

The Somerset Plan

Plan - Rules of Engagement

- CHS, WHS, SIS and WE will **immediately** enter “**School Turnaround**”
- School turnaround will involve quick, dramatic – **Bold** improvements
- DIE, GE and PAE will also adopt the plan to **maximize student achievement**
- All school principals will be **fully empowered** to **implement** the plan
- School’s “Detailed Implementation Plan” will be unique to fit that school
- BOE will insure the Superintendent has all resources to implement the plan

School Turnaround Plan will Encompass Four Practices

1. Need for dramatic change will be signaled with strong leadership
2. Build a committed, cohesive staff at each school
3. Visible improvements made at outset of turnaround process (quick wins)
4. A consistent focus will be maintained on improving instruction

Need for Dramatic Change Signaled with Strong Leadership

- **Radical change in school leadership practices will be implemented:**
 - Principal is the catalyst and motivator for urgent change
 - Principal will initiate a culture of change - inform teachers and students that a defeatist or business-as-usual attitude will not be accepted
 - Principal will develop shared leadership – appoint a leadership team
- **Principal will:**
 - Be the school leader, instructional leader and highly visible in school & classrooms
 - Publicly announce changes and anticipated actions
 - Eliminate all distractions to ensure maximum amount of classroom time focused on instruction
 - Deal directly and effectively with discipline issues
 - Remove all factors that inhibit school improvement and that do not support effective teaching and learning
 - Faced with calls from parents, will remain focused on the goal of raising student achievement

Build a committed and skilled staff

- **Assess the strengths and weaknesses of the staff**
 - Identify those not fully committed to the school's turnaround goals
 - Identify who does not have qualifications to carry out principal's goals
 - Redeploy staff who do not have skills or are not effective in current role
- **Provide professional development to help staff reach school's goals**
- **Essentials of the committed and cohesive staff:**
 - Everyone is of the same mindset –oriented to school's goals
 - Willingness to be diligent
 - Doing whatever it takes to meet goals and raise student achievement
 - Develop differentiated staffing plans
 - Create specialized intervention teams
 - Modify job descriptions
- **Superintendent will solicit support from the union at the outset**

Visible improvements made at outset of school turnaround process (quick wins)

- **The focus for quick wins will depend on the unique needs of each school**
- **Start with an important goal - achieved quickly and provides visible improvement**
 - Develop a strategy for accomplishing the goal
 - School is empowered and has resources to implement this strategy
- **Common goals for quick wins:**
 - Change instructional schedules to maximize learning time
 - Increase instructional time in reading and math
 - Core academic classes will not be interrupted
 - Students late to school stay late for lost instructional time
 - Instructional time lost to absenteeism will be made up
 - Eliminate disruptive behavior - develop an orderly learning environment
 - Tutoring provided outside of regular school day
 - Realign resources and dress up physical plant

A Consistent Focus will be maintained on Improving Instruction

- Review curriculum - ensure it aligns with state and local standards and meets students needs
- Examine school-level student achievement data to identify specific gaps in learning
 - Use this data to analyze instruction in light of student progress toward standards
 - Make necessary instructional changes to strengthen teaching and improve learning
 - Monitor student progress regularly and systematically make adjustments
- Use weekly test data to regroup students across grade level and to plan targeted, instruction for students' particular learning needs
- Provide targeted, intensive intervention for students demonstrating lowest achievement
- Extend instructional blocks by 30, 60 or 90 minutes per day; include after school

Implementation Schedule

<u>Action</u>	<u>Deadline</u>
• BOE Final Plan Review and Approval	Feb 6, 2012
• Principals Initiate Detailed Planning with Leadership Teams	Immediately
• Principals Incorporate any BOE Change to Plan	Feb 7, 2012
• Principals Communicate Plan to School Staff & Parents	Feb 10, 2012
• Principals Communicate Plan to Students & Implement	Feb 13, 2012
• Superintendent's Progress Reporting to BOE	Weekly
• Assess Plan results and Incorporate Detailed Improvements	Annually

Community Volunteers for Plan Implementation

	School			Subject			
	<i>WE</i>	<i>SIS</i>	<i>CHS</i>	<i>Reading</i>	<i>Math</i>	<i>Aid</i>	<u>Comment</u>
	X			X	X	X	Grades 2-5, help in any capacity
	X	X	X		X		Science also, mentoring after school
Individual	X	X	X	X	X	X	Math preferred
Names	X	X	X		X		Mentoring 2-4 hours/week - evenings
have been	X		X			X	One day per week
removed before	X	X	X	X	X	X	Any Day
posting to the web	X	X	X	X		X	One-half day, two days per week
	X	X	X				Science, 1 -2 days/week
			X	X	X		Any Time
	X	X	X	X		X	One-half day, two days per week
	X	X	X	X	X	X	One-half day, two days per week
	X	X	X	X	X	X	After School, works 7-2
	X	X	X			X	Bi Lingual, Spanish
			X		X		After School hours
							Call - around work schedule
	X	X	X	X	X	X	One day per week, after school
	X	X	X		X		After Work
			X	X			Mentoring

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Total Student Achievement, Nothing Less