PITTSFIELD ELEMENTARY SCHOOL LOGIC MODEL: 12/3/15

INITIAL CONDITIONS

A. ENSURING STUDENT OWNERSHIP FOR LEARNINING

Classroom instruction is largely teacher-centered. Students experience minimal opportunities for expression of voice and choice of academic pursuits. Although work has recently begun in developing inquiry based learning practices, multiple pathways for students to learn and achieve, such as accelerated learning opportunities, differentiated instruction, extended learning opportunities, learning studios, online learning summer academies, and yearlong learning accessibility are minimal if not existent. Teachers believe that the school lacks focus on best instructional practices. Few opportunities exist for school wide student leadership development. There are some classroom opportunities for leadership. Students participate in semi-annual parent/teacher conferences only rarely. There was 81% participation at the spring parent teacher conference. Student forum feedback indicates that students want a voice in more academic choice and advanced classes, more hands on activities, more physical outdoor opportunities, a student government, and more responsibility for their learning. Transition activities between each grade level exists, but a clearly articulated, cohesive school wide transition plan has not been created. Transitions from preschool to kindergarten, kindergarten to first grade, and sixth grade to seventh grade have not been clearly communicated to students, faculty, parents, and community members. Sixth grade teachers are unaware of how their students are perceived or prepared for seventh grade by middle school teachers. 52% of students were on course pace in all core courses in the first semester of 7th grade in 2014-2015.

STRATEGIES & ACTIVITIES (NOTE: SCLMM related practices are presented in green and SLLM related practices are presented in blue. SSLM rung # noted after each practice (in parens)	OBJECTIVES	EARLY IMPLEMENTATION Accomplished within 1-3 years	FULL IMPLEMENTATION Accomplished within 4-6 years

1. **Research and implement the refinement/development of:**
• Competencies (9, 4)
• Personal learning plans (8, 9)
• Student led conferences (7, 8)
• Transition plans: PreK to K; K to 1; 5 and 6 to middle school (6, 7)
	• Students, faculty and families develop grade level appropriate expectations for personal learning plans that include student goals and student assessment data-both formative and standardized; these plans will guide the learning of the student over the year (8, 9)
	• Students develop portfolios demonstrating evidence of their mastery of competencies (9, 4)
	• Faculty research, develop, and implement grade level appropriate student led conferences where families can reflect on past learning and goal setting (7, 8)
	• Faculty implement a transition plan for students in grades PreK to K; K to 1; and 5/6 grade to middle school, including the explicated teaching of work study practices (6)
		• 100% of all students in grades K-6 have portfolios, including evidence of mastery of competencies
		• 100% of all students in grades K-6 have participated in two student led conferences per year with 90% parent participation
		• 100% students in grades 4-6:
		• Student personal learning plans are developed, in place, and used to guide learning
		• Have conducted their student led conference with 90% parent participation
		• 90% of students, faculty and parents report that the transition to middle school was supported and successful as measured through:
		  -75% of students on course pace in all core courses in the first semester of 7th grade
		  -annual student/parent survey
		• Student attendance rate increases from 93% to 95 %
		• Discipline referrals and suspensions each decrease 25%
			• 100% of students in grades PreK-6 maintain a portfolio with evidence of competency mastery
			• 100% of students in grades PreK-3 participate in two student led conferences per year with 95% parent participation
			• 100% of students in grades 4-6 continue to conduct two student led conferences per year with 95% parent participation
			• The number of students coming out of sixth grade competent remains the same or improves by mid-year of seventh grade
			• 95% of students, faculty and parents report that the transition to middle school was supported and successful as measured through:
			  -90% of students being on course pace in all core courses in the first semester of 7th grade
			  -annual student/parent survey
			• Work study skills are graded at least three times a year
			  -grade level
			  -school wide
			• Student attendance rate increases to 98%
			• Discipline referrals and suspensions decreases 50% each

2. **Create multiple pathways for students to meet learning standards that include student choice embedded in coursework.**
• Community connections and resources in classrooms (9, 5)
• Flexible groupings (9)
• Multiple pathways (9)
• Professional Learning Communities (1)
• Student choice within Responsive Classroom (8, 9)
	• Faculty research and visit elementary schools that are exemplars in implementing multiple pathways for student learning (9)
	• Faculty participate in ongoing professional learning in multiple pathways for student learning. Possible topics include, but are not limited to: (9, 3, 4, 5)
	  - Accelerated learning (4)
	  - Community connections in classrooms (internal extended learning opportunities) (9,5)
	  - Competencies (9)
	  - Differentiated instruction (9)
	  - Exhibitions of learning (4)
	  - Inquiry based learning (9)
	  - Learning progressions (4)
	    ○ Continuous
	    ○ Flexible
	    ○ tracking pace (both on or off)
	  - Online learning opportunities (9)
	  - Summer learning exploration opportunities (5)
	  - Universal design for learning (6)
	  - Year round learning opportunities (9)
	• Faculty research and determine a structure for grade levels that maximizes multiple pathways for student learning (9)
	• Faculty implements Academic Choice as described as a key Responsive Classroom strategy resulting in students planning, working, and reflecting on lessons (8, 9)
	• Students are provided with opportunities to receive instruction beyond their chronological age group (9, 4)
	• Faculty develops a process for what to do when a student does not mastery competencies (6)
	• Professional Learning Communities (PLC's) continue to meet and plan for inquiry-based learning with exhibitions of student learning (1)
	• Faculty extend learning by integrating community mentors, assets, and resources into their classroom instruction (5, 9)
	• Summer Academies are developed to provide students with an opportunity for deeper learning with expert community partners (5)
		• One unit plan demonstrates evidence of student choice embedded in coursework (ELA and Math)
		• 75% of students in each grade level meet their competencies.
		• 60% of Measures of Academic Progress (MAP) scores of students meeting goal/above the national norm; 80% of students meet their MAP goal
		• 10% increase in students participating in summer opportunities
		• 5 students participate in accelerated pace learning progressions
		• Student attendance rate increases from 93% to 95%
		• Discipline referrals and suspensions decreases 25% each
		• 100% of faculty routinely use inquiry and project based learning and online learning in their instructional approach
		• A clear process is in place for the steps to take when a student does not master course competencies by the end of course pace
			• Every unit demonstrates evidence of student choice embedded in coursework (ELA, Math, and Science)
			• 95% of students in each grade level meet their competencies
			• 75% of Measures of Academic Progress (MAP) scores of students meeting goal/above the national norm; 100% of students meet their goal
			• 20% increase in students participating in summer opportunities
			• Number of students participating in accelerated pace learning progressions increases to 10
			• Student attendance rate increases to 98%
			• Discipline referrals and suspensions decreases 50% each

3. Provide student leadership and decision making opportunities • Student clubs and organizations (6, 8) • Student leadership (8, 2)	• K-6 classroom student leadership structure is created and is in place (8, 2) • Clubs and organizations are created to meet the interests and needs of students grades K-6 (6, 8) • Student focus groups provide feedback on school changes toward student centered learning (8) • Students participate in meaningful social/civic activities and leadership opportunities at the elementary school level (9, 8)	• Student role in the classroom has changed to allow more leadership opportunities as evidenced in observations and walkthroughs • At least two clubs /organizations are available for students to participate in, with 30 participants total • Student attendance rate increases from 93% to 95% • Discipline referrals and suspensions decreases 25% each	• Student leadership opportunities in the classroom has increased as evidenced in observations and walkthroughs • At least four clubs /organizations are available for students to participate in, with 60 participants • Student attendance rate increases to 98% • Discipline referrals and suspensions decreases 50% each

LONG TERM OUTCOMES

A. ENSURING STUDENT OWNERSHIP FOR LEARNING

Students are fully engaged learners who take age appropriate responsibility for setting goals and for accomplishing personal learning goals. Students are guided and supported to seek out and access multiple learning paths that meet their individual needs, ability, and learning styles in order to achieve academically and personally. Students do not necessarily follow the traditional grade level structure; instead they participate in a non-graded level structure of accelerated learning opportunities to meet their academic abilities. Ownership is also reflected in increased family and community engagement in the learning process through participation and shared resources for learning. Students demonstrate significant voice and choice in their learning through participation in decision making, leadership, and student government opportunities. Transition plans from preschool to kindergarten, kindergarten to first grade, and sixth grade to seventh grade are clear, cohesive, and result in a smooth and optimal adjustment for students, families, and faculty during the transition periods. Faculty are aware of how their students are prepared for the next grade level learning experience.

PITTSFIELD ELEMENTARY SCHOOL LOGIC MODEL: 12/3/15

<table>
<tr><td colspan="4" align="center">INITIAL CONDITIONS</td></tr>
<tr><td colspan="4">

B. RAISING STUDENT ACHIEVEMENT
The school's curriculum has been articulated and aligned to the Common Core State Standards; however, the curriculum has not yet been articulated in terms of competencies. Common grade-level assessments are being created that will align to the revised curriculum. Teacher teams have been inconsistent in conducting analysis of student outcomes on common grade-level assessments as protocols for this purpose have not been systematized. In terms of the state assessments, about 60% of the school's students achieve at the proficient or greater levels in English language arts, math, writing, and science; however, outcomes in these areas also fall below the state average achievement levels. The faculty has engaged in analysis of the state assessments and the grade-level NWEA assessments. However, the analysis does not consistently impact classroom instruction/student learning gains. Teachers are organized into teaching teams, but teaching teams are not functioning as productively as they might, with less-than-optimal results. Teachers report that they feel frustrated because of rapid program changes. Teachers believe that the school lacks a focus on best instructional practices. Professional development for faculty is personalized at times, but does not necessarily address weaknesses. The use of in-school resources, such as colleagues, are not maximized. Teachers do not feel they are prepared to meet the needs of all students due to an ineffective system of support. A process exists for a system of supports, however, the implementation of the framework is inconsistent and has minimal impact on ensuring student success.

</td></tr>
</table>

STRATEGIES & ACTIVITIES (NOTE: SCLMM related practices are presented in green and SLLM related practices are presented in blue. SSLM rung # noted after each practice in parens)	OBJECTIVES	EARLY IMPLEMENTATION Accomplished within 1-3 years	FULL IMPLEMENTATION Accomplished within 4-6 years
1. Develop competencies to support success in elementary education and prepare for secondary education.(SLLM) • Common assessments (4 and 9) • Competency-based learning (4) • Curriculum articulation (4) • Grading and reporting (4) • Rigor (4)	• Students, parents, community members, and school personnel access the curriculum outlines and competencies through grade level websites (4) • Faculty continues to utilize common planning time to articulate, develop and refine the district curriculum, competencies, common assessments and rubrics for assessment in all subject areas (4) • Students and parents develop an understanding of competencies (4, 9) • Faculty creates system to share curriculum and competencies with families (4, 9) • Faculty ensures rigorous curriculum and instructional practices: - Curriculum, instructional practices and assessments are reviewed to ensure high level of rigor (4) • Faculty creates a system that adequately reports progress toward the mastery of competencies to students and families (4, 7, 9)	• All curriculum and competencies are web-based accessible to students, parents, community members, and school personnel • 75% of students in each grade level meet of competencies. • 70% of faculty report a high level of implementation and effectiveness of using data analysis of assessments for instruction as measured by annual survey • 75% of faculty demonstrate proficiency in student centered learning practices as measured by Domain 3 in the teacher evaluation system. • 90% of parents report clear understanding of competencies and how competencies will enhance student learning as measured by annual survey • 90% of students report clear understanding of competencies and how competencies will enhance their learning • Student attendance rate increases from 93% to 95% • Discipline referrals and suspensions decrease 25% each • A system that adequately reports progress towards the mastery of competencies to students and families is implemented	• 95% of students in each grade level meet their competencies • 90% of faculty report a high level of implementation and effectiveness of using data analysis of assessments for instruction as measured by annual survey • 95% of faculty demonstrate proficiency in student centered learning practices as reported by the teacher evaluation system • All parents report clear understanding of competencies and how competencies will enhance student learning as measured by annual survey • All students report clear understanding of competencies and how competencies will enhance their learning • Student attendance rate increases to 98% • Discipline referrals and suspensions decrease 50% each • A system that adequately reports progress towards the mastery of competencies is revised, updated, and in place.

2. Implement research based instructional strategies that ensure a high level of performance in all subject areas.
• Collaborative skills protocols (1)
• Content knowledge (4)
• Fidelity of implementation (4)
• Innovative practices (9)
• Peer & supervisor observation (3)
• Performance assessments (4)
• Research based instructional strategies (9)
• Student learning objectives (4)
	• Faculty participate in professional learning opportunities to build their content knowledge in all subject areas (4)
	• Faculty Focus Groups (in-depth research and development groups) research and plan for implementation of innovative practices (9)
	• Faculty continues to participate in ongoing professional learning opportunities:
	  - Differentiated instruction
	  - Inquiry based learning
	  - Learning centers
	  - Performance assessment
	  - Research based instructional strategies
	  - Tech integration (3)
	• Faculty participates in annual state-wide assessment result analysis and subsequent action planning to ensure improvement (4)
	• Student Learning Objectives(SLO) are developed and implemented by the professional learning community teams (4)
	• Performance assessments are developed across all grade levels (4)
	• Professional learning opportunities are provided to increase exploratory, individualized, self-directed, authentically based, and integrated practices (9)
	• Faculty and administration continue the use of collaborative practice protocols to enhance communication and professional learning opportunities (1)
	• Faculty participates in peer observation and feedback in order to improve instruction and feedback for students (3)
	• Faculty participates in professional learning opportunities to increase the fidelity of implementation of the district curriculum (4)
		• 75% of faculty demonstrate proficiency in student centered learning practices as measured by Domain 3 in the teacher evaluation system
		• Instruction is research based and personalized to meet student needs and interests
		• 100% of Student Learning Objectives are approved by the Professional Growth & Evaluation Team (PG&E)
		• Student attendance rate increases from 93% to 95%
		• Discipline referrals and suspensions decrease 25% each
		
		• Achievement gap between disaggregated groups lessen by 50%
		• 80% of required observations of faculty are completed on time
			• 100% of faculty demonstrate proficiency in student centered learning practices as measured by Domain 3 in the teacher evaluation system.
			• Student attendance rate increases to 98%
			• Discipline referrals and suspensions decrease 50% each
			
			• Achievement gap between disaggregated groups lessen by 75%
			• 100% of required observations of faculty are completed on time

3. Continue the development of a comprehensive system of support that addresses physical, social, emotional, and cognitive development along a continuum of services, ensuring opportunities for success to all students. • Data (3) • Peer mediation (6) • Progression of supports (6)	• The development and effective implementation of a progression of supports system is designed to provide a systematic and collaborative way to approach students challenged with academics and/or social emotional skills (6) • Faculty and students create a peer mediation program (6) • Professional learning community teams use protocols to identify, collect, and review data relative to student achievement on a regular basis (3) • Professional learning community teams use their regular analysis of data to maximize opportunities for students to receive academic support, ensuring mastery of all competencies (1, 3)	• 75% of students in each grade level meet their competencies • Student attendance rate increases from 93% to 95% • Discipline referrals and suspensions decrease 25% each	• 95% of students in each grade level meet their competencies • Student attendance rate increases to 98% • Discipline referrals and suspensions decrease 50% each

<table>
<tr><td colspan="4" align="center">LONG TERM OUTCOMES</td></tr>
<tr><td colspan="4">

B. RAISING STUDENT ACHIEVEMENT
The school's curriculum and competencies have been clearly defined, achievement is based on performance mastery of identified competencies, and students are meeting competencies in an authentic, relevant manner. Achievement levels are high for all students; achievement gaps have been eliminated. Assessment and interventions are fully integrated to support a high level of student success. Assessment practices encompass a wide variety of authentic opportunities for students to demonstrate mastery. Regular use of data driven discussions occur that directly lead to changes in instruction that impact student achievement. There is a school wide focus on raising student achievement and all professional learning is connected to the goal. Transitions between grade levels are smooth and meet the educational and social/emotional needs of all students due to the articulation of curriculum expectations and the effective implementation of the system of supports. Teachers regularly utilize their team's knowledge and skills through the use of collaborative protocols to improve their instructional practices and the achievement of their students.

</td></tr>
</table>

INITIAL CONDITIONS

C. DEVELOPING WORK STUDY PRACTICES & SOCIAL-EMOTIONAL LEARNING

Work study skills – communication, creativity, collaboration, and self-direction, which are not traditionally considered core academic skills – have not been systematically integrated into the school's curriculum, placing students at a disadvantage in their high school experience. Technology is under supported and underutilized. Student participation in community service projects is not systematic and there is little effort to incorporate community resources into teaching and learning. Faculty report that student misbehavior interferes with learning. Transition points for students are not systematically managed; parents report jarring shifts as students move from one level to another in the schools.

STRATEGIES & ACTIVITIES (NOTE: SCLLM related practices are presented in green and SLLM related practices are presented in blue. SSLM run # noted after each practice (in parens).	OBJECTIVES	EARLY IMPLEMENTATION Accomplished within 1-3 years	FULL IMPLEMENTATION Accomplished within 4-6 years
1. Identify and integrate work study skills into the curriculum. • Executive function skills (6) - Emotional control - Flexibility - Metacognition - Organization - Persistence - Planning - Response inhibition - Sustained attention - Task initiation - Time management - Working memory • Work study practices (6) - Collaboration - Teamwork - Conduct - Attitude - Feedback and responsiveness - Resourcefulness - Determination - Work readiness - Work ethic	• Identify and develop work study practices, standards, competencies, and rubrics for assessment that are aligned within the district (6) • Faculty and staff participate in professional learning opportunities in the integration of work study practices (6) • Faculty provides integrated instruction of work study practices, standards, and competencies (6) • Faculty uses validated common rubrics to assess and report on student mastery of work study practices, standards, and competencies (6) • Faculty and staff participate in professional learning opportunities in the integration of executive function skills (6) • Faculty provides integrated instruction of executive function skills (6) • Faculty uses rubrics to assess and report on student mastery of executive function skills (6)	• Student attendance rate increases from 93% to 95% • Discipline referrals and suspensions decrease 25% each • Students' progress reports include a reflection of progress in work study practices • 50% of students score proficient and above on all work study practices as measured on the school-wide rubric	• Student attendance rate increases to 98% • Discipline referrals decrease 50% each • 80% of students score proficient and above on all work study practices as measured on a school-wide rubric
2. Continue to improve school culture and climate. • Climate assessment (1) • Responsive Classroom (1) • Social-emotional skills (1) • Student Support Center	• Faculty and staff investigate an assessment strategy of school climate or design one of their own for annual implementation and action planning (1) • Faculty and staff participates in professional learning opportunities for Responsive Classroom (1) • Faculty and staff participates in the school-wide implementation of Responsive Classroom (1) • Newly hired faculty and staff participate in professional learning opportunities for Responsive Classroom prior to the beginning of their first year teaching in the district (1) • Faculty and staff clearly defines and articulates the vision and purpose of the student support center and maps processes accordingly, while ensuring alignment with the student support center at PMHS (1) • Faculty and staff utilize data collected in the student support center to improve culture and climate by creating opportunities for students to learn social emotional skills needed to be successful (i.e. school-wide, classroom, small group, and individual instructional opportunities) • Parents participate in training on Responsive Classroom and the Student Support Center (1) • Faculty and staff investigate plan to implement school-wide social/emotional skill development (1) -conflict resolution -empathy -gratitude -making good choices -manners • Faculty and staff participate in continuously assessing and refining school-wide routines (e.g. arrival/ dismissal and cafeteria) including practice sessions at beginning of school year and as needed throughout school year (1)	• Vision and purpose of the student support center is clearly defined and articulated • 95% of all students report understanding of vision and purpose of the student support center • 95% of all parents/guardians report understanding of vision and purpose of the student support center • 75% of students, staff, and parents report the school has a safe and welcoming environment • Discipline referrals and suspensions decrease 25% each	• 90% of students, staff, and parents report the school has a safe and welcoming environment • Discipline referrals and suspensions decrease 50% each
3. Establish and support a digital environment for learning (3, 6, 9)	• Faculty will determine what device will be most effectively used in instruction (6, 9) • Students in grades 4, 5, and 6 are provided with individual digital learning devices (6, 9) • Students in grades kindergarten through grade 3 are provided access to technology with digital learning device carts (6, 9) • A system for cyclical replacement of digital learning devices is established (6, 9) • Faculty and staff participates in on-going professional learning opportunities in utilizing digital resources in curriculum and instruction (1) • Faculty integrates technology to enhance learning (1) • Students participate in learning opportunities on digital citizenship (1) • Faculty and administrators utilize PowerSchool for grading, reporting, and information regarding mastery of competencies (1) • Faculty participates in professional learning opportunities in PowerSchool for grading, reporting, and mastery of competencies (1 • Parents are provided annual training in PowerSchool including parent portal to grading, reporting, and information regarding mastery of competencies (1) • Faculty and staff evaluates the utilization of the computer lab and the library to maximize learning (1)	• All students in grades 5 and 6 have access to an individual digital learning device • All teachers in grades 5 and 6 employ digital technology in teaching and learning • 50% of families access PowerSchool	• All students in grades 4, 5, and 6 have access to an individual learning device • All teachers in grades 4, 5, and 6 employ digital technology in teaching and learning • 90% students employ digital technology in their learning • 80% of families access PowerSchool
4. Create opportunities for community service and include community resources into teaching and learning (6, 9)	• Faculty and administrator focus group researches opportunities for students to engage in meaningful community service (6, 9) • Community service opportunities are embedded in project-based learning activities (6, 9)	• 100% of classroom teachers provide their students with the opportunity to engage in at least one community service project per school year	• 100% of classroom teachers maintain providing their students with the opportunity to engage in at least one community service project per school year
5. Develop protocols for ensuring fluid transitions for students and their families (6, 7) • Preschool to kindergarten • Kindergarten to first grade • Sixth grade to seventh grade • Next year's class • New students to the school	• Student, parent, and faculty teams are created at each transition point and develop annual protocols for fluid transitions for students and parents (6, 7) • Administration will investigate ways in which emergency (i.e. first day packets) can be collected prior to the first day of school (7)	• Transition protocols are created, implemented and included on district's master calendar • 75% of the elementary school faculty, students, and parents state the transition from preschool to kindergarten is fluid and met their needs and expectations • 75% of the elementary school faculty, students, and parents state the transition from kindergarten to grade one is fluid and met their needs and expectations • 75% of the elementary school faculty, students, and parents state the transition from grade six to grade seven is fluid and met their needs and expectations	• 95% of the elementary school faculty, students, and parents state the transition from preschool to kindergarten is fluid and met their needs and expectations • 95% of the elementary school faculty, students, and parents state the transition from kindergarten to grade one is fluid and met their needs and expectations • 95% of the elementary school faculty, students, and parents state the transition from grade six to grade seven is fluid and met their needs and expectations

LONG TERM OUTCOMES

C. DEVELOPING WORK STUDY PRACTICES & SOCIAL-EMOTIONAL LEARNING

Work study skills are fully integrated into the curriculum; authentic opportunities for achieving these skills are available to all students, not limited by the school day or school building. Students work within a digital environment. Community service is meaningful, both to the students and to the community. The school community is characterized by a high level of respect and caring. Positive student behavior, a safe and welcoming environment, and social and civic responsibility are consistent features of the school environment. Transition points between the different levels are carefully managed, resulting in seamless transitions for students between pre-school and kindergarten, kindergarten and elementary, and elementary and middle school.

INITIAL CONDITIONS

D. IMPROVING SYSTEMS AND INFRASTRUCTURE SUPPORT FOR STUDENT CENTERED LEARNING

While there are a good number of skills in our educator toolkit, the capabilities required for creating the infrastructure that ensures a high level of development, demonstration, and persistence of student centered learning skills are in short supply, as they are not addressed in traditional teacher and administrator training. This includes skills required to employ the processes and procedures associated with visioning, performance management, talent management, program evaluation, teacher and administrator evaluation, and targeted professional learning. The skills that exist among faculty and administration, who received their education and training in traditional systems, were not designed to build the systems that promote and sustain transformational practices required of student centered learning. Currently there is little capacity for demonstrating the roles required by administrators and teachers to transition to a culture where leadership is distributive, and teachers leave the role of instructor behind to become highly effective advisors, coaches, and activators of the teaching and learning practices that assure every student will attain the established high academic, social, and emotional expectations expected by the Pittsfield school community. The discipline required to build a culture of accountability, mutual support, and high expectations for high performance at every level and in every job has not yet been reached at a level that will ensure that student centered learning will be employed consistently and sustained over time. Professional learning for faculty is personalized at times, but does not necessarily address their own professional weaknesses. The time teachers spend in team meetings is often not used efficiently. The use of in-school resources, such as colleagues, are not maximized. Technology is not fully integrated into the school environment, and teachers are not highly skilled in the use of integrating technology in their instruction.

While in the past, leadership has had an incomplete understanding of the change leadership process and inadequate skills in fostering and nourishing collaborative leadership, the recently restructured administrative leadership team has initiated steps to improve collaborative leadership practices. A low level of collaboration and mutual support has existed among teachers. Teaching teams are not functioning as productively as they might, with less-than-optimal results. Few opportunities for vertical collaboration have been provided, and relationships among faculty have lacked student-centeredness. The focus has clearly been on teaching and not learning in this traditional environment, although the shift from traditional practices to transformational practices has recently begun. Assessment has not been consistently and effectively used to guide instruction, either for students individually or for curriculum planning or guiding instruction. Assessment analysis has not consistently impacted classroom instruction.

STRATEGIES & ACTIVITIES (NOTE: SCLMM related practices are presented in green and SLLM related practices are presented in blue. SSLM rung # noted after each practice (in parens)	OBJECTIVES	EARLY IMPLEMENTATION Accomplished within 1-3 years	FULL IMPLEMENTATION Accomplished within 4-6 years

1. Continue professional learning for changing roles and enhanced performance.
• Expertise in using assessment to guide instruction (3)
• Leadership for student centered learning (1)
• Shifting role of teachers to an activator of learning, coach, and advisor (3)
	• Faculty participate in professional learning on formative assessments (3)
	• Faculty utilizes formative assessments to plan instruction and to provide accountability (3)
	• Faculty participate in professional learning on summative assessments (3)
	• Faculty creates summative assessments and utilizes those assessments to plan instruction before the assessments to provide for accountability for learning outcomes (3)
	• Faculty utilizes authentic performance assessments to evaluate students' mastery of competencies (3)
	• Faculty engages in needs assessment process for future professional learning opportunities (3)
	• Faculty have opportunities to provide professional learning within the district and out of the district (3)
	• Administrators investigate the possibilities of faculty to receive credit toward advanced degrees in collaboration with an institution or higher learning (3)
	• Faculty and staff participate in on-going professional learning opportunities focused on a transition from teacher centered to student centered learning demonstrating a shift in the role of a teacher from instructor to activator of learning, coach, and advisor (3)
	• Faculty research and visit exemplar schools based on learning progressions rather than formal grade level structures (4, 3)
	• Faculty participate annually in a summative evaluation with his/her supervisor resulting in: (3)
	  - Differentiated professional learning opportunities
	  - Opportunities for advanced degrees
	  - Professional learning recommendations
	  - Recommendations for improved teaching expertise/practices (focusing in the areas of curriculum, assessment & instruction)
	• Administrators identify training needed by paraprofessionals specific to student centered learning (3)
	• Paraprofessionals participate in the identified training specific to student centered learning (3, 1)
		• 75% of students in each grade level meet their competencies
		• 75% of faculty demonstrate competency in student centered learning practices as reported by the teacher evaluation system
		• 80% of faculty report a high level of implementation and effectiveness of using data analysis of assessments for instruction as measured by annual survey
		• 80% of faculty integrate technology into their instructional practices
		• Student attendance rate increases from 93% to 95%
		• Discipline referrals and suspensions decreases 25% each
		• 80% of faculty and staff report a high level of effectiveness and application of professional learning in their teaching practices measured by annual survey and teacher evaluation system
		• Increase in number of faculty submitting reimbursement for credit bearing courses
			• 95% of students in each grade level meet their competencies
			• 95% of faculty demonstrate competency in student centered learning practices as reported by the teacher evaluation system
			• 95% of faculty report a high level of implementation and effectiveness of using data analysis of assessments for instruction as measured by annual survey
			• 100% of faculty integrate technology into their instructional practices
			• Student attendance rate increases to 98%
			• Discipline referrals and suspensions decreases 50% each
			• 95% of faculty and staff report a high level of effectiveness and application of professional learning in their teaching practices measured by annual survey and teacher evaluation system
			• Number of faculty submitting reimbursement for credit bearing courses continues to increase

2. Develop schedules and structures that allow for continued meaningful collaboration among adults.	• Faculty and staff participate in on-going professional learning opportunities focused on meaningful collaboration (3)
	  - Analysis of student data
	  - Co-teaching
	  - Creating a safe culture to try new things
	  - Development and practice of collaborative skills
	  - Investigation of scheduling structures that will create opportunities for collaboration
	  - Participation in professional learning communities
	  - Role of the special educator in relationship with general educator
		• Student attendance rate increases from 93% to 95%
		• 75% of students in each grade level meet their competencies
		• 80% of teachers report a high level of implementation and effectiveness of collaboration among colleagues
		• 85% of teachers report using analysis of student data to drive instruction
		• 80% of teachers report being supported in taking a risk and trying new instructional practices
			• Student attendance rate increases to 98%
			• 95% of students in each grade level meet their competencies.
			• 95% of teachers report a high level of implementation and effectiveness of collaboration among colleagues
			• 100% of teachers report using analysis of student data to drive instruction
			• 95% of teachers report being supported in taking a risk and trying new instructional practices

3. Create and implement a performance management system for maximizing performance and sustainability.
• Continuous improvement system to include: (3)
  -process improvement
  -program evaluation
  -organizational development
  -capacity building/sustainability
• District's Values, Visioning, Mission, and Guiding Principles update (1)
• Educator effectiveness model and evaluation process-teacher and administrator (3)
• Performance management alignment plan (3)
• Program/project evaluation model-program/project performances standards and procedures (3)
• Work plan updates (3)
	• Audit (from a systems alignment perspective) and enhancement of selected performance management functions is conducted and implemented (1, 3)
	  - Stakeholder needs assessment (continual)
	  - Values, vision, mission, guiding principles updated
	  - School level objectives & strategies
	  - Strategic planning; strategic goals & plan
	  - Detailed work/project plans; project planning
	  - Position/role design and descriptions
	  - Program design
	  - Team development
	  - Performance evaluation-program, teacher, administrator, staff
	  - Professional learning
	  - Continuous improvement-to include process mapping
	• Performance management manual including a process management manual is created and maintained (3)
	• Communication structures are identified, developed, and implemented (1, 5)
	  - External
	  - Internal
	• Induction program continues and is maintained (1, 3)
	  - On-boarding
	  - Orientation
	  - Mentoring
		• Values, vision, mission, and guiding principles are reviewed and revised as needed by stakeholders (students, parents, non-parent community members, faculty, staff, administrators, school board)
		• Strategic plan (logic model) is reviewed and revised as needed by key stakeholders
		• Teacher evaluation system is designed and implemented
		• Team evaluation system is designed and implemented
		• Administrator evaluation system is designed and implemented
		• Staff evaluation system is designed and implemented
		• Program evaluation standards and procedures are developed
		• Continuous improvement elements are implemented to include stakeholder inclusion and feedback, process improvement, program evaluation, organizational development, and capacity building/sustainability
		• As part of continuous improvement, an organization/integration team is instituted to ensure all improvement efforts are coordinated and resources appropriately; acts as an advisor to the superintendent
		• Key performance management process and procedure manuals are developed
		• 70% of stakeholders report external and internal communication is timely and informative as measured by annual survey
		• 85% of newly hired faculty report induction program effectively prepared them for teaching in a student centered learning environment as measured by induction program survey
			• Values, vision, mission, and guiding principles are current and reflect the beliefs and key practices required to support the adoption and sustaining of student centered learning practices
			• Strategic plan (logic model) is in place and executed effectively in support of student centered learning
			• Teacher, administrator, staff, and team evaluation systems are highly functional and support a high level of performance at every level-all job incumbents are evaluated in a regular and fair fashion regarding job performance requirements
			• Program/project evaluation is ongoing and results used to improve program and project management practices, and the functioning of specific programs/projects being evaluated
			• Continuous improvement is a way of life—understood and practiced by everyone—the result being the optimization of resources and high level performance of students and staff
			• Process and procedural manuals are in place that support all aspects of performance management and continuous improvement
			• 85% of stakeholders report external and internal communication is timely and informative as measured by annual survey
			• 100% of newly hired faculty report induction program effectively prepared them for teaching in the student centered learning environment as measured by induction program survey

4. Create and implement a talent management system for maximizing performance and sustainability
• Hiring of teachers and administrators (3)
• Position analyses (3)
• Staffing plans (3)
	• Audit of current talent management functions (3)
	  - Position/role analysis
	  - Recruiting
	  - Hiring
	  - Selection (for internal candidates)
	  - Induction program (orientation, mentoring, monthly seminars, peer mentoring)
	  - Shadowing master teachers
	  - Training
	  - Professional learning
	  - Performance evaluation
	  - Career –pathing
	  - Succession planning
	  - Retention
	  - Staffing plans
	  - Job matching/optimizing
	  - Termination (including exit interviews)
	• Create and maintain talent management manual (3)
		• All key positions/roles are reviewed and revised to support student centered learning
		• Hiring practices are mapped and enhanced for administrators and teachers
		• Top performing teachers are retained
		• Strategic staffing plans are developed to ensure the talent is in place that can execute those strategies/practices that support student centered learning
		• Key talent management process and procedural manuals are developed
			• All position descriptions are current and aligned in accordance to the district's performance management process standards
			• New hires and internal promotions result in good job fits as assessed through the performance evaluation processes; turnover due to non-performance is minimized; top performers are retained
			• Staffing plans are current and are updated on a regular basis
			• Process and procedural manuals are in place that support all aspects of talent management and continuous improvement

5. Conduct development activities and provide leadership opportunities
• Development for continuation and sustainability (3)
• Leadership coaching and mentoring (1, 3)
• Teacher leadership opportunities (1)
	• Faculty and administration participate in professional learning opportunities for leadership and succession (1, 3)
	  - Identify potential leaders
	  - Provide professional learning opportunities
	  - Provide on-going leadership coaching/training for administration and teacher leaders
	  - Develop clear expectations for leaders
	  - Develop succession plans for key leadership roles
	• Maintain and expand opportunities for teacher leadership (1, 3)
	  - Building Level Leadership Team
	  - Curriculum, Instruction, and Assessment Team
	  - District Leadership Team
	  - Good to Great Team
	  - Student Council/Governance
	  - Team Leader
		• All transition plans for key leadership roles are identified and in place
		• 85% satisfaction reported by teachers and administration on availability and quality of leadership opportunities and continuation of student centered learning as measured by a survey
			• All components of student centered learning have been sustained
			• 95% satisfaction reported by teachers and administration on availability and quality of leadership opportunities and continuation of student centered learning as measured by a survey

LONG TERM OUTCOMES:

D. SYSTEMS AND INFRASTRUCTURE SUPPORT FOR STUDENT CENTERED LEARNING

Pittsfield Elementary School faculty, staff, and administrators share the same set of core values and beliefs that support student centered learning. Faculty and administrators are highly skilled and utilize a wide range of strategies and settings to ensure that all students achieve high standards as well as accomplish goals established in personal learning plans. All adults are highly supportive of student achievement and growth across academic, social, and emotional areas. Administration and teacher leaders enjoy and apply a deep understanding of student centered learning. Numerous leadership development opportunities are offered and available to teachers. Leadership is skillful in the change leadership process, employing collaborative leadership practices consistently throughout the school and community. Teachers are provided with and take advantage of opportunities to obtain advance degrees. The visioning, performance, and talent management processes have created a self-sustaining culture of accountability, mutual support, and high performance expectations at every level. This is reflected in a high level of collaboration among teachers exists as teams both within grade levels and vertically between grades constantly seek to know and support student achievement. A clear focus on learning has been established, and adults are persistent in ensuring that all students achieve, meeting personal and school goals. Technology is fully integrated into the school environment; in fact, the school has become a technological environment;" school is not limited to the physical facility; teachers are highly skilled in the use of current technology. Adults have made the shift from the traditional role to the transformational role of activator of learning, coach, and advisor. A continuous improvement organization/integration team is instituted to ensure all improvement efforts are coordinated and resourced appropriately.

INITIAL CONDITIONS

E. ENGAGING THE COMMUNITY

Although the community and school board have been supportive of school improvements, it is believed that community members lack a detailed awareness of the work and their role/potential at the school, due to the absence of role clarity of families within our students' educational experiences at Pittsfield Elementary School. The school once was recognized for its significant number of community volunteer hours, but the number of community service hours has since diminished. Currently, little to no organized programs exist to encourage volunteer involvement within the school. The school has not developed partnerships with external community groups to harness the power of an authentic connection with the community it serves. The community is minimally used as a resource for learning inside and outside the classrooms. A general lack of connections among the students, school, and community is perceived. Although family participation at school social events – such as open house, concerts, and curriculum fairs – is good, participation in informational events to support students academically both within and away from school – such as math nights, Parent Teacher Organization (PTO) meetings, committees and teams – is disappointing and undervalued both within the community and its schools. The purpose of the PTO is not-well defined, and is therefore, unclear. Due to limited involvement of parents, the PTO officers are seen as overburdened. Family/school connections are not nurtured, and families are viewed, by school leadership, as an underutilized resource in support of student learning. Too few faculty recognize opportunities to connect with and engage families. There is currently no plan for parent support initiatives and strategies by way of offering academic support for students and families collectively. Although there is a district communications plan, it is not being implemented in a cohesive, predictable manner.

STRATEGIES & ACTIVITIES (NOTE: SCLL related practices are presented in green and SLLM related practices are presented in blue. SSLM rung # noted after each practice (in parens).	OBJECTIVES	EARLY IMPLEMENTATION Accomplished within 1-3 years	FULL IMPLEMENTATION Accomplished within 4-6 years
1. Continue current and develop new structures that support on-going community engagement for shared leadership that is distributed across schools and community to stabilize the change process. • Pittsfield Parent Connection (7) • Parent Teacher Organization (7) • Student, faculty, and community governing council (5)	• Community members are invited to establish a student and faculty governing council (5) • Pittsfield Parent Connection is supported by the school district (7) • Purpose of the Parent Teacher Organization (PTO) is clearly defined and shared, PTO is visibly supported by the school district (7) • A plan for parent support of initiatives and strategies is developed, implemented, and communicated in a clear manner (7) • Communication of initiatives, activities, and events to community is provided in a clear, who, what, when where, why manner (7)	• Community members are invited to establish a student and faculty governing council to be fully operational by June 2016 • Governing council of students, faculty, and community meets regularly w/90% attendance • PTO maintains its current level of membership w/an annual increase of 20% • Utilizing current cultural surveys from PMHS/PES, 75% of families respond favorably to questions pertaining to their school connections	• Governing council of students, faculty, and community meets regularly with 100% attendance • PTO shows an annual increase in membership of 30% • 90% of families respond favorably to cultural survey questions
2. Create communication plans for on-going two-way community conversations around student centered learning • Celebrations of learning • Community conversations and forums • Communication Plan (1) • Family position analysis	• District communications plan is implemented in a cohesive and predictable manner (1) • Community Liaison facilitates two-way communication between community and school (1, 5) • Teacher web pages are enhanced as an ever-present communication tool for families seeking information about their student(s)'s classrooms/curriculum (7) • PES website continues to be enhanced (9, 6, 3) • Families are provided with opportunities to learn about curriculum (7) • Family position analysis is conducted to clarify expectations of both the district and the family (7) • Musical Concerts/Art Exhibitions present opportunities to explore unique methods of engaging with families (7) • Celebrations/exhibitions of learning are conducted regularly and at different times to accommodate family commitments (7)	• 70% of community members surveyed show satisfaction with elementary school • Increase elementary school web site traffic by 50% • 50% families attend academic events at PES • 70% of community is satisfied with the levels of on-going two-way communication between school and community as measured by a survey • Academic events offered to families is increased by 1 more per quarter as identified by Administration in collaboration with Team Leaders	• 85% of community members surveyed show satisfaction with elementary school • Increase elementary school web site traffic by 75% • 65% families attend academic events at PES • 85% of community is satisfied with the levels of on-going two-way communication between school and community as measured by survey • Academic events offered to families is increased to total one per month (to be inclusive of Math Nights, Art Shows, Library Events, etc. as identified by Administration in collaboration with Team Leaders)
3. Identify and develop relationships with institutions that provide opportunities for higher education and other career opportunities. (6)	• Promotion of postsecondary planning is communicated (e.g. teachers/family members wearing alma mater t-shirts) (6) • College visits are offered to students, families, and faculty (6) • Early financial planning is provided to families • Students and their families are supported in the investigation of gathering information, selecting, applying, financing, and transitioning to post-secondary higher education and training (i.e. New Hampshire Higher Education Assistance Foundation) (6) • College & Career Readiness (CCR) strategic plan is developed, revisited annually, and vetted with PES families and faculty regularly (6)	• Administer survey that allows measurement of goal planning where 90% of current 6th grade students plan to apply to a 2 or 4 year institution, trade school, or military service	• Administer survey that allows measurement of goal planning where 95% of current 6th grade students plan to apply to a 2 or 4 year institution, trade school, or military
4. Articulate a multi-tiered plan for engaging families in support of student learning. (6,7)	• Family Engagement Committee is formed to support students and their families (6, 7) • Family education programs are put in place to support families in support of their students (6,7) • Professional learning on engaging families in support of student centered learning is provided to faculty/staff and family members (6, 7) • Opportunities for outings (museum visits, social events, including those available within our own town) are offered to parents and families (6, 7) • District special education department develops new ways to encourage parent involvement (6, 7) • Reintroduce the "Celebrity Reader" program where community members are invited in to read to/with students (5, 6)	• 1-3 family education opportunities are made available • 85% of staff affirm use of professional learning opportunity strategies to engage families as measured by family survey	• 3-6 Family education opportunities are made available • 100% of staff use professional learning opportunity strategies to engage families as measured by family survey
5. Establish relationships with community partners that enhance student and family learning • Community partners (5) • Exhibitions of learning (4) • Volunteer program (5)	• Community partners are invited into the school to share experiences with students relating to course subjects (5) • After school learning options with community partners provide "anytime" learning experiences (e.g. Girls On The Run, partnering w/other schools/communities for offerings) (5) • Volunteer program is revitalized to welcome families and community members into our school (5) • Opportunities for upper classmates to collaborate with lower grade levels (within PES and between PMHS and PES) are implemented (6) • Student work is showcased within the community (4) • Thoughtful grant requests are submitted to purchase school-wide tools that enhance student presentations (i.e. Sanderson Trust) (5) • "Art in the Bank" program to display student work in community spaces is reinvigorated (4)	• 75% of faculty engage in collaboration with community partners to enhance student and family learning	• 100% of faculty engage in collaboration with community partners to enhance student and family learning
6. Create opportunities to engage with the community in a meaningful way • Community mentors and volunteers	• Faculty reflect on what PES looks like through the lens of a "welcoming school" (5) • Faculty identify and communicate connections between what is being learned and its application outside of the classroom (5) • Faculty focus group investigates potential home visits to enhance school-family relationships (7) • Community members will be invited to critique student work (5) • Work of community partners will be regularly celebrated (5) • "Family space*" will be created within the school building for families to use for various learning and sharing opportunities (6) • Common space on the web will be created to archive student work (4)	• 70% of parents and community members surveyed show satisfaction with Pittsfield Elementary	• 85% of parents and community members surveyed show satisfaction with Pittsfield Elementary School

LONG TERM OUTCOMES

E. ENGAGING THE COMMUNITY:

The school is a hub of learning with spokes of learning opportunities extending into the community, state, and region. Families embrace their well-defined role(s) in the educational experiences of their child(ren). Every educator supports families at the onset of each year by meeting families and sharing yearly/quarterly expectations. Family and community members are proud of the school, hold high expectations for the school, and have full confidence that the school is meeting its mission in preparing students for post-secondary college and careers. Students, families, community members, and faculty/staff are actively engaged in the work of the school, being involved in decision-making as well as providing resources for student centered learning. Families participate actively in their children's learning and are aware of learning progress and learning goals. Families are supported in their roles as parents. Effective communication by all support knowledge, understanding, and active involvement in the work at the school. Structures exist that allow for ongoing conversations about learning in Pittsfield, which include students, parents, community members, and educators. The PTO embraces its recognition of being an integral part of the learning process. The school enjoys strong connections with organizations that provide post-secondary education and training; the school collaborates with these entities to provide broad range of opportunities for adults.