

Wareham Public Schools

District Improvement Plan 2010-2011

Introduction

Wareham Public Schools are committed to the district's mission "to educate all students for life's responsibilities, challenges, and opportunities" and the focus on students' learning through effective instruction. The schools have struggled to meet AYP consistently, striving to surmount difficulties such as minimal fiscal support (at or just above minimum net spending), lack of community support for education, a very low median family income (more than \$20,000 below the state average), a higher than average per capita rate of violent crime and domestic disturbances, as well as all the socio-economic issues that accompany these variables. These issues are not impediments to achievement; however, they are factors to be considered when planning for student achievement.

Description of District's Improvement Plan Priorities

The Wareham Public Schools Strategic Plan sets as Goal #1, "Student Achievement – provide a system of integrated programs and curriculum with rigorous expectations that assures proficiency in all core subject areas for all students." The District Improvement Plan begins with this goal from the five-year strategic plan. That single focused strategic goal has been enhanced and converted to specific educator actions through the application of Doug Reeves' plan for improvement.

As an administrative team, the Superintendent, Directors, and Principals have embraced Reeves' philosophy and practice as outlined in his case study, *The 90-90-90 Schools*. [The schools in this longitudinal research study were 90% free/reduced lunch, 90% minority, and 90% proficient on standardized and/or state assessments.] The team has studied and discussed Reeves' writings and research. This year we have framed our district improvement plan by the five strategies of his case study:

1. focus on academic achievement;
2. clear curriculum choices;
3. frequent assessment of student progress with multiple opportunities for improvement;
4. an emphasis on nonfiction writing; and
5. collaborative scoring of student work

(Reeves, *Accountability in Action: a blueprint for learning organizations*, 2004).

Some of these strategies have been implemented in some of the schools, but the district is now setting the strategies as district wide goals. As Reeves stated, all five strategies must be implemented simultaneously and must include specific, agreed upon actions by all administrators and staff. Without such a systematic effort, the outcomes will not meet the student achievement goals set for our district and our students.

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The district's strategic plan goal and district improvement plan priorities to increase student achievement are aligned with the student achievement performance measures as set by the Department of Elementary and Secondary Education:

- Accelerate the increase in overall achievement on the ELA MCAS by 15%, from 62.7% proficient/advanced in 2010 to 74.6% in 2014.
- Accelerate the increase in overall achievement on the mathematics MCAS by 15%, from 46.8% proficient/advanced in 2010 to 56.9% in 2014.
- Reduce the achievement gaps for each low performing subgroup in both ELA and mathematics between the aggregate and the subgroups by 25% in CPI.
- Increase the percentage of students who graduate from high school within four years by 5%, from 80.2% in 2009 to 83.5% in 2014.
- Reduce gaps in high school 4-year graduation for each low performing subgroup by 15% in CPI from 2009 to 2014.
- Increase the percentage of high school graduates who have completed MassCore by 21%, from 53% in 2010 to 64% in 2014.
- Increase the percentage of students who enroll in college within 16 months of high school graduation by 5%, from 56.8% in 2009 to 59.6% in 2014.
- Reduce the gaps of students who enroll in college within 16 months of high school graduation for each low performing subgroup by 15% from 2008 to 2014.

In order to achieve these goals for student achievement, the Wareham Public Schools will complete the following four steps towards implementing the District Improvement Plan:

1. Review and study the *Conditions for School Effectiveness* as delineated by the Department of Elementary and Secondary Education;
2. Complete the *Conditions for School and District Effectiveness Self-Assessment* with the full Administrative Team;
3. Implement the comprehensive, five strategies outlined by Reeves as part of integrating the various indicators of the *Conditions for School Effectiveness*;
4. Each of the specific action steps requested by the principals will be incorporated into the District Improvement Plan as long as the steps are aligned with both the achievement goals above and the *Conditions for School Effectiveness* as well as specifically related to the implementation of Reeves' five strategies.

The District Administrators and the full Administrative Team of the District will meet at least monthly for the specific purpose of monitoring the completion of the four steps above. They will also assess the progress of the action steps listed in the next pages.

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Priority: Reeves' Strategy	Conditions for School Effectiveness	Specific Student Achievement Indicators/Goals	Major Action Steps, School-based and District-wide	Targets and Timeline	Funding Costs and Sources
Focus on academic achievement	<ul style="list-style-type: none"> *Leadership and governance, including systems for school support and intervention, school leadership. *Curriculum and instruction, supervision and monitoring for effective instruction. *Human resources and professional development, including structures for collaboration. 	<ul style="list-style-type: none"> • Increase overall achievement in English language arts and mathematics by a 5% increase in the percentage of proficient/advanced students in May 2011. • Reduce the achievement gaps for low performing subgroups as measured by CPI by 10% for May 2011. • Increase the percentage of students who graduate from high school and who enroll in college by 2% for June 2011. • Reduce the gaps in high school graduation and college enrollment for low performing subgroups by 5% in June 2011. 	<p>Implement revised teacher evaluation & observation protocol with frequent walk-throughs, teachers' goal-setting plans for student achievement, and increased direct supervisors by teacher-instructional leaders who observe/evaluate in the Jon Sapier model of <i>Research for Better Teaching</i> and using the Principles of Effective Teaching (DESE).</p> <ol style="list-style-type: none"> 1. Enroll WHS dept. chairs, middle school curriculum facilitators, and elementary coaches in O.A.T. training through RBT 2. Provide consultant for on-going coaching of dept. chairs during trial pilot at WHS 3. Continue joint meetings of teacher association, administration, and school committee representatives 	<p>Trial pilot at WHS, starts Sept. 2010</p> <p>Continued meetings of sub-committee, at least monthly throughout the school year</p> <p>Fall 2010 and Spring 2011 courses of OAT</p> <p>RBT consultant to begin, Nov. 2010</p>	<p>RTTT grant for WHS stipends</p> <p>LEA and RTTT grant funds to pay committee members' stipends (for teachers only)</p> <p>RTTT and LEA grant funds for OAT costs</p> <p>RTTT and LEA grant funds for consultant fee</p>

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<p>Clear curriculum choices</p>	<p>*Curriculum and instruction, both aligned curriculum and effective instruction. *Student support, providing adequate learning time. *Human resources and professional development, providing on-going professional development and structures for collaboration.</p>	<ul style="list-style-type: none"> • Increase the percentage of students who complete the MassCore by 5% from 53% to 58% by June 2011. • Increase the percentage of students who graduate from high school and who enroll in college by 2% for June 2011. • Increase elementary student achievement in mathematics by a 5% increase in the percentage of proficient/advanced students, May 2011. • Reduce the achievement gaps for low performing subgroups by 10% as measured by CPI • Increase middle student achievement in mathematics by a 5% increase in the percentage of proficient/advanced students, May 2011. • Reduce the achievement gaps for low performing subgroups by 10% as measured by CPI 	<p>Develop a student and teacher schedule for the Wareham Senior High School that will provide sufficient classes for 60% of the students to complete the full MassCore course of studies.</p> <p>Train teachers and fully implement <i>EveryDay Math program</i> with online access for all students in grades K through 5 as well as the revised science program, grades 3-8. [This is a district initiative, not using RTTT funds. This initiative began in August 2010.]</p> <p>Train the middle school math teachers, all 10, in pre-AP instruction, year 2 training, to be completed by August 2011. Train the middle school science teachers in pre-AP science instruction, year 1, to be completed by August 2011.</p>	<p>Scheduling committee, Feb. to Apr.'11 Sch Comm approval, 5/11 Implement 8/11</p> <p>Prof dev workshops, 4 during sch yr. w/EDM Science PD w/ WMS sci teachers, 3x during year</p> <p>PreAP PD not available in area. Estbl. Vertical math team to evaluate 6-8 math program, curriculum w/ report 5/2011</p>	<p>Committee stipends @ \$2K, LEA, RTTT Faculty and staff development, LEA</p> <p>PD in EDM provided by EDM no Cost Science PD, stipends, LEA</p> <p>PreAP PD through DSAC. Math team stipends for 10 hrs, RTTT and LEA funds</p>

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<p>Frequent assessment of student progress and multiple opportunities for improvement</p>	<p>*Curriculum and instruction, including both aligned curriculum and effective instruction. *Assessment, specifically formative and benchmark student assessments. *Student Support, including tiered instruction and adequate learning time addressing students' social, emotional, and health needs. *Human resources & professional development with structures for collaboration.</p>	<ul style="list-style-type: none"> • Increase overall achievement in English language arts and mathematics by a 5% increase in the percentage of proficient/advanced students in May 2011. • Reduce the achievement gaps for low performing subgroups as measured by CPI by 10% for May 2011. • Increase the percentage of students who graduate from high school and who enroll in college by 2% for June 2011. • Reduce the gaps in high school graduation and college enrollment for low performing subgroups by 5% in June 2011. 	<p>Train all teachers in the model and philosophy of <i>Response to Intervention</i>, providing an overview for all teachers in the specifics of tiered instruction and tiered interventions.</p> <p>Train teachers in grades one and three in <i>Response to Intervention</i> for full implementation of the 3-tiered model with appropriate interventions for all students.</p> <p>Increase supervision and coaching by department chairs, instructional leaders and coaches through embedded professional development in formative assessment and using student data to plan instructional strategies.</p>	<p>Intro. 4/11 School faculty mtgs. 3-5/11 First training, gr. 3, 6/2011</p> <p>Grade three only by 6/30/11</p> <p>Coaches trained through DSAC network; & OAT course by 5/11 Formative assessments developed by coaches/ILT w/ Director</p>	<p>RTTT grant funds for consultant and faculty stipends for summer training</p> <p>RTTT grant funds</p> <p>Grant funds, DSAC RTTT funds for OAT course tuition Formative assessment stipends, LEA</p>

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<p>An emphasis on nonfiction writing</p>	<p>*Curriculum and instruction, including both aligned curriculum and effective instruction. *Assessment, specifically formative and benchmark student assessments. *Human resources & professional development with structures for collaboration.</p>	<ul style="list-style-type: none"> • Increase overall achievement in English language arts and mathematics by a 5% increase in the percentage of proficient/advanced students in May 2011. • Reduce the achievement gaps for low performing subgroups as measured by CPI by 10% for May 2011. 	<p>Train and support through coaching all teachers in grades K-8 in <i>6+1 Writing Instruction</i> with an emphasis on non fiction writing, including writing in all content areas.</p> <p>Revise and implement common writing prompts across grades.</p>	<p>Introduce nonfiction/informational text through Common Core Standards and New MA Frameworks, by 3/2011 Specific writing lessons developed, 5/2011</p> <p>Meetings with ILT, Literacy Specialist for planning alignment w/ New Frameworks, 5/2011 Prompts developed, Summer 2011</p>	<p>Teachers' stipends, LEA staff development 6+1 work with WPS Literacy Specialist, Grant and LEA funds</p> <p>Stipends for teachers' curriculum work, Literacy grant and LEA funds; Curriculum alignment, literacy committee, RTTT grant funds</p>

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Collaborative scoring of student work	<p>*Curriculum and instruction, including both aligned curriculum and effective instruction.</p> <p>*Assessment, specifically formative and benchmark student assessments.</p> <p>*Student Support, including tiered instruction and adequate learning time addressing students' social, emotional, and health needs.</p> <p>*Human resources & professional development with structures for collaboration.</p>	<ul style="list-style-type: none"> • Increase overall achievement in English language arts and mathematics by a 5% increase in the percentage of proficient/advanced students in May 2011. • Reduce the achievement gaps for low performing subgroups as measured by CPI by 10% for May 2011. 	<p>Increase supervision and coaching by department chairs, instructional leaders and coaches through embedded professional development in formative assessment and using student data to plan instructional strategies.</p> <p>Train and coach teachers in examination of student work and collaborative scoring at all grade levels through grade level, team, and department meetings.</p>	<p>Coaches work w/grade level teams, elementary, all year w/monthly meetings MS curr leaders develop common formative, 5/11 HS Dept Chrs, observe/eval, all year with RBT support</p> <p>Data coaching and collaborative scoring training, DSAC by summer 2011</p>	<p>Training with DSAC, RTTT grant funds and LEA budget</p> <p>OAT for all coaches and dept chairs, in district consultant, RTTT funds</p> <p>DSAC support, grant funds; DESE workshops, LEA support mileage costs</p>

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Issues and Concerns

- **Impact bargaining necessary for:**
 - Observing and evaluation by department chairs at WHS, supervision and evaluation pilot/trial, including goal setting documents
 - Training in RTI beyond school year
 - Instructional leaders job description, implementation
- **Training in National Common Core Standards ...** adoption of New Massachusetts Curriculum Frameworks including the Common Core Standards: timing issues with Spring 2011 release
- **Differentiated instruction based on data analysis ...** role of coaches, administrative support and teacher acceptance
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