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
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td><strong>Goal</strong></td>
<td><strong>Interim Indicator</strong></td>
<td><strong>Interim Indicator</strong></td>
<td><strong>Interim Indicator</strong></td>
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<tr>
<td>Student ownership for learning</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>Students participate in at least 12 students</td>
<td>√</td>
<td>√</td>
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<tr>
<td>Administration will develop a system for more than 50% of grade 7 students</td>
<td>√</td>
<td>√</td>
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<tr>
<td>Students provided opportunities for significant and meaningful student leadership and decision making roles</td>
<td>√</td>
<td>√</td>
<td>√</td>
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<tr>
<td>Overall satisfaction of students and faculty</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>Student engagement process is fully aligned (i.e. provision of more time to master objectives)</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>Faculty continues to extend learning by network of 10%</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>Faculty collaborates with the Extended Learning Opportunity Coordinator to research, plan for implementation of inquiry based learning</td>
<td>√</td>
<td>√</td>
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</tr>
<tr>
<td>Dual enrollment courses will continue to be expanded</td>
<td>√</td>
<td>√</td>
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</tr>
<tr>
<td>Student Focus Groups and Faculty Focus Groups (in-depth research and evaluation analyses is utilized to create a plan for revisiting them in place (2)</td>
<td>√</td>
<td>√</td>
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</tr>
<tr>
<td>Students and faculty continue to develop and make recommendations to the advisory council on common projects and expanded extended learning opportunities</td>
<td>√</td>
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</tr>
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<tr>
<td>Site Council: Continue to develop and maintain student advisory program</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>College Board Composite scores increase</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>Graduation rate increases to 90%</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>Student and faculty participation in restorative justice practices</td>
<td>√</td>
<td>√</td>
<td>√</td>
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<tr>
<td>75% of students demonstrate mastery, on average, on challenging work (9)</td>
<td>√</td>
<td>√</td>
<td>√</td>
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<tr>
<td>10% demonstrating movement toward dropping out</td>
<td>√</td>
<td>√</td>
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</tbody>
</table>

**Notes:**
- √ indicates a successful outcome.
- N/A indicates no data available.

**Explanation:**
- Student ownership for learning: This indicator measures the level of student involvement and engagement in the learning process. The goal is for students to feel ownership over their learning experience, which can lead to increased motivation and better academic performance.
- Students participate in at least 12 students: This indicator measures the number of students who are actively participating in educational activities. The goal is to ensure that a significant number of students are engaged in meaningful learning experiences.
- Administration will develop a system for more than 50% of grade 7 students: This indicator measures the ability of the administration to develop systems that support student learning. The goal is to ensure that more than 50% of grade 7 students are supported by such systems.
- Students provided opportunities for significant and meaningful student leadership and decision making roles: This indicator measures the extent to which students have opportunities to lead and make decisions. The goal is to provide students with significant and meaningful roles in the decision-making process.
- Overall satisfaction of students and faculty: This indicator measures the overall satisfaction of students and faculty with the educational environment. The goal is to ensure that both students and faculty are satisfied with the educational experience.
- Student engagement process is fully aligned: This indicator measures the alignment of the student engagement process with learning objectives. The goal is to ensure that the student engagement process is fully aligned with the learning objectives, providing more time for mastery.
- Faculty continues to extend learning by network of 10%: This indicator measures the extent to which faculty are extending learning beyond the classroom. The goal is to increase faculty engagement in extended learning opportunities.
- Faculty collaborates with the Extended Learning Opportunity Coordinator to research, plan for implementation of inquiry based learning: This indicator measures the collaboration between faculty and the Extended Learning Opportunity Coordinator to implement inquiry-based learning. The goal is to enhance student engagement through inquiry-based learning.
- Dual enrollment courses will continue to be expanded: This indicator measures the expansion of dual enrollment courses. The goal is to increase the availability of dual enrollment opportunities.
- Student Focus Groups and Faculty Focus Groups (in-depth research and evaluation analyses is utilized to create a plan for revisiting them in place (2)): This indicator measures the utilization of student and faculty feedback in decision-making processes. The goal is to ensure that feedback is utilized effectively.
- Site Council: Continue to develop and maintain student advisory program: This indicator measures the ongoing development and maintenance of student advisory programs. The goal is to ensure that student advisory programs continue to evolve and support student needs.
- College Board Composite scores increase: This indicator measures the increase in College Board Composite scores. The goal is to improve college readiness by enhancing students' performance on standardized tests.
- Graduation rate increases to 90%: This indicator measures the increase in graduation rates. The goal is to ensure that more students graduate from high school.
- Student and faculty participation in restorative justice practices: This indicator measures the involvement of students and faculty in restorative justice practices. The goal is to promote a positive school culture.
- Number of students accepted at a two or four-year college increases: This indicator measures the increase in college acceptances. The goal is to improve college readiness by increasing the number of students accepted at colleges.
- Discipline referrals and suspensions decrease: This indicator measures the reduction in disciplinary actions. The goal is to improve the school environment by reducing disciplinary referrals and suspensions.
- Attendance rate increases to 95%: This indicator measures the increase in attendance rates. The goal is to ensure that students attend school regularly.
- 75% of students demonstrate mastery, on average, on challenging work (9): This indicator measures the percentage of students who demonstrate mastery on challenging work. The goal is to ensure that students are competent in their coursework.
- 10% demonstrating movement toward dropping out: This indicator measures the percentage of students demonstrating a risk of dropping out. The goal is to intervene early to prevent students from dropping out.

**Note:**
- The indicators and goals are specific to the PITTSFIELD SCHOOL DISTRICT and may not be applicable to other contexts.
95% satisfaction with preparation for post-secondary status of graduates (3, 4)

• Graduation requirements of students
• Outreach to families of underperforming students
• Diversity (6)
• Student Learning Objectives
• Relevancy
• Performance assessments
• Instruction of work study practices for students
• Instructional observations (3)
• Rigor (4)
• # noted after each practice (in parens)

PREVENTION STRATEGIES & ACTIVITIES

- Grade 8 & 9
- Grade 10
- Grade 11: PSAT/NMSQT
- Grade 12: SAT

• Discipline referrals and suspensions decrease by 25%, demonstrating movement toward benchmarks for students:
- Grade 8: Smarter Balanced
- Grades 12: SAT

Community Planning Time Teams use best practice models to develop, implement, and enhance curriculum within the district's strategic plan and goals, while implementing best practices within the central office and schools.

Common Planning Time Teams are part of the strategic planning process at the district level and at the school level.

Professional learning community teams use best practices and high-quality instruction to ensure effective and efficient teaching and learning experiences.

Faculty participates in professional learning to enhance behavioral techniques in the classroom.

Materials to support professional development (2)

Family allows for a variety of experiences to support the learning needs of students.

Family participation in professional learning.

Faculty increases test awareness and understanding of content with the support of resources and tools (2)

Increasing achievement.

Increasing attendance.

Increasing graduation.

Increasing graduation.

Increasing graduation.

Increasing graduation.

Strategic development.

Professional development.

Professional development.

School administration conducts annual review of data to identify, collect, and review data relative to the post-secondary status of graduates (3, 4).

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Professional development.
This page contains text about the Pittsfield School District and its DLSC II LOGIC MODEL. The model outlines objectives and strategies to improve student learning and engagement. Key areas include student interest, including athletics, and increasing opportunities for participation in extracurricular activities. The district emphasizes the importance of a safe and welcoming environment, student well-being, and community involvement. The model also highlights the impact of technology integration into professional learning and instruction. The Good To Great Team is mentioned, along with a Wellness Coalition that focuses on student and community health. The model tracks progress through various indicators including discipline referrals, suspensions, and academic performance metrics. The text is focused on strategies for improvement and accountability.
All position/role analysis (3)

- Staffing plans (3)
  - Hiring (1)
  - Performance evaluation (1, 3)
  - Training (3)
  - Coaching & feedback (3)
  - Mentorship/leadership opportunities (3)
  - Professional learning opportunities focused on personalized teaching and learning practices as measured by annual survey
  - 85% of teachers report an improvement in effectiveness as measured by annual survey

- Key performance management process and feedback, needs analysis, process coordination and resourced appropriately; ensure all improvement efforts are coordinated and resourced appropriately;
  - Teacher, administrator, staff evaluation system is designed and implemented
  - Performance evaluation standards and program evaluation is ongoing and results lead to improved program and student outcomes
  - Performance evaluation is ongoing and results lead to improved program and student outcomes
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- Grade 12: SAT
  - Grade 10: PSAT
  - Grade 8 & 9: PSSA
  - Grade 11: PSSA
  - Grade 10: PSSA
  - Grade 8 & 9: PSSA

- Discipline referrals and suspensions decrease by 50%

- 75% satisfaction reported by teachers and administrators on ability to scale when leadership is distributed and a team and leaders leave the role successfully to align effectively to the next role.

- Teacher mobility and turnover is at all time low.

- Grade 12: SAT
  - Grade 10: PSAT
  - Grade 8 & 9: PSSA
  - Grade 11: PSSA
  - Grade 10: PSSA
  - Grade 8 & 9: PSSA

- Process and procedural reviews are in place that support aspects of talent management and retention effectiveness

- Team leadership and support functions are in place (1)

- Professional learning opportunities focused on personalized teaching and learning practices as measured by annual survey

- Key performance management process and feedback, needs analysis, process coordination and resourced appropriately; ensure all improvement efforts are coordinated and resourced appropriately;
Site Council continues to regularly meet for 75% of community is satisfied with the levels

- Site Council meets to make the decisions of the school in accordance with charters with 100% of the voting community membership present.
- Good To Great Team meets on a regular basis with 75% of its membership present.
- 100% of community participation in community conversations and forums demonstrated confidence in their school ability to provide high-quality educational services as measured by survey.
- 75% of people participating in community conversations and forums demonstrated confidence in their school ability to provide high-quality educational services as measured by survey.

2. Continuing current and develop new practices

- STRATEGIES & ACTIVITIES
- Career and college planning for students
- Good To Great Team continues to meet to:
  - Continue current and develop new practices
  - Highlight student centered learning practices (1)
  - Distribute across schools and community.
  - Highlight student centered learning practices (e.g. extended learning opportunities)

-实施和实施
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- Community is invited to be part of events, activities for students, faculty, parents, and non-parent community members as requested.
- Processes that encourage continuous conversations and knowledge sharing about student centered learning (e.g. extended learning opportunities) are disconnected from regional higher education and other post graduate training programs.

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