emotional, and behavioral areas of concern	Building Administrators, Teachers	June 2017	Time	Collated and categorized data

● Conduct administrative instructional rounds focused on Readiness to Wellness initiatives	Readiness to Wellness Sub-committee	June 2017	Time	Collated and categorized data
● Collect data on Child Study process and including forms used at each building	Building Administrators	June 2017	Time	Collated and categorized data
● Provide training to ensure that all schools are using the updated home language survey and providing copies of all such surveys to the Pupil Personnel Office.	Building Secretaries, Guidance, Registrar, PPS	January 2017	Time	Home Language Surveys
● Develop system to track ELs who have had a non-endorsed teacher	Administrative Cabinet	June 2017	Time	Shared Electronic Document
Year 2 (2017-2018)				
● Inform district staff of new 504 protocol	504 Liaisons (Building-based Assistant Principals), 504 Coordinator	September 2017, Ongoing	Time	504 Informational Flyer
● Implement, evaluate and revise 504 process	504 Liaisons (Building-based Assistant Principals), Business Administrator	September 2017, Ongoing	Funding	Revised 504 plan; if any

● Analyze data from 2016-2017 template on RtI tiers and identify gaps	Building Administrations, Administrative Cabinet	September 2017	Funding, Professional Development, Time	Collated and categorized data
● Provide additional professional development from Pat Quinn: RtI Guy	Curriculum Coordinator	October 2017	Time	Staff survey and revise PD plan as needed
● Identify RtI strategies for EL students	ESL Teachers and PPS Director	Fall 2017	Time	Collated and categorized data
● Re-evaluate the DCAP document	PPS Director and Volunteer committee; i.e., Special Education Teachers, Classroom Teachers and Administrators	Spring 2018	Time	Revised DCAP document/sonnet
● Create a unified district-wide approach and forms for Child Study process including electronic data base for Preschool-Grade 12	Building administrators and PPS	Ongoing	Time	Child Study Manual
● Evaluate English Language service needs and curricula and make staffing and budgetary recommendations	ESL teachers, PPS	December 2017	Time, Funding	New curricula as needed and staffing recommendation

● Assess implementation of home language survey compliance and EL placement tracking	Building Secretaries, Guidance, Registrar, PPS, and Administrative Cabinet	June 2018	Time	Home language survey electronic warehouse, EL placement data

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● Implement revised 504 process	504 Liaisons (Building-based Assistant Principals), 504 Coordinator	Fall 2018	Time, Funding	Revised 504 plan; if any
● Implement RtI tiers and processes for English Learners (EL)	Building Administrators and ESL Teachers	Fall 2018	Time, Funding	Collated and categorized data
● Identify district-wide high performing educators to model RtI practices	Building and District-Wide Administrators and Teachers	Fall 2018	Time	List of identified teachers
● Provide release time for RtI peer observations	Building Administrators and Teachers	Winter 2019	Time, Funding	Calendar of staff observations
● Present revised DCAP and promote its use	Building Administrators and Teachers	Fall 2018	Time	Revised DCAP and staff meeting agenda

● Pilot a unified district-wide approach and forms for Child Study process	Child Study Teams	Ongoing	Time	Child Study Manual
● Implement and evaluate new EL curriculum and train new EL staff	ESL teachers, PPS	June 2019	Time	Meeting agendas, training notes, additional curriculum recommendations
● Use teacher evaluation tool to provide feedback about language goals and use of SEI strategies in teaching	Building Administrators, PPS	Ongoing	Time	Teacher observation/ evaluation forms
Year 4 (2019-2020)				
● Focus teacher observation on RtI strategies	Evaluators and Teachers	Ongoing	Time	Teachpoint Documents
● Implement revised district-wide approach and forms for Child Study process	Child Study Teams	Ongoing	Time	Child Study Manual
● Review and revise if needed Home language survey process and EL placement data tracking process	Building Secretaries, Guidance, Registrar, PPS, and Administrative Cabinet	June 2020	Time	Home language survey electronic warehouse, EL placement data

Year 5 (2020-2021)				
● Focus teacher observation on RtI strategies	Evaluators and Teachers	Ongoing	Time	Teachpoint Documents
● Use data from 2019-2020 teacher observations to identify targeted professional development	Evaluators, Teachers, District Administrators	Spring 2021	Time, Funding	Revised PD Plan
● Conduct EL program review regarding curriculum, staffing, and confirmation that ELs are placed with an endorsed teacher, whenever possible, as required	Building Secretaries, Guidance, Registrar, PPS, Administrative Cabinet, and ESL staff	June 2021	Time	Program evaluation documents

Strategic Objective #2: Align mental health services and wellness strategies across the district.				
Priority Initiatives	**Person(s) Responsible**	**Timeline**	**Resources**	**Evidence of Effectiveness**
Year 1 (2016-2017)				
● Collect data on current practices on mental health services and wellness strategies at each building, i.e., number of staff, number of programs, number of students receiving services, and service delivery model	Building Administrators and Counseling Staff	Winter 2017	Time	Collated and categorized data

● Assess the gaps in mental health services and wellness strategies district-wide	Building Administrators and Counseling Staff	Spring 2017	Time		Collated and categorized data
● Investigate community based resources for mental health and wellness services (e.g. Daybreak)	Building Administrators and Counseling Staff	Spring 2017	Time		List of community based resources
Year 2 (2017-2018)					
● Create a district-wide vision of best practices on mental health services and wellness strategies	Building Administrators, PPS, Counseling Staff and Special Education Staff	Winter 2018	Time		Vision statement
● Fill identified mental health and wellness gaps	Building Administrators, PPS, Counseling Staff and Special Education Staff	Spring 2018	Time, Funding		Increased staff where needed

● Create and implement a plan to utilize outside community-based resources (e.g. community-based counselors, anti-bullying programs, and Mindfulness programs)	Building Administrators, PPS, Counseling Staff and Special Education Staff	Spring 2018	Time, Contacts	Community based resource plan
● Explore and define the roles of all school counselors; school adjustment counselor, guidance counselor, and therapist	Building Administrators, PPS and Counseling Staff	Spring 2018	Time	Job description and monthly scope and sequence of responsibilities
Year 3 (2018-2019)				
● Review and revise the district-wide vision of best practices on mental health services and wellness strategies	Building Administrators, PPS, Counseling Staff and Special Education Staff	Winter 2019	Time	Revised vision statement
● Review, revise and implement plan to utilize outside community based resources, (e.g. community based counselors, anti-bullying programs, Mindfulness programs)	Building administrators, PPS, counseling staff and Special Education staff	Winter 2019	Time	Revised community based resource plan with schedule

Year 4 (2019-2020)				
● Evaluate the revised district-wide vision of best practices on mental health services and wellness strategies	Building Administrators, PPS, Counseling Staff and Special Education Staff	Fall 2019	Time	Revised vision statement
● Evaluate revise plan to utilize outside community based resources (e.g. community based counselors, anti-bullying programs, and Mindfulness programs)	Building Administrators, PPS, Counseling Staff and Special Education Staff	Fall 2019	Time	Revised community based resource plan with schedule
Year 5 (2020-2021)				
● Investigate new trends in mental health services and wellness strategies	PPS and counseling staff	Spring 2021	Time	List of resources

Strategic Objective #3: Provide a safe, supportive, and nurturing setting for all learners.				
Priority Initiatives	**Person(s) Responsible**	**Timeline**	**Resources**	**Evidence of Effectiveness**
Year 1 (2016-2017)				
● Collect data on district-wide anti-bullying practices	Building Administrators and Counselors	Spring 2017	Time	Collated and categorized data

● Review AWRSD Critical Incident Plan	Public Safety Officials, Nurse Leader, District Administrators and Building Administrators	Summer 2016	Time	Revised plan
● Conduct monthly public safety roundtable meetings	Public Safety Officials, Nurse Leader, District Administrators, Building Administrators, Probation Officers, District Attorney Staff, and Community Service Members	Ongoing	Time	Meeting agendas
Year 2 (2017-2018)				
● Review and analyze anti-bullying practices	Public Safety Officials, Nurse Leader, District Administrators, and Building Administrators	October 2017	Time	Collated and categorized data
● Identify areas in need of improvement regarding anti-bullying practices and plan/implement district response	Administrative Cabinet	January 2018	Time	Updated responses, plan

● Review AWRSD Critical Incident Plan	Public Safety Officials, Nurse Leader, District Administrators, and Building Administrators	Summer 2017	Time	Revised plan
● Conduct monthly public safety roundtable meetings	Public Safety Officials, Nurse Leader, District Administrators, Building Administrators, Probation Officers, District Attorney Staff, and Community Service Members	Ongoing	Time	Meeting agendas
● Conduct building based training tied to anti-bullying, restraint, time out, seclusion, and LGBTQ regulations and policies	Superintendent and Building Based Administrators	August, September 2018	Time	Staff meeting agendas, sign-in and district policies
● Evaluate effectiveness of School Resource Officer programming (e.g. LEAD, RAD, Internet Safety, Stranger Danger)	Superintendent and Building Based Administrator	Spring 2018	Time, Funding	Collated and categorized data

Year 3 (2018-2019)				
● Evaluate improved anti-bullying practices and revise as needed	Administrative Cabinet	January 2019	Time	Updated responses, plan
● Review AWRSD Critical Incident Plan	Public Safety Officials, Nurse Leader, District Administrators and Building Administrators	Summer 2018	Time	Revised Plan
● Conduct monthly public safety roundtable meetings	Public Safety Officials, Nurse Leader, District Administrators, Building Administrators, Probation Officers, District Attorney Staff, and Community Service Members	Ongoing	Time	Meeting agendas
● Explore current pedagogical practices that create safe learning environment and academic risk taking	Volunteer Committee	Ongoing	Time	Collated and categorized data
Year 4 (2019-2020)				
● Evaluate improved anti-bullying practices and revise as needed	Administrative Cabinet	January 2020	Time	Updated responses, plan

● Review AWRSD Critical Incident Plan	Public Safety Officials, Nurse Leader, District Administrators and Building Administrators	Summer 2019	Time	Revised plan
● Conduct monthly public safety roundtable meetings	Public Safety Officials, Nurse Leader, District Administrators, Building Administrators, Probation Officers, District Attorney Staff, and Community Service Members	Ongoing	Time	Meeting agendas
Year 5 (2020-2021)				
● Evaluate improved anti-bullying practices and revise as needed	Administrative Cabinet	January 2020	Time	Updated responses, plan
● Review AWRSD Critical Incident Plan	Public Safety Officials, Nurse Leader, District Administrators and Building Administrators	Summer 2020	Time	Revised plan

● Conduct monthly public safety roundtable meetings	Public Safety Officials, Nurse Leader, District Administrators, Building Administrators, Probation Officers, District Attorney Staff, and Community Service Members	Ongoing	Time	Meeting agendas

Assessment: Rubrics as Tools for Assessing Quality

Both life-long learning and strategic planning require some form of assessment as to how one is performing, as well as reflection on what is working, what worked, or what didn't work. At this time, as the Massachusetts Department of Secondary & Elementary Education is creating our next statewide assessment system, MCAS 2.0. The metrics to be used to assess growth and progress are undetermined at this time. Also, while the previous system utilizing PPI (Pupil Performance Indicators) may be used in the future, it will need calibration to ensure that what the new assessment is measuring is aligned to what is expected to be learned, accurate, and reflective of learning. Therefore, academic growth and assessment measures, using student performance data for evaluating *Ash~West 2021: A Continuous, Strategic Learning Plan* will be determined, tentatively, by September, 2017.

In Summer 2017, and each year forward, a rubric will be used as a tool for assessing the quality of our plan and the implementation of our programming. A rubric not only lays out the component parts and provides a detailed description of what constitutes acceptable or unacceptable levels of performance in each of those parts, but will be helpful to inform decision making, articulate performance measures, and specify quality expectations. A rubric will also render the strategic plan and its results to be more visible to staff and the community. Using the *Continuous Improvement Continuum Rubric* from Dr. Victoria Bernhardt's work on *Using Data to Improve Student Learning*, our strategic plan will undergo a complete evaluation to realize what has been accomplished, what the new goals and focus of our work will be in each upcoming year, as well as an evaluation of the overall plan that is focused on the instructional core and how it interrelates to our student achievement outcomes. We will also utilize the *Resource Allocation and Budgeting* portion of the *Strategic Use of Data Rubric* developed at the Center for Education Policy Research at Harvard University to assess our strengths and challenges around financial planning and strategy, processes for budgeting and spending review, use and analysis of financial data, as well as accountability and decision-making.

These rubrics are included on the following pages.

District Continuous Improvement Continuums
INFORMATION AND ANALYSIS

	One	Two	Three	Four	Five
Approach	Data or information about school student performance and needs are not gathered in any systematic way. The district does not provide assistance in helping schools understand what needs to change at the school and classroom levels, based on data.	There is no systematic process for data analysis across the district. Some school, teacher, and student information are collected and used to problem solve and establish student-learning standards across the district.	School district collects data related to school and student performance (e.g., attendance, enrollment, achievement), and surveys students, staff, and parents. The information is used to drive the strategic quality plan for district and school improvement.	There is systematic reliance on hard data (including data for subgroups) as a basis for decision making at the district, school, and classroom levels. Changes are based on the study of data to meet the educational needs of students and teachers.	Information is gathered in all areas of student interaction with the school. The district engages administrators and teachers in gathering information on their own performance. Accessible to all schools, data are comprehensive in scope and an accurate reflection of school and district quality.
Implementation	No information is gathered with which to make district or school changes. Student dissatisfaction with the learning process is seen as an irritation, not a need for improvement.	Some data are tracked, such as attendance, enrollment, and drop-out rates. Only a few individuals are asked for feedback about areas of schooling and district operations.	The district collects information on current and former students (e.g., student achievement and perceptions), analyzes and uses it in conjunction with future trends for planning. Identified areas for improvement are tracked over time.	Data are used to provide feedback to improve the effectiveness of teaching strategies on all student learning. Schools' historical performances are graphed and utilized for diagnosis by the district.	Innovative teaching processes that meet the needs of students are implemented across the district. Information is analyzed and used to prevent student failure. Root causes are known through analyses. Problems are prevented through the use of data.
Outcome	Only anecdotal and hypothetical information are available about student performance, behavior, and satisfaction. Problems are solved individually with short-term results.	Little data are available. Change is limited to some areas of the district and dependent upon individual administrators and their efforts.	Information collected about school needs, effective assessment, and instructional practices are shared with all school and district staff and used to plan for school and district improvement. Information helps staff understand pressing issues, analyze information for "root causes," and track results for improvement.	An information system is in place. Positive trends begin to appear in many schools and districtwide. There is evidence that these results are caused by understanding and effectively using the data collected.	Schools are delighted with their instructional processes and proud of their own capabilities to learn and assess their own growth. Good to excellent achievement is the result for all schools. Schools use data to predict and prevent potential problems. No student falls through the cracks.

District Continuous Improvement Continuums
STUDENT ACHIEVEMENT

	One	Two	Three	Four	Five
Approach	Instructional and organizational processes critical to student success are not identified. Little distinction of student learning differences is made. Some schools believe that not all students can achieve.	Some data are collected on student background and performance trends. Learning gaps are noted to direct improvement of instruction. It is known that student learning standards must be identified.	Student learning standards are identified, and a continuum of learning is created across the district. Student performance data are collected and compared to the standards in order to analyze how to improve learning for all students.	Data on student achievement are used throughout the district to pursue the improvement of student learning. The district ensures that teachers collaborate to implement appropriate instruction and assessment strategies for meeting student learning standards articulated across grade levels. All teachers believe that all students can learn.	The district makes an effort to exceed student achievement expectations. Innovative instructional changes are made to anticipate learning needs and improve student achievement. District makes sure that teachers are able to predict characteristics impacting student achievement and to know how to perform from a small set of internal quality measures.
Implementation	All students are taught the same way. There is no communication between the district and schools about students' academic needs or learning styles. There are no analyses of how to improve instruction.	Some effort is made to track and analyze student achievement trends on a districtwide basis. District begins to understand the needs and learning gaps within the schools.	Teachers across the district study effective instruction and assessment strategies to implement standards and to increase students' learning. Student feedback and analysis of achievement data are used in conjunction with implementation support strategies.	There is a systematic focus on implementing student learning standards and on the improvement of student learning districtwide. Effective instruction and assessment strategies are implemented in each school. District supports teachers supporting one another with peer coaching and/or action research focused on implementing strategies that lead to increased achievement.	All teachers correlate critical instructional and assessment strategies with objective indicators of quality student achievement. A comparative analysis of actual individual student performance to student learning standards is utilized to adjust teaching strategies to ensure a progression of learning for all students.
Outcome	There is wide variation in student attitudes and achievement with undesirable results. There is high dissatisfaction among students with learning. Student background is used as an excuse for low student achievement.	There is some evidence that student achievement trends are available to schools and are being used. There is much effort, but minimal observable results in improving student achievement.	There is an increase in communication among district and schools, students, and teachers regarding student learning. Teachers learn about effective instructional strategies that will implement the shared vision, student learning standards, and how to meet the needs of students. The schools make some gains.	Increased student achievement is evident districtwide. Student morale, attendance, and behavior are good. Teachers converse often with each other about preventing student failure. Areas for further attention are clear.	Schools and teachers conduct self-assessments to continuously improve performance. Improvements in student achievement are evident and clearly caused by teachers' and students' understandings of individual student learning standards, linked to appropriate and effective instructional and assessment strategies. A continuum of learning results. No students fall through the cracks.

District Continuous Improvement Continuums
QUALITY PLANNING

	One	Two	Three	Four	Five
Approach	No quality plan or process exists. Data are neither used nor considered important in planning.	The district realizes the importance of a mission, vision, and one comprehensive action plan. Teams develop goals and timelines, and dollars are allocated to begin the process.	A comprehensive plan to achieve the district vision is developed. Plan includes evaluation and continuous improvement.	One focused and integrated districtwide plan for implementing a continuous improvement process is put into action. All district efforts are focused on the implementation of this plan that represents the achievement of the vision.	A plan for the continuous improvement of the district, with a focus on students, is put into place. There is excellent articulation and integration of all elements in the district due to quality planning. Leadership team ensures all elements are implemented by all appropriate parties.
Implementation	There is no knowledge of or direction for quality planning. Budget is allocated on an as-needed basis. Many plans exist.	School district community begins continuous improvement planning efforts by laying out major steps to a shared vision, by identifying values and beliefs, the purpose of the district, a mission, vision, and student learning standards.	Implementation goals, responsibilities, due dates, and timelines are spelled out. Support structures for implementing the plan are set in place.	The quality management plan is implemented through effective procedures in all areas of the district. Everyone commits to implementing the plan aligned to the vision, mission, and values and beliefs. All share responsibility for accomplishing district goals.	Districtwide goals, mission, vision, and student learning standards are shared and articulated throughout the district and with feeder schools. The attainment of identified student learning standards is linked to planning and implementation of effective instruction that meets students' needs. Leaders at all levels are developing expertise because planning is the norm.
Outcome	There is no evidence of comprehensive planning. Staff work is carried out in isolation. A continuum of learning for students is absent.	The school district community understands the benefits of working together to implement a comprehensive continuous improvement plan.	There is evidence that the district plan is being implemented in some areas of the district. Improvements are neither systematic nor integrated districtwide.	A districtwide plan is known to all. Results from working toward the quality improvement goals are evident throughout the district. Planning is ongoing and inclusive of all stakeholders.	Evidence of effective teaching and learning results in significant improvement of student achievement attributed to quality planning at all levels of the district organization. Teachers and administrators understand and share the district mission and vision. Quality planning is seamless and all demonstrate evidence of accountability.

District Continuous Improvement Continuums
PROFESSIONAL DEVELOPMENT

	One	Two	Three	Four	Five
Approach	There is no professional development. Teachers, principals, and staff are seen as interchangeable parts that can be replaced. Professional development is external and usually equated to attending a conference alone. Hierarchy determines "haves" and "have-nots."	The "cafeteria" approach to professional development is used, whereby individual teachers and administrators choose what they want to take, without regard to an overall district plan.	The shared vision, district plan and student needs are used to target focused professional development for all employees. Staff is inserviced on relevant instructional and leadership strategies.	Professional development and data-gathering methods are used by all teachers and administrators, and are directed toward the goals of the shared vision and the continuous improvement of the district and schools. Teachers have ongoing conversations about student achievement data. All staff members receive training in their content areas. Systems thinking is considered in all decisions.	Leadership and staff continuously improve all aspects of the learning organization through an innovative, data-driven, and comprehensive continuous improvement process that prevents student failures. Effective job-embedded professional development is ongoing for implementing the vision for student success. Traditional teacher evaluations are replaced by collegial coaching and action research focused on student learning standards. Policies set professional development as a priority budget line-item. Professional development is planned, aligned, and leads to the achievement of student learning standards.
Implementation	District staff, principals, teachers, and school staff performance is controlled and inspected. Performance evaluations are used to detect mistakes.	Teacher professional development is sporadic and unfocused, lacking an approach for implementing new procedures and processes. Some leadership training begins to take place.	The district ensures that teachers are involved in year-round quality professional development. The school community is trained in shared decision making, team building concepts, effective communication strategies, and data analysis.	Teachers, in teams, continuously set and implement student achievement goals. Leadership considers these goals and provides necessary support structures for collaboration. Teachers utilize effective support approaches as they implement new instruction and assessment strategies. Coaching and feedback structures are in place. Use of new knowledge and skills is evident.	Teams passionately support each other in the pursuit of quality improvement at all levels. Teachers make bold changes in instruction and assessment strategies focused on student learning standards and student learning styles. *A teacher as action researcher* model is implemented. Staffwide conversations focus on systemic reflection and improvement. Teachers are strong leaders.
Outcome	No professional growth and no staff or student performance improvement. There exists a high turnover rate of employees, especially administrators. Attitudes and approaches filter down to students.	The effectiveness of professional development is not known or analyzed. Teachers feel helpless and unsupported in making schoolwide changes.	Teachers, working in teams, feel supported by the district and begin to feel they can make changes. Evidence shows that shared decision making works.	A collegial school district is evident. Effective classroom strategies are practiced, articulated schoolwide. These strategies, focused on student learning standards, are reflective of professional development aimed at ensuring student learning and the implementation of the shared vision.	True systemic change and improved student achievement result because teachers are knowledgeable of and implement effective, differentiated teaching strategies for individual student learning gains. Teachers' repertoire of skills is enhanced and students are achieving. Professional development is driving learning at all levels.

District Continuous Improvement Continuums
LEADERSHIP

	One	Two	Three	Four	Five
Approach	The School Board is decision maker. Decisions are reactive to state, district, and federal mandates. There is no knowledge of continuous improvement.	A shared decision-making structure is put into place and discussions begin on how to achieve a district vision. Most decisions are focused on solving problems and are reactive.	District leadership team is committed to continuous improvement. Leadership seeks inclusion of all school sectors and supports study teams by making time provisions for their work.	District leadership team represents a true shared decision-making structure. Study teams are reconstructed for the implementation of a comprehensive continuous improvement plan.	A strong continuous improvement structure is set into place that allows for input from all sectors of the district, school, and community, ensuring strong communication, flexibility, and refinement of approach and beliefs. The district vision is student focused, based on data and appropriate for district/school/community values, and meeting student needs.
Implementation	The School Board makes all decisions, with little or no input from administrators, teachers, the community, or students. Leadership inspects for mistakes.	District values and beliefs are identified; the purpose of district is defined; a district mission and student learning standards are developed with representative input. A structure for studying approaches to achieving student learning standards is established.	The district leadership team is active on study teams and integrates recommendations from the teams' research and analyses to form a comprehensive plan for continuous improvement within the context of the district mission. Everyone is kept informed.	Decisions about budget and implementation of the vision are made within teams, by the school board, by the leadership team, by the individual schools, and by the full staff, as appropriate. All decisions are communicated to the leadership team and to the full staff.	The vision is implemented and articulated across all grade levels and into feeder schools. Quality standards are reinforced throughout the district. All members of the district community understand and apply the quality standards. Leadership team has systematic interactions and involvement with district administrators, teachers, parents, community, and students about the district's direction. Necessary resources are available to implement and measure staff learning related to student learning standards.
Outcome	Although the decision-making process is clearly known, decisions are reactive and lack focus and consistency. There is no evidence of staff commitment to a shared vision. Students and parents do not feel they are being heard.	The mission provides a focus for all district and school improvement and guides the action to the vision. The school community is committed to continuous improvement. Quality leadership techniques are used sporadically.	The district leadership team is seen as committed to planning and quality improvement. Critical areas for improvement are identified. Faculty feel included in shared decision making.	There is evidence that the district leadership team listens to all levels of the organization. Implementation of the continuous improvement plan is linked to student learning standards and the guiding principles of the school. Leadership capacity for implementing the vision throughout the district is evident.	Site-based management and shared decision making truly exists. Teachers understand and display an intimate knowledge of how the school and district operate. Schools support and communicate with each other in the implementation of quality strategies. Teachers implement the vision in their classrooms and can determine how their new approaches meet student needs and lead to the attainment of student learning standards. Leaders are standards-driven at all levels.

District Continuous Improvement Continuums
PARTNERSHIP DEVELOPMENT

	One	Two	Three	Four	Five
Approach	There is no system for input from parents, business, or community. Status quo is desired for managing the school district.	Partnerships are sought, but mostly for money and things.	School district has knowledge of why partnerships are important and seeks to include businesses and parents in a strategic fashion related to student learning standards for increased student achievement.	School district seeks effective win-win business and community partnerships and parent involvement to implement the vision. Desired outcomes are clearly identified. A solid plan for partnership development exists.	Community, parent, and business partnerships become integrated across all student groupings. The benefits of outside involvement are known by all. Parent and business involvement in student learning is refined. Student learning regularly takes place beyond the school and district walls.
Implementation	Barriers are erected to close out involvement of outsiders. Outsiders are managed for least impact on status quo.	A team is assigned to get partners and to receive input from parents, the community, and business in the school district.	Involvement of business, community, and parents begins to take place in some schools and after school hours related to the vision. Partners begin to realize how they can support each other in achieving district goals. District staff understand what partners need from the partnership.	There is systematic utilization of parents, community, and businesses districtwide. Areas in which the active use of these partnerships benefit student learning are clear.	Partnership development is articulated across all district groupings. Parents, community, business, and educators work together in an innovative fashion to increase student learning and to prepare students for the Twenty-first Century. Partnerships are evaluated for continuous improvement.
Outcome	There is little or no involvement of parents, business, or community at-large. The district is a closed, isolated system.	Much effort is given to establishing partnerships. Some spotty trends emerge, such as receiving donated equipment.	Some substantial gains are achieved in implementing partnerships. Some student achievement increases can be attributed to this involvement.	Gains in student satisfaction with learning and school are clearly related to partnerships. All partners benefit.	Previously non-achieving students enjoy learning with excellent achievement. Community, business, and home become common places for student learning, while school becomes a place where parents come for further education. Partnerships enhance what the school district does for students.

CONTINUOUS IMPROVEMENT AND EVALUATION

	One	Two	Three	Four	Five
Approach	Neither goals nor strategies exist for the evaluation and continuous improvement of the district organization or for elements of the organization.	The approach to continuous improvement and evaluation is problem-solving. If there are no problems, or if solutions can be made quickly, there is no need for improvement or analyses. Changes in parts of the system are not coordinated with all other parts.	Some elements of the district organization are evaluated for effectiveness. Some elements are improved on the basis of the evaluation findings.	All elements of the district's operations are evaluated for improvement. Efforts are consistently made to ensure congruence of the elements with respect to the continuum of learning that students experience.	All aspects of the district organization are rigorously evaluated and improved on a continuous basis. Students, and the maintenance of a comprehensive learning continuum for students, become the focus of all aspects of the school district improvement process.
Implementation	With no overall plan for evaluation and continuous improvement, strategies are changed by individual schools, teachers, and/or administrators only when something sparks the need to improve. Reactive decisions and activities are a daily mode of operation.	Isolated changes are made in some areas of the district organization in response to problem incidents. Changes are not preceded by comprehensive analyses, such as an understanding of the root causes of problems. The effectiveness of the elements of the district organization is not known.	Elements of the district organization are improved on the basis of comprehensive analyses of root causes of problems, client perceptions, and operational effectiveness of processes.	Continuous improvement analyses of student achievement and instructional strategies are rigorously reinforced within each classroom and across learning levels to develop a comprehensive learning continuum for students and to prevent student failure.	Comprehensive continuous improvement becomes the way of doing business throughout the district. Teachers continuously improve the appropriateness and effectiveness of instructional strategies based on student feedback and performance. All aspects of the district organization are improved to support teachers' efforts.
Outcome	Individuals struggle with system failure. Finger pointing and blaming others for failure occur. The effectiveness of strategies is not known. Mistakes are repeated.	Problems are solved only temporarily and few positive changes result. Additionally, unintended and undesirable consequences often appear in other parts of the system. Many aspects of the school district are incongruent, keeping the district from reaching its vision.	Evidence of effective improvement strategies is observable. Positive changes are made and maintained due to comprehensive analyses and evaluation.	Teachers become astute at assessing and in predicting the impact of their instructional strategies on individual student achievement. Sustainable improvements in student achievement are evident at all grade levels due to continuous improvement supported by the district.	The district becomes a congruent and effective learning organization. Only instruction and assessment strategies that produce quality student achievement are used. A true continuum of learning results for all students and staff. The impact of improvements is increasingly measurable.

STRATEGIC USE OF DATA RUBRIC

Center for Education Policy Research
HARVARD UNIVERSITY

STRATEGIC DATA PROJECT

Resource Allocation and Budgeting

Financial Planning and Strategy	BASIC	EMERGING	STRONG	EXEMPLARY
To what extent does the organization employ a strategic approach to budget and financial planning?	Financial planning not connected to strategy.	Financial planning focused on financial management, not agency's educational strategy.	Regular financial planning exists and considers educational strategy.	Financial planning process has clear, public priorities aligned to agency's education strategy.
	Yearly budget planning process based mostly on external timelines and previous year expenditures.	Yearly budget planning process based on previous year expenditures, perhaps with some increment.	Yearly budget planning process robust, with horizon greater than one year.	Budget planning process multi-year, driven by strategy.
	Little to no long-term financial planning or resource alignment.	Some regular long-term financial planning and resource alignment exists.	Long-term financial planning exists. Resource allocation based on educational strategy.	Long-term financial planning considers multiple revenue scenarios with clear action plans (i.e., what's added or cut) for each scenario. Resource allocation based on educational strategy.
	Target-setting process arbitrary,and unclear or unknown to most organizational stakeholders (executive, departmental, district or school-level leaders).	Target-setting process unclear to most organizational stakeholders.	Target-setting process generally clear to most organizational stakeholders.	Target-setting process clear and consistent across the organization.

Processes for Budgeting and Spending Review	BASIC	EMERGING	STRONG	EXEMPLARY
To what extent are the organization's budget and resource allocations driven by a clear and structured process?	Program and policies enacted without consideration of costs or resource availability.	"Prioritized" or special budget allocations drive most program funding.	An established budgeting process rooted in a robust fact base drive decisions to fund programs and departments.	Formal budgeting process ranks initiatives in terms of relative importance.
	There is no regular review process for spending.	Spending review process held sporadically.	Spending review processes held regularly.	Spending is periodically reviewed using departmental budgets with sophisticated financial analyses (e.g., zero-based budgeting or activity-based costing techniques).
	Budget process involves only a few central office leaders.	Budget process highly centralized.	Budget process includes some information exchange between central offices and schools/departments.	Budget includes open communication of information between central offices and schools/departments.
	Budget process understood only by a few central office leaders.	Budget process understood only by central office.	Budget process understood by central office and some	Target-setting process clear and consistent across the organization.

	BASIC	EMERGING	STRONG	EXEMPLARY
Use and Analysis of Financial Data *To what extent does the organization use data and analysis to review and adjust budget allocations?*	Line item additions and subtractions made ad hoc without fact base or reference to agency strategy.	Line item additions and subtractions made with little reference to agency strategy (but not ad hoc).	Line item additions and subtractions based on agency strategy.	Line item additions aligned to strategy and considered together, not individually.
	Budget requests made without evidence-based justification.	Budget requests made with evidence-based justification. Evidence is internal, however, and not benchmarked against best practices.	Budget requests made with evidence-based justifications, using internal and external benchmarking data.	Budget requests required and made with robust, evidence-based justifications.
	No attempts made to generate impact estimates for budget cuts or additions.	No attempts are made to evaluate relative impacts of individual budget proposals.	Impact estimates and justifications of individual budget proposals always provided.	Relative "return on investment" of requests considered and used to prioritize funding.
	Budget allocations inconsistent and inflexible. Small resource changes cause crises in the system.	Budget allocations largely driven by trend-chasing, leading to wide variations over time.	Budget allocations largely consistent and with little variation over time, but are somewhat inflexible and face barriers to be responsive to resource changes.	Overal funding strategy consistent and stable, but also flexible enough to rapidly respond to resource changes.

	BASIC	EMERGING	STRONG	EXEMPLARY
Accountability and Decision-Making *To what extent does the organization consider data-driven outcomes to inform decision-making?*	Departments and/or schools not held accountable for expenditures or outcomes.	Departments and/or schools seldom held accountable for expenditures or outcomes.	Departments and/or schools held accountable for both expenditures and outcomes – though the connection between the two is left implicit.	Departments and/or schools held accountable for both expenditures and outcomes; clear connections are made between the two.
	Financial reviews and reviews of departmental outcomes are not linked.	Financial reviews and reviews of departmental outcomes are somewhat linked.	Financial reviews are often linked to departmental outcomes and directly impact budgeting decisions made by both department heads and senior leadership.	Financial reviews are always linked to departmental outcomes and directly impact budgeting decisions made by both department heads and senior leadership.
	Budget allocations determined through political pressure or personal relationships.	Budget allocations rarely compare resources between programs and initiatives.	Budget allocations and required resources determined through fact-based analysis to allocate resources for programs and departments.	Budget allocations and required resources determined through fact-based analysis to allocate resources for programs and departments. Required resources explicitly budgeted and appropriately resourced via formal process.
	No public criteria to evaluate budget requests.	Public criteria to evaluate budget requests unclear.	Public can access clear decision-making process to include or exclude budget requests.	Clear public criteria to evaluate budget requests.