



QUINCY PUBLIC SCHOOLS

SUPERINTENDENT'S ANNUAL PLAN 2014-2016

Superintendent's Goals

School Committee Goals

Professional Practice • Student Learning

Quincy School Committee

The Honorable Thomas P. Koch, Mayor and Chairman

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Superintendent of Schools

DRAFT November 12, 2014

Superintendent's Annual Plan

2014-2016

Superintendent's Goals (2)

Professional Practice Goal

1. Quincy Public Schools Administrative Evaluation Process (Principals/SLT)

Standard

Instructional Leadership

Improving Student Learning Goal*

2. Improvement of Performance, Effectiveness, and Learning (*2014-2015 goal)

Standard

Instructional Leadership

Significant Initiatives

- Quincy School Committee and Subcommittee Tasks
- Massachusetts School Building Authority Projects
- Mentoring Leadership (Administrators/Educators)
- Aspen X2 Student Information System
- NAEYC (Kindergarten)
- Educator Evaluation
- Elementary Report Card
- School Surveys
- New SAT
- Substance Abuse Prevention
- Middle School Math Re-Teach
- Next Generation Assessments
- Advanced Placement Center Program Review
- DSAC Collaboration
- District-Determined Measures
- Massachusetts Early Learning Assessment (MKEA)
- Positive Behavior in Schools (PBIS)
- Student Safety Discipline Reporting (SSDR)

Superintendent's Goal #1

Quincy Public Schools Administrative Evaluation

Standard I: Instructional Leadership: The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.

Indicator I-B: Instruction: Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.

Element I-B-1: Instructional Practices DIP Alignment Standard 1, Indicator 10

During the 2014-2015 and 2015-2016 school years, the Superintendent will evaluate all Principals, Directors, and Coordinators using the new Educator Evaluation tool.

Benchmarks

- Overview and Training completed in 2013
- Self-Assessment completed by November 21, 2014
- Goal-Setting completed by December 12, 2014
- Educator Plan Development completed by January 9, 2015
- Formative Assessment completed by April 15, 2015
- Summative Assessment completed by October 1, 2015

Action Steps

- Creation and distribution of plan and timeline for educator evaluation training and preparation.
- Superintendent of Schools to conduct at least two announced and two unannounced observations of each Principal, Director, and Coordinator.
- Ongoing discussion of staff evaluation progress and issues at monthly Principal, Superintendent's Leadership, and Curriculum & Assessment Team meetings.

Sources of Evidence

- Administrator Evaluations in Baseline Edge
- Team Meeting Agendas and Minutes
- School and Program Improvement Plans

Benchmarks, action steps, and sources of evidence for the 2015-2016 school year will be presented at the Mid-Cycle Progress Report in October 2015.

Superintendent's Goal #2*

Improvement of Performance, Effectiveness, and Learning

Standard I: Instructional Leadership: The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.

Indicator I-E: Data-Informed Decision Making Uses multiple sources of evidence related to student learning, including state, district, and school assessment results and growth data, to inform school and district goals and improve organizational performance, educator effectiveness, and student learning.

Element I-E-3: Improvement of Performance, Effectiveness, and Learning

DIP Alignment Standard 3, Indicator 7

In order to meet the needs of all learners, it is the goal of the Superintendent that achievement at every MCAS tested grade will demonstrate a 2% increase in the average percent correct in ELA, Mathematics, and Science by all tested students on the Spring 2015 MCAS. Working with the Principals, the Superintendent will determine specific areas to focus improvements on, by site, to accelerate and sustain achievement while improving the performance of subgroups as measured by CPI. (*2014-2015 Goal)

Benchmarks

- By October 2014, MCAS Results and District and School Standards Reports for 2014 will be analyzed and presented at District Meetings (i.e. SLT, Principals Team, Curriculum and Assessment Team, Vertical Team)
- By June 2015, all district Vertical, Principal, and School-based Teams will monitor the implementation of the Common Core Curriculum, review and adjust Curriculum Maps and Pacing Guides.
- By June 2015, the district will continue to develop, administer and analyze the results of common benchmark assessments aligned to the Common Core in designated core academic areas.

Action Steps

- The Superintendent's Leadership Team (SLT) will review and disaggregate MCAS data, the Superintendent will develop goals based on disaggregated data.
- Disaggregated data will be used to create a Professional Development Plan which provides training and resources designed to meet the district's needs and the needs of all learners.
- The Curriculum & Assessment Team will develop Program Improvement Plan goals based on disaggregated MCAS data.
- Principals will utilize MCAS 2014 results and School Standards Reports data to develop SIP goals.
- By August 2015, the district will disaggregate 2014 MCAS Results for ELA, Mathematics, and Science by reviewing Edwin Analytics Standards Reports (CU306) and comparing the average percent correct for 2015 and 2014 data for grades 3-8, 10).

Sources of Evidence

- Team Meeting Agendas & Minutes: District Curriculum & Assessment Team; Principals Team; Professional Development Team; Superintendent's Leadership Team
- Superintendent's Annual Plan
- Professional Development Plan
- Curriculum and Assessment Plan
- School Improvement Plans
- EDWIN Analytics District Results by Standards Reports
- Minutes from Meetings with Individual & Small Groups of Principals
- MCAS 2015 Results

Superintendent's Annual Plan

2014-2016

School Committee/Superintendent **District Improvement Goals**

<u>Goal</u>	<u>Standard</u>
1. Quincy Public Schools District Improvement Plan	Instructional Leadership
2. Home-School Connections	Family and Community Engagement
3. Common Core State Standard Implementation	Instructional Leadership

School Committee/Superintendent District Improvement Goal #1

Quincy Public Schools District Improvement Plan

Standard I: Instructional Leadership: The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.

Indicator I-E: Data-Informed Decision-Making: Uses multiple sources of evidence related to student learning, including state, district, and school assessment results and growth data, to inform school and district goals and improve organizational performance, educator effectiveness, and student learning.

Element I-E-2: School and District Goals **DIP Alignment Standard 1, Indicator 1**

Involve stakeholders in a **District Improvement Plan** that includes a diagnosis of the Quincy Public Schools' strengths and areas of improvement in regard to student achievement and organizational performance. All of the Quincy Public Schools teams will follow the Planning, Implementing, and Assessing cyclical process.

Benchmarks

- Establish Quincy Public Schools Improvement Cycle 2014-2015
- Complete Planning Stage (June 2014 through September 2014)
- Complete Implementing Stage (October 2014 through June 2015)
- Complete Reflecting/Assessing Stage (May 2015 through June 2015)

Action Steps

- Update Quincy Public Schools Organization chart
- Review and Modify District Improvement Plan Framework
- Review and Modify the Elements and Components of the District Improvement Plan
- Goal Setting (Teams/Sites/Systems/Superintendent)

Sources of Evidence

- All District Improvement Plans Elements and Components
- Team Meeting Notes and Agendas
- Quincy Public Schools Website
- Presentations to School Committee/Subcommittee Meeting Minutes
- Education Leadership Team Meeting

Benchmarks, action steps, and sources of evidence for the 2015-2016 school year will be presented at the Mid-Cycle Progress Report in October 2015.

School Committee/Superintendent District Improvement Goal #2

Home-School Connections

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

Indicator III-B: Sharing Responsibility: Continuously collaborates with family and community stakeholders to support student learning and development at home, school, and in the community

Element III-B-2: Family Collaboration DIP Alignment Standard 1, Indicator 10

During the fall and winter of the 2014-2015 and 2015-2016 school years, the Superintendent's Leadership and Principal Teams will co-sponsor at least two **home-school connections** events per year.

Benchmarks

- Meet with representatives from the Quincy Parent Advisory Council to Special Education and the Citywide Parents Council to discuss goals and event ideas in the summer of 2014. (QPAC/August 13, 2014; Citywide/September 24, 2014)
- Meet with Superintendent's Leadership and Principal Teams to select appropriate topics by October 1, 2014.
- Schedule and present two home-school connections events by November 30, 2014 and March 31, 2015.

Action Steps

- Identify home-school connections topics with Superintendent's Leadership and Principals Teams for further research.
- Review information and select topics for presentation.
- Consult with Citywide Parents Council and Quincy Parent Advisory Council to Special Education on final topic selection and presentation dates.
- Collaboration between Superintendent's Leadership and Principal Teams and parent groups to promote event awareness.
- Assess/analyze event feedback to inform planning of future events.

Sources of Evidence

- Quincy Public Schools Website/Channel 22/Social Media platforms
- QPAC and Citywide Parents Council websites/social media
- Principal Newsletters
- Superintendent's Leadership Team Program Newsletter

Benchmarks, action steps, and sources of evidence for the 2015-2016 school year will be presented at the Mid-Cycle Progress Report in October 2015.

School Committee/Superintendent District Improvement Goal #3

Common Core Standards Implementation

Standard I: Instructional Leadership: The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.

Indicator I-B: Instruction Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.

Element I-B-1: Instructional Practices DIP Alignment Standard 2, Indicator 1

The Superintendent will lead the district in a full implementation of the **Common Core State Standards**, as outlined in the 2011 MA Curriculum Frameworks for ELA/Literacy and Mathematics, as evidenced by aligned professional development and curriculum implementation plans (*i.e., initiative timelines, team meetings, and program/school improvement plans*) in the 2014-2015 and 2015-2016 school years.

Benchmarks

- By June 2015, the district will develop common High School curriculum maps for core content areas, for staff to use in the planning of daily instruction, unit development, and assessment.
- By June 2015, the district will develop pacing guides in the area of ELA/Literacy K-8 to help teachers plan the pacing of their instruction and assessment throughout the year.
- By June 2015, the district will develop common curriculum maps in the area of ELA/Literacy K-8, for staff to use in the planning of daily instruction, unit development, and assessment.
- By June 2015, the district will develop pacing guides in the area of Middle School Science, Social Studies, and Foreign Language to help teachers plan the pacing of their instruction and assessment throughout the year.
- In the 2014-2015 school year, the district will pilot common benchmark assessments (District Determined Measures), collect and analyze data, evaluate the effectiveness of the assessments and the use of results as a determination for student growth.
- Throughout the 2014-2015 school year, the district will utilize a model of support, planning and training for the implementation of curriculum initiatives through a distributive model of leadership. Teams will establish goals and action steps. The result will be a coordinated effort to share responsibility in the academic achievement of all students.
- By October 2015, the district will implement a new, standards-based Elementary Report Card.

- Throughout the 2014-2015 school year, extended day programs will be provided for students in need of academic support and/or enrichment.

Action Steps

- Build common curriculum maps (High School academic courses and programs)
- Develop pacing guides (ELA/Literacy K-8)
- Adjust pacing guides (Math K-8)
- Build curriculum maps (ELA/Literacy K-8)
- Develop pacing guides in the area of Middle School Science, Social Studies, and Foreign Language
- Provide related professional development from a variety of sources, including teacher leaders, department chairs, directors/coordinators, administrators, educational consultants and trainers
- Identify learning gaps in critical areas, specifically in ELA/Literacy and Math, in order to teach alternative strategies and provide support for all students.
- Offer extended day programs to students, based on identified areas of need, before/after school.
- Complete a pilot for administration of common benchmark assessments (DDM)
- Evaluate assessments for alignment and effectiveness.
- Revise and adjust benchmark assessments and scoring guides as necessary (DDM Design Teams).
- Convene the Data Collection and Storage team pilot data collection applications for the collection and analysis of common assessment (DDM) data.

Sources of Evidence

- Professional Development Plans
- 2014-2015 Initiatives
- Elementary Report Card
- Pacing Guides for ELA/Literacy K-8
- Curriculum Maps for K-8 ELA
- Curriculum Maps for High School Academic Courses and Programs
- Common Benchmark Assessments (DDMs)
- Data Collection and Storage Tool for Assessment Data (DDMs)
- Extended Day Newsletters, Channel 22 announcements and QPS Website
- Team Meeting Agendas & Notes (*Curriculum & Assessment Team; Principals Team; Professional Development Team; Elementary Report Card Team, Data Collection and Storage Team; Vertical Teams; Assessment Day Meetings; Department Meetings; and Cabinet Council*)

Benchmarks, action steps, and sources of evidence for the 2015-2016 school year will be presented at the Mid-Cycle Progress Report in October 2015.