

*Quincy Public Schools
Program Improvement Plan
2008 - 2009*

*School Operations,
Information Technology and Assessment*

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I. MISSION

Our mission is to provide a safe and nurturing learning environment for children to achieve their individual maximum potential.

Our desire is to develop students who persevere in their studies, take responsibility for their choices, and are honest in their character.

We seek to equip the students with the necessary skills to thrive as productive workers and committed citizens, and to meet the challenge of change in a global community.

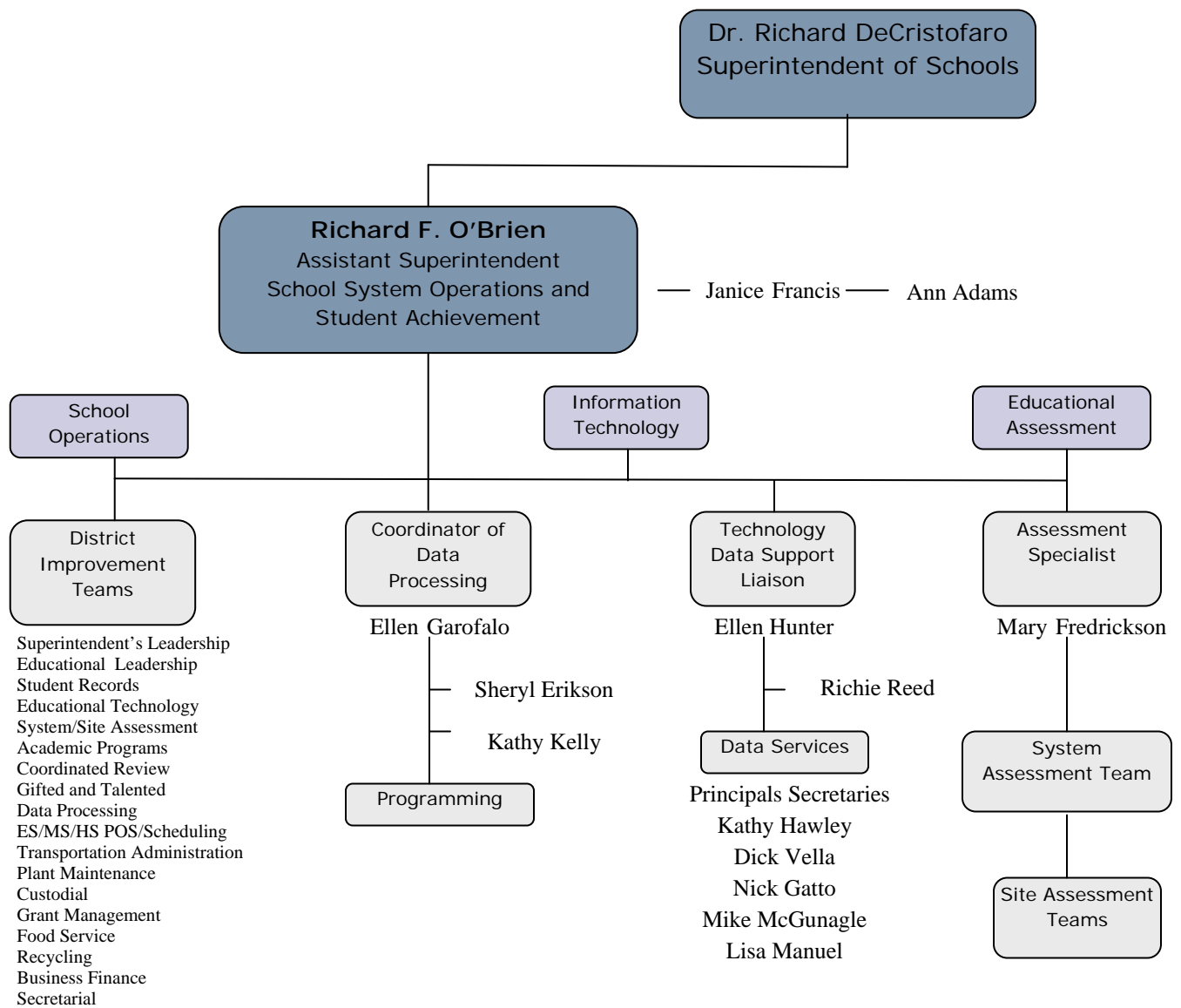
We strive to help children discover and explore their gifts and talents, and to value and respect each other's uniqueness.

In order to accomplish our mission, staff, parents and students must work in a collaboration of effort and trust with open communication.

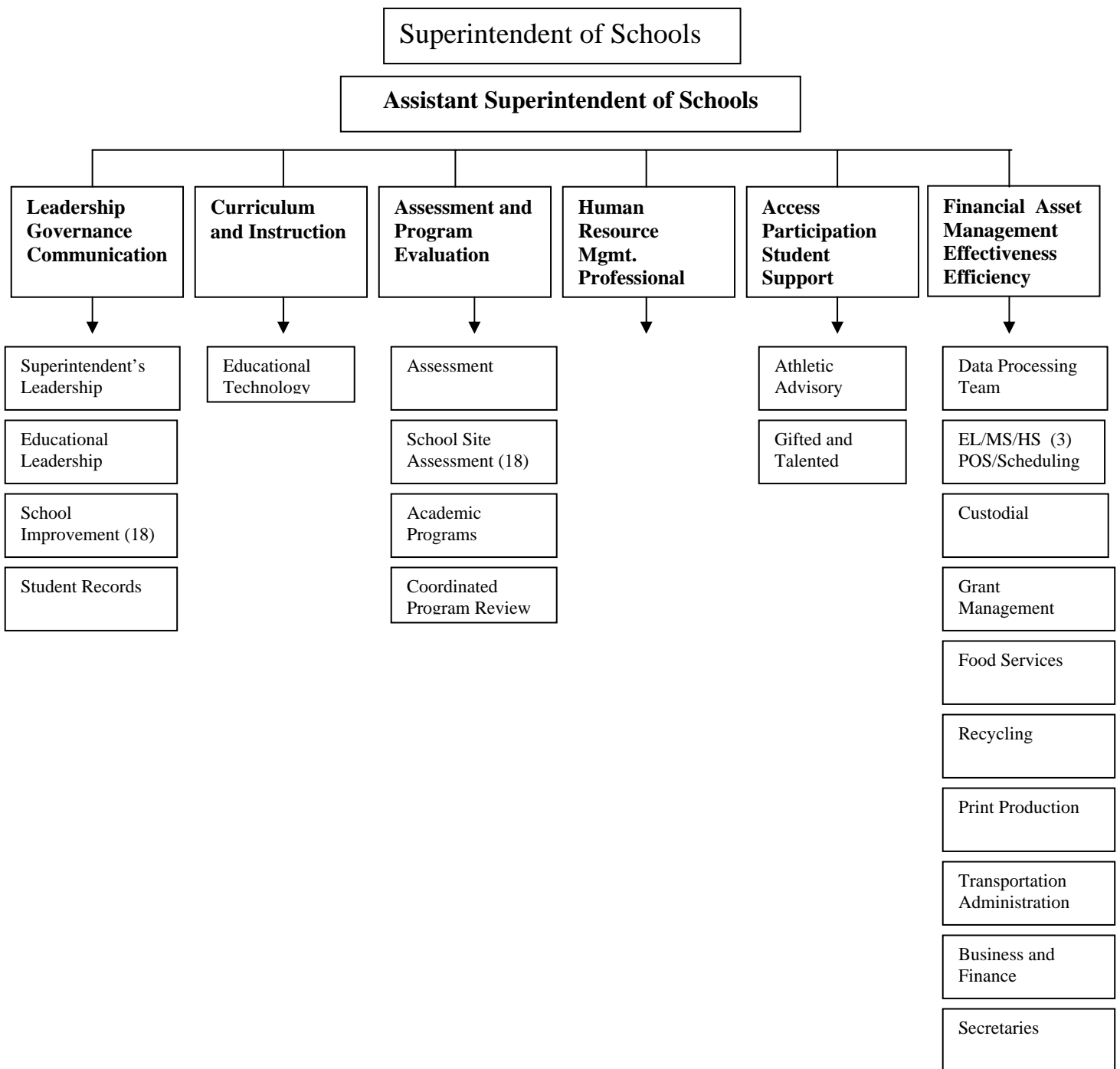
Our success will be measured by our students who exemplify a lifelong love of learning.

II. Organizational Chart

Quincy Public Schools
2007-2008
Department of Information, Technology and Assessment
Organizational Chart



D. Team Alignment



II. District/Program Improvement Alignment

Standard 1: Leadership, Governance and Communication

Indicator 1: The district and school leaders had a clearly understood vision and/or mission, goals, and priorities included in the District Improvement Plan (DIP).

Benchmarks

- All members of the staff are periodically given an updated organizational chart, which clearly shows the lines of responsibility.

Evidence

- District Improvement Plan (DIP).
- Updated Organizational Chart

Benchmarks

- The program has a procedure manual for all essential policies and transactions that is up to date and circulated to appropriate staff.

Evidence

- DITMS Procedures Booklet

Indicator 3: The district was highly effective at data selection, data generation, data gathering and interpretation, data use, and data-driven decision-making.

Benchmarks

- The district has an approved three year technology plan, which includes a mission statement, short and long term goals, and action steps to achieve its objectives.
- The District ensures that all district records are carefully compiled and maintained.
- The district satisfies all State and Federal data reporting requirements.
- The district supports the efforts of its schools to produce school level financial reports.
- The information systems generate reliable, periodic reports needed by management on a regular cycle.
- The district has a student information system that can submit all required Chapter 74 data to the DOE electronically.
- Incorporate Medicare and the Department of Transitional Assistance lists of eligible students with our student information system.

Evidence

- Technology Plan
- StarBase Reports
-

Indicator 7: The leadership periodically reported to the school committee, staff, and community on the extent of its attainment of the goals in the DIP and the SIPs, particularly regarding student achievement.

Benchmarks

- Parents know what their children are studying in school and of school practices (rights and responsibilities) affecting their children's education.
- The district contacts parents directly to inform them of student performance results and to explain what parents/guardians can do to help their children improve academically.
- Best use is made of local communication facilities to keep parents and community informed about educational issues.

Evidence

- ES/MS/HS POS/Interim and Report Cards
- Channel 22
- School Messenger
- www.quincypublicschools.com

Standard 2: Curriculum and Instruction

Indicator 6: The district analyzed student achievement data and allocated instructional time in the tested core content areas that focused on improved rates of proficiency for all students.

Benchmarks

- The District Improvement Plan and School Improvement Plans are designed in conjunction with other multi year district wide initiatives such as the technology plan and professional development plan.
- Adequate instructional time is scheduled within the day and year for each subject area.
- The district has a system for ensuring that adequate time is allotted for each core subject area.
- The district utilizes all available "time" and staff as independent resources in order to maximize meaningful engagements of all students and reflective of student achievement.

Evidence

- Teacher/Student Schedules

Indicator 7: Appropriate educational technology was available and used as an integral part of the instructional process.

Benchmarks

- Teachers utilize educational technology as a tool for individualizing instruction and reinforcing their classroom instruction.
- The district has at least one full time employee who is devoted to integrating technology into the district's curriculum.
- Administrators, teachers and students have access to technical support.
- The district hires at least one full time employee for technology support.
- The district provides students and staff with access to computers beyond the regular school day.
- Technology is integrated and implemented in all areas of the curriculum.
- Teachers regularly employ computers in classroom lessons and for projects.
- Students are able to use word processing and publishing software to produce written work.
- Students are adept at using the computer to locate and gather information for use on assignments.

Evidence

- QPS Technology Plan

Indicator 9: Through the ongoing use of formative and summative student assessment data, the district monitored the effectiveness of teachers' instruction and provided resources, professional development, and support to improve and maintain high levels of instructional quality and delivery.

Benchmarks

- Principals monitor teachers use of test data to drive instruction and provide professional development for staff to improve instructional quality and delivery.

Evidence

- Assessment Days

Standard 3: Assessment and Program Evaluation

Indicator 1: District assessment policies and practices were characterized by the continuous collection, analysis, and use of student assessment results by district and school leadership.

Benchmarks

- The district has formed a team organization that communicates a clear statement of its long and short-term goals for improving the quality of education for all students.
- Quincy Public Schools staff are knowledgeable of and can capably perform all data responsibilities using technology as a management tool to make data driven decisions.

Evidence

- Site Assessment Teams
- TestWiz reports

Indicator 3: Through the use of district-generated reporting instruments and report cards, district and school leaders implemented assessment systems to measure the attainment of goals, progress, and effectiveness. These assessment reports were focused on student achievement and were communicated to all appropriate staff .

Benchmarks

- The district compiles, analyzes and distributes student assessment results.
- The district tracks the progress (through local and State assessments) of all ELL students, including those who are not in a discrete language program, i.e., language minority students in the mainstream population.
- The schools survey staff, students and parents in their needs assessment as part of the goal setting process for the school improvement plan.

Evidence

- Site Assessment Teams
- School Surveys
-

Indicator 7: The district and school leadership annually reviewed student assessment results and other pertinent data to maximize effectiveness in assigning staff, prioritizing goals, and allocating time and resources.

Benchmarks

- The district performs item analysis of MCAS results to uncover significant gaps in students' acquisition of knowledge and skills from the Strands in the Curriculum Frameworks.

Evidence

- Assessment Specialist

Standard 4: Human Resource Management and Professional Development

Indicator 2: All professional staff had appropriate Massachusetts licensure.

Benchmarks

- The district maintains a database of teacher licenses and monitors their renewal according to the Department of Education regulations.

Evidence

- EPIMS
-

Indicator 5: The district's professional development programs included development of data analysis skills and the use of item analysis and disaggregated data to address all students' achievement.

Benchmarks

- The professional development plan includes opportunities for staff to develop data analysis skills and the use of item analysis and disaggregated data to address student achievement.

Evidence

- Professional Development Plan
-

Indicator 6: The district's human resources policies and practices encouraged professional growth and recognition and placed high priority on retaining effective professional staff and on creating promotional opportunities for effective teachers.

Benchmarks

- The district encourages professional development participation with the aim of building the district's leadership capacity.

Evidence

- Professional Development Plan

Standard 4: Human Resource Management and Professional Development

Indicator 7: The district's professional development program was informed by most or all of the following: the instructional program content; student, teacher, and administrator needs as indicated by program assessments; research-based practices; the staff evaluation process; and student achievement data.

Benchmarks

- Teachers receive training for utilizing technology in curriculum implementation.
- The district provides technology training to all staff members.
- The district provides staff with professional development on the district's assessment programs and on technique for analyzing the results of these programs.

Evidence

- Professional Development Plan

Standard 5: Student Access, Participation, and Student Academic Support

Indicator 8: District and school policies and practices promoted the importance of student attendance, and attendance was continuously monitored, reported, and acted upon.

Benchmarks

- The district has a very high attendance rate at all levels, and there exists a team plan involving counselors to investigate long-term absences and to initiate services when needed.

Evidence

- District Improvement Plan Annual Statistics Report

Indicator 9: District and school policies and practices promoted and tracked the importance of staff attendance and participation, and appropriate provisions were made to ensure continuity of the instructional program.

Benchmarks

- The district closely monitors the attendance of all staff members and takes appropriate action with instances of chronic absenteeism.

Evidence

- MUNIS Reports

Standard 6: Financial and Asset Management Effectiveness and Efficiency

Indicator 3: The district's budget and supplemental funding were adequate to provide for effective instructional practices and to provide for adequate operational resources. The community annually provided sufficient financial resources to ensure educationally sound programs and facilities of quality, as evidenced by a sufficient district revenue levy and level of local spending for education.

Benchmarks

- The district provides students and teachers with a sufficient supply of instructional materials and equipment, including library resources, which enables them to successfully complete lessons and to meet State learning standards.
- The district makes a financial commitment to support its technology plan.
- The district achieves a 5:1 student to computer ratio.
- The district ensures that every classroom and administrative office is connected to the district's network and to the Internet.
- Internet and LAN capabilities are adopted/adjusted to insure seamless access to production services by teachers and staff, and to guarantee the highest quality originals possible.

Evidence

- QPS Budget Book

Indicator 8: The district used efficient accounting technology that integrated the district-level financial information of each school and program, and the district used forecast mechanisms and control procedures to ensure that spending was within fiscal budget limits. District administrators were able to regularly and accurately track spending and other financial transactions.

Benchmarks

- The district has a fully integrated computer system for managing all of its student, personnel, program, and financial data.

Evidence

- StarBase
- MUNIS
- EPIMS

Indicator 11: The district had a formal preventative maintenance program to maximize and prolong the effective use of the district's capital and major facility assets, to ensure that educational and program facilities were clean, safe, well-lit, well-maintained, and conducive to promoting student learning and achievement.

Benchmarks

- Equipment is constantly assessed, upgraded, and/or replaced to meet the relentless wave of technological change facing computerized production.

Evidence

- Technology Plan

III. Program Improvement Plan

A. Assessment

1. School Operations

The District Improvement Plan outlines the philosophy of participatory decision-making and the roles and responsibilities of over 85 teams. Each of these teams evaluates its performance against a set of standards in order to set improvement goals. The status of these goals will be reported in June as the district improvement cycle concludes with goals met for the year.

2. Information Technology

Student Information – Our student information database StarBase consists of a number of modules and is used by over 700 staff. User support is provided for administrators, guidance departments, secretaries and teachers as they use the system for data entry, looking up student information and printed reports. Reports are generated on student's schedules, student interim and report card grades and daily attendance. Student information from our system allows us to meet the multiple reporting requirements of the Department of Education with SIMS, EPIMS, SSSR. We also provide secondary support for other departmental databases such as E-SPED, SNAP, Nutri-Kids, MUNIS, Instant Alert and Naviance.

DIP/ISSP – Our District Improvement Plan is managed through the use of a database that allows us to continually manage teams, update goals and produce reports. New requests require programming expertise to accomplish these tasks. Individualized student success plans that will draw information from our student information system will allow various school based teams to access a student profile consisting of attendance, demographic and testing information. Another application now in development will allow the middle school schools to create middle schools schedules customized to the uniqueness of each school. Assistance with the rollout of the StarBase Portal will also be required in addition to any future enhancements to our website.

Technical Support – We continue to implement the goals of our technology plan. Replacement of outdated (Pentium 1, 2 and MacIntosh) computers in order to standardize the platforms we support. Technicians have been assigned specific schools in order to increase productivity and accountability. In addition to hardware technical support, technicians have been instructed to provide software instruction and support for a number of applications. Infrastructure, network reliability, and outdated equipment continues to be the major challenge in this area.

3. Educational Assessment

Test administration continues to be a major investment of time and resources. Oversight of the assessment teams in each building and the structuring of three assessment days provide schools and principals with the time to make sense of the volume of test results data. This analysis provides the foundation for building school goals, action steps with monitoring criteria and related professional development. The goals reflect identified areas in need of improvement for both the school and for individual students. The goals of the school improvement plans are incorporated into our District Improvement Plan as part of our accountability and monitoring criteria.

School Operations

Goal 1: To complete the 2008-2009 District Improvement Plan by August 2008.

Action/Monitoring Plan

	WHAT	WHEN	WHO
Steps	Strategies/Activities	Timeline	Team/Person(s) Responsible
a.	To review with all teams the process of standards review and goal setting	May-June 2008	All Teams
b.	To collect an updated team page. Team members, meeting dates, location, time and 2008-2009 goals	May June 2008	All Teams
c.	Create the 2008-2009 DIP	June 2008	Rich O'Brien
d.	To data enter all new information in the 2008-2009 DIP database	July 2008	Rich O'Brien
	Create the 2008-2009 reports	July 2008	Rich O'Brien
d.	Create the 2008-2009 team booklet	July 2008	Rich O'Brien
e.	Final documents to the Print Shop	August 2008	Rich O'Brien/Karl Schwendenman

Goal 2: To complete the 2008-2009 Professional Development Plan by August 2008.

	WHAT	WHEN	WHO
Steps	Strategies/Activities	Timeline	Team/Person(s) Responsible
a.	To collect, organize and enter all of the professional development activities for 2008-2009 into our professional development database.	June-August 2008	Rich O'Brien
b.	To produce an electronic copy of the 2008-2009 professional development plan	August 2008	Rich O'Brien
c.	Post the 2008-2009 Professional Development Plan on the website.	August 2008	Rich O'Brien
d.	To have copies of the plan printed at our print shop and ready for distribution.	July 2008	Karl Schwendenman

Information Technology

Student Information

Goal 1: To have selected StarBase Portal modules in operation for the 2008-2009 school year.

Action/Monitoring Plan

	WHAT	WHEN	WHO
Steps	Strategies/Activities	Timeline	Team/Person(s) Responsible
a.	Population of staff table in StarBase	June 2008	QPS IT
b.	Set-up/Troubleshooting of StarPortal Server	Summer 2008	Phil Babb/Ellen Garofalo
c.	Set Up Portal Environment	Summer/Fall 2008	Ellen Garofalo/New DBA
d.	Creation of Logins for all users	Summer 2008	QPS IT
e.	Roll out of Guidance Module	Fall 2008	Ellen Garofalo/Ellen Hunter
f.	Roll out of Teacher Module	2009	Ellen Garofalo/Ellen Hunter
g.	* indicates monitoring criteria		

Professional Development Plan

Topic Description	Date(s)	Time(s)	Location	Facilitator
Setting up the Portal Environment			Northhampton	Barbara Kelly
Starbase Training for the Cabinet Council				Ellen Garofalo/Ellen Hunter
Portal Training for Guidance				Ellen Garofalo/Ellen Hunter
Portal training for Staff				Ellen Garofalo/Ellen Hunter

DBA/Programming

Goal 1: To hire a DBA to assist with the increasing number of databases for which we have become responsible by June 2009.

Action/Monitoring Plan

	WHAT	WHEN	WHO
Steps	Strategies/Activities	Timeline	Team/Person(s) Responsible
a.	Proposed FY 2009 Budget	May-June	Rich
b.	Job Posting/Inteviews	September	Rich
c.	Hire	September	Rich

Professional Development Plan

Topic Description	Date(s)	Time(s)	Location	Facilitator	Goal # (if applicable)
DataBase Training					

Technical Support

Goal 1: To prepare for the implementation of active directory by naming all computers in all schools by September 2008.

Goal 2: To examine and select by consensus an alternative model of providing technical support to all computer users by June 2009.

Action/Monitoring Plan

	WHAT	WHEN	WHO
Steps	Strategies/Activities	Timeline	Team/Person(s) Responsible
a.	Technician(s) cross trained in remote desktop.	June	Selected members of QPS IT
b.	Rename all computers	June -August	All technicians
c.	Reconfiguration of QPS email	August	QPS IT
d.	Use of Active Directory *	September	All Users
e.	* indicates monitoring criteria		

Professional Development Plan

Topic Description	Date(s)	Time(s)	Location	Trainer
Technician(s) cross trained in remote desktop.				

Educational Assessment

Goal 1: Assessment Team Members will expand their technical ability to work with electronic assessment data, moving from the prevailing read-only stance to an interactive model, downloading data, moving data into additional program reports and formats, and entering progress monitoring assessment item information at the site level.

	WHAT	WHEN	WHO
Steps	Strategies/Activities	Timeline	Team/Person(s) Responsible
a.	QPS will continue to contract with <i>datametrics Software, Inc.</i> to provide 20 TestWiz.net licenses, including one for every school Assessment Team.	Spring, 2008	Rich O'Brien, Mary Fredrickson
b.	Assessment Team members will be trained to utilize TestWiz.Net to review Assessment data, and download information for Presentations.	Fall, 2008	Mary Fredrickson
c.	Assessment Team members will be trained to edit Student demographic and interventions information at the site level.	Fall, 2008	Mary Fredrickson
d.	Assessment Team members will be trained to key enter student item responses to QMath and DIBELS assessments.	Fall, 2008	Mary Fredrickson
e.	Assessment Team members will become Trainers, teaching Literacy Specialists and Math Focus Teachers how to enter student item responses to DIBELS and QMath assessments.	Dec, 2008	Mary Fredrickson

Professional Development Plan

Topic Description	Date(s)	Time(s)	Location	Facilitator	Goal # (if applicable)

Appendix I – Program Documentation

Evidence

- District Improvement Plan (DIP).
- Updated organizational chart

Evidence

- DITMS Procedures Booklet

Evidence

- Technology Plan
- StarBase Reports

Evidence

- MS/HS POS/Interim and Report Cards
- Channel 22
- School Messenger
- quincypublicschools.com

Evidence

- Teacher/Student Schedules

Evidence

- Site Assessment Teams Assessment Day Reports
- Assessment Specialist
- TestWiz Reports
- Professional Development Plan

Evidence

- School Surveys

Evidence

- StarBase
- MUNIS
- EPIMS

Evidence

- QPS Budget Book