

Ware Public Schools District Improvement Plan 2018-2021

Mission

The Ware Public School District strives to work with parents and the wider community to educate all students in an environment that supports high academic achievement, instills respect, and fosters civic responsibility. We believe that the ultimate goal of education is to support students as successful lifelong learners.

Core Values

- Empower students with the knowledge and skills that they will need to be successful in a globally-competitive world.
- Promote students who are creative, critical and independent thinkers.
- Maintain a safe, supportive and inclusive school culture in which students have respect for and acceptance of themselves and others.
- Develop strong communication and information literacy skills.
- Students learn the importance of and become responsible contributors to the local community and the world.

Strategic Objective #1:

Staff in all three buildings will engage in reflective practice in order to increase the use of instructional strategies to engage all learners, including but not limited to: higher order thinking, creating collaborative learning experiences, student discourse and engaging all students.

Initiatives:

- ✓ **Professional Learning Community (PLC)/Instructional Learning Team (ILT) meetings to provide continued support and reinforcement of the aforementioned instructional strategies.**

Action Steps:	Person Responsible	Date	Status
Develop PLC Agendas on Areas of Instructional Focus	Building Administrators	Bi-monthly	
Conduct Classroom Visits	Building Administrators	On-Going	

Benchmark(s):

By June 10th, 80% of professional staff will indicate that PLC time effectively addressed a variety of instructional strategies focusing on student engagement for all learners and student discourse.

✓ **Peer Observations to build a collaborative practice to support teaching and learning:**

Action Steps:	Person Responsible	Date	Status
Provide Overview of Guidelines for Peer Observations	Building Administrators	September	
Conduct Classroom Visits	Building Administrators	On-Going	

Benchmark(s):
By June 1 st , instructional staff will complete fourteen voluntary peer observations addressing a variety of instructional strategies focusing on student engagement for all learners and student discourse.
By the end of year one, 41% of all students will achieve grade level proficiency in English Language Arts/Reading as measured by Measured Academic Progress (MAP) assessment in grades 2-8 and DIBELS in grades K-1.
By the of year one, 37% of students will achieve grade level proficiency in Mathematics as measured by MAP assessment in grades 2-8 and district created beginning end of year assessments in grades K-1.

✓ **ELA Curriculum Alignment K-6:**

Action Steps:	Person Responsible	Date	Status
Review Current Curriculum	Superintendent Director of Accountability	September	
Build Curriculum Review Schedule	Building Administrators	September	

Benchmark(s):
By February 2019 inventory of ELA and Math curriculums for Ware Public Schools will be completed.
By end of year a Curriculum Review Schedule will be developed to assure that curriculums are updated to MA State Standards Frameworks.

✓ **Teacher and Administrator Learning Walkthroughs to calibrate teaching and evaluation strategies.**

Action Steps:	Person Responsible	Date	Status

Professional Development Provided to teachers and administrators on the teacher evaluation tool	Superintendent Director of Accountability	February 2018	
Administrative Rounds to calibrate teaching and evaluation	Superintendent Director of Accountability	On-going	

Benchmark(s):
By end of year, 100% of administration will have taken part in professional development on the teachers' evaluation system.
By end of year, 100% of administrators will have experience three administrative rounds.

Strategic Objective #2:

To increase engagement and support of Ware community members in the academic achievement of Ware Public School students.

Initiatives:

- ✓ **Increase community visibility through personal outreach with parents and community; to include development of community volunteers in the schools, and increased presence at events in an effort to develop mutual respect and trust.**
- ✓ **To increase engagement and support of Ware community members in the academic achievement of Ware students.**
- ✓ **In-district and off-site training opportunities for parents to increase availability of information.**
- ✓ **Increase technology footprint: Update website, District APP, TV webinars**

Action Steps:	Person Responsible	Date	Status
Develop Parent Survey	Senior Leadership Team	September 2018	
Surveys Provided to Parents	Building Administrator and/or designee	September 2018	
Compile Survey Data	Senior Leadership Team	October 2018	
Updated website, development of District APP, and provide TV webinars	Superintendent Director of Technology SPED Director Building Administrator	October 2018	

Benchmark(s):
By October 2018, 200 families will respond to a survey related to workshop opportunities targeting academic achievement.

By October 2018, website will be updated so that each individual building and keep the site updated with pertinent information for students, families and the community.

By October 2018 a District APP will be used to push out updated information to students, families, and the community.

By end of year increase parent involvement by 50% from the prior year.

Strategic Objective #3:

Develop a Multi-tiered System of Support for students' academic and non-academic needs.

Initiatives:

- ✓ **High-quality core curriculum and instruction implemented with fidelity and integrity (Inclusive Practices, Co-teaching, Universal Design for Learning, Differentiated Instruction, Social Emotional Learning Strategies).**

Action Steps:	Person Responsible	Date	Status
School Administrators will provide/secure professional development and training opportunities pertaining to differentiated inclusive practice to personnel,	Superintendent Directors Building Administrators	August 2018	
School personnel will implement inclusive practice strategies within classrooms in order for student to access key concepts.	Superintendent Directors Building Administrators	August 2018	
School administrators, in coordination with the Senior Leadership Team, will monitor implementation of inclusive practice strategies through learning walkthroughs and the teacher evaluations system.	Directors Building Administrators	November 2018	
School administrators, in coordination with the Senior Leadership Team will analyze data from learning walkthroughs, teacher evaluation tool, student achievement data tool regarding inclusive practice efficacy.	Superintendent Directors Building Administrators	June 2018	
School administrators/district directors will identify areas of need and provide additional professional development and training regarding inclusive practice as necessary.	Directors Building Administrators	June 2018	
Identify baseline data regarding English Language Arts (ELA) & Math proficiency for the students with disabilities subgroup.	Superintendent Directors Building Administrators	August 2018	
Identify and secure curricular materials (ELA/Reading curriculum) and interventions and develop a formative assessment and progress monitoring system.	Superintendent Directors Building Administrators	August 2018	

District/school administrators will secure and provide professional development and training regarding ELA/Reading curriculum materials and interventions.	Superintendent Directors Building Administrators	August 2018	
School personnel will implement ELA/Reading & Math curriculum and interventions with fidelity and integrity.	Superintendent Directors Building Administrators	August 2018 (on-going)	
District/school administrators will monitor implementation of ELA/Reading & Math curriculum and interventions through learning walkthroughs, teacher evaluation system and student achievement data.	Directors Building Administrators	November 2018	
School administrators, in coordination with the Senior Leadership Team will analyze data from learning walkthroughs, teacher evaluation tool, student achievement data regarding ELA/Reading & Math proficiency	Directors Building Administrators	On-going	
School administrators/district directors will identify areas of need and provide additional professional development and training regarding ELA/Reading & Math curriculum and interventions as necessary.	Directors Building Administrators	On-going	

Benchmark(s):

By the end of year one, 80% of teachers will demonstrate inclusive practice strategies to present and scaffold student access to key concepts, including accommodations and modifications based on student need.

By the end of year one, 8% of Students with Disabilities will achieve grade level proficiency in ELA/Reading as measured by MAP assessment in grades 2-8 and DIBELS in grades K-1.