

WAREHAM PUBLIC SCHOOLS PLAN FOR CONTINUOUS SCHOOL IMPROVEMENT

(West Wareham Academy)

(2011-2012 School Year)



School Council Membership
Wendy Miranda (Coordinator)
Samantha Desharnais (Teacher)
Susan Pinkham (Parent)

PURPOSE:

Annually, the principal of each school, in consultation with the school council established pursuant to this section, shall adopt student performance goals for the schools consistent with the school performance goals established by the department of education pursuant to state and federal law and regulations and, consistent with any educational policies established for the district shall assess the needs of the school in light of those goals and formulate a school plan to advance such goals and improve student performance. (M.G.L. Chapter 69, Section 11)

WAREHAM PUBLIC SCHOOLS MISSION STATEMENT:

The mission of the Wareham Public Schools is to educate all students for life's responsibilities, challenges, and opportunities.

STRATEGIC GOALS OF WAREHAM PUBLIC SCHOOLS:

1. Provide a system of integrated programs and curriculum with rigorous expectations that assures proficiency in all core subject areas for all students
2. Expand the application and integration of technology to improve learning, instruction and the organization of the school community
3. Facilitate school-community partnerships to enhance the education of our children
4. Procure sustainable resources necessary to provide an excellent learning experience

CONSOLIDATED GOALS OF THE WAREHAM SCHOOL COMMITTEE

1. Establish a prevailing attitude for students, staff, and all stakeholders for the pursuit of excellence, anchored by authentic skill level learning in a strong core curriculum supported by quality experiential education opportunities at all grade levels.
2. Expand the partnership and involvement between parents and the school community in all aspects of the educational process; including but not limited to direct involvement at the school building level and as true partners in the education of their children at home.
3. To develop a comprehensive School Safety Plan that provides for the safest and emotionally secure environment in which high quality teaching and learning can occur.
4. Review and change as necessary the organization of Wareham Public Schools in order to create one that fosters accountability, growth, and collaboration for all teachers and support staff.

ASSURANCES

Principal's Assurance		
This plan was prepared in cooperation with the School Council and represents the most effective plan for improving student performance that is aligned with the district's goals and mission.	Wendy Miranda <i>Signature of Principal</i>	6/14/11 <i>Date</i>
School Council Assurance		
This plan was developed in cooperation with the School Council and represents the most effective plan for improving student performance and meets with the approval and support of the Council.	Samantha Desharnais <i>Signature of School Council</i>	6/15/11 <i>Date</i>
Superintendent's Assurance		
I have reviewed the contents of this School Improvement Plan, support the identified goals and action steps and approve as written.	<i>Signature</i>	6/15/11 <i>Date</i>
School Committee Assurance		
The School Committee of Wareham Public Schools has reviewed this School Improvement Plan, supports the identified goals and action steps as written.	<i>Signature of Chairman</i>	6/23/11 <i>Date</i>

**WAREHAM PUBLIC SCHOOLS
PLAN FOR CONTINUOUS SCHOOL IMPROVEMENT**

(West Wareham Academy)

(2011-2012 School Year)

SCHOOL-WIDE DATA

Enrollment Data as of December 1st of current school year

Enrollment by Race/Ethnicity (2010-11)

Race	% of School	% of District	% of State
African American	28.6	7.9	8.2
Asian	0.0	1.1	5.5
Hispanic	7.1	5.4	15.4
Native American	0.0	1.3	0.2
White	64.3	74.5	68.0
Native Hawaiian, Pacific Islander	0.0	0.1	0.1
Multi-Race, Non-Hispanic	0.0	9.7	2.4

Enrollment by Gender (2010-11)

	School	District	State
Male	13	1,632	490,363
Female	1	1,452	465,200
Total	14	3,112	966,395

Mobility Rate

* **NOTE:** Mobility rates will not be publicly reported for enrollments of fewer than 6

Enrollment by Grade: Current and Projected

	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Grade
Current Enrollment	<u>3</u>	<u>2</u>	<u>5</u>	<u>4</u>	<u>2</u>	<u>3</u>	
Projected Enrollment		2	4	5	4	2	

Impact statements related to enrollment data:

Enrollment varies depending on student needs and ability to transfer. WWA's current enrollment consists of 5 out of district students, 10 Wareham students and 4 students that moved into district with Dry School RPS. 21% of our population is made up of students who have been placed in Wareham through the foster care system.

**WAREHAM PUBLIC SCHOOLS
PLAN FOR CONTINUOUS SCHOOL IMPROVEMENT**

(West Wareham Academy)

(2011-2012 School Year)

Attendance and Discipline Data

INDICATOR:	SCHOOL- WWA
Grade 9-12 dropout rate	0
Attendance Rate	85.74%
Average # of days absent	405
ISS Rate	10
OSS Rate	49
Graduation Rate	100%
Truancy Rate	0

4-Year Graduation Rate (2010)

4-Year Graduation Rate (2010)							
Student Group	# in Cohort	% Graduated	% Still in School	% Non-Grad Completers	% GED	% Dropped Out	% Permanently Excluded
All Students	4	-	-	-	-	-	-
Male	3	-	-	-	-	-	-
Female	1	-	-	-	-	-	-
Lim. English Prof.	-	-	-	-	-	-	-
Special Education	4	-	-	-	-	-	-
Low Income	3	-	-	-	-	-	-
Black or Afr. Amer.	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-
White	4	-	-	-	-	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-
Multi-race, Non-Hisp.	-	-	-	-	-	-	-

* NOTE: Graduation rates will not be publicly reported for cohort counts fewer than 6.

**WAREHAM PUBLIC SCHOOLS
PLAN FOR CONTINUOUS SCHOOL IMPROVEMENT**

(West Wareham Academy)

(2011-2012 School Year)

Impact statements related to attendance (WHS: drop out rate) and discipline data: ✓

For the 2010-2011 school year, WWA has 2 out of 2 credits who are graduating. Attendance continues to be a ongoing issue for the students at WWA. The plan for the 2011-2012 is to have attendance incentives built into the behavioral management system. Students will earn points for attendance that can be redeemed at our school store. Teachers will utilize behavioral point and level system, teacher detentions and Wednesday School detention in order to reduce the student suspension rate. During a given Wednesday School detention, the behavioral interventions of each student will be monitored by paraprofessionals and strategies that can be used in individual behavioral plans.

Staff Data as of December 1st of current school year

	School	District	State
Total # of Teachers	3.0	238.8	69,908.9
% of Teachers Licensed in Teaching Assignment	100.0	99.2	97.1
Total # of Classes in Core Academic Areas	28	1,012	280,489
% of Core Academic Classes Taught by Teachers Who are Highly Qualified	100.0	98.9	97.3
Student/Teacher Ratio	6.0 to 1	13.2 to 1	13.7 to 1

Teacher Program Area Report by Full-time Equivalents (2010-11)

	School	District	State
General Education	2.2	208.5	55,732.4
Special Education	1.1	31.6	9,342.6
Career Vocational Technical	0.0	1.4	2,107.5
English Language Learner	0.0	0.0	1,571.7
Totals	3.3	241.5	68,754.2

**WAREHAM PUBLIC SCHOOLS
PLAN FOR CONTINUOUS SCHOOL IMPROVEMENT**

(West Wareham Academy)

(2011-2012 School Year)

Teacher Grade and Subject by Full-time Equivalents for All Subjects (2009-10)

	School	District	State
Grades PK-2	0.0	50.3	12,641.3
Grades 3-5	0.0	38.7	11,166.9
Grades 6-8	0.4	50.6	15,001.1
Grades 9-12	0.9	52.5	17,557.8
Multiple Grades	0.2	30.8	8,889.1
All Grades	0.5	16.0	4,652.6
Total	2.0	238.8	69,908.9

66.6% of professional staff with Bachelor's Degree	22.2% of professional staff with Master's Degree	11% of professional staff with CAGS or 2 Master's Degrees	0% of professional staff with Doctoral Degree
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Impact statements related to staff data:	<ul style="list-style-type: none"> ✓ One teacher is currently working on a Master's Degree in Special Education. ✓ One teacher is currently working on a Master's Degree in Special Education Administration. ✓ The coordinator has recently completed her Leadership Licensure Program as a Principal/ Assistant Principal, Grades 9-12 and a second Master's Degree in Organizational Management.
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**WAREHAM PUBLIC SCHOOLS
PLAN FOR CONTINUOUS SCHOOL IMPROVEMENT**

(West Wareham Academy)

(2011-2012 School Year)

Student Performance Data

NOTE: Performance level percentages are not calculated if student group less than 10.

HIGH SCHOOL 9-12

Subject	Proficient	Needs Improvement	Failing
ELA	2	2	1
Math	1	4	
Science	3	2	

MIDDLE SCHOOL 7-8

Subject	Proficient	Needs Improvement	Failing
ELA	2	3	3
Math		1	6
Science		1	3

ALL GRADES

Subject	Proficient	Needs Improvement	Failing
ELA	4	5	4
Math	1	5	6
Science	3	3	3

HIGH SCHOOL 9-12

Subject	Proficient	Needs Improvement	Failing
ELA	40%	40%	20%
Math	20%	80%	0
Science	10%	10%	1

MIDDLE SCHOOL 7-8

Subject	Proficient	Needs Improvement	Failing
ELA	25%	37.5%	37.5%
Math	0	14%	86%
Science	1	5%	5%

**WAREHAM PUBLIC SCHOOLS
PLAN FOR CONTINUOUS SCHOOL IMPROVEMENT**

(West Wareham Academy)

(2011-2012 School Year)

Impact statements related to student performance	<p>✓ Students in grades 9-12 have made gains in moving from failing MCAS scores to needs improvement and proficient. Both of the WWA Seniors took the re-take Biology MCAS in February and passed, one earned a 240 and the other a 220. Both of the students who completed the ELA retake earned scores of 240. The High School students who are in the needs improvement and failing range are continuously working to gather evidence of proficiency in the content areas in which they have not yet demonstrated proficiency. Students in grades 7-8 require more intervention and strategies to address target areas. We are currently waiting to receive the March ELA scores in order to analyze students' areas of strengths and weaknesses.</p>
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Parent & Community Involvement Data

<i>Parent Advisory Functions</i>	<i>Parent Volunteerism</i>	<i>Community Partnerships</i>	<i>Methods of Communication</i>	<i>Other parent involvement</i>
✓	<ul style="list-style-type: none"> ✓ School council ✓ School lunch for special occasions. 	<ul style="list-style-type: none"> ✓ Walker School ✓ YMCA ✓ Council of Aging ✓ Pounds Martial Arts Center ✓ The Zeiterion Theatre ✓ Coonamessett Farm ✓ Science Ocean Explorium ✓ Wareham Week news paper 	<ul style="list-style-type: none"> ✓ E-mail ✓ Daily and weekly parent contact by phone ✓ Mail ✓ News letter 	<ul style="list-style-type: none"> ✓ Coffee Hour ✓ Parent Open House ✓ Team meetings ✓ Parent conferences ✓ Individual Care Plan meetings

Impact statements related to parent and community involvement	<p>✓ Parent and community involvement is vital for student achievement. During the 2010-2011 school year the WWA school council was developed with participation from a parent, teacher and school administrator. The goal will be to ask for more parent and community involvement.</p>
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Extra-curricula and multi-cultural activities

<i>Extra-curricula Activity</i>	<i>Number of participants</i>	<i>Multi-cultural Activity</i>	<i>Number of participants</i>
✓ Monitoring and managing the school store.	✓ 3	✓ Martin Luther King Jr. breakfast and award	✓ 1
✓ Graduation activities	✓ 2	✓ History of WWA project	✓ 1
✓ High School Football	✓ 1		
✓ Middle School JBA	✓ 2		

**WAREHAM PUBLIC SCHOOLS
PLAN FOR CONTINUOUS SCHOOL IMPROVEMENT**

(West Wareham Academy)

(2011-2012 School Year)

Impact statements related to extra-curricula activities and multi-cultural activities	✓ Extra curricula activities present difficult challenges for students at WWA. Many of the students struggle with the socialization that comes with participating in extra curricula activities. Just the thought of participating causes many students a great level of anxiety. Every student is provided with group counseling that addresses the development of social skills. Students are encouraged to participate at activities at either the middle school or high school. Staff works with individual students on making connections with community based activities such as ceramic classes and exercise programs at the YMCA.
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Professional Development

<i>Activity</i>	<i>Relationship to SIP or District Goals</i>	<i># of Attendees</i>	<i>Cost</i>	<i>Fund source</i>
Non-Violent Crisis Intervention training	Student Achievement School Culture / Safe and Positive Learning Environment.	8		In house
Educational Proficiency Plan (EPP training/workshop)	Student Achievement	4		In house
Working with Trauma Exposed Students	Student Achievement School Culture / Safe and Positive Learning Environment.	8		In house
Skillful Teacher	Student Achievement	2		District
MELA-O Training	Student Achievement	2		District
Bullying Training	School Culture / Safe and Positive Learning Environment.	8		District

Impact statements related to professional development activities	✓ In order to increase student achievement and to continue aligning our curriculum with the high school and middle school we must continue to provide meaningful professional development for staff.
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**WAREHAM PUBLIC SCHOOLS
PLAN FOR CONTINUOUS SCHOOL IMPROVEMENT**

(West Wareham Academy)

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Initiatives that meet the diverse learning needs of as many children as possible within the regular education programs of the school

Impact statements-diversity

- ✓ Transitioning students to a less restrictive environment.
- ✓ Transitions to the middle school and high school are gradual and based on student readiness to integrate into a general educational environment.

Principal's Data Summary Statement (including targeted statements based on outcomes of student, staff and parent surveys):
Based on the parent/guardian, student and staff survey results there appears to be a general feeling of safety and student support at WWA. 100% of the parents that responded to the survey strongly agreed that they feel their children are safe at school. 92% of the students either strongly agreed or agreed with feeling safe when they are at school. 57% of the staff responded that they are either very satisfied or satisfied with school safety. 100% of the students reported that they have at least one adult at school that knows them well and assists them in achieving their goals. 100% of the parents also believe that their children have at least one adult at school that knows their child and assists them in achieving their goals. (It should be noted that the sample size for this survey was small and therefore slight differences create statistical discrepancies).

SCHOOL: West Wareham Academy

**SUMMARY REPORT FOR CURRENT
SCHOOL YEAR ENDING: 2011**

PRESENTED BY: Wendy Miranda

DESCRIPTION OF REVIEW PROCESS UTILIZED: *Ongoing observations, assessment and reflection.*

SUMMARY STATEMENT OF PROGRESS MADE: *Adequate progress was made during the 2010-2011 school year. Some goals remain in progress and will continually be addressed during the 2011-2012 school year.*

SMART Goal Specific & strategic, Measureable, Attainable, Results- based, Time bound	INDICATORS What areas of need (or targets) were addressed?	ACTION What were the specific and strategic activities that occurred to address the areas of need?	TARGETS & TIMELINE Was the target attained within the time frame of the plan?	MEASURES What is the measurable evidence of successes?	SUSTAINABILITY For high impact initiative, how will you sustain it and engage all stakeholders going forward?
Student Achievement	Align curriculum with Middle School and high School to include	Post priority standards in each classroom. Create a schedule that provides time for teachers to collaborate with Middle and High School teachers.	Yes Yes	Teachers posted priority standards in their rooms. Teachers and student became familiar with standards and vocabulary in regards to the standards.	On going teacher collaboration and professional development. Continue aligning the

**WAREHAM PUBLIC SCHOOLS
PLAN FOR CONTINUOUS SCHOOL IMPROVEMENT**

(West Wareham Academy)

(2011-2012 School Year)

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**SUMMARY REPORT FOR CURRENT
SCHOOL YEAR ENDING: 2011**

PRESENTED BY: Wendy Miranda

	<p>formative and summative assessments to drive instruction.</p>	<p>Access to Rubicon Atlas</p>	<p>In progress</p>	<p>The schedule allowed time for WWA teachers to attend department meetings and visit class rooms at the Middle School. The schedule also allowed teachers to collaborate with High School teachers in regards to curriculum.</p> <p>At this current time teachers do not all have access to Rubicon, but during professional development time teachers were given copies of both common and formative assessments. Teachers implemented these assessments in their individual content areas. The assessments were given to the students and were utilized to demonstrate proficiency in their standards based portfolios.</p>	<p>curriculum with the Middle and High School for the Common Core Standards.</p>
	<p>Align EPP process with Wareham High School and Wareham Jr./ Sr. Cooperative High School</p>	<p>Formalize and adopt a process and procedure for Educational Proficiency Portfolios.</p> <p>Provide staff professional development for the EPP process and procedure.</p>	<p>Yes</p> <p>Yes</p>	<p>EPP process was implemented at the beginning of the school year. Initial professional development was provided for teachers from West Academy in October of the 2010-2011 school year. The</p>	<p>Continue support from Curriculum director and WWA administrator and collaboration with Wareham High School and Wareham Jr. / Sr. Cooperative High School.</p>

**WAREHAM PUBLIC SCHOOLS
PLAN FOR CONTINUOUS SCHOOL IMPROVEMENT**

(West Wareham Academy)

(2011-2012 School Year)

SCHOOL: West Wareham Academy

**SUMMARY REPORT FOR CURRENT
SCHOOL YEAR ENDING: 2011**

PRESENTED BY: Wendy Miranda

Revise current behavior modification program	Create and implement a consistent behavior modification program school wide.	Yes	professional development was continued during a January in-service. WWA staff and Wareham Jr. / Sr. Cooperative High School worked collaboratively with our Curriculum director and WWA administrator to develop individual portfolios and to review criteria for the portfolios.	Conduct an action research in order to gather data that will provide information as to the impact the behavioral mod program will have on student discipline in regards to the number of out of school suspensions for the 2011-2012 school year.
	Provide training and support for staff implementation of the behavior modification program.	Yes	Portfolios were created for all students based on standards and evidence of proficiency. A daily point and level system was created.	Continued revision with staff input.
			Staff was trained during August in-service time. WWA administrator created a power point presentation for staff that focused on working with students who have been trauma exposed and provided a detailed overview of the behavior modification program. Staff was provided with time to ask questions and to provide their input.	All staff will maintain their CPI certification.

**WAREHAM PUBLIC SCHOOLS
PLAN FOR CONTINUOUS SCHOOL IMPROVEMENT**

(West Wareham Academy)

(2011-2012 School Year)

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**SUMMARY REPORT FOR CURRENT
SCHOOL YEAR ENDING: 2011**

PRESENTED BY: Wendy Miranda

				<p>Students were also provided with a power point presentation introducing the program. Students were given clear expectations and guidelines. Students had the opportunity to ask questions and provide input in regards to their motivations and incentives.</p> <p>All staff was trained and certified in Non-Violent Crisis Intervention. Training was provided on February 9th and 16th.</p> <p>Did not implement for the current school year.</p> <p>WWA purchased 6 student lab tops, cart and student USB devises for students' work. A class set of Aver Pens and a document camera were donated to WWA.</p> <p>Teachers from WWA and the Wareham Jr. / Sr. Cooperative High School worked collaboratively to learn the new technology and to utilize it within their classrooms for instruction.</p>	<p>Exploration of online programs in order to increase course offerings for the 2011-2012 school year.</p> <p>Ongoing use of technology training for staff.</p> <p>Training on using Moodle to enhance instruction provided by Technology Coordinator on June 1, 2011.</p>
Community	Increase transitional, vocational and	Develop relationships with community partners to increase internship and vocational	In progress	Began to build community relationships, but have not built relationships that will	Continue to make connections with the community with the goal
Technology	Increase opportunities for the integration of technology to improve instruction.	<p>Initiate online classes and credit recovery program.</p> <p>Increase access to technology equipment.</p> <p>Provide opportunity for staff training on new technology.</p>	<p>Yes</p> <p>No</p> <p>Yes</p> <p>Yes</p>	<p>All staff will be trained and certified in Non-Violent Crisis Intervention.</p>	<p>Students were also provided with a power point presentation introducing the program. Students were given clear expectations and guidelines. Students had the opportunity to ask questions and provide input in regards to their motivations and incentives.</p> <p>All staff was trained and certified in Non-Violent Crisis Intervention. Training was provided on February 9th and 16th.</p> <p>Did not implement for the current school year.</p> <p>WWA purchased 6 student lab tops, cart and student USB devises for students' work. A class set of Aver Pens and a document camera were donated to WWA.</p> <p>Teachers from WWA and the Wareham Jr. / Sr. Cooperative High School worked collaboratively to learn the new technology and to utilize it within their classrooms for instruction.</p>

**WAREHAM PUBLIC SCHOOLS
PLAN FOR CONTINUOUS SCHOOL IMPROVEMENT**

(West Wareham Academy)

(2011-2012 School Year)

SCHOOL: West Wareham Academy

**SUMMARY REPORT FOR CURRENT
SCHOOL YEAR ENDING: 2011**

PRESENTED BY: Wendy Miranda

community opportunities.

opportunities for students.

Participate in local community events such as food and coat drives.

In progress

Develop curriculum which focuses on resume writing and interview skills.

Yes

Find internships and employment opportunities for students.

No

lead to vocational opportunities. One student from WWA has an interest in writing and journalism. This student worked with a journalist from Wareham Week to develop and write a story about the history of West Wareham Academy.

of providing job shadowing for the 11th and 12th graders.

Students from WWA gathered greens to create holiday baskets for the Council on Aging. The baskets were used to brighten up the cookie display at their holiday open house.

Continue participation in community events.

Students received instruction on resume writing and interview skills. Students created individual resumes and held mock interviews in order to practice the skills necessary to apply and interview for a job.

**WAREHAM PUBLIC SCHOOLS
PLAN FOR CONTINUOUS SCHOOL IMPROVEMENT**

(West Wareham Academy)

(2011-2012 School Year)

S.M.A.R.T. GOALS FOR : IMPROVEMENT OF STUDENT ACHIEVEMENT	TIME PERIOD: 2011-2012	FOCAL AREA:#1 Student Achievement
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DESCRIPTION: Staff will continually review current curriculum alignment and scope and sequence. Staff will gather and analyze data to create lessons and assessments that will meet individual learning needs in order to improve student growth.

CONNECTION TO DISTRICT/SUPERINTENDENT'S GOAL: Student Achievement

SMART Goal Specific & strategic, Measureable, Attainable, Results- based, Time bound	INDICATORS Standards and objectives (areas of need to be addressed)	ACTION The activities that will lead to the attainable results	TARGETS & TIMELINE The <u>attainable</u> RESULTS anticipated & the related timeline	MEASURES What will quantify progress in areas of need & effectiveness of action plan	FUNDING Sources of funding to accomplish or meet target
<p style="text-align: center;">STUDENT ACHIEVEMENT IN GRADES 7-12 WILL IMPROVE IN THE AREAS OF English Language Arts and Mathematics AS DEMONSTRATED BY AN INCREASE OF 5% IN PERFORMANCE BASED ON THE FOLLOWING DATA SOURCE:</p>	<p>Aligned ELA/Reading/Writing and Math to newly adopted Common Core Standards.</p>	<p>Provide staff with the time and opportunity to familiarize themselves with the common core.</p>	<p>By September, staff will be provided with the time and opportunity to familiarize themselves with the Common Core.</p>	<p>Attendance form Administrative focused walk- throughs</p>	<p>None</p>
		<p>Provide staff with the opportunity to collaborate with middle school and high school by attending curriculum meetings in order to create scope and sequence in ELA and Math Common Core.</p>	<p>Throughout the school year, staff will be provided with the opportunity to attend monthly curriculum meetings at the high school and middle school.</p>	<p>Attendance form Documented scope and sequence.</p>	<p>None</p>

**WAREHAM PUBLIC SCHOOLS
PLAN FOR CONTINUOUS SCHOOL IMPROVEMENT**

(West Wareham Academy)

(2011-2012 School Year)

**S.M.A.R.T. GOALS FOR : IMPROVEMENT
OF STUDENT ACHIEVEMENT**

TIME PERIOD: 2011-2012

FOCAL AREA:#1 Student Achievement

<p><i>MCAS, Common Benchmark Assessments, Pre and Post Tests</i></p>	<p>Staff will be provided with professional learning time in order to create common academic and behavioral expectations (ie: student writing samples, short answer responses, and open responses)</p>	<p>Monthly, staff will meet to collaborate on common academic and behavioral expectations.</p>	<p>Attendance form Administrative focused walk - throughs Rubrics defining common expectations (for academics and behaviors)</p>	<p>None</p>
	<p>During professional learning time, staff will collaborate to create cross curricular lessons.</p>	<p>Quarterly, staff will meet to collaborate on the development of cross curricular lessons.</p>	<p>Attendance form Administrative focused walk throughs Staff will implement cross curricular lessons into their instruction. Staff will analyze and self assess effectiveness of cross curricular lessons.</p>	<p>None</p>
	<p>Students will take ownership of their learning.</p>	<p>Students will be asked to provide feedback about their learning.</p>	<p>By the end of each quarter students will complete a self-evaluation/reflection to identify areas of strength and weaknesses in the areas of math, ELA and science.</p>	<p>None</p>

WAREHAM PUBLIC SCHOOLS
PLAN FOR CONTINUOUS SCHOOL IMPROVEMENT

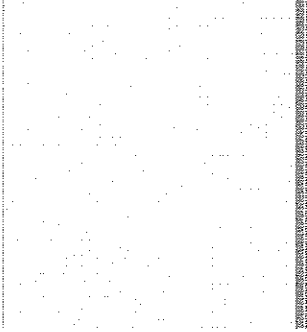
(West Wareham Academy)

(2011-2012 School Year)

**S.M.A.R.T. GOALS FOR : IMPROVEMENT
OF STUDENT ACHIEVEMENT**

TIME PERIOD: 2011-2012

FOCAL AREA: #1 Student Achievement



involvement and partnerships

DESCRIPTION: Community outreach to enhance student learning experiences.

CONNECTION TO DISTRICT/SUPERINTENDENT'S GOAL: Community

SMART Goal Specific & strategic, Measureable, Attainable, Results- based, Time bound	INDICATORS Standards and objectives (areas of need to be addressed)	ACTION The activities that will lead to the attainable results	TARGETS & TIMELINE The attainable RESULTS anticipated & the related timeline	MEASURES What will quantify progress in areas of need & effectiveness of action plan	FUNDING Sources of funding to accomplish or meet target
<p style="text-align: center;"><i>Expand Community Involvement to improve learning and instruction</i></p>	<p>Increase transitional, vocational and community opportunities.</p>	<p>Develop relationships with community partners to increase internship and vocational opportunities for students.</p>	<p>By mid October of 2011 one vocational/internship opportunity will be provided for students in grades 11 and 12.</p> <p>By January of 2012 Two vocational/internship opportunity will be provided for students in grades 11 and 12.</p>	<p>Students in grades 11 and 12 will maintain successful internships that provide them with life skills and valuable job skills.</p>	<p>None</p>
		<p>Provide students with career guest speakers.</p>	<p>Guest career speakers will volunteer to speak to students bi-monthly about career opportunities and job skills.</p>	<p>Students will create and maintain career notebooks that they can use as a reference when choosing a job or a career path.</p>	<p>None</p>
		<p>Utilize current staff as community liaisons and job coaches.</p>	<p>Beginning mid October of 2011 designated staff will act as job coaches for the students who are placed at internships.</p>	<p>Staff will provide students with support and guidance during the internship and will encourage students to advocate for themselves while at the internship. Staff will act as the liaison between internship and WWA.</p>	<p>None</p>

**WAREHAM PUBLIC SCHOOLS
PLAN FOR CONTINUOUS SCHOOL IMPROVEMENT**

(West Wareham Academy)

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Increase community service learning	Students generate a list of possible community service projects.	Students will generate lists of community service projects by the second week of school.	Students will work collaboratively to brainstorm activities and to produce a list of possible projects.	None
	Students present ideas at Friday community meeting.	Students will present the lists at the second community meeting.	A menu of CSL projects will be created and posted in each homeroom.	None
	Each homeroom develops a community service project proposal and presents it at community meeting.	Quarterly each homeroom will complete a CSL project and present the outcomes at community meeting.	Students will incorporate their community service learning projects into their portfolios.	None
Increase student transition and integration into a less restrictive environment (general educational setting).	Continue building partnerships with the high school and middle school.	Throughout the school year the coordinator of WWA will have conversations about student progress and readiness to integrate students back into the general educational setting.	Depending on student progress and readiness students will gradually and successfully integrate back into a less restrictive environment.	None
	Work collaboratively with the middle and high school to develop a common criterion for transitions back to a general educational setting.	By October 1, 2011 WWA coordinator will meet with the middle and high school principals to develop common criteria for students to transition.	At least two students will begin to transition to the high school during the 2011-2012 school year.	
Increase sense of community within the WWA school environment.	Create a safe positive learning environment for students and staff by implementing the Peace Builders model.	During the August in-service time staff will be provided with the benefits of Peace Builders and an	Staff will discuss the benefits of Peace Builders and brainstorm ways to incorporate the model into their classrooms and instruction.	None

WAREHAM PUBLIC SCHOOLS
PLAN FOR CONTINUOUS SCHOOL IMPROVEMENT

(West Wareham Academy)

(2011-2012 School Year)

overview of the Peace Builders model.

During the first full week of school the students will be provided with a power point presentation that provide them with an overview of the model.

Staff will meet monthly in order to collaboratively establish goals for the implementation of the Peace Builders model.

Students will take the Peace Builders Challenge and commit to helping build a safe learning environment for all.

Peace Builders lesson plans will be developed and implemented by staff.

