PITTSFIELD SCHOOL DISTRICTS LOGIC MODEL-REVISED
May 15, 2017

The original Pittsfield Middle High School logic model was derived from our district's vision, mission, and guiding principles, which was accomplished through community collaboration (October 2011). It became, and continues to be, the framework and roadmap of our transformation process toward student centered learning.   It is a truly a working document that is our reference and our evaluation system. As a working document, it continues to be revised to capture new components of the ever changing landscape of student centered learning.

As we studied the current NMEF logic model, it was clear that the Pittsfield logic model and the NMEF Systems Level Logic Model (SLLM) and Student-Centered Learning Logic Model (SCLLM) are significantly aligned and connected. All five sections of Pittsfield's logic model have been color coded to note the relationship between the sections of the SLLM and SCLLM. All Pittsfield student centered learning practices (strategies/activities and objectives) that align to the SCLLM are color coded green. All Pittsfield practices (strategies/activities and objectives) that align with SLLM are color coded blue. Numbers next to the practices reference their place on the Student Success Ladder, which is attached.

Outcome measures are aligned with the Education Development Center's Common Indicators for College and Career Readiness and Common Indicators for Systems Level Change-DLSC Phase 2

INITIAL CONDITIONS

A. ENSURING STUDENT OWNERSHIP FOR LEARNING

Many students are not engaged by learning activities offered by the school, which largely offers a one-size-fits-all curriculum with little personalized tailoring. Attendance rates and tardiness rates have been historically high; graduation rates have been relatively low. Many students are unaware of post-secondary options and demonstrate low aspirations. Students view learning as inauthentic and irrelevant to their lives and to the *real world*, something that must be endured to reach high school graduation. Student leadership opportunities have been minimal, and students feel disengaged in the decision-making process, both in terms of their own learning and in terms of the governance of the school community. Learning, in many students' views, is something that is done to them and not something in which they take control.

STRATEGIES & ACTIVITIES (NOTE: SCLLM related practices are presented in green and SLLM related practices are presented in blue. SSLM rung # noted after each practice (in parens)	IMPLEMENTATION OBJECTIVES	IMPLEMENTATION JULY 2017 - JUNE 2020 Accomplished within 1 – 4 years	IMPLEMENTATION JULY 2020 - JUNE 2024 Accomplished within 4 – 7 years
1. Continue the development of comprehensive student advisory program. (SCLLM) • Student driven personal learning plans (8, 9) • Student led conferences (7, 8) • Collaborative group skills—work study skills (9) • Personalized assessment for post-secondary opportunities (9) • Electronic Portfolios (8, 9) • Senior projects--Gateway (8,9)	• Good to Great Team conducts a program audit of the advisory program and makes recommendations to Student Advisory Council • Students and faculty continue to develop the grade appropriate advisory curriculum (6, 8, 9) • Student Focus Groups and Faculty Focus Groups assess, revise, and upgrade the advisory curriculum and advisory program to ensure fidelity of implementation (6, 7, 8, 9) • Students develop and utilize self-assessment to assess and guide their learning and personalized plan *(9)* • Student Advisory Council (made up of students and faculty) continues to regularly meet for the purpose of providing feedback and making recommendations to the advisory program, some based on the Good to Great Team's program audit (8) • Faculty Focus Groups (in-depth research and development groups) continue to meet on the topics determined by the faculty at the start of each year (3) • Faculty continues to participate in annual professional learning opportunities on advisory program (3) • Faculty continues to improve the quality of student portfolios (i.e. content, format, digital format) (9) • Advisory Council develops a process map for investigating post-secondary opportunities within the advisory program (3, 8, 9) • Faculty and students develop a plan for implementing senior projects (8, 9)	• A fully functioning advisory is in place for all students, grades 7 - 12, that includes: - Student driven personal learning plans - Student led conferences - Portfolios - Collaborative group skills - Personalized assessment for post-secondary opportunities • All students, grades 7 – 12: - Have an activated student driven personal learning plan - Have a portfolio with evidence of competency mastery - Conduct bi- annual student led conferences with 75% parent participation - Participate in at least one personalized assessment for post-secondary opportunities • 75% of students demonstrate mastery on their Advisory competencies by achieving a Level 3 or higher on the rubric • Discipline referrals and suspensions decrease by 25% • Attendance rate increases to 95% • Tardiness rate decreases by 15% • Drop-out rate decreases to 5% • Completion rate increases from 80% to 90% • Graduation rate increases to 90% • Number of students accepted at a two or four-year institution of higher learning and/or career or military training increases from 80% to 90% • College Board Composite scores increase 10% demonstrating movement toward meeting college and career readiness benchmarks for students: - Grade 12: SAT - Grade 11: PSAT/NMSQT - Grade 10: PSAT - Grade 8 & 9: PSAT	• 100% of students' portfolios with evidence of competency mastery are digitized • All students, grades 7 – 12, conduct bi-annual student led conferences with 95% parent/family participation • 95% of students demonstrate mastery on their Advisory competencies by achieving a Level 3 or higher on the rubric • Discipline referrals and suspensions decrease by 50% • Attendance rate increases to 98% • Tardiness rate decreases by 25% • Drop-out rate decreases and is maintained at 1% • Completion rate increases to 95% • Graduation rate increases to 95% • Number of students *accepted at* a two or four-year institution of higher learning and/or career or military training increases from 90% to 95% • College Board Composite scores increase 20% demonstrating meeting or exceeding college and career readiness benchmarks for students: - Grade 12: SAT - Grade 11: PSAT/NMSQT - Grade 10: PSAT - Grade 8 & 9: PSAT
2. Create multiple pathways for students to meet learning standards that include student choice embedded in coursework. (SCLLM & SLLM) • Alternative learning plans (9) • Differentiated instruction (scaffold to student centered learning) (9) • Dual enrollment (9) • Extended learning opportunities (9) • Expand community resources for extended learning opportunities • Flexible schedules (9) • Inquiry based learning (9) • Learning Studios (9) • Off-site college opportunities (9) • Online learning opportunities (9) • Student engagement needs analyses conducted by using the Success Factor Interview (SFI) process (6, 8, 9) • Summer Academies (5) • Year round learning accessibility (9)	• Students provided with opportunities to complete competencies online (9) • Student voice and choice is represented in curriculum/type of demonstration of learning (8, 9) • Articulation of curriculum specific to Pittsfield Middle High School will allow for the flexibility of multiple pathways (9, 8) • Students and faculty continue investigating alternative learning plans and flexible schedules to meet the learning needs of all students (i.e. provision of more time to master specified competencies, to increase the number of students participating in extended learning opportunities, and to continue Learning Studios) (9) • Student engagement analyses are conducted annually by using the Success Factor Interview process with high school students as it relates to their responses to student centered learning practices and ownership for learning (6, 8, 9) • Information gained from the student engagement analyses is utilized to create strategic plans regarding strengthening student centered learning strategy implementation (6, 8, 9) • Students have the opportunity to take a college courses off–sight during their senior year (9) • Existing position of Extended Learning Opportunities Coordinator continues (3) • Dual and online enrollment support continues and succeeds in facilitating access to all external sources of competency mastery and institutions of higher learning (3) • Dual enrollment courses will continue to be expanded (9) • Course selection broadens to include course blending online opportunities with internal teaching oversight (9) • Blended learning opportunities are used to manage above and behind pace performance of students (9) • Course selection broadens to include competency-based Learning Studios (9) • Learning Studios continue to be based on student interests and are facilitated by students and faculty (9) • Community resources (town and region) continue and expand availability to students for Extend Learning Opportunities through the collaboration of the students and ELO Coordinator (5, 9) • Extended Learning Opportunity components of reflection, research, presentation, and project are aligned with school-wide English Language Arts to offer students the opportunity to demonstrate competency (9) • Extended Learning Opportunities include standards, competencies, and rubrics of content courses, based on the students' interests and are shared out with students, families, community, and faculty (5, 9) • Faculty collaborates with the Extended Learning Opportunity Coordinator to research, develop, and implement a community based ELO structure that enhances the classroom experience (5, 9) • Independent study programs are developed and offered to students as an option to complete course work and competencies (9) • Faculty continues to extend learning by integrating community mentors, assets, and resources into their classroom instruction (5, 9) • Faculty Focus Group continues to meet and plan for implementation of inquiry based learning (3, 9) • Faculty continues to participate in on-going professional learning opportunities on inquiry and project-based learning and on-line learning opportunities (3, 9) • Summer Academies are developed by faculty and/or expert community partners to provide students with an opportunity for deeper learning with expert community partners (5) • Relationships with institution of higher learning established for the purpose of developing dual enrollment opportunities online and on-campus (3, 9) • Administration will develop a system for more detailed data collection, analysis, and action regarding graduation and dropout data (1, 4)	• 50% of grade 7 – 12 students participate in at least **one** extended learning opportunity by graduation • 100% of extended learning opportunities have a community connection • 10% of all grade 7-12 students complete two extended learning opportunities by graduation • The number of extended learning opportunities increases 50% from 36 extended learning experiences to 54 extended learning experiences • College Board Composite scores increase 10% demonstrating movement toward meeting college and career readiness benchmarks for students: - Grade 12: SAT - Grade 11: PSAT/NMSQT - Grade 10: PSAT - Grade 8 & 9: PSAT • Graduation rate increases to 90% • Number of students requiring an out of district placement to meet their unique needs is less than 2% of the school population. • All faculty routinely use inquiry and project-based learning and online learning in their instructional approach • The student engagement process is formalized, ongoing, and is focused on grades 9-12 and captures the needs of all types of students in each grade (i.e. high achievement, complex learners, special education, and typical) • Alternate learning plans and flexible schedules implemented • 25% of juniors and seniors participate in at least one dual enrollment course either online or on-campus. • Scores on rubrics, used to evaluate competency on performance tasks used in project-based learning, increase to proficient for 90% of competencies • Data collection system that reflects student centered learning instructional practices and assessment is complete	• 50% of grade 7– 12 students participate in at least **two** extended learning opportunities • All extended learning opportunities maintain a community connection • 20% of all 7-12 grade students complete two extended learning opportunities by graduation • The number of extended learning opportunities increases 50% from 54 extended learning experiences to 84 extended learning opportunities • College Board Composite scores increase 20% demonstrating meeting or exceeding college and career readiness benchmarks for students: - Grade 12: SAT - Grade 11: PSAT/NMSQT - Grade 10: PSAT - Grade 8 & 9: PSAT • Graduation rate increases to 95% • Number of students requiring an out of district placement to meet their unique needs is maintained at less than 2% of the school population • 50% of juniors and seniors participate in and receive a minimum grade of B in at least two dual enrollment courses • Scores on rubrics, used to evaluate competency on performance tasks used in project-based learning, increase to proficient for 95% of competencies • Data collection system that reflects student centered instructional practices and assessment is maintained
3. Provide student leadership and significant decision making opportunities (SCLLM & SLLM) • Site Council: Continue to develop and enhance the authority of a Site Council for the Pittsfield Middle High School, with students having the majority voice, in making decisions of procedures, practices, policies, and structure of the school (8 & 2) • Student leadership opportunities and decision making: Continue to develop the number and quality of student leadership opportunities available to all students (8)	• Students continue to be added to key school teams (8) • Students are provided opportunities to develop leadership skills in their classrooms (i.e. exercising choice in meetings, competencies, and mastery of competencies) (1,8,9) • Lead Community Partner (Pittsfield Listens) conducts youth focus groups to gather feedback on the progress of the transformation to student centered learning and shares that feedback with the school district (8) • Lead Community Partner (Pittsfield Listens) provides students with meaningful social and civic activities (i.e. Pittsfield Listens Youth Voice in it together (PYViT)) (8, 9)	• Overall satisfaction of students and faculty with student leadership opportunities, as measured by an annual school climate survey, increases by 20% • 35% of the students in grades 7 – 12 will participate in a student leadership opportunity, including: - Advisory Council - Class officers - IMPACT Team (student leadership team) - Interview teams - Pittsfield Listens - Restorative Justice - Site Council - Student Ambassador Program • Discipline referrals decrease by 25% • Attendance rate increases to 95%	• Overall satisfaction of students and faculty with student leadership opportunities, as measured by an annual school climate survey, increases by 40% • 50% of the students in grades 7 – 12 participate in a student leadership opportunity, including: - Advisory Council - Class officers - IMPACT Team (student leadership team) - Interview teams - Pittsfield Listens - Site Council - Student Ambassador Program • Discipline referrals decrease by 50% • Attendance rate increases to 98%
4. Review and update policies to support student ownership for learning. • Student advisory program (2) • Multiple pathways (2) • Student leadership and decision making opportunities (2)	• Student ownership for learning related policies identified, revised, and/or developed, and a plan for revisiting them in place (2)	• Site Council annually reviews and updates Student Family Handbook.	• Policies to support student ownership for learning reviewed on a three-year cycle and adjusted as necessary

LONG TERM OUTCOMES (7 – 10 years)

A. ENSURING STUDENT OWNERSHIP FOR LEARNING

Students are fully engaged learners who take full responsibility for setting and accomplishing personal learning goals. This includes students' identification of their learning and assessment tasks and the learning venue that works best for them. Ownership also is reflected in the full engagement of family in the learning process, and the free and open accessing of others in the community as resources for learning. Students demonstrate accurate self-assessment, and display full ownership of learning, as seen in their seeking help and acting appropriately on performance feedback to enhance their capabilities over time. Formal structures – such as Site Council, Student Leadership Team, and others – provide opportunities for significant and meaningful student leadership and decision making roles.

INITIAL CONDITIONS

B. RAISING STUDENT ACHIEVEMENT: CORE KNOWLEDGE & SKILLS FOR POST-SECONDARY READINESS & SUCCESS

The school's curriculum has not been defined; curriculum standards have not been articulated. Many students are not proficient by state standards; low proficiency levels result in reduced opportunities for students. Further, additional achievement gaps exist between special needs students and low socio-economic status students when compared to the general population. The dropout rate has been traditionally high and the graduation rate traditionally low. Students hold low aspirations and participate in post-secondary training and education at a lower rate than the state in general. Students are not well-prepared for college, based on qualitative data from recent graduates; the school has not conducted post graduate surveys so is not aware of unmet student needs. Opportunities for learning outside the traditional school day and year or school building are limited; many resources and opportunities are not utilized or maximized. Further, technology is underutilized to support student achievement. The district has not fully developed policies and practices that support integration of assessment and intervention into a multi-level system of support.

STRATEGIES & ACTIVITIES (NOTE: SCLLM related practices are presented in green and SLLM related practices are presented in blue. SSLM rung # noted after each practice (in parens)	IMPLEMENTATION OBJECTIVES	IMPLEMENTATION JULY 2014 - JUNE 2018 Accomplished within 1 – 4 years	IMPLEMENTATION JULY 2018 - JUNE 2021 Accomplished within 4 - 7 years
1. Develop competencies and competency rubrics with performance descriptors which prepare students for success in post-secondary education, work, and community life. (SLLM) • Competency-based learning (4) • Curriculum articulation (4) • Rigor (4)	• Students, parents, community members, and school personnel continue to access the curriculum and competencies through the Pittsfield School District website (4) • Students, parents, and faculty continue to deepen their understanding of competency-based learning and how competencies enhance student learning (4) • Students will self-regulate their mastery of competencies through maintaining or exceeding course pace (4) • Faculty continues to utilize common planning time to articulate, validate, and refine the district curriculum, including standards, competencies, units, and rubrics in all subject areas (4) • A unit template that is consistent with student centered learning continues to be implemented (4, 9) • Faculty report progress and grades of competencies to students and parents in adherence to district policy (4, 5) • Faculty ensures rigorous curriculum through collaborative team process (4)	• College Board Composite scores increase 10% demonstrating movement toward meeting college and career readiness benchmarks for students: - Grade 12: SAT - Grade 11: PSAT/NMSQT - Grade 10: PSAT - Grade 8 & 9: PSAT • Number of students entering a two or four-year institution of higher learning and/or career training increases from 80% to 90% • Curriculum and rubrics for assessment are accessible online to all students, parents, community members, and school personnel	• College Board Composite scores increase 20% meeting or exceeding college and career readiness benchmarks for students: - Grade 12: SAT - Grade 11: PSAT/NMSQT - Grade 10: PSAT - Grade 8 & 9: PSAT • Number of students entering a two or four-year institution of higher learning and/or career training increases from 90% to 95% • 90% of graduates who are enrolled in institutions of higher learning are successful in post-secondary education without the need for remediation • 80% of graduates complete degree or career oriented training program on schedule
2. Implement student centered instructional and assessment strategies that ensure a high level of performance in all subject areas. (SLLM & SCLLM) • Data analysis • Instructional observations (3) • Instruction of work study practices for students (6, 8, 9) Multiple means of instruction (9) • Performance assessments • Relevancy • Standardized assessment • Student Learning Objectives • Universal design	• Faculty participate in ongoing professional learning to implement a variety of student centered instructional and assessment strategies (8,9) • Classroom observations are used to guide professional learning to improve instruction (3) • Common Planning Time Teams participate in data driven dialogues e.g. Student Learning Objectives and Plan-Do-Study-Act (Continuous Improvement) (4) • Faculty embed instruction of work study practices in their units resulting in a high level of engagement and achievement (3) • Faculty provide multiple means to students to access and interact with content through a variety of formats (e.g. small groups, large groups, in class, blended learning, community) and settings (9) • PMHS students participates in annual standardized assessment (4) - Grades 12: SAT - Grade 11: PSAT/NMSQT - Grade 10: PSAT - Grade 8 & 9: PSAT - Grade 8: Smarter Balanced • PMHS students participate in the PACE pilot, which is an innovative accountability measure (4)	• Faculty increases use of effective instructional strategies as measured by formalized semi-annual audit of instructional practices • Instruction is research based and personalized to meet student needs and interests • Annual decline in failure to receive credit by 50% • Attendance rate increases to 95% • Drop-out rate decreases to 1.10% • Graduation rate will increase to 90% • College Board Composite scores increase 10% demonstrating movement toward meeting college and career readiness benchmarks for students: - Grade 12: SAT - Grade 11: PSAT/NMSQT - Grade 10: PSAT - Grade 8 & 9: PSAT • Number of students entering a two or four-year institution of higher learning and/or career training increases from 80% to 90% • Decrease achievement gap between disaggregated groups (low socio-economic and special education) and the general student body by 50%	• Entire faculty increases use of effective instructional strategies as measured by formalized semi-annual audit of instructional strategies • Annual decline in failure to receive credit by 95% • Attendance rate increases to 98% • Drop-out rate decreases to and is maintained at 0% • Graduation rate increases to 95% • College Board Composite scores increase 20% demonstrating meeting or exceeding college and career readiness benchmarks for students: - Grade 12: SAT - Grade 11: PSAT/NMSQT - Grade 10: PSAT - Grade 8 & 9: PSAT • Number of students entering a two or four-year institution of higher learning and/or career training increases from 90% to 95% • Decrease achievement gap between disaggregated groups (low socio-economic and special education) and the general student body by 75%
3. Continue the development of a comprehensive system of support that addresses physical, social, emotional, and cognitive development along a continuum of services, availing opportunities for success to all students. (SCLM) • Diversity (6) • Outreach to families of underperforming students (6) • Progress monitoring (6) • Progression of supports	• Common Planning Time Teams use protocols to identify, collect, and review data relative to student achievement on a regular basis (4) • Common Planning Time Teams use their regular analysis of data to maximize opportunities for students to receive academic support ensuring mastery of all competencies (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) • 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) • Faculty and administration participate in professional learning to enhance behavioral management strategies (3) • Faculty participates in professional learning focused on accessing and applying a support system for students in alignment with the progression of supports (3) • Materials to support personalized interventions are researched and purchased (6) • District utilizes a variety of resources to support and maintain viable options for students through a team approach -students, parents, community, agencies, and faculty - within all three levels of the multi-tiered system of support (6) • Administration creates a system for identifying and reaching out to the families of students who are underperforming (6, 7) • Faculty participates in professional learning and subsequent implementation of progress monitoring (3) • Faculty increase their awareness and sensitivity of the diversity of student backgrounds and needs (6)	• Achievement gap between disaggregated groups lessens by 50% • Discipline referrals and suspensions decrease by 25% • Number of students requiring an out of district placement to meet their unique needs is less than 2% of the school population. • College Board Composite scores increase 10%, demonstrating movement toward meeting college and career readiness benchmarks for students: - Grade 12: SAT - Grade 11: PSAT/NMSQT - Grade 10: PSAT - Grade 8 & 9: PSAT • While the multi-tiered approach is fully implemented in this phase, the need for it is decreased as teachers become more adept with instructional and behavioral techniques in the classroom	• Achievement gap between disaggregated groups lessens by 75% • Discipline referrals and suspensions decrease by 50% • Number of students requiring an out of district placement to meet their unique needs is maintained at less than 2% of the school population • College Board Composite scores increase 20%, demonstrating meeting or exceeding college and career readiness benchmarks for students: - Grade 12: SAT - Grade 11: PSAT/NMSQT - Grade 10: PSAT - Grade 8 & 9: PSAT
4. Develop and administer graduate surveys. (SLLM) (3, 4)	• School administration administers post graduate surveys (3, 4) • School administration investigates partnerships with organizations to track the post-secondary status of graduates (3, 4) • School administration conducts annual listening sessions with recent post graduates (3,4)	• 50% satisfaction with preparation for post-secondary career and college by graduates	• 95% satisfaction with preparation for post-secondary career and college by graduates
5. Review and update policies to support the increase in student achievement. (SLLM) • Curriculum development and competency based performance standards. Research based instructional practices. (2, 4) • Graduation requirements of students based on authentic demonstration of mastery of competencies (2, 4)	• High student achievement related policies identified, revised, and/or developed, and a plan for revisiting them in place (2)		• Policies to support high student achievement reviewed on a three-year cycle and adjusted as necessary to insure advisory success

LONG TERM OUTCOMES (7 – 10 years)

B. RAISING STUDENT ACHIEVEMENT: CORE KNOWLEDGE & SKILLS FOR POST-SECONDARY READINESS & SUCCESS

The school's curriculum and competencies have been clearly defined, graduation requirements articulated and based on performance mastery of identified competencies, and students create their own personal learning plans for meeting competencies in an authentic manner. Achievement levels are high for all students; achievement gaps have been eliminated. Many opportunities exist for learning outside of the traditional school day and school year; summertime is fully exploited for its unique learning opportunities in New Hampshire. Learning takes place anywhere and anytime, fully supported by technology. Assessment and interventions are fully integrated to support a high level of student success. All students graduate, fully prepared to activate a post-secondary plan. Graduates who choose to go to college do not require remedial courses for full access to the college curriculum; most graduates complete programs in two or four years. The school conducts regular post-graduate surveys and uses results to improve the school's program.

INITIAL CONDITIONS

C. DEVELOPING WORK STUDY PRACTICES & CIVIC RESPONSIBILITY & SOCIAL-EMOTIONAL LEARNING

Work study skills – such as critical thinking and problem solving, media literacy, and leadership and responsibility, which are not traditionally considered core academic skills - have not been integrated into the school's curriculum, placing students at a disadvantage in their post-secondary pursuits. Technology is under supported and underutilized. The school has established a community service hour requirement for graduation, but this often results in fragmented hours of service for a variety of low-impact activities leaving students with a limited view of civic responsibility. Limited opportunities for participation in extracurricular activities in areas of student interest exist outside of traditional small-school athletics. Students report a low level of respect among people in the school environment; they report a low level of support from many adults in the school community. Students and faculty report that student misbehavior interferes with learning; the school is not perceived as a safe and welcoming environment; and the school is not characterized by a strong sense of social and civic responsibility and social justice among students. Transition points for students are not well 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 rung # noted after each practice (in parens)	IMPLEMENTATION OBJECTIVES	IMPLEMENATION JULY 2014 - JUNE 2018 Accomplished within 1 – 4 years	IMPLEMENTATION JULY 2018 - JUNE 2021 Accomplished within 4 – 7 years
1. Continue the identification and integration of work study practices into the curriculum. (SLLM) • Work study practices articulation (4) • Well-defined competencies (4)	• Faculty using the New Hampshire Department of Education and the Concord Regional Technology Center's resources identify and articulate work study practices, competencies, and assessment tools (4, 9) • Students are provided with leadership development training (8) • Faculty participates in professional learning opportunities for work study practices (3) • Faculty provides integrated instruction of work study practices, competencies, and assessment tools in all content courses (9) • Faculty uses assessment tools to assess student mastery of work study competencies (4) • Faculty pilots work study rubric; identifies which areas need explicit teaching and integrates the explicit work study practices instruction into the classroom (9) • Faculty develop an analytic rubric relative to work study practices (4) • Faculty pilot an analytic rubric to identify work study practice areas of strengths and weaknesses which guide explicit instruction (4) • Administration and faculty investigate a research-based Freshman Seminar program to address the identified needs of study skills and human relations (9, 4) • Administration and faculty implement a research-based Freshman Seminar program, collect relevant data, and modify accordingly for further implementation (9, 4) • Faculty uses the established reporting system to report individual student progress in the area of work study practices (4)	• Attendance rate increases to 95% • Discipline referrals and suspensions decrease by 25% • College Board Composite scores increase 10% demonstrating movement toward meeting college and career readiness benchmarks for students: - Grade 12: SAT - Grade 11: PSAT/NMSQT - Grade 10: PSAT - Grade 8 & 9: PSAT • 15% decrease in the number of students not participating in any school activities	• Attendance rate increases to 98% • Discipline referrals and suspensions decrease by 50% • College Board Composite scores increase 20% demonstrating meeting or exceeding college and career readiness benchmarks for students: - Grade 12: SAT - Grade 11: PSAT/NMSQT - Grade 10: PSAT - Grade 8 & 9: PSAT • 25% decrease in the number of students not participating in any school activities
2. Establish and support a digital environment for learning. (SLLM) • Access to technology (3, 6, 9) • Community forums reach consensus on policy governing digital media (2, 5) • Information Technology Integrator (3) • Professional learning opportunities (3)	• A system for cyclical replacement of digital learning devices is continued (3) • Administration Leadership Team designates a team to assess the current district technology status and develops a long term technology plan addressing the following, but not inclusive of: (1, 3) - devices - embed technology into professional learning - professional learning specific to technology - research on the possibility for students to bring and use their own devices at school - support plan for personnel • Technology is embedded into professional learning to model application (3) • Faculty integrate technology into instructional practices (1,3) • Parents are provided annual training in PowerSchool including parental portal to grading and information regarding mastery of competencies (4, 7) • Faculty develop a digital citizenship and engagement course (6)	• All students have access to technology to support anytime, anywhere learning • 90% of teachers employ digital technology in teaching and learning • 80% of students have established and maintain digital portfolios that include personal learning plan and evidence of mastery of competencies • College Board Composite scores increase 10% demonstrating movement toward meeting college and career readiness benchmarks for students - Grade 12: SAT - Grade 11: PSAT/NMSQT - Grade 10: PSAT - Grade 8 & 9: PSAT • School board reviews policy on digital media based on community forum consensus	• 95% of teachers employ digital technology in a highly effective manner as measured by teacher evaluation system and teacher self-assessment • 100% of students have established and maintain digital portfolios that include personal learning plan and evidence of mastery of competencies • College Board Composite scores increase 20% demonstrating meeting or exceeding college and career readiness for benchmarks for students: - Grade 12: SAT - Grade 11: PSAT/NMSQT - Grade 10: PSAT - Grade 8 & 9: PSAT
3. Increase and deepen the authenticity of civic responsibility through meaningful community service. (SLLM) • Community service coordination (5)	• Students plan and evaluate their community service obligation in advisories (5) • Administration Leadership Team identifies a team to use the Site Council's research on service learning projects with community partners to develop an implementation plan of service learning projects (1, 9)	• 100% of students provide evidence that their community service projects made a positive contribution to the community • Community members and civic organizations offer a range of opportunities for students – sufficient opportunities are available for 50% of students in grades 7 – 12 to have meaningful community service experiences • Updated community service requirement established to include standards of performance	• 100% of students established and maintain evidence that their community service projects made a positive contribution to the community • Community members and civic organizations offer a range of opportunities for students – sufficient opportunities are available for 100% of students in grades 7 – 12 to have meaningful community service experiences • Through community forums, community members identify at least eight community service projects that have had a positive effect on the community
4. Increase opportunities for participation in extra and co-curricular activities in areas of student interest, including athletics. (SCLLM) • Expand opportunities based on student interest and community resources (9) • Expand opportunities for student performance in visual and performing arts (9)	• Extra and co-curricular activities are established based on student interest of a minimum of three students and an adult including those affiliated (5, 9) • System for tracking co-curricular activities and outside activities is utilized to assist non-participating students (3)	• The number of students participating in at least one extra and co-curriculum activities increases to 75% • Outreach to engage students in extra and co-curricular activities is 100% • Faculty and community volunteers sponsor co-curricular activities	• The number of students participating in at least one extra and co-curriculum activities increases to 90% • Outreach to engage students in extra and co-curricular activities continues at 100%
5. Continue to improve school culture and climate through student, faculty, and community leadership. (SLLM & SCLLM) • Good To Great Team -local leadership for sustainability-(5, 8) • IMPACT Team prioritizes and strategizes (8) • On-going culture and climate surveys and action planning (1, 3) • Restorative Justice (6, 8) • Site Council (8) • Student Ambassador Program (8) • Wellness Coalition	• Site Council continues to meet bi-monthly to make decisions on school procedures, practices, policies, and structures (8) • IMPACT Team surveys students and staff regarding school climate and collects, analyzes, and reports on perception data (1, 8) • IMPACT Team chooses and completes projects to improve school culture and climate (1, 8) • The Student Ambassador Program continues to provide students the opportunity to develop leadership, communication, and team work skills (8) • A Wellness Coalition committee is formed to research, develop, and implement a plan to promote wellness, prevent substance misuse, and create a positive impact on the community through providing opportunities for youth, families, and community members. (6, 7) • The Good To Great Team (made up of students, community members, faculty, staff, administrators, business leaders, and local/state politicians) monitors the continuous improvement of the implementation of student centered learning practices and makes recommendations for school improvement (3, 5) • The district continues to build relationships with charitable foundations that support the core values and beliefs of the district and community (5)	• Site Council meets semi-monthly with a quorum at each meeting • 75% of students and faculty report that the school has a safe and welcoming environment • Discipline referrals and suspensions decrease by 25% • 100% of the visiting opportunities are led by student ambassadors • The Wellness Coalition plan is implemented	• 95% of students and faculty report that the school has a safe and welcoming environment • Discipline referrals and suspensions decreases by 50% • 250 community members each year participate in conversations led by Pittsfield Listens (Pittsfield Listens) • 100% of the visiting opportunities continue to be led by student ambassadors • The Wellness Coalition plan is reviewed, revised, and is continued to be implemented with fidelity
6. Develop protocols for ensuring fluid transitions for students and their parents: elementary to middle, middle to high, and high to post-secondary. (SCLLM) • Student, parent, and faculty planning teams (6, 7) • Student, parent, faculty, community, and higher education planning teams (5, 6, 7) • Personal learning plans developed for transition to post-secondary career and college education (8)	• Student, parent, and faculty teams are created at each transition point and develop annual protocols for fluid transitions for students and parents (6, 7) • Students develop personal learning plans to transition for post-secondary career and college education (8)	• Initiatives at the elementary, middle, and high school are researched and implemented • 75% of the elementary school and middle school faculty, students, and parents state that the transition from elementary school to middle school is fluid and met their needs and expectations • 75% of the middle school and high school faculty, students, and parents state that the transition from middle school to high school is fluid and met their needs and expectations • 50% of graduates state that the transition from high school to their post-secondary career and education experience met their needs and expectations • 75% of high school faculty, students, and parents state that the transition plan met their needs and expectations	• 95% of the elementary school and middle school faculty, students, and parents state that the transition from elementary school to middle school is fluid and met their needs and expectations • 95% of the middle school and high school faculty, students, and parents state that the transition from middle school to high school is fluid and met their needs and expectations • 95% of graduates state that the transition from high school to their post-secondary career and education experience met their needs and expectations
7. Review and update policies on policies to support work study skills, civic responsibility, and social-emotional learning. (SLLM) • Site Based Council (2) • Digital resources and use of digital media (2) • Community service (2) • Community Advisory Council (2)	• Policies to support work study skills, civic responsibility, and social-emotional learning identified, revised, and/or developed, and a plan for revisiting them in place (2)		• Policies to support work study skills, civic responsibility, and social-emotional learning reviewed on a three-year cycle and adjusted as necessary to insure advisory success

LONG TERM OUTCOMES (7 – 10 years)

C. DEVELOPING WORK STUDY SKILLS & CIVIC RESPONSIBILITY & SOCIAL-EMOTIONAL LEARNING

Work study skills are fully integrated into each student's personal learning plan; 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. Extracurricular activities allow all students to pursue areas of interest, often for credit. 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 the elementary and middle schools, middle and high schools, and high school and post-secondary education, employment, and community life.

INITIAL CONDITIONS

D. 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 SCL skills are in short supply, as they are not addressed in traditional teacher and administrator training. This includes the skills required to employ the processes and procedures associated with visioning, performance management, talent management, program evaluation, teacher and administrator evaluation, and targeted professional development. The skills that exist among faculty and administration, all of whom received their education and training in traditional systems, not surprisingly, are not designed to build the systems that promote and sustain transformational practices required of SCL. Currently there is little capacity for demonstrating the roles required by administrators and teachers to transition to a culture where leadership is distributed, and teachers leave the role of instructor behind to become highly effective advisors, coaches, and facilitators of the teaching and learning practices that assure every student will attain career and college readiness. 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 reached a level that will ensure the tenets of SCL will be employed consistently and sustained over time. Further, leadership has an incomplete understanding of the change leadership process and inadequate skills in fostering and nourishing collaborative leadership. A low level of collaboration and mutual support has existed among teachers; in the past, teachers have largely functioned as independent operators in isolated classrooms. Few opportunities for collaboration have been provided; relationships among faculty have often been frayed in the past and have lacked student-centeredness. The focus has clearly been on teaching and not on learning in this traditional environment. Assessment has not been used to guide instruction, either for students individually or for curriculum planning or guiding instruction.

STRATEGIES & ACTIVITIES (NOTE: SCLLM related practices are presented in green and SLLM related practices are presented in blue. SSLM rung # noted after each practice (in parens)	IMPLEMENTATION OBJECTIVES	IMPLEMENTATION JULY 2014 – JUNE 2018 Accomplished within 1 – 4 years	IMPLEMENTATION JUNE 2018 - JULY 2021 Accomplished within 4 – 7 years
1. Continue professional learning for changing roles and enhanced performance. (SLLM) • Clarifying and supporting the student role in a student centered learning environment • Clarifying family role in a student centered learning environment • Expertise in using assessment to guide learning (3) • Expertise in digital learning (3) • Expertise in identifying student needs • Leadership for student centered learning (1) • Shifting from traditional teacher led instruction to activator of learning, coaching, and advising (3)	• Adults continue to participate in on-going professional learning opportunities focused on a transition from teacher centered to student centered learning that is enabled through a shift in role from instructor to activator of learning, coach, and advisor (3) • Faculty utilizes formative assessment to guide instruction (3) • Faculty utilizes summative assessment to plan instruction and to provide accountability (3) • Faculty uses authentic performance assessments, developed with students, to evaluate students' mastery of competencies (3) • Faculty and administration research, develop, and implement an internal system to reflect student progress in a competency-based education system (i.e. completer and dropout data) • Faculty will engage in a needs assessment process for future professional learning opportunities (3) • Faculty continues to utilize focus groups to support innovation and to improve practice (3) • Faculty increases capacity to customize an education experience for students through a variety of tools, (i.e. technology, online practices, student choice). (3) • Faculty develops an understanding of pedagogy which will support the customization of student learning (3) • Faculty have opportunities to lead professional learning within the district and out of the district (3) • Professional Growth & Evaluation Team investigates the possibilities of faculty to receive graduate credit or additional credentialing. (3) • Faculty will understand and support roles of students and families in a student centered learning environment	• 75% of students report a high use of personalized teaching and learning practices as measured by annual survey • 75% of faculty report a high level of implementation and effectiveness as measured by annual survey • Number of students requiring an out of district placement to meet their unique needs is less than 2% of the school population. • Increase of teachers report mutual professional and positive respect toward each other to 75% • 80% of teachers demonstrate competency in student centered learning practices as reported by the teacher evaluation system • Student attendance rate increases to 95% • Graduation rate increases to 90% • College Board Composite scores increase 10% demonstrating movement toward meeting college and career readiness benchmarks for students: - Grade 12: SAT - Grade 11: PSAT/NMSQT - Grade 10: PSAT - Grade 8 & 9: PSAT • Discipline referrals and suspensions decrease by 25%.	• 90% of students report a high use of personalized teaching and learning practices as measured by annual survey • 90% increase of faculty report a high level of implementation and effectiveness as measured by annual survey • Number of students requiring an out of district placement to meet their unique needs is maintained at less than 2% of the school population • Increase of teachers report mutual professional and positive respect toward each other to 90% • 90% of teachers demonstrate competency in student centered learning practices as evaluated by observations and annual survey • Student attendance rate increases to 98% • Graduation rate increases to 95% • College Board Composite scores increase 20% demonstrating meeting or exceeding college and career readiness benchmarks for students: - Grade 12: SAT - Grade 11: PSAT/NMSQT - Grade 10: PSAT - Grade 8 & 9: PSAT • Discipline referrals and suspensions decrease by 50%
2. Develop schedules and structures that allow for continued meaningful collaboration among adults. (M: 1, 2, 3, 10; D: 1) • Common planning time (1) • Co-teaching (3) • High functioning teams • Peer classroom observations (3) • Scheduling (3) • School Reform Initiative (SRI) Protocols	• Faculty continues to participate in on-going professional learning opportunities focused on demonstrating meaningful collaboration (3) - Advisory teaching - Co-teaching - Examining student work - Interdisciplinary teaching - Optimum functioning as a team - Peer observations - Problem solving for individual students - Student data analysis - Use of common planning time - Use of flexible time in scheduling • Faculty teams utilize collaborative skills to support student success (1, 3)	• 50% of students take advantage of flexible scheduling to meet competency requirements • 75% satisfaction reported by teachers on effectiveness of common planning time	• 75% of students take advantage of flexible scheduling to meet competency requirements • 85% satisfaction reported by teachers on effectiveness of common planning time
3. Create and implement a performance management system for maximizing performance and sustainability. (SLLM) • Continuous improvement – to include process mapping (3) • Educator effectiveness model and evaluation process – teacher, administrator, staff (3) • Performance management element alignment plan (3) • Program/project evaluation model – program/ project performance standards and procedures (3) • Values and visioning update – vision, mission, guiding principles (1) • Strategic goals and plans update (1, 3) • Work plan updates (3)	• Audit (from a systems alignment perspective) and enhancement of selected performance management functions: (1, 3) - Stakeholder needs analysis (continual) - Values - Vision, mission, guiding principles - Strategic planning; strategic goals & plans - District level objectives & strategies - School level objectives & strategies - Detailed work/ project plans; project planning - Organization design - Position/role design and descriptions - Program design - Team development - Organization development - Performance evaluation – program, teacher, administrator, staff - Professional learning - Continuous improvement - to include process mapping • Create and maintain a performance management manual including a process management manual (3)	• Visioning statements are reviewed and revised as needed • Strategic and operation work/project plans are reviewed and revised as needed • Teacher evaluation system is designed and implemented • Administrator evaluation system is designed and implemented • Administrative Leadership Team members are evaluated through implementation of the 360⁰ professional development process • 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, needs analysis, process mapping, process evaluation and improvement • As part of continuous improvement, an organization/integration team is instituted to ensure all improvement efforts are coordinated and resourced appropriately; acts as an advisor to the superintendent • Key performance management process and procedural manuals are developed	• Visioning statements are current and reflect the beliefs and key practices required to support the adoption and sustaining of SCL practices • Strategic and operational work plans are in place and executed effectively in support of SCL • Teacher, administrator, and staff 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 the 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 levels of performance for students and all staff - Process and procedural manuals are in place that support all aspects of performance management and continuous improvement
4. Create and implement a talent management system for maximizing performance and sustainability. (SLLM) • Position/role analysis (3) • Hiring of teachers and administrators (3) • Staffing plans (3)	• Audit of current talent management functions: (3) - Position/role analysis - Recruiting - Hiring - Selection (for internal candidates) - Induction programs (orientation, mentoring, monthly seminars) - Training - Professional learning - Performance evaluation (1, 3) - Career-pathing - Succession planning - Retention - Staffing plans - Job matching/optimizing - Termination (includes exit interviews) • Create and maintain talent management manuals	• All key positions/roles are reviewed and revised to support student centered learning • Hiring practices are enhanced for administrators and teachers • Strategic staffing plans are developed to ensure the talent is in place that can execute those strategies/practices that support SCL • Key talent management process and procedural manuals are developed	• All position/role 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. (SLLM) • 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 for administration and teacher leaders - Develop succession plans for key leadership roles • Maintain and expand opportunities for teacher leadership: (1, 3) - Advisory Council - Common Planning Time Teams - Family Engagement Team - Good To Great Team (local leadership for sustainability) - IMPACT - Professional Growth & Evaluation Team - Restorative Justice Team - School Leadership Team - Site Council - STEM and Humanities Teams	• All transition plans for key leadership roles are identified and in place • 75% 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 • 85% satisfaction reported by teachers and administration on availability and quality of leadership opportunities supporting of student centered learning as measured by a survey
6. Review and update policies to support redefining adult role and performance expectations. (SLLM) (2)	• Policies related to redefining adult role and performance expectations identified, revised, and/or developed, and a plan for revisiting them in place (2)		• Policies reviewed on a three-year cycle and adjusted as necessary to ensure successful redefining of adult role and performance expectations

LONG TERM OUTCOMES (7 – 10 years)

D. SYSTEMS AND INFRASTRUCURE SUPPORT FOR STUDENT CENTERED LEARNING

Everyone shares the same set of core values and beliefs that support SCL. Teachers 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. Leadership is skillful in the change leadership process, employing collaborative leadership practices consistently throughout the school and community. 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 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. Student and family roles are clearly defined and supported. 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 use of current technology. Adults have become facilitators of student learning.

INITIAL CONDITIONS

E. ENGAGING WITH THE COMMUNITY

The schools and the work of the schools are isolated from the community; the school serves largely as a unit for providing limited educational services. The community is largely disengaged from the work of the schools and lacks confidence in the schools to support the readiness of graduates for post-secondary lives; expectations are low. The school community lacks a vehicle for meaningful discourse, minimizing community voice in decision-making. Parents are further disengaged from their children's learning activities; parents, too, lack confidence in the schools, holding the schools to low expectations. Support for parents is lacking and channels of communication among and between the various constituencies are inadequate or lacking entirely. Community resources for learning are underutilized. Schools are disconnected from regional higher education and other post graduate training programs.

STRATEGIES & ACTIVITIES (NOTE: SCLLM related practices are presented in green and SLLM related practices are presented in blue. SSLM rung # noted after each practice (in parens)	IMPLEMENTATION OBJECTIVES	IMPLEMENTATION JULY 2014 – JUNE 2018 Accomplished within 1 – 4 years	IMPLEMENTATION JULY 2018 - JUNE 2021 Accomplished within 4 -7 years
1. Continue current and develop new structures that support on-going community engagement for shared leadership that is distributed across schools and community. (SLLM) • Community experts, mentors, and volunteers (5) • Community conversations and forums (5) • Family Engagement Team • Good To Great Team* with full stakeholder representation to include students, parents, faculty, administration, non-parent community members, business and civic community leaders (5, 8) • Site Council (5, 8) ***Good To Great Team (local leadership for sustainability)**	• Site Council continues to regularly meet for the purpose of making decisions of procedures, practices, policies, and school structures with three community delegates at each meeting (5, 8) • Site council continues to maintain opportunity for public input at each meeting *(5, 8)* • Site Council and Good To Great Team continue leadership capacity building activities for students, faculty, parents, and non-parent community members (5, 8) • Good To Great Team continues to regularly meet for the purpose of overseeing the continuous improvement of student centered learning practices, while promoting and maintaining an optimal level of community engagement (5) • Good To Great Team continues to meet to foster community/stakeholder engagement and shared leadership and accountability (1, 5) • Data base of community members who will serve as experts, mentors, and volunteers, is established (5) • Family Engagement Team creates a mechanism to continually identify opportunities to increase the capacity of families as supporters, encouragers, monitors, advocates, decision makers, and collaborators (5, 7) • Regularly scheduled community conversations and forums take place to provide community members with an on-going opportunity to provide information that will be utilized in making decisions regarding procedures, practices, policies, and structure of the schools and change process (5) • The need for a parent based group is investigated for the purpose of supporting students, teachers, and other families (5, 7) • A Family Engagement team collaborates, develops, and implements strategies for improving family engagement based on a research based model (7) • Pittsfield School District supports Pittsfield Listens in providing youth leadership training and practice which bridges student centered learning practices into other aspects of the community (5, 8)	• Site Council meets on a regular basis in accordance with charters with 100% of the voting community membership present • Good To Great Team meets on a regular basis with 70% of its membership present • 50% of people participating in community conversations and forums demonstrate confidence in the school's ability to provide student centered learning as measured by survey	• Site Council meets on a regular basis in accordance with charters and maintains 100% of voting community membership present • Good To Great Team meets on a regular basis with 95% of its membership present • 75% of people participating in community conversations and forums demonstrate confidence in the school's ability to provide student centered learning as measured by survey

2. Create communication plans for on-going two-way community conversations and information sharing about student centered learning (SLLM)
• Identify appropriate vehicles for communication (3)
• Maintain a communication team (3)
• Maintain relationship with Lead Community Partner (Pittsfield Listens) elicits broad community voice 1, 5)
	• Implement District Communications Plan (1)
	
	• Community Liaison position succeeds in facilitating two- way communication between community and school (1)
	
	• Community is invited to be part of events highlighting student centered learning (e.g. ELO Celebration Night, Exhibition Night, Learning Studios, and 21st Century Business Expo & Career Fair) (1,5)
	
	• Continue to utilize the Pittsfield School District website to inform others about student centered learning practices (1)
	
	• Through the communications audit, the Communications Team determined the efficiency and effectiveness of the modes of communication being employed by the district and recommendations have been addressed and implemented (1, 5)
	
	• Expansion of social media to provide information efficiently and effectively (1, 5)
	
	• District Communication Team continues to meet to:
	    - Coordinate two-way community school conversations
	    - Continue messaging activities to support public understanding of student centered learning (1, 5)
	
	• Pittsfield School District continues to support Pittsfield Listens in their effort to elicit broad community voice (1, 5)
		• 50% of community is satisfied with the levels of on-going two-way communication between school and community as measured by a survey
		
		• Number of visits to the Pittsfield school website increases by 50
		
		• 100% increase in the number of community experts, mentors, partners, and volunteers for extended learning opportunities
			• 75% of community is satisfied with the levels of on-going two-way communication between school and community as measured by a survey
			
			• Number of visits to the Pittsfield school website increases by 75%
			
			• 200% increase in the number of community experts, mentors, partners, and volunteers for extended learning opportunities

3. Identify and develop relationships with institutions that provide opportunities for higher education and other career training programs. (SCLLM) • Career and college planning for students and families (6, 7) • Maintain relationships with higher education and training institutions (3)	• Students and their families are supported in the process of gathering information, selecting, applying, financing, and transitioning to post-secondary higher education and training (e.g. College and Career Readiness Team, New Hampshire Higher Education Assistance Foundation) (6, 7) • Database of institutions that provide post-secondary education or career training is established (3, 6) • Faculty and administration connect and collaborate with institutions that provide opportunities for higher education and career training programs (6)	• Number of students accepted to a four or two-year institution of higher learning, career training, and or military program increases from 80% to 90% • 80% of seniors express satisfaction with their process of selection, application, and finance to post-secondary college and career • 60% of all graduates express satisfaction with the quality and quantity of support provided in transition to post-secondary higher education and career training as measured by postgraduate survey	• Number of students entering a two or four-year institution of higher learning and/or career training increases from 90% to 95% • 95% of seniors express satisfaction with their process of selection, application, and finance to post-secondary college and career • 85% of all graduates express satisfaction with the quality and quantity of support provided in transition to post-secondary higher education and career training as measured by postgraduate survey
4. Review and update policies that support a strong partnership between the school and community and structures that promote on-going community and engagement shared leadership (SLLM) (2)	• Community engagement related policies identified, revised, and/or developed, and a plan for revisiting them in place (2)		• Policies to support community engagement reviewed on a three-year cycle and adjusted as necessary to ensure advisory success

LONG TERM OUTCOMES (7 – 10 years)

E. ENGAGING WITH THE COMMUNITY

The school is a hub of learning with spokes of learning opportunities extending into the community, state, and region. Parents 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. Parents and community members are actively engaged in the work of the school, being involved in decision-making as well as providing resources for student learning. Parents participate actively in their children's learning and are aware of learning progress and learning goals; parents are supported by the school in their roles as parents. Effective communications support knowledge, understanding, and active involvement in the work of the school. Structures exist that allow for ongoing conversations about learning in Pittsfield, which include students, parents, community members, and educators. The school enjoys strong connections with organizations that provide post-secondary education and training; the school collaborates with these entities to provide a broad range of opportunities for students.