

## Wayland Public Schools

### FY17 System-Wide Goal ACE Progress Report: Elevating Achievement

**System-Wide Goal:** To utilize existing systems of structured support and engagement in combination with new initiatives to elevate the academic achievement of all students.

**High School Strategic Initiatives:**

- Support the research and development of a (Wayland Public Schools Foundation-funded) pilot interdisciplinary program for possible launch at Wayland High School during the 2017-2018 academic school year.
- An elective review committee consisting of department heads will research and implement a plan to optimize diversity in courses offered at WHS with an eye towards equity and balance.
- Expand the services provided by the Academic Center in order that the maximum number of students benefit from all of the Center’s services.
- Continue examining the explicit teaching of study skills at WHS (began last year via a faculty task force).

<b>A</b> Accomplishments	<b>C</b> Challenges	<b>E</b> Exemplar
<ul style="list-style-type: none"> <li>● Thanks to a WPSF grant, three teachers extensively researched and developed an interdisciplinary program for WHS that will launch next year (called the “Connect” program). At this point, we have approximately 35 rising seniors who have requested Connect for next year. Program development of the course continues, but the overarching attributes of the program include: collaborative and project-based learning; a responsive, relevant curriculum that begins with content related to nature and the environment; and an emphasis on independence and rigor.</li> <li>● A subgroup of department heads began to examine our overall course offerings with a focus on the breadth, variety, and equity of elective opportunities for students. This work</li> </ul>	<ul style="list-style-type: none"> <li>● The successful launch of any new program is challenging. With regard to Connect, it is particularly challenging because it straddles departments while being its own evolving entity. We will of course evaluate and reflect on each stage of the program’s launch next year; for now, the most pressing specific challenges relate to staffing and resources and, more broadly, creating an identity for the program within the culture of our school.</li> <li>● While our elective review has begun and we have eliminated some outdated courses from our Program of Studies, one challenge will be continuing to balance our overall offerings so that departments are not in competition with one another. Finding that line where students have ample opportunities to explore new areas of study (and teachers can successfully</li> </ul>	<p>The energy in the Academic Center, and the quality of the services being provided there, is exceptional. Thanks to the ambitious vision and can-do attitude of the AC Coordinator, Chris Dumais, a growing number of students drop in or are scheduled for focused academic support each day. The culture there is welcoming and supportive, while emphasizing the importance of productivity and follow-through. Students in all levels of courses come for extra help or to support peers. Additionally, since most of our RTI support occurs in the AC as well, the presence of adults has helped reinforce a positive culture of both learning and accountability. Next year, Mr. Dumais plans to expand the reaches of the AC even further by dispatching a larger group of peer tutors; possibly developing a study skills</p>

<p>will continue. Many important questions have been raised around requirements, pathways to success, and the scheduling process, all with an eye towards maximizing every student's opportunities for learning while not setting up a competition for student sign-ups among departments.</p> <ul style="list-style-type: none"><li>● The services provided in the Academic Center, in tandem with our expanded RTI (Response to Intervention) program and the new support from classroom teachers in the Library Media Center, have given students many more layers of academic support.</li><li>● The department head group reviewed the recommendations by a subcommittee of faculty members last year on the teaching of study skills. This work is especially relevant, especially for 9th graders, as we reexamine the Information Literacy curriculum and as the 9th grade history and biology teams continue revising their curricula. Ideas such as developing an explicit course for 9th graders on study skills and using the "slice of the pie" approach interdepartmentally have arisen in leadership meetings, and we will continue our work on this topic next year.</li></ul>	<p>develop new courses according to their interests and passions) and where offered courses get healthy sign-ups is an interesting challenge.</p> <ul style="list-style-type: none"><li>● We have recently compiled our two HS data points concerning the achievement gap. When we talk about elevating the achievement of <i>all students</i>, and then view the achievement disparity between our white and Asian students and our students of color, a vexing yet compelling challenge is dramatically crystallized for us all. We will focus on the achievement gap at the HS with new fervor next year.</li></ul>	<p>curriculum; and further connecting with classroom teachers.</p>
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## Middle School Strategic Initiative:

- Explicit teaching of independent learning skills using the Setting the Table framework.

<h1 style="text-align: center;">A</h1> <h2 style="text-align: center;">Accomplishments</h2>	<h1 style="text-align: center;">C</h1> <h2 style="text-align: center;">Challenges</h2>	<h1 style="text-align: center;">E</h1> <h2 style="text-align: center;">Exemplar</h2>
<ul style="list-style-type: none"> <li>● Curriculum leaders met over the summer to explore research around study skills (what we are calling “Independent Learning Skills”) and develop a “Setting the Table” framework for actively teaching embedded skills to students. Our framework outlined three main areas to teach toward:               <ul style="list-style-type: none"> <li>○ <b>Mental Preparation</b> - Assume a gritty mindset</li> <li>○ <b>Physical Set-Up</b> - Create a work-friendly space and routine</li> <li>○ <b>Action Plan</b> - Determine what to do when</li> </ul> </li> <li>● We used a faculty meeting in September to launch the framework with staff and begin discussing how PLCs might use “Setting the Table” effectively.</li> <li>● We sent an October <a href="#">newsletter</a> to parents outlining the work and held a Middle and More Coffee to discuss.</li> <li>● This winter/spring we spent three faculty meetings working in self-selected subgroups. One faculty subgroup immersed itself in “Setting the Table” work. Teachers shared ways they had used the framework and made recommendations for further breaking down skills and vertically aligning them. For example, one discussion item included processing with students the concept of “studying” by asking key questions:</li> </ul>	<ul style="list-style-type: none"> <li>● There continues to be so many district priorities, leading to teachers feeling like they have too many things on their plates. Doing this work well takes continued focus and support, and there are many things pulling for their/our time.</li> <li>● While direct teaching of “Setting the Table” happens in school, teachers are not at home each night with students to reinforce these skills in the moment, and students are at varied levels of readiness (developmentally) for internalizing these skills.</li> </ul>	<p>We provided this tool to parents (via the newsletter and parent Middle and More) to echo language we are using in school that we’d like to carry over to home (and almost serve as a posted checklist in a study space):</p> <p><b>Setting the Table - Preparing for Independent Learning - Quick Reference</b></p> <ul style="list-style-type: none"> <li>❖ Mental Preparation - Assume a gritty mindset           <ul style="list-style-type: none"> <li>➤ Take a moment of mindfulness</li> <li>➤ Read your inspirational quote</li> <li>➤ Rely on your inner coach - “I can do this”</li> <li>➤ Choose assignment to begin</li> </ul> </li> <li>❖ Physical Set-up - Create an effective work space           <ul style="list-style-type: none"> <li>➤ Where will I place my table?</li> <li>➤ What resources do I need to be successful?</li> <li>➤ How can I organize supplies to be most useful?</li> <li>➤ How can I position myself to be effective (posture)?</li> </ul> </li> </ul>

<ol style="list-style-type: none"><li>1. How did you study?</li><li>2. Did this work?</li><li>3. What would work better?</li><li>4. Did you know it would work better?</li></ol> <p>The aim was to empower students to better know themselves as learners.</p> <ul style="list-style-type: none"><li>● I've seen teachers regularly incorporating the language and skills of "Setting the Table" into their classes. One effective tool is "thinking aloud" about an embedded skill. For example, a teacher may explain the ways she organizes tools and resources to be most useful when launching an assignment. Teachers are teaching and reinforcing skills in class so that students might begin to utilize them independently at home.</li><li>● We will ask parents on our June survey how effectively students have internalized new strategies.</li></ul>		<ul style="list-style-type: none"><li>❖ Action Plan - Determine what to do when<ul style="list-style-type: none"><li>➤ What am I being asked to do (read and unpack directions)?</li><li>➤ How much time will it take?</li><li>➤ How might my prior classwork help me succeed (rubrics/notes/handouts)?</li><li>➤ If I get stuck who can help me?</li></ul></li></ul> <p><b>Work for 25 min. - Break for 5 min.</b></p>
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**Elementary Schools Strategic Initiative:**

- In order to elevate achievement of all students, we will continue to utilize the data team analysis approach around progress monitoring to increase the strength of our diagnostic practice, resulting in more individualized, targeted interventions and an increase in the conversations around students who are meeting or exceeding benchmarks.

<p style="text-align: center;"><b>A</b></p> <p style="text-align: center;"><b>Accomplishments</b></p>	<p style="text-align: center;"><b>C</b></p> <p style="text-align: center;"><b>Challenges</b></p>	<p style="text-align: center;"><b>E</b></p> <p style="text-align: center;"><b>Exemplar</b></p>
<ul style="list-style-type: none"> <li>● We have made great progress with the enrichment groups for RTI with project-based learning for those students who need an extension for the specific content.</li> <li>● Continued cultural proficiency committees to identify leaders of diverse cultures, to provide teachers with research and resources to celebrate non-dominant cultures, and to support teachers with having conversations around race through professional development workshops led by IDEAS.</li> <li>● Replacing the GMADE Assessment with Track My Progress Assessment, which is directly aligned to the mathematics common core standards.</li> <li>● Replacing Open Court with Foundations to provide a comprehensive phonics program.</li> <li>● Continued progress in developing a deeper level child study team approach as a pilot for better understanding the social, emotional, and academic needs of students who are not meeting benchmark requirements.</li> </ul>	<ul style="list-style-type: none"> <li>● Continuing to find measures that best define the achievement gap in a way that is most useful for providing new or different interventions.</li> <li>● Time and staffing to try specific ideas that are generated by a deeper child study approach, mentor teams, and cultural proficiency teams.</li> <li>● Working to support students who enter the school system a few or several grade levels below their current grade in language arts and/or mathematics.</li> </ul>	<ul style="list-style-type: none"> <li>● STEAM-related projects are well in place across the elementary grade levels. They offer the opportunity and scaffolding necessary for all level learners to engage in analytical thinking. This engagement builds confidence and increases the proficiency levels that relate to putting forth effective effort and taking risks toward higher levels of achievement. These skills apply to all subjects and curricular endeavors across all of the grades.</li> <li>● 5th grade teachers wrote and received a grant through the WPSF to engage non-resident families through extra contact and a specific family event.</li> </ul>