
West Springfield Public Schools



District Improvement Plan

2018-2021

Prepared by

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Superintendent of Schools

Theory of Action

If we provide high quality, state-of-the-art curriculum and instruction, continually improve teaching by learning from student data through 21st century collaboration and problem solving, then students will accumulate the skills necessary to graduate from high school prepared for college, career, and full participation in a democratic society.

Mission

The underlying mission of the West Springfield Public Schools (WSPS) was, and always has been, to provide all students with the best possible education to enable them to experience the joy of reaching their full potential. A collaborative approach to educating the whole child is at the forefront of this undertaking. We strive to ensure that each student:

- comes to school healthy and learns about and practices a healthy lifestyle;
- learns in an intellectually challenging environment that is physically and emotionally safe;
- is actively engaged in learning and is connected to the school and broader community;
- has access to personalized learning and is supported by qualified, caring adults, and;
- is challenged academically and prepared for success in college or further study and for employment in a global environment.

By providing our graduates with the necessary knowledge, skills and expertise, we commit to preparing them to thrive in this global 21st century economy. Among the essential skills for success are critical thinking and problem-solving, creativity and innovation, and communication and collaboration. Further, we promote an understanding of academic content at a much higher level by weaving global awareness, financial, economic, business and entrepreneurial literacy, and civic, health and environmental literacy into core subjects.

Vision

A high-quality education is the fundamental right of every child. All children will receive the respect, encouragement, and opportunities they need to build the knowledge, skills, and attitudes to be successful, contributing members of a global society.

Core Beliefs

Centrality of the Classroom

All of the instructional efforts in the classroom are aligned to support the relationship between students and teachers, because the classroom experience is the core of education. By embracing this principle, we will ensure that students receive an effective, balanced and comprehensive education.

High Expectations

When we establish high expectations for students and provide the support necessary to achieve these expectations, high academic, social and personal success will follow. It is these expectations that provide the challenge and the inspiration required to motivate a student to his or her highest level of performance.

Equity

Educational equity for students is a shared priority and a shared responsibility of the WSPS, parents and the larger school community. Through our inclusive, cooperative efforts, we will create conditions for their full and equal participation, opportunity, and benefit in society, thus maximizing students' success and closing the achievement gap.

Integrity

Academic integrity in the WSPS embodies a commitment to honesty, trust, fairness, respect and responsibility. In order for students to achieve their maximum academic potential, we will promote an environment that fosters integrity and honorable conduct, thus providing sound preparation for success and future opportunities.

Collaborative Problem Solving

We will create an environment that supports collaborative problem solving at all levels and across all disciplines. Quality learning experiences and collaborative problem solving support and enhance academic achievement, thus enabling students to build on success as they pursue goals.

Communication

Informing the community about academic, social, and extra-curricular opportunities directly impacts the achievement of all students. Similarly, welcoming feedback from the community is essential to the success of the schools. Consistent forms of communication are an integral part of the process of keeping families up-to-date on all that is happening in the schools.

Strategic Objectives:

- **The English Learner (EL) program will be aligned to comply with policies and laws while ensuring that programming and curriculum are consistent with established standards relative to rigorous instruction, non-traditional pathways to high school completion, and the integration with Special Education.**
- **Design a system of student supports which addresses the social-emotional, behavioral, academic, and language needs of all students.**
- **Expand the model of Inclusion for Special Education students and English Language Learners.**
- **Provide alternative pathways for students to complete diploma requirements.**
- **Improve special education services that effectively meet student needs in all grade levels.**
- **Expand outreach to families and community partners.**

Note: in the following sections, “Status” will be designated by:

C: Completed

IP: In Progress

N: Not Started

Strategic Objectives, Action Steps and Measurable Outcomes

Strategic Objective 1: The English Learner (EL) program will be aligned to comply with policies and laws while ensuring that programming and curriculum are consistent with established standards relative to Special Education, rigorous instruction, and non-traditional pathways.

Action Steps	Person(s) Responsible	Timeline	Resources Needed	Status (C, IP, N)	Notes
Train all supervising administrators in the use of the Sheltered English Immersion (SEI) Smart Card as a tool to support educators of ELs.	EL Director Director of Curriculum, Instruction and Assessment (CIA) Administrator of Special Services Principals English Learner (EL) faculty	Summer 2018		C	
Administrators will use the SEI Smart Card as a way of include these strategies within the educator’s professional or student learning goals.	EL Director Director of CIA Administrator of Special Services Principals EL faculty	Fall 2018 - Spring 2019	Purchase of SEI Smart Cards	IP	Fall 2019 implementation
Review and evaluate current processes and procedures around EL instruction, including: EL instructional strategies; EL course offerings /teacher assignment process; EL tier 2 supports; EL professional	EL Director Director of CIA Administrator of Special Services Principals EL faculty Guidance/Counseling staff	Fall 2018 - Spring 2019	Possible stipends for outside work done by faculty	IP	Verbal findings from consultant on December 2019, written report to follow

development; EL growth data; measurement tools that will identify EL progression towards proficiency according to new accountability system.					
Develop a plan to address areas of inconsistency as identified through the evaluation, including, development of measurement tools and a cost analysis.	EL Director Director of CIA Administrator of Special Services Principals EL faculty	Spring 2019	Possible stipends for outside work done by faculty	N	
Share results with key stakeholders.	EL Director Superintendent	Winter 2019		N	Consultant to present findings to School Committee
Identify an implementation plan that scaffolds professional development across grade levels.	EL Director Director of CIA Administrator of Special Services Principals EL faculty	Fall 2019	Potential time within professional development days	N	
Final review of expected outcomes to determine next steps.	EL Director Director of CIA Administrator of Special Services Principals EL faculty	Spring 2020	Possible stipends for outside work done by faculty	N	FY20 Budget need

Measurable Outcomes:

- Number of citations or findings via State and Federal audits
- Enrollment in Professional Development (PD) opportunities
- Success / graduation rates of students in the EL program

Strategic Objective 2: The District will design a systematic student support model which addresses the social-emotional, behavioral, academic, and language needs of all students.

Action Steps	Person(s) Responsible	Timeline	Resources Needed	Status (C, IP, N)	NOTES
Create district vision statement, communication plan around social-emotional learning (SEL) and review and integrate SEL into current platforms/structures such as the Data team, SEL task force, Instructional Support Team (IST), Positive Behavioral Interventions and Supports (PBIS), Crisis teams and other building organizational structures.	Central Office Staff Building Principals Guidance/ Counseling Director of CIA	Fall 2018-Spring 2021	Stipends or release if needed	IP	DRAFT Vision Statement; IST review is in progress (date TBD - January 2019); contracted with Dr. Sarah Whitcomb (from UMass) to do a PBIS review of practices and procedures
Analyze the existing Tiered Interventions student support model and determine necessary adjustments for academic, behavior and language.	Director of CIA EL Director Administrator of Special Services Principal Rep(s) Teacher Rep(s) Guidance / Counseling Staff	Fall 2018 - Spring 2019	Stipends or Release Time Potential outside consult Staff, parent and student input	N	
Ongoing evaluation of building-based needs assessment and resource review conducted by SEL task force.	Director of CIA SEL Task Force Principal Rep(s)	Fall 2018 - Spring 2021	Behavioral Health in the Public Schools Assessment Tool Systems for Student Success (SfSS) framework Youth Risk Behavior Survey (YRBS)	IP	Behavioral Health Needs Assessment conducted; trends include: aggression at the elementary level (but the definition of "behavior" needs clarification/refining; PBIS audit will assist with this - February 2019), disruption and defiance at MS/HS level (mostly males), chronic

			/Positive and Negative Affect Schedule (PANAS) School Culture Assessment Potential outside consult Pending funding Staff /Parent/Student input		absenteeism at the HS (predominantly females and Special Education students)
Re-evaluate District organizational chart as it relates to student support services.	Health Services Director Administrator of Special Services Superintendent Principals Director of CIA EL Director	Spring 2019		N	
Identify a researched-based curriculum and associated practice Early Childhood (EC)-12 social emotional learning for replication and tailoring to meet the needs of the District.	Director of CIA EL Director Administrator of Special Services Principal Rep(s) Teacher Rep(s) Guidance / Counseling Staff Health and PE	Spring 2019	Stipends or Release Time Potential outside consult Input from staff, students and parents	IP	Implemented Responsive Classroom (RC) in 3 buildings (Mittineague, Memorial, Coburn); investigating Pyramid Model at EC; budget considerations for RC for FY20
Implement identified tiered supports for all students.	Director of CIA EL Director Administrator of Special Services Principal Rep(s) Guidance / Counseling Staff	Fall 2018 - Spring 2020	Stipends or Release Time Potential outside consult	IP	Elementary implementation; roll-up still to occur; budget considerations for FY21 (used Title IV and Title IIA)
Identify areas of improvement and potential model IST shifts in the area of EL, Special Ed, and	Director of CIA EL Director Administrator of Special Services	Fall 2018 - Spring 2019	Stipends or Release Time Potential outside consult		Consider removal of this step

students with social emotional concerns.	Principal Rep(s) Teacher Rep(s) Guidance / Counseling Staff				
Develop protocol that helps teachers distinguish between language based concerns and potential learning disability.	Director of CIA EL Director Administrator of Special Services Principal Rep(s) Teacher Rep (s) Guidance / Counseling Staff	Fall 2018 - Spring 2019	Stipends or Release Time Potential outside consult	IP	School Psychologists have received PD in language v. learning disabilities; exploring scheduling PD for March 11, 2019; plan to contract work to faculty for summer 2019
Develop an implementation plan that provides district-wide training for Social Emotional Learning (SEL).	Director of CIA EL Director Administrator of Special Services Principal Rep(s) Teacher Rep (s) Guidance / Counseling Staff	Spring 2019	Stipends or Release Time Potential outside consult	IP	Continued offering PD in August 2018 (started in 2017-18); creation of SEL specialist to guide / facilitate PD
Develop a review tool to determine IST effectiveness.	Director of CIA EL Director Administrator of Special Services Principal Rep(s) Teacher Rep (s) Guidance / Counseling Staff	Spring 2019	Stipends or Release Time Potential outside consult	IP	Possible Multi-Tier System of Supports (MTSS) Self Assessment and Blueprint
Analyze and address any Student Learning Equity gaps.	Director of CIA EL Director Administrator of Special Services Principal Rep(s) Teacher Rep (s)	Summer 2019	Staff, student and family input Potential outside consult SfSS needs assessment results	N	PD to be scheduled for March 11, 2019 (one or two staff / building; one admin, one teacher)

Evaluate implementation, additional considerations for district wide implementation	Director of CIA Health Services Director Principal Rep(s) Teacher Rep(s) Guidance / Counseling Staff	Spring 2020-ongoing	Stipends or Release Time Potential outside consult Input from staff, students and parents Data from youth risk assessment tools: Prevention Needs Assessment Survey (PNAS) and Youth Risk Behavior Survey (YRBS)	N	Updated start date
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Measurable Outcomes

- Decrease in chronic absenteeism
- Reduction in discipline referrals
- Reduction in Drop-out rates
- Positive School climate results from staff/students
- Increase in academic achievement
- Reduction in youth risk behaviors as measured by the Youth Risk Behavior Survey(YRBS)/Positive and Negative Affect Schedule (PNAS)

Strategic Objective 3: The District will expand the implementation of the inclusionary model relative to Special Education and English Learner services in West Springfield that emphasizes both a common understanding of rigor and strategies to increase student engagement.

Action Steps	Person(s) Responsible	Timeline	Resources Needed	Status (C, IP, N)	NOTES
Expand implementation of the co-taught model to all grades and subjects at West Springfield Middle School (WSMS). Communicate to families.	Administrator of Special Services Middle School (MS) Admin Team Director of CIA Faculty/Staff Contracted Service Providers	2018-2019	Consultation by contracted service providers	IP	School-wide implementation
Implement co-taught model in both 4th and 5th grades at Memorial School.	Administrator of Special Services Principal Director of CIA Faculty/Staff Consultants	2018-2019	Consultant Dedicated PD time	IP	Deb Brady scheduled to consult January 2019
Evaluate service delivery model at West Springfield High School (WSHS).	Administrator of Special Services EL Director Principal Stakeholders	Winter 2019		IP	Early conversation re: current service delivery model; team to be formed in early 2019 to examine data around student achievement
Select a service delivery model for implementation at WSHS and present to School Committee for approval.	Superintendent Administrator of Special Services Principal School Committee Stakeholders	Early Spring 2019		N	
Identify and acquire appropriate resources for implementation at WSHS.	Administrator of Special Services Principal Stakeholders	Summer 2019		N	

Implement the selected service delivery model at WSHS.	Administrator of Special Services WSHS Admin Team Director of CIA Faculty/Staff Consultants	Fall 2019 - Spring 2020			
Communicate implementation plan to staff and families.	Superintendent Administrator of Special Services Principal	Summer/Fall 2019			
Determine a timeline for implementation of Co-Teaching at remaining elementary schools.	Administrator of Special Services Elementary Principals Director of CIA	Winter 2018-2019	Staff (Additional or reallocation)	IP	Timeline TBD; meetings among elementary admin taking place
Provide Professional Development for inclusion for both EL and Special Education as the model for each school as determined.	Director of CIA Administrator of Special Services EL Director	Annually	Dedicated PD time (via PD Days, Faculty and Curriculum meetings)		Deb Brady offering PD at Memorial, Ashley and WSMS using a coaching format (Dec 2018 - Feb 2019)

Measurable Outcomes

- Percentage of students making progress and exiting Special Education
- Improved ACCESS performance data
- Improved MCAS data for sub-groups

Strategic Objective 4: The District will implement programs to provide alternative pathways for students to complete diploma requirements.

Action Steps	Person(s) Responsible	Timeline	Resources Needed	Status (C, IP, N)	NOTES
Complete renovation of former Teen Center to meet program needs.	<ul style="list-style-type: none"> • Central Maintenance Department 	January 2019	TBD by Central Maintenance Department	IP	Ready for opening January 2019
Identify qualifying students.	<ul style="list-style-type: none"> • Director of CIA • High School Principal • WSHS Guidance • EL Director • Administrator of Special Services 	Fall 2018		C (ongoing)	
Determine Staffing needs.	<ul style="list-style-type: none"> • Director of CIA • High School and District Administration 	Summer 2018		C	
Create promotional materials.	<ul style="list-style-type: none"> • Director of CIA • High School Principal • WSHS Guidance • EL Director 	Summer 2018	Printing service Lower Pioneer Valley Educational Collaborative (LPVEC)	IP	Final versions not prepared
Define the curriculum, assessment and instructional platform for both Adult Education and the Students with Limited or Interrupted Formal education (SLIFE) program.	<ul style="list-style-type: none"> • Director of CIA • Principals • EL Director • Academic Coaches and Faculty 	Summer 2018		IP	Adult Basic Education (ABE) is done, IP for SLIFE; students enrolled at Gateway (2) and MTA (2)

**Also to include Gateway and Mt. Tom Academy at Holyoke Community College					
Program mid-cycle review: Budget, Programming and Staffing.	<ul style="list-style-type: none"> • Director of CIA, • EL Director • Principals 	January 2019		N	To be completed in January 2019
Identify a model to embed work-based learning.	<ul style="list-style-type: none"> • High School Principal • Director of CIA • EL Director • WSHS Guidance 	February 2019			

Measurable Outcomes

- Completion of the curriculum and assessment tools to be used in both programs.
- Progress and summary reports provided to Curriculum Subcommittee of the School Committee and Superintendent, including findings and recommendations
- Curriculum revisions made on an annual basis on the disciplines being reviewed
- Graduation Rates
- Drop-out Rates
- MCAS Scores

Strategic Objective 5: The District will develop and articulate a Special Education model that includes a comprehensive breadth of services through alignment of special programs.

Action Steps	Person(s) Responsible	Timeline	Resources Needed	Status (C, IP, N)	NOTES
Develop and train staff/community on a comprehensive service delivery model of Special Education.	<ul style="list-style-type: none"> Administrator of Special Services 	Fall 2018 - Fall 2019	Financial Support	IP	Fall 2018 all schools were provided with meet and greet opportunities with Special Education leadership; SEPAC programming
Develop program descriptions that include general descriptions, entrance and exit criteria and expected outcomes.	<ul style="list-style-type: none"> Administrator of Special Services 	Summer 2018		IP	Need review and approval by Superintendent
Fine-tune IEPs to better reflect new service delivery model with a focus on goals and objectives, accommodations.	<ul style="list-style-type: none"> Administrator of Special Services 	Fall 2017-Spring 2019	Professional Development	IP	Goals and objectives = done; accommodations in progress with Evaluation Team Leaders (ETLs) initiating the work; Administrator of Special Services reviewing each IEP
Assess and provide effective research-based curriculums.	<ul style="list-style-type: none"> Administrator of Special Services 	Spring 2018 - Fall 2020	Cost of recommended curriculum	IP	Added TeachTown to 3 classrooms; evaluating need for Systems 44 vs. Read180; evaluate curriculums for DLPs
Inventory current curriculum at each grade level to determine a measure of effectiveness.	<ul style="list-style-type: none"> Administrator of Special Services Director CIA 	Spring 2019		IP	Survey sent (week of 11/26/18) to all Special Education teachers to collect data on current curriculum and anticipated needs
Compare results of inventory with other available curriculum.	<ul style="list-style-type: none"> Administrator of Special Services Director CIA 	Summer 2019		N	

Select and support implementation of new curriculum, as appropriate.	<ul style="list-style-type: none"> • Administrator of Special Services • Director CIA • Principal(s) 	Fall 2019	Financial Resources	N	
Assure appropriate placement of students into substantially separate programs.	<ul style="list-style-type: none"> • Administrator of Special Services • ETLs • Principal input 	Fall 2018 - Spring 2019		IP	Articulated entrance criteria for substantially separate programs; examining implementation of Social Emotional Behavior Supports (SEBs) classroom
Create a procedure, including a standardized document to make placement decisions.	<ul style="list-style-type: none"> • Administrator of Special Services • ETLs • Principal input 	Fall 2018 - Spring 2019		IP	Standardized placement form being created
Establish procedures for timely notification of placement to all stakeholders.	<ul style="list-style-type: none"> • Administrator of Special Services • ETLs 	Fall 2018		IP	Procedures are in place, but written articulation TBD
Develop a new Out-of-District Monitoring form.	<ul style="list-style-type: none"> • Administrator of Special Services 	Spring 2018-Spring 2019		C	
Conduct regularly scheduled site visits to off-site placements.	<ul style="list-style-type: none"> • Administrator of Special Services 	Beginning Fall 2018		IP (and ongoing)	

Measurable Outcomes

- Reduction in number of students placed out-of-District
- Reduction in behavioral referrals
- Improved efficiencies in IEP writing and approvals

Strategic Objective 6: The District will expand modes of communication and outreach to families and community partners in order to enhance student success.

Action Steps	Person(s) Responsible	Timeline	Resources Needed	Status (C, IP, N)	Notes
Enhance the SEPAC to become more active in programming related to Special Services.	<ul style="list-style-type: none"> • Administrator of Special Services • SEPAC Leadership Team 	Summer 2018		IP	Regularly scheduled meetings and programming in place
Development of EL Parent Advisory Council (ELPAC).	<ul style="list-style-type: none"> • EL Director • Principals • Stakeholders • CFCE Coordinator 	Spring 2019		IP	Organizational meeting held November 2018
Establish a calendar of meetings for SEPAC leadership committee and ELPAC.	<ul style="list-style-type: none"> • Administrator of Special Services • SEPAC Leadership Team • EL Director • ELPAC Leadership Team • CFCE Coordinator 	Annually		IP	Monthly meetings taking place (notices posted on Facebook and website calendar)
Develop and schedule workshops and parent support groups.	<ul style="list-style-type: none"> • Administrator of Special Services • Director of Health Services • SEPAC Leadership Team • EL Director • ELPAC Leadership Team • CFCE Coordinator 	Annually		IP	All scheduled for SY18-19

Create resource materials for parents/families.	<ul style="list-style-type: none"> • Administrator of Special Services • Director of Health Services • SEPAC Leadership Team • Title I Administrator • EL Director • ELPAC Leadership Team • District Social Worker • CFCE Coordinator 	Fall 2018 - Spring 2019		IP	Community Outreach Team (COTeam) reviewing potential opportunities to engage families in the DIP process, CFCE program updating Community Resource guide; SEPAC creating parent resource brochure for Spring release
Update and maintain the district website.	<ul style="list-style-type: none"> • Information Technology (IT) • District- and building-based staff, as appropriate 	Weekly, beginning Fall 2018		IP	Ongoing training for users
Expand modes of communication with families to include Social Media (Facebook and Twitter).	<ul style="list-style-type: none"> • Administrator of Special Services • SEPAC • EL Director • EL Parent Advisory Council • CFCE Coordinator 	Beginning Summer 2018		IP	Developing mobile application to push out notifications, convening of COTeam to work on enhancing community and family engagement, enhancements to student information system to improve efficiency of school to home communications
Expand family engagement in the IEP process to include: additional phone calls, surveys, and trainings.	<ul style="list-style-type: none"> • Director of CIA, • Administrator of Special Services • ETLs • EL Director 	Beginning Fall 2018			ETLs making personal phone calls to remind parents. Exploring means to acquire feedback post IEP meetings. Basic Rights workshop held for parents
Review current family and student engagement platforms for effectiveness and diversity, and make adjustments as needed.	<ul style="list-style-type: none"> • EL Director • Title I Administrator • Director of CIA • CFCE Coordinator 			IP	COTeam convened and beginning to review this; ELPAC and SEPAC to address issues

<p>Review of current community partnerships to evaluate effectiveness and equity throughout the District.</p>	<ul style="list-style-type: none"> • Administrator of Special Services • Director of Health Services • EL Director • Title I Administrator • Guidance Counselors • District Social Worker 		<p>Behavioral Health in the Public Schools Assessment tool</p>	<p>IP</p>	<p>COTeam undertaking some of this work; convened Homeless Family Support Committee to provide additional community support for this population; seeking additional grant funding for comprehensive school health services</p>
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Measurable Outcomes

Survey feedback will demonstrate higher degrees of satisfaction with school-home and district-home communication
 Increase in family participation in family engagement

Participants / Contributors to the 2018-2021 District Improvement Plan:

Mrs. Christine Beaumont - Director of Health Services
Mrs. Laurie Bedard - Assistant Administrator of Special Services
Mrs. Jennifer Brennan - WSPS, School Adjustment Counselor
Mr. Timothy Connor - Director of Curriculum, Instruction, and Assessment
Ms. Sharlene DeSteph - English Learner Director
Mrs. Diane Doe - Principal, Mittineague Elementary School
Mrs. Nancy Farrell - Vice Chair, West Springfield School Committee
Mr. John Franco - WSPS, Teacher and WSEA Co-President
Mrs. Patricia Garbacik - Member, West Springfield School Committee
Mr. Paul Heath - Principal, Tatham Elementary School
Ms. Kimberly Hunter - Grants Manager
Ms. Kathryn Mahony - Administrator of Special Services
Mr. Kevin McQuillan - Acting Assistant Superintendent
Dr. Vito Perrone - Principal, West Springfield High School
Mr. Michael J. Richard – Superintendent
Ryan Rossmeisl – Student, West Springfield Middle School
Mr. Carey Sheehan - Business Manager
Ms. Jodi Varzeas - Parent

Change does not come easily, especially when it is done on a more global scale. The District Improvement Plan is written to be a dynamic document that will evolve with the District's needs and conditions of education in West Springfield. In order to manage the continuous improvement in the District, our team of educators defined the purpose and approach to improvement as well as the methods of achieving the goals. The work that was done can be characterized in six guiding principles: Defining a Problem of Practice, Planning for Outcomes, Identify a Potential Intervention, Build a Trusted and Committed Team, Effective Operations, and Continuous Learning. The West Springfield Public Schools will continue to take a community-wide approach to addressing school readiness and success through our District-wide commitment to improving teaching and learning!