WPS 2026

Our Future Begins Here

(We anticipate a student created logo this school year. Art teachers are providing lessons)

Schools Action Plan Presentation

November 9, 2021

Tonight

01 **WPS 2026 Learning Model & Vision**

Our commitment (slides #3 & #4)

02 **Stakeholders Involved**

Student Council, School Council, Faculty, Staff, Data Collected & used to inform priorities (slides #5 & #6)

03 **School & District Promises & Priorities**

School & District leadership will introduce data, SQM, priorities & how success will be measured for the 2021-2022 school year (slides #7-#29)

04 **Questions**

School Committee Members present questions to the Leadership Team (slide #30)

WPS 2026

WPS 2026 Learning Model

Scholarship-Student Learning
Voice/ Choice
Rigorous
Flexible & Adaptable

Social-Emotional Learning
Socially and Self-Aware
Self-Managing
Relationship Skills

Community-College,Career, & Life Inspired
Real-World Application
Performance-Based
Connected

Foundational Elements Supporting the Learning Model

Professional Learning
Modern
Personalized
Collaborative

Stewardship-Digital Convergence
Seamless Access to Digital Content
Transparent
Real- World Application

WPS 2026 District & Vision of a Graduate

Wareham Public Schools **promises** *to provide opportunities for* **all** *to discover the greatest versions of themselves by acquiring knowledge, wisdom, and skills to explore, formulate, realize, and reflect.*

We will think critically, communicate, and persevere.

With tenacity and trust, we will continue to learn all that is essential to live our best lives and positively impact the community and the world.

Stakeholders Involved

Faculty
Staff
School Council
WHS Student Council

Data Collected & Analyzed to Create Priorities

(Details provided in your packet & will be published online)

Professional Staff Survey

MCAS

NWEA Oral Reading Fluency (grades K-1)

NWEA MAP Growth (grades 5-8)

iReady Math (grade 1)

Formative Assessment System for Teachers (FAST) (Grades 2-3-4)

WPS: Grades, Absenteeism, Discipline

School Quality Measure (SQM) from Teachers & Students

Grade 3-8 MCAS data (2020-2021) compared to Fall assessment data (2021-2022)

Promise #1

Scholarship-Student Learning

We promise to implement best teaching practices and use **high-quality** instructional resources with embedded technology to empower student voice and include experiences and assessments that are **authentic** and standards-based, so that students become thoughtful learners that persevere, focus on individual goals, and become productive members of our schools, our society, and local and global community.

Data Results Driving Goals

Scholarship-Student Learning

SQM

- ❏ Valuing of Learning Scale (student results)
- ❏ Academic Challenge Scale (teacher response) Subscale: Rigor
- ❏ Engagement in Learning Scale (student response)
  Subscales: Critical Thinking & Student Performance & Achievement (teacher response)

Formative & Summative Assessments

- ❏ MCAS
- ❏ NWEA
- ❏ FAST
- ❏ Grades
- ❏ Formative Assessments/ Edulastic, DRA, F&P
- ❏ Performance-Based Assessments

SQM Focus Scholarship-Student Learning

Scholarship-Student Learning

Promise	Student Responses	Faculty Responses
Promise #1 Student Learning	**Value Learning (grades 3-11)** How curious are you to learn more about things you talked about in school? How much do you enjoy learning in school?How much do you see yourself as a learner?	**Academic Rigor (grades PreK-12)** How well does your school foster academic challenge for all students? How effectively does your school challenge students who are struggling academically?How effectively does your school challenge students who are thriving academically?
	Engagement (grades 5-12) Overall, how interested are you in this class? How excited are you about going to this class? How often do you get so focused on class activities that you lose track of time?	**Critical Thinking (grades PreK-12)** How often do students at your school come up with their own interpretations of material? How often do students apply ideas they have learned to new situations? How often do students collaborate in class to solve complex problems?
		Student Performance & Achievement (grades PreK-12) Relative to what you know of students this age, how academically able are your students? If student work from your classes was compared with work from "average" Massachusetts classes of the same grades/subjects, how do you think an objective observer would rate the work? If an observer sat in on one of your classes for a week, how would s/he rate your students?

Priorities #1

2021-2022 Scholarship-Student Learning

Schools	Priorities: Look For -Listen For	Measures
Wareham Elementary School	**Students Voice and Choice:** Students will be actively engaged in learning lessons that promote and give value to individual student voices, interest, and choices. **Modern Learning/Depth & Breadth**: Students will explore and create experiential standard based projects in a democratic manner reflecting how they made a connection, solved, or investigated a real-world situation.	**SQM** *Valuing of Learning Scale *Academic Challenge Scale (rigor) *Engagement in School Scale (Critical Thinking & Student performance) **Other** *Formative and summative assessments *Performance-Based Assessments
Wareham Middle School	**Students Voice and Choice:** Expansion of opportunities for student and staff relationship building, voice and choice. **Modern Learning**: Identification and response to academic needs and challenges. Creation and implementation of performance based assessments. **Depth & Breadth:** .Implementation and expansion of content area initiatives. Exploration and expansion of individual strengths and cultural opportunities.	
Wareham High School	**Students Voice and Choice:** Piloting MYP Personal Project, Enhancing Online course availability. **Modern Learning/ Depth & Breadth:** MYP curriculum/units & New advisory schedule/ set up.	

Priorities #1

2021-2022 Scholarship-Student Learning

District	Priorities: Look For -Listen For	Measures
Professional Development to assist with student voice, engagement, rigor, value learning, critical thinking & perceptions by teachers about student performance Provide continuous feedback & support through the evaluation system to teachers	• Modern teacher PD was offered in August to assist teachers in establishing student-centered classrooms. • Quality performance-based assessment training was provided in August with continued support through IB and MCIEA. Wareham's work so far is embedded in the dashboard that provides high quality performance- based assessments from 7 other districts across Massachusetts. • Modern Teacher/Professional Development Committee has been established. Members include a Chairperson, 3 teachers from the high school; 4 teachers from the middle school, & 5 teachers from the elementary school.	**SQM** *Valuing of Learning Scale *Academic Challenge Scale (rigor) *Engagement in School Scale (Critical Thinking & Student performance) **Other** *Formative and summative assessments *Performance-Based Assessments

Promise #2

Social-Emotional Learning

Social-Emotional Learning: We promise that social and emotional awareness is recognized and taught, so that students and staff will gain the confidence to positively influence the decisions they make.

Data Results Driving Goals

Social-Emotional Learning

SQM
- ❏ Safety Scale (student results) Subscale: Emotional safety
- ❏ Sense of Belonging Scale (student response) Subscale: Teacher Interested in Student (student response)

Formative & Summative Assessments

- ❏ Attendance
- ❏ Discipline
- ❏ Referral Data (Student Support Teams)

SQM Focus Scholarship-Student Learning

Social-Emotional Learning

Promise	Student Responses
Promise #2 Social-Emotional Learning	**Emotional Safety (grades 4-12)** How often are students unkind to each other at this school? How often are students at this school unkind to each other online? How much bullying occurs at this school?
	Teacher Interest in Students (gr. 7 & 9-12) When your [science/math/English/social studies] teacher asks how you are doing, how often do you feel that he/she is really interested in your answer? How interested is your [science/math/English/social studies] teacher in what you do outside of class? If you walked into class upset, how concerned would your [science/math/English/social studies] teacher be? If you came back to visit class three years from now, how excited would your [science/math/English/social studies] teacher be to see you? If you had something on your mind, how carefully would your [science/math/English/social studies] teacher listen to you?
	Sense of Belonging (gr. 4-12) At your school, how accepted do you feel by the other students? Overall, how much do you feel like you belong at your school? How well do people at your school understand you? How much respect do students in your school show you? How connected do you feel to the adults at your school?

Priorities #2
2021-2022 Social-Emotional Learning

Schools	Priorities: Look For -Listen For	Measures
Wareham Elementary School	- Students will have the opportunity to learn from lessons in the CASEL framework to build their self-awareness and self-efficacy; - Support staff can assist teachers in providing these opportunities for students; SEL Committee will collaborate with staff and develop a new charter; Implement components of Responsive Classroom to build classroom community.	**SQM** *Safety Scale (Emotional) *Sense of Belonging Scale **Other** *Referral data *Attendance data *Discipline data
Wareham Middle School	An environment of belonging where everyone feels safe, valued, and competent that includes: - A tiered system of SEL supports using additional counselor support - A system of Tier I support for resolving conflict in the classroom with de-escalation strategies - Expanding PBIS initiatives to incorporate SEL.	
Wareham High School	Additional social workers to address SEL needs; Implementation of new guidance curriculum and lessons with eye toward post grad planning; Focused TLC counselor & resources; Stronger ties with AMP/High Point	

Priorities #2
2021-2022 Social-Emotional Learning

District	Priorities: Look For -Listen For	Measures
Provide resources to address SEL Created a SEL Committee	• Additional social workers & counselors have been placed in each school • A Social-Emotional Learning Committee has been created. There are 4 teachers from the high school, 6 teachers from the middle school, & 7 teachers from the elementary school that will put together a plan to improve the health and well-being of staff and students.	**SQM:** *Safety Scale (Emotional) *Sense of Belonging Scale **Other:** *Referral data *Attendance data *Discipline data

Promise #3

Community- College, Career, & Life Inspired

Community: College, Career, & Life Inspired: We promise that students will have greater exposure to a variety of opportunities and will be prepared to make impactful life choices as they progress.

Data Results Driving Goals

Community-College, Career, & Life Inspired

SQM

❏   Civic Participation Scale / Subscale: Family-School Relations (teacher response)

SQM Focus Community, College, Career, & Life Inspired

Community, College, Career, & Life Inspired

Promise	Faculty Responses
Promise #3 Community, College, Career, & Life Inspired	**Family and School Relations (grades PreK-12)** How often do you connect with parents at your school? How involved have parents been in fundraising efforts at your school? How involved have parents been with parent groups at your school? How often does the average parent help out at your school?

Priorities #3
2021-2022 Community- College, Career, & Life Inspired

Schools	Priorities: Look For -Listen For	Measures
Wareham Elementary School	- Teachers will plan literacy experiences that show real world connections; - The Leadership team will collaborate with the District CARE program to form connections - WES will create and implement a K-4 STEAM program; - Leadership team will continue to implement community relationships with Junior Achievement, Wareham Fire Dept, Buzzards Bay Coalition, Wareham Public Library, Lloyd's Center, etc.	**SQM** *Civic participation scale *Community involvement and external partners scale *Family school relationships scale (grit, mindset) **Other** *Performance-based measures are developed and completed
Wareham Middle School	- Enhanced performance-based assessments connected to student interest. - Opportunities within existing courses for students to be exposed to different career paths and skills. - Examination and exploration of various real -world experiences that include interdisciplinary connections and challenging coursework. - Assessment of current partnerships and exploration of opportunities to enhance and expand existing and new partnerships.	
Wareham High School	- New career exploration opportunities in TLC/YA; - Career exploration pathways; - Expansion of job coaching to service more students; - E-portfolio; MYP Personal Project; - Committee to explore Career Pathways; School-to-Career; Community Resource Bank (Library)	

Priorities #3
2021-2022 Community- College, Career, & Life Inspired

District	Priorities: Look For -Listen For	Measures
Form a Community-College, Career, & Life Inspired Committee at the high school Continue to build real-world high- quality performance-based assessments	• Establish a working group of staff to examine career pathways, performance-based assessments, the Career Program and the Middle Years Program to identify connections and opportunities for students.	**SQM:** *Civic participation scale *Community involvement and external partners scale *Family school relationships scale (grit, mindset) **Other:** *Performance-based measures are developed and completed

Promise #4

Professional Learning

Professional Learning: The district and schools' leadership teams promise to provide professional development that is **rigorous** and **aligned** to support effective learning in modern environments so that educators will be able to create a learning path for themselves to support and nurture students that reflect the vision of a WPS graduate.

Data Results Driving Goals

Professional Learning

SQM

- ❏ Teacher Leadership Scale / Subscale Effective Practice (student response) & Support for Development & Growth (teacher response)

District Measure

- ❏ Professional Staff Survey

SQM Focus Professional Learning

Professional Learning

Promise	Student Responses	Faculty Responses
Promise #4 Professional Learning	**Effective Practices (grades 9-12)** Overall, how much have you learned from your teacher? For this class, how clearly does your teacher present the information that you need to learn? When you need extra help, how good is your teacher at giving you that help? How well can your teacher tell whether or not you understand a topic? How interesting does your teacher make the things you are learning? How good is your teacher at helping you learn? How confident are you in your ability to present material clearly? How confident are you in your ability to identify gaps in student understanding? How confident are you in your ability to provide extra help to students who need it? How confident are you in your ability to make material interesting for students?	**Support for Development & Growth (grades PreK-4 & grades 8-12)** To what extent has your professional development included enough time to explore new ideas? How much would you say that your professional development has been sustained/consistent (rather than discontinuous)? To what extent has your professional development been connected to the topics you teach? Overall, how strong has support for your professional growth been? How often do teachers here work together to plan curriculum and instruction? How hard do teachers here work to coordinate their teaching with instruction at other grade levels? How often do teachers here collaborate to make the school run effectively?

Priorities #4

2021-2022 Professional Learning

Schools	Priorities: Look For -Listen For	Measure
Wareham Elementary School	- Build in Professional Learning Community collaboration time into the weekly schedule to support teachers in developing and facilitating personalized learning experiences for students - Create and offer a variety of professional development opportunities throughout the year to deepen and expand teacher's knowledge and add instructional tools to their tool box.	**Modern Teacher** *Completion of Modern Teacher Module Architect a Learner-Center Culture *Completion of Modern Teacher Module Architect a Rigorous Learning Environment **SQM** *Support for Teaching Development and Growth Scale (teacher) *Effective practices scale (teacher, student) **Other** *Professional Staff Survey
Wareham Middle School	- Use of data to guide professional development. - Common planning time that promotes collaboration and interdisciplinary connections. - Utilization of the Modern Teacher platform. - Participation in Modern Teacher and Professional Development Committee	
Wareham High School	- Modern Teacher PD - Introduction of new desktop/laptop and classroom tech training - Departmental PD - All-Cape PD; District-Provided PD - IB/MYP Training; MIE for AP teachers - College Board Training; PLTW - Peer Observations; Curriculum collaboration - Polly Bath/Dean PD and integration	

Priorities #4

2021-2022 Professional Learning

District	Priorities: Look For -Listen For	Measure
Modern Teacher/Professional Development Committee	- Connect the promises and priorities of the Strategic Plan with opportunities for professional development. - The work of the Committee, as they check in with colleagues for this school year will develop a plan that promotes teacher development & growth. - Members of the Committee will be trained through Modern Teacher and speak knowledgeably to their colleagues about what they have brought to their classrooms as a result. - The plan will acknowledge teacher voice and choice.	**Modern Teacher:** *Completion of Modern Teacher Module <u>Architect a Learner-Center Culture</u> *Completion of Modern Teacher Module <u>Architect a Rigorous Learning Environment</u> **SQM:** *Support for Teaching Development and Growth Scale (teacher) *Effective practices scale (teacher, student) **Other:** *Professional Staff Survey

Promise #5

Digital Convergence

Digital Convergence: The district promises to make certain that technology is accessible and transparent so that users will be empowered to focus on their individual goals.

Priorities #5
2021-2022 Support for Digital Convergence

Schools	Priorities: Look For -Listen For	Measure
Wareham Elementary School	- Utilize Incident IQ which allows students and staff to log technology issues - Collaborate with the Technology Dept to ensure all resources are being used efficiently and effectively - Create tutorials for various stakeholders to demonstrate how to access/use technology.	*Incident IQ ticket review *A survey that addresses the promises and priorities.
Wareham Middle School	- Regular use of the Learning Management System (LMS) - Google Classroom by students and teachers	*Technology team created and measures designed.
Wareham High School	- NEASC- VOG - E-portfolio - Modern Teacher landing pages - Share what comes from Central Office - GoGuardian - e-Hall Pass - Emphasis on School-wide safety	*GoGuardian and Google Admin usage reports and controls *Technology Landing page including Form for teachers to request more PD

Priorities #5
2021-2022 Support for Digital Convergence

District Priorities: Look For -Listen For	Measure
• **Cybersecurity** - 80% participation in training program, Security protocols are being configured and reviewed. School lists have been updated to reflect staff accurately. Outside risk assessment completed, cybersecurity summit. Google reorganization. • **Equity** - All teachers regardless of school have access to the appropriate tools - both hardware and software. Interactive displays going in at all schools. Upgrades to Wifi and reorganization of network resources are continuing. All teachers received new laptops. • **Streamline** - Review current program offering for duplication and create systems that allow Single Sign On and similar rostering. Review of our current software packages and how they are rostered - ongoing. Incident IQ allows us to track problems and look for patterns. Clear documentation on what we have and planned times to renew or repurchase. • **Systems** - Review systems for onboarding and offboarding staff and students to improve efficiency. Increase the usage of the tools we currently have. Look for new ways to report and store data. Unprecedented new hires and new students - establish procedures that work with all. PowerSchool - new reports such as Incidents Reporting, Assessment scores available on PowerSchool. • **Professional Development** - Design ways to share with staff and between staff. Creation of a team of teachers from each school who will advise on technology needs. Google Classrooms, bulletins, twitter, PS bulletin, Tech landing page, form for teachers to request professional development, and looking carefully at how we can offer an efficient, transparent system.	*Incident IQ ticket review *A survey that addresses the promises and priorities. *Technology team created and measures designed. *GoGuardian and Google Admin usage reports and controls *Technology Landing page including Form for teachers to request more PD

Open for Questions

Thank You

www.warehamps.org