Every Student—Every Day

Wareham Public Schools: WPS 2021
Annual School Improvement Report Wareham School Committee

October 17, 2019
District Focus 2019-2020

New 2019-2020

MCIEA: Building performance-based assessments

Emotional Intelligence: Creating Emotionally Intelligent Schools

2019-2020 Focus Elements of the Districts Strategic Plan (those in bold are part of all School Improvement Plans)

**Scholarship - Students**
- Student Voice
- Depth & Breadth
- Open Ended & Self-Directed (MCIEA)

**Scholarship-Teachers**
- Pedagogy & Learning
- Emotionally Intelligent (new element)

**Leadership**
- Build Environment of Agency

**Citizenship**
- Building Trust
- Focus on Students
Leadership Team Developed Charter

WPS Charter for Social-Emotional Well-Being

We, the stakeholders working at the Wareham Public Schools, believe that all members of our school community will be *Appreciated, Impactful, Joyful, Connected, and Balanced* in order to continue to offer *challenging, engaging, innovative, globally minded educational experiences, providing a competitive advantage for our students, our schools, and our community, to create a better world.*

We will demonstrate *appreciation* by acknowledging and celebrating efforts and successes. Become more *impactful* by providing timely and constructive feedback, listen actively, foster an environment where teachers can share practices with one another, empower teachers to lead, and encourage innovation.

Be *joyful* at work and provide many opportunities for choice. Become *connected* by creating opportunities for faculty and staff to connect with one another.

We recognize the importance of *balancing* different aspects of our lives-intellectual, physical, and emotional and achieve well-being for ourselves and others by recognizing our interdependence with other people and the world.

We will think before we react, seek to implement strategies that help us recognize, understand, label, express, and regulate our emotions so that we can share our feelings when we feel them. We will be thoughtful and make changes when we have acted in a way that is unproductive or hurtful.

Working together as a unified team, safe and supported, we will continue to grow both personally and professionally, becoming our best selves, ready to be a power of example to all of those we serve.
WPS Becoming Emotionally Intelligent

Leadership Team Charter
Changes to WPS 2021 vision statement

From:

Vision Statement: Wareham Public Schools offers: Challenging, engaging, innovative, globally minded educational experiences, providing a competitive advantage for our students, our school, and our community, to ultimately create a better world.

To:

Wareham Public Schools believes that all members of our school community should be Appreciated, Impactful, Joyful, Connected, and Balanced in order to continue to offer Challenging, Engaging, Innovative, Globally Minded educational experiences, providing a competitive advantage for our students, our school, and our community, to create a better world.
Data Driven & Collaborative

**Data Driven Decisions (Surveys included in Packet)**

1. Parent Survey Annually (4-years of data)
2. Professional Staff Survey Annually (4-years of data)
3. Professional Staff feedback of the initiatives connected to the Strategic and School Improvement Plan Annually weighted by a rubric (3-years of data)
4. Student Surveys/Grade 5-12 (2-years) & Grade 3-12 (1-year with new instrument)
5. Assessment data formally collected three times per year grades K-4
6. Benchmark data following units of instruction
7. State testing data annually (Next Gen. 3-years of data grades 3-8, 1-year WHS
8. Other data (AP, IB, Formative and summative assessments, attendance, discipline, special education referrals)

**Collaboration**

1. School Teams meet with Central Office for a two-day session to review all data and work together to analyze the prior year and determine the focus for the current year.
2. Principals and District meets with School Councils to Review Data and School Improvement Plans.
3. Leadership Teams share with all faculty.
4. Leadership Teams Report to SC October 17, 2019
Every Student-Every Day

Minot Forest Evidence of School Improvement 2018-2019

https://vimeo.com/366487387
Every Student-Every Day: Becoming our Best Selves

Minot Forest School Improvement 2019-2020
Essential Question(s)

What are the best practices to create student-centered classrooms that follow an experiential, interdisciplinary approach, providing multiple pathways to shared learning goals and reflect academic integrity, global understanding, and practical application?

How do we increase our leader’s, teacher’s, staff members, and community’s emotional intelligence? How do we contribute to an environment that promotes positive relationships?

How can we expand curiosity, creativity, and critical thinking skills through the exploration of new ideas by requiring students to plan, design, execute, and evaluate solutions?
Minot Forest School Elements & Action Steps 2019-2020

**Scholarship - Students & Staff:** Instructional strategies and approaches to teaching, learning, and assessments are priorities. The use of valid and reliable tools to measure, monitor, and optimize learning, alongside efforts to improve the effectiveness of the organization through ongoing measurement, analysis, and communication are implemented.

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| **Student and Staff Voice** | Students and staff have numerous opportunities for producing student/staff-directed work, to make choices, and exercise control over appropriate aspects of their teaching and learning experiences. | ● Provide and encourage more implementation of peer observations  
● Provide opportunities and encourage teacher participation in decision making  
● Create learning units that provide and encourage opportunities for student voice. |
| **Open Ended & Self-Directed** | Almost all learning incorporates open-ended, divergent, and inquiry/problem/project based learning experiences to ensure that students develop the knowledge, 21st century skills and global expertise they need. | ● Create learning units that provide and encourage opportunities for open ended and inquiry based learning (Innovative Fridays)  
● Increase participation in the Makerspace/Reading Nook  
● Utilize professional development time for peer coaching on open ended, divergent, and inquiry/problem/project based learning and assessment |
**Minot Forest School Elements & Action Steps 2019-2020**

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| Emotional Intelligence | Strategies are in place that recognize, understand, label, express, and regulate emotions. Increase feeling of empathy, well-being, quality of relationships, prosocial behavior, satisfaction with school, leadership, and demonstrated impact. | ● Through PBIS, continue weekly recognition of staff members  
● Increase use of strategies such as Tap in/Tap out throughout the day  
● Create and implement a Charter utilizing RULER  
● Use Mood Meter for emotional intelligence monitoring and growth  
● Hold special activities throughout the year to encourage team building |
## Leadership:

The organization’s philosophies and prevailing norms, which are influenced by its leadership and those who work for, or influence its operation, actively creates and demonstrates beliefs aligned with the vision of the Wareham Public Schools, WPS 2021.

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| Establishes an Environment of Student Agency | Students and staff are empowered, excited and actively engaged in their own learning and in their community. Almost all learning environments support the mastery of content and skills, as well as encourage global literacy, innovation and risk taking. | - Hold data/content meetings supported by Dept. Chairs and teachers  
- Support teachers with vertically aligning curriculum  
- Morning Meeting to incorporate 21st Century skills  
- During collaboration meetings, model technological, content, and 21st Century skills with peers |
### Citizenship: Stakeholders examine issues from global perspectives, consider and solve complex problems, communicate effectively, act with integrity.

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| Focus on Students     | Ensuring that students and staff acquire not only the content knowledge they need, but also 21st century skills such as collaboration communication, creativity/ innovation and critical thinking, and dispositions such as persistence, responsibility, and social awareness. | - Assist teachers with focused agendas and producing innovative products during content and grade level meetings  
- Continue to increase use of flexible grouping and multiple modalities of teaching and learning in content areas  
- Expand the Middle School Buddy classes to extend student learning  
- Expand Student Ambassador positions and terms of service |
Every Student - Every Day

WMS Evidence of School Improvement 2018-2019

https://vimeo.com/366489731
How do we increase our leader’s, teachers’, staff members, and community’s emotional intelligence? How do we contribute to an environment that promotes positive relationships?

What are the best practices to create student-centered classrooms that follow an experiential, interdisciplinary approach, providing multiple pathways to shared learning goals and reflect academic integrity, global understanding, and practical application?
Scholarship - Students & Staff: Instructional strategies and approaches to teaching, learning, and assessments are priorities. The use of valid and reliable tools to measure, monitor, and optimize learning, alongside efforts to improve the effectiveness of the organization through ongoing measurement, analysis, and communication are implemented.

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| Student and Staff Voice | Students and staff have numerous opportunities for producing student/staff-directed work, to make choices, and exercise control over appropriate aspects of their teaching and learning experiences. | Expand avenues for student and staff choice and control:  
● Revise and develop curriculum units to increase student voice and choice.  
● Provide opportunity for teachers to showcase and model lessons that incorporate elements of student voice in classrooms.  
● Provide opportunities for students to reflect on the choices that have been provided to them. |
Scholarship - Teaching: Instructional strategies and approaches to teaching and learning are priorities. The use of valid and reliable tools to measure, monitor, and optimize learning, alongside efforts to improve the effectiveness of the organization through ongoing measurement, analysis, and communication are implemented.

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<td>Emotional</td>
<td>Strategies are in place that recognize, understand, label, express, and regulate emotions. Increase feeling of empathy, well-being, quality of relationships, pro-social behavior, satisfaction with school, leadership, and demonstrated impact.</td>
<td>Create an environment of belonging where everyone feels safe, valued and competent:</td>
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<td>Intelligence</td>
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<td>● Introduce the elements of the RULER Training:</td>
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<td>○ Create a WMS leadership charter as a model for a WMS staff charter.</td>
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<td>○ Utilize the Mood Meter and other RULER tools to promote discussions surrounding emotional well being of staff.</td>
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<td>● Provide support, opportunities and information for staff to intentionally build relationships with students.</td>
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<td>● Teach staff the strategies for de-escalating and resolving conflict.</td>
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<td>● Make connections and create bridges with existing PBIS initiatives.</td>
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### Leadership: The organization’s philosophies and prevailing norms, which are influenced by its leadership and those who work for, or influence its operation, actively creates and demonstrates beliefs aligned with the vision of the Wareham Public Schools, WPS 2021.

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| Establishes an Environment of Student Agency | Students and staff are empowered, excited and actively engaged in their own learning and in their community. Almost all learning environments support the mastery of content and skills, as well as encourage global literacy, innovation and risk taking. | Enhance our Respectful, Responsible and Thoughtful culture:  
  - Embed programs such as Reverse Referrals, OARS (teacher to teacher) and other PBIS strategies.  
  - Explore and model action plans for  
    ○ A learner-centered classroom.  
    ○ Setting and monitoring classroom and individual learning goals.  
    ○ Teacher initiatives around creating flexible learning environments to support student independence. |
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| Focus on Students | Ensuring that students and staff acquire not only the content knowledge they need, but also 21st century skills such as collaboration communication, creativity/ innovation and critical thinking, and dispositions such as persistence, responsibility, and social awareness. | Participate in the the 21st century world from a global perspective:  
  ● Design and revise lessons and units in a way that:  
    ○ Supports student learning and sharing their knowledge with their peers at higher thinking levels. (Examples include Socratic Seminar, debate, jigsaw topics/presentations/class discussion, peer critiques.)  
    ○ Includes global perspectives and 21st century skills.  
  ● Utilize intervention blocks to reinforce both content knowledge and social skills. |
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| Focus on Students | Ensuring that students and staff acquire not only the content knowledge they need, but also 21st century skills such as collaboration communication, creativity/innovation and critical thinking, and dispositions such as persistence, responsibility, and social awareness. | Participate in the 21st century world from a global perspective: (continued)  
  ● Promote PBIS initiatives that:  
    ○ Acknowledge and encourage students to be respectful, responsible, and thoughtful  
    ○ Recognize staff who demonstrate these qualities through the use of peer observation, and model lessons.  
  ● Showcase student talents and achievements through performances, art shows, and community activities, and explore new community outlets for showcasing student work  
  ● Identify and support students in need of counseling and social skills groups. |
Every Student-Every Day

WHS & Coop Evidence of School Improvement 2018-2019

https://vimeo.com/367004357
Every Student - Every Day: Becoming Our Best Selves

WHS & Coop School Improvement 2019-2020

Essential Question(s)

What are the best practices to create student-centered classrooms that follow an experiential, interdisciplinary approach, providing multiple pathways to shared learning goals and reflect academic integrity, global understanding, and practical application?
## Student & Staff Voice

Students and staff have numerous opportunities for producing student/staff-directed work, to make choices, and exercise control over appropriate aspects of their teaching and learning experiences.

**Action(s):**
- Students will have expanded performance task choices through the MYP program.
- Students have the opportunity to choose their own academic path from a combination of elective offerings.
- Students choose which aspects of their work to highlight as part of their senior exit interview.
- Staff voice through continuing site-based management meetings based on staff feedback and staff surveys.
- Staff will have a voice in the NEASC process for the collaborative and decennial visits.
- Teachers can identify struggling students through the SSC Forms.
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| Depth & Breadth | Learning encompasses not only the acquisition of content knowledge, but also of 21st century skills such as collaboration, communication, creativity/innovation and critical thinking; the dispositions such as persistence, responsibility, social awareness; and the global perspective. | ● Development of library media center into a collaborative makerspace to create multimedia projects  
● Ongoing curriculum development for MYP curriculum grades 8-10 |
| Open Ended & Self-Directed | Almost all student-learning incorporates open-ended, divergent, and inquiry/problem/project based learning experiences to ensure that students develop the knowledge, 21st century skills and global expertise they need. | ● Create new technology classes curriculum for:  
○ Electric Automotive System Lab  
○ Game Design  
○ Computer Science. |
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| Pedagogy & Learning          | The teachers and leaders apply a deep understanding of effective teaching and learning practices and consistently modifies instruction to meet the needs of individual learners.                                                                                                       | • MYP training will be completed and MYP will be ready to be rolled out for the 2020-2021 school year.  
• More exemplars of student work will be discussed at department meetings.  
• Peer Observations will continue throughout the school year.                                                                                                                                                                                                 |
| Emotional Intelligence       | Strategies are in place that recognize, understand, label, express, and regulate emotions. Increase feeling of empathy, well-being, quality of relationships, prosocial behavior, satisfaction with school, leadership, and demonstrated impact.                                                                                                                              | • Staff will understand RULER principles.  
• Trauma training for staff in October  
• Restorative practices are tied into our disciplinary concerns.  
• The SSC has created new forms for teachers to identify struggling students.                                                                                                                                                                                                 |
### Leadership
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<td>Students and staff are empowered, excited and actively engaged in their own learning and in their community. Almost all learning environments support the mastery of content and skills, as well as encourage global literacy, innovation and risk taking.</td>
<td>● Maintain high level of involvement in both dual enrollment programs</td>
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<td>● Document and expand authentic assessments across curriculum</td>
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## Citizenship:

Stakeholders examine issues from global perspectives, consider and solve complex problems, communicate effectively, act with integrity.

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| Building Trust   | Allow for risk taking and relies less on compliance and more on becoming a learning organization. | ● Peer Observations will continue throughout the school year.  
● Teachers have autonomy in implementing innovative instructional strategies. |
| Focus on Students| Ensuring that students and staff acquire not only the content knowledge they need, but also 21st century skills such as collaboration communication, creativity/innovation and critical thinking, and dispositions such as persistence, responsibility, and social awareness. | ● Continued implementation of IB learner profile to students  
● Documenting and expanding authentic assessments  
● Site-based management groups encourage collaboration and responsibility amongst staff |
Every Student-Every Day

John W. Decas Evidence of School Improvement 2018-2019

https://vimeo.com/366485964
Essential Question

What are the best practices to create student-centered classrooms that follow an experiential, interdisciplinary approach, providing multiple pathways to shared learning goals and reflect academic integrity, global understanding, and practical application? *(Voice, Agency, Depth & Breadth, Open Ended & Self-Directed)*
# Decas School Goals & Action Steps 2019-2020

**Scholarship - Students & Staff:** Instructional strategies and approaches to teaching, learning, and assessments are priorities. The use of valid and reliable tools to measure, monitor, and optimize learning, alongside efforts to improve the effectiveness of the organization through ongoing measurement, analysis, and communication are implemented.

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<td><strong>Student and Staff Voice</strong></td>
<td>Students and staff have numerous opportunities for producing student/staff-directed work, to make choices, and exercise control over appropriate aspects of their teaching and learning experiences.</td>
<td>● Build upon the teacher led sub-committees including special education sub-committee, PBIS, NAEYC, Sunshine Committee, Community Service Learning, and Curriculum Assessment Committee.</td>
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<td><strong>Open Ended &amp; Self-Directed</strong></td>
<td>Almost all student -learning incorporates open-ended, divergent, and inquiry/problem/project based learning experiences to ensure that students develop the knowledge, 21st century skills and global expertise they need.</td>
<td>● Continue with offering choices through student centered activities from suggestions obtained from the Literacy Consultant, Focus K-2, The OWLS Curriculum, and Mystery Science.</td>
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<td>● Expand independent writing and journaling to promote self reflection, articulation, and critical thinking.</td>
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<td>● Empower teachers to explore self directed evaluations within Teach Point to reflect their work in creating rich global 21 century learning experiences for students.</td>
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Decas School Goals & Action Steps 2019-2020

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<td>Emotional Intelligence</td>
<td>Strategies are in place that recognize, understand, label, express, and regulate emotions. Increase feeling of empathy, well-being, quality of relationships, prosocial behavior, satisfaction with school, leadership, and demonstrated impact.</td>
<td>● Begin implementation through educating staff by utilizing the professional development opportunities available through the Ruler Institute.</td>
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**Scholarship - Teaching**: Instructional strategies and approaches to teaching and learning are priorities. The use of valid and reliable tools to measure, monitor, and optimize learning, alongside efforts to improve the effectiveness of the organization through ongoing measurement, analysis, and communication are implemented.
## Decas School Goals & Action Steps 2019-2020

### Leadership: The organization’s philosophies and prevailing norms, which are influenced by its leadership and those who work for, or influence its operation, actively creates and demonstrates beliefs aligned with the vision of the Wareham Public Schools, WPS 2021.

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<td><em>Students and staff are empowered, excited and actively engaged in their own learning and in their community. Almost all learning environments support the mastery of content and skills, as well as encourage global literacy, innovation and risk taking.</em></td>
<td>● Continue the sub-committee of Community Service Learning. Students will have opportunities to engage with the local community in order to develop stewardship.</td>
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<td>● Utilize time to understand and synthesize the assessment tool, Oral Reading Fluency in order to use the data to improve student’s literacy achievement.</td>
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<td>● Implement the following instructional resources:</td>
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<td>* Teacher developed comprehensive units</td>
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<td>* A new science resource entitled Mystery Science</td>
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<td>* iReady mathematics in Grade 1</td>
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<td>● Provide time within the weekly schedule to incorporate Focus K-2 Curriculum to enhance content knowledge to increase rigor.</td>
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### Decas School Goals & Action Steps 2019-2020

**Citizenship:** Stakeholders examine issues from global perspectives, consider and solve complex problems, communicate effectively, act with integrity.

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<td><strong>Building Trust</strong></td>
<td><em>Allow for risk taking and relies less on compliance and more on becoming a learning organization.</em></td>
<td>• Continue to meet with subcommittees to generate ideas and implement best practices.</td>
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<td>• Providing opportunities for peer observations in order to build upon ideas, best practices and trust.</td>
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<td>• Teacher led professional development, including topics in literacy, science, social emotional well-being, and occupational therapy.</td>
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<td>• Continue to work collaboratively with community resources (ie. Foster Grandparent Program) to recognize that we are all responsible for students' learning.</td>
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