

Medway Public Schools

District Improvement Goals and Plan: 2011-2012

OVERVIEW

The 2011-2012 plan call for improving student achievement by using technology and training to:

- clarify and document what all students should know and be able to do
- provide students with engaging and challenging instruction
- assess student progress, and take action in response.

We will also support better learning environments by:

- improving the use of technology as a tool for teaching and learning
- planning for effective use of our facilities
- developing a long-range grade reconfiguration plan for PreK-4 students.

The district's PreK-12 curriculum will clearly define what Medway students should know and be able to do at each grade level and in each content area, as outlined by state standards. We will use ATLAS Rubicon curriculum mapping software to plan and document curriculum unit plans. The maps will also include links for teachers to appropriate learning activities, tests, video, and other resources. In the future, parents will also have on-line access to grade-level curriculum maps.

Students learn best when their teachers know and understand them as learners and when instruction is engaging and challenging. Personalized learning and engaging teaching will be the major focus of this year's improvement plan. Using a new student information system (X2), we will track all data related to each student's achievement and design a learning profile for each student. Teachers will use this profile for instructional grouping and in designing lessons that fit the needs of diverse learners. In addition, teacher and paraprofessional training this year will focus on the use of strategies to engage students. Administrators will support this focus area by using iPads to collect data from classroom visits and providing feedback to teachers.

We also plan to design and use better district-made and computer assessments to measure student achievement and intervene to re-teach or extend learning. We will pilot a computerized testing system (MAPS) in grades 2, 4 and 6 this fall. This reading and math test will be used to provide periodic feedback about students' strengths and challenges, allowing teachers to respond in a timely manner. The MAPS test also adapts to each student during the test, with questions designed to match his/her current level of achievement.

The actions planned to implement this year's goals are outlined on the following pages, along with specific, measurable targets for completion. We look forward to reporting to the community on our progress in meeting these goals.

MISSION STATEMENT

The Medway Public Schools district, in partnership with the community, creates a safe environment that supports the pursuit of excellence for all through learning. The school community provides equitable opportunities for all students to apply knowledge, develop talents and skills, think independently, work collaboratively, and become informed, responsible, and productive citizens.

EXPECTATIONS THAT SUPPORT STUDENT LEARNING

All educators will:

- Act upon the belief that, with appropriate supports, every student can achieve at high levels.
- Share responsibility for the learning of all students by actively collaborating with colleagues.
- Personalize and differentiate instruction to engage and challenge each learner.
- Model for students the core values of respect, perseverance, integrity, responsibility, and tolerance.
- Provide safe and supportive schools.

All students will:

- Exhibit the core values of respect, perseverance, integrity, responsibility, and tolerance.
- Be active and engaged members of the school community.
- Take appropriate risks and believe that hard work and persistence are the keys to successful learning.
- Collaborate with others to solve problems and accomplish goals.

Parents will:

- Be supportive of and participate actively in PreK-12 school programs.
- Ensure that students come to school on-time, prepared, rested, and ready to learn.
- Partner with teachers to support their children's learning.
- Support their children's efforts to build skills as independent learners.

The community will:

- Provide resources to support a balanced program of academics, arts, athletics, and co-curricular programs.
- Support school and student learning partnerships with community businesses and organizations.

EXPECTED LEARNING OUTCOMES

All students will:

- Meet or exceed grade-level essential learning outcomes/content standards.
- Communicate effectively and appropriately, both orally and in writing.
- Define and solve complex social and academic problems independently and in teams.
- Use technology for communicating and learning.

DISTRICT IMPROVEMENT PLAN AND GOALS

I. Curriculum, Instruction and Assessment

Objective 1: To ensure that the district curriculum clearly defines and articulates expected learning outcomes with related performance standards.

Strategy: Curriculum documents will be created, reviewed, and updated using ATLAS Rubicon to include essential questions, enduring understandings, content, skills, instructional activities, assessments, and essential learning outcomes.

| Target | Measure | Timeline/Facilitator |
|---|--|--|
| 90% of PreK-12 English/language arts units will be documented in ATLAS Rubicon | Completed curriculum units, including all elements | June 2011-August 2012 Principals, instructional coaches, department head |
| 90% of PreK-12 mathematics units will be documented in ATLAS Rubicon | Completed curriculum units, including all elements | June 2011-August 2012 Principals, instructional coaches, department head |
| 60% of PreK-12 science, social studies, and allied arts units will be documented in ATLAS Rubicon | Completed curriculum units, including all elements | June 2011-August 2012 Principals, instructional coaches, department heads |

Strategy: A clear plan for initial and regular curriculum review will be developed and implemented. This will include the use of ATLAS rubrics to assess unit effectiveness by teacher teams. It will also include inventory and evaluation of curriculum materials, such as programs, texts, and instructional technology.

| Target | Measure | Timeline/Facilitator |
|---|-------------------------|---|
| Timeline and process for cyclical curriculum review completed. | Curriculum review plan. | June 2012 Superintendent |
| 100% of PreK-12 curriculum materials will be inventoried in a central database. | Completed inventory | March 2012 Principals, instructional coaches, department heads |
| 100% of instructional technology will be inventoried. | Completed inventory | January 2012 IT Director |

Objective 2: To ensure that instruction is designed to personalize learning to engage and challenge each student.

Strategy: Personalized core academic learning profiles will be established for all students and distributed to teachers at the start of each school year and used for instructional planning.

| Target | Measure | Timeline/Facilitator |
|---|--|---|
| A format for personalized learning profiles and a process for producing and distributing these to teachers will be developed. | Learning profiles established and distributed annually | October 2012 Superintendent, principals, SPED Director |
| 100% of core academic teachers will use learning profiles when developing instructional grouping, remediation, and enrichment planning. | PLC Surveys Lesson plans Observations | October 2012-June 2013 Principals |

Strategy: District curriculum maps will include specific instructional strategies designed to support differentiated instruction and establish an engaging and challenging classroom culture.

| Target | Measure | Timeline/Facilitator |
|--|-----------------|--|
| 80% of curriculum units will have identified instructional strategies designed to engage and challenge students. | Curriculum maps | June 2011-August 2012 Principals, instructional coaches, department heads |

Strategy: Teachers and administrators will work collaboratively to implement instructional strategies that reflect engaging, personalized learning experiences. Professional Learning Community (PLC) groups will observe model lessons, observe peers, and share best instructional practices in this area. Administrators will conduct walk-throughs and provide feedback to teachers and will focus on instructional strategies in formal observations.

| Target | Measure | Timeline/Facilitator |
|--|--|---|
| Each month, PLCs will share and discuss best instructional strategies to support personalization and student engagement. | PLC meeting minutes | September 2011-June 2012 Principals, instructional coaches, department heads |
| 75% of teachers will observe peers, coaches, or online demonstrations of engaging, personalized instruction. | Observation logs Coaching reports PD summaries | September 2011-June 2012 Principals |

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|--|---|--|
| 100 walk-throughs completed by each administrator to assess student engagement and provide feedback to teachers on this topic. | Calendar of walk-throughs Feedback summaries Observations | September 2011-June 2012 Principals |
|--|---|--|

Objective 3: To use a balanced assessment system that measures student achievement and is used to inform instruction.

| Strategy: Increase the use of computerized adaptive testing and improve the use of formative and summative assessments to assess student achievement and support improved outcomes. | | |
|--|----------------------------------|---|
| Target | Measure | Timeline/Facilitator |
| Completed pilot implementation of Measures of Academic Progress (MAPS) in grades 2, 4, and 6 and written assessment of MAPS effectiveness. | Report review Teacher surveys | September 2011-May 2012 Principals, instructional coaches |
| Three grade-level benchmark assessments will be developed and implemented in ELA, math and science/technology | Assessment report | September 2011-December 2012 Principals, instructional coaches, department heads |
| One rubric-based formative and summative assessment developed and used to measure student growth in non-core academic areas | Curriculum maps Report cards | September 2011-December 2012 Principals, instructional coaches, department heads |

II. Learning Environment

Objective 1: Support the use of technology as a tool for teaching and learning.

Strategy: Assess district technology needs and develop a three-year plan for acquisition of technology and implementation of related professional development for teachers and administrators.

| Target | Measure | Timeline/Facilitator |
|--|---|---|
| Technology plan will be developed by the leadership team in response to identified needs. | Technology surveys of teachers, students, parents, and administrators | September 2011-March 2012 IT Director |
| At least two school and district-level technology professional development workshops will be offered each quarter. | Professional development plan and list of offerings | September 2011-June 2012 Superintendent, principals, instructional coaches, department heads |
| Online resources will be available to all teachers through content-management software. | Content management software directory | September 2011-December 2012 IT Director, superintendent |
| Conversion to new student information system (SIMS) completed. | MMS to X2 conversion completed | January 2012-June 2012 IT Director, superintendent |

Objective 2: Develop a long-range capital needs and building use plan.

Strategy: Assess the current and future space and facility needs and propose short and long-term capital improvements to each school building.

| Target | Measure | Timeline/Facilitator |
|--|-----------------------|---|
| Report to school committee on short and long-term space and facility needs for each school | Report | November 2011-January 2012 Assistant superintendent |
| Complete middle school space consolidation planning and propose uses for surplus space. | CIPC | September 2011-May 2013 Assistant superintendent, MS principal |
| Complete five-year capital improvement plan for each building. | School Building Study | January 2012-July 2012 Assistant superintendent |

Objective 3: Develop a grade reconfiguration plan, including timeline for implementation.

Strategy: The current PreK-4 grade configuration provides significant challenges for special education, transportation, curriculum articulation, and student transitions. Development of an effective implementation plan for a transition to an improved grade configuration will support improved student achievement.

| Target | Measure | Timeline/Facilitator |
|---|---------|---|
| Completed grade re-configuration plan and timeline. | Plan | September 2011-January 2013 Superintendent, elementary principals, SPED director |

Objective 4: Ensure that the needs of students with disabilities are supported in an efficient and effective manner.

Strategy: Assess the effectiveness of special education programming and make recommendations for appropriate improvements.

| Target | Measure | Timeline/Facilitator |
|---|---------------------|---|
| Implementation plan written in response to special education review report. | Plan | September 2011-December 2011 Superintendent, SPED director |
| Identify and develop new in-district programs for 2012-2013. | Program description | September 2011-December 2011 Superintendent, SPED director, principals |

III. Professional Learning

Objective 1: Provide focused, personalized professional development for teachers, administrators, and support staff and collect data on effectiveness.

Strategy: Plan and implement professional development workshops, study groups, and online learning opportunities that support district goals and school improvement plans.

| Target | Measure | Timeline/Facilitator |
|---|--|---|
| At least two workshop choices will be offered in the areas of curriculum, instruction, assessment on each PD and early release day. | Workshop descriptions Program evaluations | September 2011-June 2012 Superintendent, SPED director, principals |
| At least two workshops will be offered to paraprofessionals, secretaries, custodians, and food service workers in 2011-2012. | Workshop descriptions Program evaluations | September 2011-June 2012 Superintendent, SPED director, principals, assistant superintendent |
| Online training will be developed and offered to support mandated professional development in the areas of bullying and civil rights. | Online training developed | September 2011-June 2012 Superintendent |
| Monthly staff and curriculum meetings will include focused professional development topics. | Agendas | September 2011-June 2012 Principals |

Objective 2: Provide focused support and mentoring for new teachers and administrators.

Strategy: The teacher induction/mentoring program will be reviewed and revised to support the needs of beginning and veteran teachers who are new to Medway.

| Target | Measure | Timeline/Facilitator |
|--|-------------------|--|
| At least monthly, new teachers and mentors will meet for training and reflection. | Agendas | September 2011-June 2012 Mentor coordinator |
| New teachers will participate in five sessions of the multi-district new teacher support program. | Attendance sheets | September 2011-June 2012 Superintendent |
| A support group for new administrators in local district schools will meet at least four times in 2011-2012. | Agendas | September 2011-June 2012 Superintendent |