

Scituate Public Schools
Five-Year Accountability Plan
Year 4 Update
Oct. 17, 2011

Scituate Public Schools



2008-2013 FIVE-YEAR ACCOUNTABILITY PLAN

Adopted by School Committee on May 18, 2009

Fourth Year Update

October 17, 2011

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Purpose

This accountability plan presents a vision of where the Scituate Public Schools plans to be in five years. The plan builds upon the solid foundation established by Accountability Plan I, which was in place from 2003-2008 and accomplished many significant objectives. Accountability Plan II outlines in one document both the district's vision and its highest priorities both for budgeting and decision making. This plan was initiated by our School Committee and developed through an extensive dialogue with representatives from all school constituencies, including students, teachers, parents, community members and administrators. As such, it reflects a community consensus on the school's roadmap to continuous improvement during the coming years. The Superintendent of Schools will ensure the completion of all objectives, working with key personnel to establish benchmarks and set annual professional goals based on these objectives.

Mission Statement

The mission of the Scituate Public Schools District is to provide the opportunity for a comprehensive education for all students that focuses on cognitive, emotional, physical and social development. The educational program fosters students' reading, writing, calculating, problem solving, critical thinking skills, and creative expression. The school environment nurtures self-confidence, independence, cooperation, and the physical well-being of all students. The schools encourage students to develop a sense of values and responsibilities which enables them to be contributing members of their community and of a multicultural, global society. In partnership with the family, the schools guide students toward becoming lifelong learners with a positive outlook on the world.

Accountability Plan II

GOAL 1:

Commit to inquiry-based learning and a high level of rigor throughout our educational program.
Maintain our commitment to the five-year curriculum review cycle.

GOAL 2:

Strengthen our caring environment that supports the wellness, health and safety
of all Scituate Public Schools stakeholders.

GOAL 3:

Develop and support innovative programs in our schools and build
technology skills for life and work in the 21st century.

GOAL 4:

Increase and improve communication and collaboration with
colleagues, students, parents and community members.

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GOAL 1:

**Commit to inquiry-based learning and a high level of rigor throughout our educational program;
 maintain our commitment to the five-year curriculum review cycle.**

Essential Question:

How do we support and strengthen the commitment of our teachers and administrators to a rigorous, inquiry-based curriculum? How do we support students in challenging themselves at increasingly greater levels? How do we infuse inquiry-based discussion into all areas of our curriculum?

Personnel Responsible:

Superintendent of Schools, Assistant Superintendent, Principals, Department Chairs, Teachers, Professional Development Council.

Objective 1.1

Continue to develop innovative curricula and instructional approaches in each discipline that are aligned to the Frameworks and support student inquiry and hands-on experiences.

Strategies to Implement the Objective	Persons responsible	Date Completed	Summary of Results
Complete the implementation of the inquiry-based science pilot. (1.1a)	Assistant Superintendent Science Department Chair Principals	Gr. K-5 2008-09; Gr. 6 Implementation in 2010-11; Gr. 7-8 Pilot 2010-On	Our science overhaul was kicked off in 2007 with an audit of our program and a multi-year effort to study best practices and align our curriculum more closely to the Frameworks. Our goal was to achieve a curriculum format that allowed a hands-on, inquiry approach.

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			<p>Results for 5th grade science continue to be strong, while the results for 8th grade science have not increased as anticipated. In 2007-08, the Gr. 6-8 science program moved to an integrated approach using the Prentice Hall textbook series. Grade 7 had previously taught a year long course on Life Science and Gr. 8 taught a year long course on Earth Science. Continued concerns with Gr. 6-8 science scores will be a focal point for the district as well as School Improvement Plans in 2011-12.</p> <p>In 2009-10, the overhaul of the grades 9-12 science program began with the introduction of Physics First in 9th grade, with Chemistry moving to 10th grade and Biology to 11th grade. This new approach eliminated a previous curriculum in which two different strands existed for honors versus non honors students. Now all students have equal access to the same, rigorous curriculum.</p>
Focus on hands-on learning experiences at all levels, with the appropriate teacher training and availability of supplies. (1.1b)	Assistant Superintendent Principals Teachers	Ongoing	Inquiry approaches to learning have been emphasized at all levels. Extensive training has been provided in summer and fall 2011 to support cooperative learning and to encourage teachers further to utilize new teaching strategies in their classrooms.
Continue to support grade level meetings at the elementary level and	Principals Teachers	Ongoing	Grade level meetings take place weekly at each elementary school. Innovative

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<p>department meetings at the secondary level with an emphasis on increased opportunities for cross-grade level sharing. (1.1c)</p>			<p>approaches have been implemented to utilize this time to share and analyze a wide variety of student data. Districtwide grade level meetings continue to take place, with several scheduled each year. The Grade 5/6 combined model at Hatherly is an approach that is providing new opportunities for collaboration across grade levels in 2011-12.</p>
<p>Attempt to personalize instruction to individualize the learning experience. (1.1d)</p>	<p>Superintendent Principals Teachers</p>	<p>Ongoing</p>	<p>Extensive training has been provided in 2011 in the <i>Understanding By Design</i> learning model to support K-12 teachers in providing instruction that is more personalized.</p> <p>The high school's eportfolio program, introduced in 2011-12, has added a new set of expectations on how students will reflect on their growth as learners.</p>
<p>Continue to monitor MCAS goals, particularly our progress toward Composite Performance Indexes in key subgroups, utilizing Performance Improvement Mapping (PIM) methodology. (1.1e)</p>	<p>Superintendent Assistant Superintendent Principals MCAS Dept. Chairs Teachers</p>	<p>Ongoing</p>	<p>The Performance Improvement Mapping approach has become an embedded part of School Improvement discussions and planning each fall. School Committee and district administrators set goals each year based on AYP results.</p>
<p>Ensure alignment with state Curriculum Frameworks by convening annual curriculum study groups to identify gaps and overlaps. (1.1f)</p>	<p>Assistant Superintendent Principals Dept. Chairs</p>	<p>Ongoing</p>	<p>Each discipline conducts curriculum review through an ongoing structure that is aligned with the budget process. With the implementation of the Common Core, the major areas of focus in 2011-12 are ELA and Math.</p>

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<p>Develop PreK-12+ programming that allow students to pursue internships, new career options while still in school. (1.1g)</p>	<p>Principals Department Chairs</p>	<p>Ongoing</p>	<p>The high school administration has continued to grow programs in the community that allow students to engage in unique internships. We continue to have a successful School-to-Career program, with 21 students enrolled in Fall 2011.</p>
<p>Continue to develop innovative curricula and scheduling at Scituate High School in line with New England Association of Schools and Colleges (NEASC) recommendations. (1.1h)</p>	<p>Principals Department Chairs</p>	<p>Ongoing</p>	<p>The Scituate High School administration has introduced new electives such as robotics and has been able to maintain them in spite of budget cuts in recent years. English IV was eliminated as way to increase student elective choice. Now Scituate High Schools seniors have the option of choosing two semester-long courses in their senior year; this model is similar to what students will experience in college, and the electives include options such as war literature, short stories and creative writing.</p>
<p>Increase Advanced Placement offerings at Scituate High School. (1.1i)</p>	<p>Assistant Superintendent Principals Department Chairs</p>	<p>Ongoing</p>	<p>Scituate High has continued to train teachers in the Advanced Placement curriculum and offer new AP courses to students. Our high level of AP participation, along with our outstanding performance, caused us to be identified as a candidate for a College Board grant to support further AP courses at SHS along with teacher training. This grant application was submitted in September 2011 and the district is awaiting the results.</p>

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Support best practices in differentiating instruction in each discipline K-12. (1.1j)	All Scituate educators	Ongoing	The district's significant commitment to Kagan workshops in 2011, as well as ongoing book studies on differentiated instruction, have strengthened teaching practices in all disciplines.
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Objective 1.2

Further develop written curricula and benchmarks to support teachers in meeting high standards on a consistent basis.

Strategies to Implement the Objective	Persons responsible	Date Completed	Summary of Results
Develop benchmark documents that summarize key expectations for student learning at each grade level. The benchmark documents will be child-friendly and appropriate for dissemination to parents each year. (1.2a)	Assistant Superintendent Principals Department Chairs Teachers	Summer 2010 Updated annually	Grade level benchmarks were created as a summer workshop in 2010 for all elementary grades. The documents are distributed each year and feedback from parents has been positive. At the middle school, progress has been made toward common assessments for end-of-unit, midterm and final exams. These common assessments allow teachers to reflect on their teaching practice and overall curriculum goals.

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<p>Increase academic expectations and rigor at all levels of the curriculum. (1.2b)</p>	<p>Assistant Superintendent Principals Department Chairs Teachers</p>	<p>Ongoing</p>	<p>Increasing academic expectations has been a continuous goal. The district has addressed this goal by implementing common curricula and benchmarks at all grade levels K-12.</p> <p>The district's administration of the PSAT at no cost to all students has contributed toward a discussion of academic goal-setting and increasing rigor in general. The PSAT was initially funded by the successful 2007 override and has been maintained since.</p>
<p>Finalize a Literacy Plan to summarize a vision for literacy in the district and summarize under one heading literacy beliefs and practices in the Scituate Schools. (1.2c)</p>	<p>Assistant Superintendent Principals Department Chairs Teachers</p>	<p>Scheduled for completion in winter 2011</p>	<p>The district's Literacy Plan is being finalized during the 2011-12 school year. The plan was delayed due to the state's adoption of the Common Core ELA in December 2010. An extensive districtwide literacy audit conducted in winter 2010-11 contributed data toward the development of the Literacy Plan.</p>
<p>Continue to refine and update all curriculum documents, particularly with respect to unique instructional strategies and tools to incorporate technology. (1.2d)</p>	<p>Assistant Superintendent Principals Department Chairs Teachers</p>	<p>Ongoing</p>	<p>Curriculum documents are updated on a regular basis. ELA and Math are undergoing a major revision in 2011-2012 due to the implementation of the Common Core. The Scituate Public Schools has provided teachers training in the <i>Understanding By Design</i> curriculum model to support common curriculum standards and expectations for all.</p>

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<p>Support additional teacher training on guiding students to respond skillfully to open response questions. (1.2e)</p>	<p>Assistant Superintendent Principals Department Chairs Teachers</p>	<p>Ongoing</p>	<p>Training on open response has been provided both on professional development days by expert consultants as well as in-class by building specialists and regular ELA and Math benchmark testing. The district's focus in 2011-12 is open response training that is specific to middle and high school science writing.</p>
<p>Support innovative curricula and common benchmarks for technology learning K-12. (1.2f)</p>	<p>Assistant Superintendent Principals Department Chairs Teachers</p>	<p>Ongoing</p>	<p>The district has supported curricula at all levels, encouraging teachers to experiment and introduce new approaches. A major outcome of the district's current Technology Audit and development of a new Technology Plan is a clearer vision for our technology curriculum and grade level technology benchmarks moving forward.</p>

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Objective 1.3

Use data to drive decisionmaking in crafting plans for students as well as the decisions teachers make.

Strategies to Implement the Objective	Persons responsible	Date Completed	Summary of Results
Continue to implement Response to Intervention (RTI). (1.3a)	Assistant Superintendent Director of Special Education Principals Department Chairs Teachers	Ongoing	Each school has engaged in a multi-year effort to implement Response to Intervention, including extensive training, goal setting and data collection. The district has been identified as a leader and has been invited to participate in grants as a mentor on the RTI process.
Implement new assessment instruments, particularly benchmark testing by grade level in English Language Arts and Math, as well as external assessments that support RTI. (1.3b)	Assistant Superintendent Director of Special Education Principals Department Chairs Teachers	Ongoing	The district has fully implemented an Assessment Plan. District leaders meet regularly to monitor implementation of the Assessment Plan, including new assessment pilots and reduction of redundancies when they are identified.
Maintain commitment to Scituate K-12 Comprehensive Assessment Plan. (1.3b)	Assistant Superintendent Director of Special Education Principals Department Chairs Teachers	Ongoing	The district's commitment to our assessment program includes clear communication about the purpose and our vision for DIBELS, GRADE, AIMSWEB and other instruments. Key goals, such as communication to parents and fellow faculty members about results, are monitored by a district team that includes the

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			assistant superintendent, department chairs, school psychologists and counselors and teachers.
Introduce new assessment instruments to complement our comprehensive assessment plan (e.g. additional emphasis on comprehension at the elementary level); monitor closely to avoid redundancy. (1.3c)	Assistant Superintendent Director of Special Education Principals Department Chairs School Psychologists	Ongoing	GRADE is fully implemented and has proved to offer informative feedback to teachers. The district has maintained its commitment to GRADE and in 2011 purchased an additional scanner to make the scoring process more timely.
Provide ongoing training in interpreting test results and strategies for developing improvement plans. (1.3d)	Assistant Superintendent School Psychologists	Ongoing	Staff from the May Institute as well as internal staff have provided a wide variety of assessment interpretation workshops during available inservice time and each summer.
Continue to implement Testwiz to support MCAS analysis and goal-setting. (1.3d)	Assistant Superintendent	2009	Testwiz was phased out by the Department of Elementary and Secondary Education and replaced with the Data Warehouse. Extensive training on the Data Warehouse was provided to all Scituate School leaders in July 2010.
Explore software and other options to reduce redundancy in storage of data (e.g. data for different assessments housed in different places). (1.3e)	Technology Coordinator	Not complete	As a part of the district's Technology Audit in summer and fall 2011, Scituate Public Schools is looking at new student information systems to support our efforts to manage data efficiently. Also, the Mass. Department of Elementary and Secondary Education is developing new statewide tools to support districts such as ours in managing data.

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Objective 1.4

Utilize available research and best practices to craft innovative programs for remediation.

Strategies to Implement the Objective	Persons responsible	Date Completed	Summary of Results
Further implement a systemwide approach to academic interventions both during and outside the traditional school day. (1.4a)	Director of Special Education Principals	Ongoing	The district RTI Team as well as building RTI teams meet monthly to review the effectiveness of interventions and support teachers seeking new methods.
Continue to implement MCAS Success clubs, along with the Study Island program, and explore additional options for supporting all students in achieving high MCAS scores. (1.4b)	Principals	Ongoing	The district has maintained its commitment to MCAS review and preparation through Study Island licenses. As a result of the 2011 override and Technology Audit, the district is working to implement Study Island with additional tools such as Everyday Math Online Deluxe Common Core Edition as well as tools such as Fastt Math, Fraction Nation and Symphony Math.
Consider how the school schedule may be reconfigured to provide more flexibility for scheduling remediation, specials, and other classes. (1.4c)	Principals	Ongoing	The elementary schedule is updated each year by elementary principals and the Assistant Superintendent to ensure common expectations for time on learning at all four

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			<p>schools. The middle school is preparing to study its schedule during 2011-12 school year. The high school's Restructuring Committee maintains a commitment to monitoring school goals relative to the schedule.</p>
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GOAL 2:

Strengthen our caring environment that supports the wellness, health and safety of all Scituate Public Schools stakeholders.

Essential Question:

Do our students make healthy decisions? Do our students understand health concepts and do they have tools to make decisions in support of their own wellness? How can we ensure the safety of learning and activity spaces safe for our students? How do we balance safety with openness?

Personnel Responsible:

Superintendent of Schools, Assistant Superintendent, Department Chairs, METCO Director, Principals, Teachers, Early Childhood Coordinator, Nurse Leader.

Objective 2.1

Develop and implement a sound, comprehensive Coordinated School Health Program.

Strategies to Implement the Objective	Persons responsible	Date Completed	Summary of Results
Support the implementation of the five-year, Essential Health Services grant from the Massachusetts Department of Public Health, with a nurse leader position and the School Health Advisory Committee. (2.1a)	Superintendent Director of Business & Finance	Grant discontinued 2011	The grant was discontinued in summer 2011 due to ongoing sustainability concerns. The MA Department of Public Health was unwilling to engage in a structure whereby the grant would fund a part-time Nurse Leader as a compromise step.

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<p>Review and update the district's current wellness policy. (2.1b)</p>	<p>Superintendent Assistant Superintendent Principals Department Heads Nurses Food Service Personnel</p>	<p>2009-10</p>	<p>The district's wellness policy was updated in 2009-10. Since that time, Health Advisory Councils have been established for all schools as well as for the district. The district's receipt of a \$738,000 federal grant in 2010-2012 has contributed significantly toward the development of wellness practices in the district.</p>
<p>Continue and expand character education programs, particularly with respect to grades 6-8. (2.1c)</p>	<p>Principals</p>	<p>2009-10</p>	<p>The school district's adoption of an anti-bullying plan during the 2010-11 school year allowed time for discussion of anti-bullying programs and character education in the district. Second Step has been purchased and implemented in grades 6-8 as a result of these efforts. Extensive training has been provided to teachers and counselors involved in implementing this program.</p>
<p>Support and encourage physical education and movement for all students as often as possible in a typical week. (2.1d)</p>	<p>Principals</p>	<p>2010-12</p>	<p>The district's receipt of a Carol M. White Physical Education Programming (PEP) grant has enabled all schools to work toward achievement of this goal. Funds available through the grant have allowed Scituate to exceed initial expectations in working to implement this goal.</p>
<p>Support innovative programming such as Project Adventure (which embodies team-building and cooperative</p>	<p>Assistant Superintendent Principals Department Head for</p>	<p>2010-12</p>	<p>The district's receipt of a Carol M. White Physical Education Programming (PEP) grant has enabled all schools to work toward</p>

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<p>challenges at all levels) at the elementary level and the climbing wall at SHS. (2.1e)</p>	<p>Wellness</p>		<p>achievement of this goal. Funds available through the grant have allowed Scituate to exceed initial expectations in working to implement this goal.</p>
<p>Support a deeper understanding of internet safety, particularly training for staff on cyber-bullying and other internet safety concerns. (2.1f)</p>	<p>Technology Coordinator</p>	<p>2010</p>	<p>Attorneys and other presenters worked with Scituate staff in 2010 and 2011 to increase awareness of concerns related to internet safety and cyber-bullying. Additional training was provided in concert with the implementation of the district's anti-bullying plan.</p>
<p>Support continued discussion and community awareness of substance abuse issues. (2.1g)</p>	<p>Principals Nurses</p>	<p>2010-12</p>	<p>Parent information sessions and other trainings have been available. Funds from the Carol M. White PEP grant, along with other grant funds and community non-profit support, have underwritten these efforts.</p>

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Objective 2.2

Continue to support and ensure wellness and safety of all students and educators.

Strategies to Implement the Objective	Persons responsible	Date Completed	Summary of Results
Support nutritious choices in the school lunch program as well as creativity in developing new options. (2.2a)	Principals Food Service Personnel	2010-12	The Carol M. White PEP grant has allowed Scituate Schools to provide special training to food service personnel on providing creative, healthy food options within a tight budget.
Consider options for additional athletic programs, particularly at the middle school level. (2.2b)	Superintendent Director of Business & Finance Principals Athletic Director	Not complete	This is a continuing discussion.
Work to ensure security at each of the six buildings in the district. (2.2c)	Superintendent Director of Business & Finance Principals	2010-2012	The district has worked closely with the town Capital Planning Committee to address safety concerns over a several-year period.
Ensure that students in the Scituate schools feel secure and inspired to learn and are able to access stable, on-going	Principals Teachers	Ongoing	Principals work closely with building staff to create safe learning environments in their schools. Regular speakers and guest

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relationships with teachers and mentors in their school. (2.2d)			presentations at each school, such as Rachel's Challenge at SHS in 2010-11, contribute to the sense of community in each school.
Build a culture that supports staff members making healthy decisions, with staff sharing responsibility for both their students' and their own wellness and academic achievements. (2.2e)	Principals Department Chairs Teachers	Ongoing	Principals work closely with building staff to create safe learning environments in their schools. Regular speakers and guest presentations at each school, such as Rachel's Challenge at SHS in 2010-11, contribute to the sense of community in each school.
Continue to work with local police and fire departments to ensure student safety, with special attention to the Greenbush MBTA train. Continue to provide information to parents and students on train safety. (2.2f)	Superintendent Director of Business & Finance Principals	Ongoing	<p>The district's Safety Committee meets regularly throughout each year. The Safety Committee strengthens communication between and among fire, police and school personnel.</p> <p>The Greenbush MBTA line, which was a topic of concern during the initial drafting of this Accountability Plan in 2008, has been implemented safely due to the coordinated efforts of many community partners.</p>

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Objective 2.3

Provide a caring environment for students to grow as young people and young adults.

Strategies to Implement the Objective	Persons responsible	Date Completed	Summary of Results
Support families and students during special transitions, as they transition from one grade level or building to another. (2.3a)	Assistant Superintendent Principals Department Chairs Teachers	Ongoing	Efforts are made each year to support transitions that students and families make as they progress through the Scituate schools. Teachers are included in this process also. For example, grade six teachers are participating in middle and high school curriculum workshops on the Nov. 8, 2011 districtwide annual inservice day. Other events include Parents Nights, 8 th Grade Step Up Nights, and the new WEB peer mentor program at Gates.
Provide physically and emotionally safe learning environments where students have access to caring adults. (2.3b)	Principals	Ongoing	Principals work with support staff such as counselors, social workers, adjustment counselors, psychologists and assistant principals and others to create safe environments.
Address students' psychosocial and academic needs with integrated, research-based programs and social services. (2.3c)	Director of Special Education School Counselors Psychologists	Ongoing	Increased training and programming available through the implementation of RTI has supported the district's work toward this goal.

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<p>Employ wrap-around services where necessary to provide services that extend beyond the school day. (2.3d)</p>	<p>Director of Special Education Principals School Psychologists Social workers</p>	<p>2010-2012</p>	<p>The district has implemented Positive Behavior Implementation and Support at all buildings to support wrap-around services and the behavior component of Response to Intervention.</p>
<p>Explore the need for additional nursing staff at SHS in line with NEASC recommendations. (2.3e)</p>	<p>Superintendent Director of Business & Finance High School Principal</p>	<p>Ongoing</p>	<p>This continues to be a goal. The Nurse Leader grant temporarily increased nursing staffing.</p>

GOAL 3:

Develop and support innovative programs in our schools and build technology skills for life and work in the 21st century.

Essential Question:

Does a Scituate Public Schools education prepare students sufficiently for life in a global economy? What skills and technology experiences should Scituate students have to prepare themselves for life in the 21st century?

Personnel Responsible:

Superintendent of Schools, Assistant Superintendent, Principals, Department Chairs, Teachers, Director of Special Education, Technology Coordinator, METCO Director, Early Childhood Coordinator.

Objective 3.1

Support technology innovation and students' understanding of technology that is integrated into their learning experiences

Strategies to Implement the Objective	Persons responsible	Date Completed	Summary of Results
Support the continued implementation of Smartboards, data video projectors and other technological instructional tools into the curriculum. (3.1a)	Superintendent Assistant Superintendent Technology Coordinator Principals Teachers	2011-13	The successful 2011 and ensuing Technology Audit has contributed toward the district's efforts to achieve this goal.
Utilize grade level meetings and faculty meetings to share best practices. (3.1b)	Principals	Ongoing	Grade level meetings at all schools increasingly focus on student data and best practices. Faculty meetings offer time for sharing on teaching strategies as well as new technology strategies in use at each school.

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<p>Update the Technology Plan to reflect recent advances in technology and also outline a plan to catch up in areas where technology cuts have had an impact in recent years. (3.1c)</p>	<p>Superintendent Assistant Superintendent Director of Business & Finance Director of Special Education Technology Coordinator Principals</p>	<p>2011-12</p>	<p>The district's Technology Plan is being updated during the 2011-12 school year.</p>
<p>Evaluate current technology staffing patterns with an eye toward increasing staffing to meet our needs more efficiently. (3.1d)</p>	<p>Superintendent Assistant Superintendent Director of Business & Finance Director of Special Education Technology Coordinator Principals</p>	<p>Ongoing</p>	<p>Discussions regarding increasing staffing have been a core component of the current Technology Audit.</p>
<p>Continue to build and strengthen district technology infrastructure, including intranets and better database structures for providing comprehensive information on student assessment. (3.1e)</p>	<p>Superintendent Assistant Superintendent, Director of Business & Finance Director of Special Education Technology Coordinator Principals</p>	<p>Audit completed in Fall 2011</p>	<p>The district's Technology Plan is being updated during the 2011-12 school year and will address these issues.</p>

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Objective 3.2

Develop new programming to support work and life in the 21st century.

Strategies to Implement the Objective	Persons responsible	Date Completed	Summary of Results
Develop better consistency and coordination among existing programs offered through PTOs and other forums, along with after school clubs at each school. (3.2a)	Superintendent Principals	Ongoing	A Task Force met for a period of time to develop more consistent procedures for programming. The Technology Audit also highlighted suggestions for technology purchases made by various groups and how to coordinate them more efficiently.
Restructure the SCAMPS after-school program to provide a more comprehensive after-school program that synchronizes itself more effectively with town and other programs. (3.2b)	Superintendent Assistant Superintendent Director of Business & Finance	2010-11	SCAMPS was replaced by a new program run by the South Shore YMCA. Parent surveys and focus groups were conducted in spring 2011 at the conclusion of the first year of full implementation of this program, and feedback was very positive. The program's population has grown significantly during 2011-12, its second year of operation.
Continue to build upon and implement a districtwide robotics program. (3.2c)	Superintendent Assistant Superintendent, Director of Business & Finance Principals Department Chairs	Ongoing	The high school robotics team has continued to compete both locally and regionally. The 2011 override enabled the district to fund a middle school robotics program. The development of a middle school robotics club is anticipated during the 2011-12 school year.

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<p>Support robotics teams participating in challenge events and competitions both locally and at the regional and national levels. (3.2d)</p>	<p>Principals Teachers</p>	<p>Ongoing</p>	<p>The high school robotics team has continued to compete both locally and regionally. The 2011 override enabled the district to fund a middle school robotics program. The development of a middle school robotics club is anticipated during the 2011-12 school year.</p>
<p>Develop stronger connections with post-secondary schools. Continue to explore programming options with Massasoit Community College. (3.2e)</p>	<p>Principals Counselors</p>	<p>Ongoing</p>	<p>District leadership continues to work with the president and staff members of Massasoit Community College through the Marine Environmental Alliance. Also, the number of college admissions representatives that visit Scituate High School each fall has increased in recent years by 20%, with additional students participating in this opportunity.</p>
<p>Pilot gifted and talented programs with a focus on opportunities to ramp up to a larger scale. (3.2f)</p>	<p>Assistant Superintendent Principals Department Chairs Teachers</p>	<p>To be done</p>	<p>District teachers, administrators and parents are still working to pilot and understand approaches to gifted education. Recent outreach to parents has included communication about opportunities for enrichment at Milton Academy in their Saturday program.</p>
<p>Explore new programs with a focus on K-14 education. (3.2g)</p>	<p>Assistant Superintendent Principals Department Chairs Teachers</p>	<p>Ongoing</p>	<p>High school teachers and counselors have supported students' connections beyond SHS through internships and initiatives such as electronic portfolios, which the high school introduced in 2011-12.</p>

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Reconsider foreign language at the elementary level. (3.2h)	Department Chair for Foreign Language	Not completed	While this has not been completed, small pilots have been conducted. Also, changes in staffing at Gates have allowed us to explore language options.
Develop and strengthen programs with the Mossing Museum, Stellwagen Bank, Town Recreation, and colleges in the area. (3.2i)	Principals Teachers	Ongoing	District teachers continue to support field trips and other in-class experiences with museums and knowledgeable community members. The American Legion, in particular, has been heavily involved in working with high school Social Studies students.

Objective 3.3

Support inclusive classrooms and programming that help all students to be successful.

Strategies to Implement the Objective	Persons responsible	Date Completed	Summary of Results
Continue to develop programs that enable students to remain in the SPS from Kindergarten on and also receive a variety of needed services. (3.3a)	Superintendent Director of Special Education Principals	Ongoing	The district has supported the full implementation of tuition-based programs such as the Primary Learning Center, Intermediate Learning Center, as well as Learning Centers at Gates and SHS.

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<p>Continue to support the programming of CORSE and other foundations. (3.3b)</p>	<p>Superintendent Assistant Superintendent Director of Business & Finance Director of Special Education Principals</p>	<p>Ongoing</p>	<p>The District has continued its commitment to supporting CORSE programs including, for example, a recent training for district paraprofessionals on Oct. 12, 2011.</p>
<p>Support initiatives in study skills, social skills for students and training for general education teachers in behavior support. (3.3c)</p>	<p>Director of Special Education Principals</p>	<p>Ongoing</p>	<p>Summer efforts on social skills and study skills have led to curriculum presentations and recommendations for all staff members. Courses such as Foundations of Mathematics and Writing the Essay have been introduced at Scituate High in the past two years to extend existing study skills classes to include freshmen as well as sophomores.</p>
<p>Continue to provide training and support to teachers in implementing Sheltered English Immersion with identified ELL students. (3.3d)</p>	<p>Assistant Superintendent Teachers</p>	<p>Ongoing</p>	<p>The district trains all teachers with English Language Learners (ELLs) each year in one of the four mandated categories of instruction. This is an unfunded state mandate, and our fulfillment of this obligation represents a significant commitment of limited district resources and time.</p>
<p>Explore options for full-day Kindergarten for all Scituate students. (3.3e)</p>	<p>Assistant Superintendent Principals Teachers</p>	<p>Complete</p>	<p>Full-Day Kindergarten has been implemented successfully on a tuition-basis at all schools.</p>

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GOAL 4:
**Increase and improve communication
 and collaboration with colleagues, students, parents and community members.**

Essential Question:

How do we maintain open, ongoing communication with the many stakeholders in the Scituate Schools? What policies and practices can we implement to ensure that we are constantly reviewing and updating our approach to keeping parents informed about our goals and objectives?

Personnel Responsible:

Superintendent of Schools, Director of Business and Finance, Principals, Department Chairs, Director of Special Education, Technology Coordinator, METCO Director, Early Childhood Coordinator, Outreach Assistant.

Objective 4.1

Continue to develop and strengthen relationships with all families, particularly families of students in the METCO program, families of students in our Special Education program, and families from diverse backgrounds and experiences.

Strategies to Implement the Objective	Persons responsible	Date Completed	Summary of Results
Continue to share with the community our goals, progress toward those goals, and real challenges. (4.1a)	Superintendent	Ongoing	The Superintendent shares work toward goals at forums such as the annual presentation of the budget to the community, along with School Committee meetings and other venues.

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Strengthen and develop further connections with community organizations that provide services to our students and their families. (4.1b)	Superintendent Principals Teachers	Ongoing	District administrators and teachers participate in community organizations such as Rotary Club to maintain a strong connection between schools and the larger community.
Endeavor to continue further the implementation of Ed-Line and Connect-Ed to convey information to parents in a timely manner. (4.1c)	Superintendent	Complete	These programs have been fully implemented.
Continue to solicit parent input on district and school initiatives. (4.1d)	Superintendent Assistant Superintendent Director of Special Education Principals	Ongoing	Parent input is solicited through surveys, in-person meetings and other forums such as School Council meetings and Citizen Speak at School Committee meetings.
Support the continued success of students in our METCO program. (4.1e)	Superintendent Principals	Ongoing	The district remains committed to the 60 Boston students enrolled in SPS through the METCO busing program.
Support staff professional development on diversity issues through vehicles such as the Diversity Dialogues. (4.1f)	METCO Coordinator	Complete	After many successful years, the program has been discontinued as we have achieved all the goals originally established by this initiative.
Continue strong leadership in the METCO program with a transition in the Coordinator position. (4.1g)	Superintendent	Complete	The METCO program has continued uninterrupted despite a change in leadership in the program.

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<p>Ensure the reflection of under-represented minorities within the curriculum. (4.1h)</p>	<p>Assistant Superintendent</p>	<p>Ongoing</p>	<p>Workshops are being conducted in 2011-12 to address recently identified concerns with insufficient non-western literature in our Gr. 7-12 humanities curriculum. The outcome of this work will allow us to continue to work toward the goal of including underrepresented minorities within our curriculum.</p>
<p>Increase use of e-mail and seek to reduce hard copies of memos, newsletters, etc. (4.1i)</p>	<p>Superintendent Assistant Superintendent Director of Special Education Director of Business & Finance Principals Technology Coordinator Teachers</p>	<p>Ongoing</p>	<p>The district has gone green in multiple ways, utilizing a virtual backpack to communicate community opportunities with families. Also, many newsletters and opportunities are now made available to families only electronically.</p>
<p>Make the Scituate Public Schools website the primary source for updated informational on school events and goals. (4.1j)</p>	<p>Superintendent Assistant Superintendent Principals</p>	<p>Ongoing</p>	<p>The website is continuously updated to make it current and useful.</p>
<p>Consider new vehicles for reporting to parents students' achievement on a wider range of assessment tools. (4.1k)</p>	<p>Superintendent Assistant Superintendent Principals Department Chairs</p>	<p>Ongoing</p>	<p>The high school is implementing electronic portfolios in 2011-12 to address NEASC goals and show student growth more clearly. Gates and elementary schools have instituted significantly longer parent conferences to allow for increased time one-on-one to discuss goals and progress of individual students.</p>

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Objective 4.2

Support ongoing growth and renewal of teachers and leaders in the Scituate Schools

Strategies to Implement the Objective	Persons responsible	Date Completed	Summary of Results
Strengthen the current mentor system, with programming extending beyond the first year of teaching in the district. (4.2a)	Assistant Superintendent	Ongoing	Mentor training was provided in September 2011 to all district mentors. New teachers are welcomed through a year long-support program. New teachers are also provided extensive professional development opportunities, such as Open Circle training for new teachers who have joined the district in fall 2011.
Provide ongoing support to new administrators. (4.2b)	Superintendent Assistant Superintendent	Ongoing	New administrators are provided extensive daily support from their supervisors. Extensive training is also provided, particularly in physical restraint and evaluation of teachers. These trainings represent a significant commitment of limited district resources.
Continue to provide job-embedded professional learning experiences, with research and theory presented to	Superintendent Assistant Superintendent	Ongoing	All professional development opportunities include a component for connecting teacher learning to their classrooms. Often this

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educators in a dynamic way that is accessible to them. (4.2c)			includes demonstration lessons.
Develop a professional teaching culture in which teachers have structured time on a regular basis for collaboration and communication. (4.2d)	Superintendent Assistant Superintendent, Principals Teachers	Ongoing	Grade level meetings at the elementary level, team meetings at Gates and department meetings at the high school are times for extensive sharing and collaboration.
Distribute school leadership, with an effective leadership team in place at each building. (4.2e)	Principals	Ongoing	Teacher leaders take on a variety of leadership roles. For example, the district's Oct. 12, 2011 early release day involves three to four teachers at all six schools leading a variety of technology workshops. In many cases, teachers are leading these workshops at other buildings, which allows us to grow our capacity.
Explore options for innovative practices such as peer coaching and online learning. (4.2f)	Superintendent Assistant Superintendent Principals	To be done	The district supports peer coaching through the work of teachers and specialists. Teachers have increased online learning in recent years in their own pursuit of graduate degrees.

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Objective 4.3

Continue to develop practices in the Central Office that support effective communication and operation overall.

Strategies to Implement the Objective	Persons responsible	Date Completed	Summary of Results
Refine and update the current district website. Remove outdated information and set up a plan to keep updating it regularly. (4.3a)	Superintendent Assistant Superintendent	Ongoing	The district website is regularly updated.
Continue to build a strong relationship with the Town Library, particularly with regard to summer reading, school field trips and research projects. (4.3b)	Assistant Superintendent Principals Department Chairs	Ongoing	A Task Force involving the Assistant Superintendent, Department Chairs, teachers and library personnel has met each year over the past several years. The Task Force has ensured that goals are aligned, field trips and assignments do not overlap and are spaced in such a way as to utilize library resources effectively.
Continue to work with community organizations such as the Rotary Club. (4.3c)	Principals Teachers	Ongoing	The district continues to participate in Rotary events as well as other community groups such as the Food Pantry and Scituate Historical Society.

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In the business office, institute Plan-versus-Actuals on a quarterly basis. Implement new Time and Attendance Program. (4.3d)	Director of Business & Finance	Complete	This task has been completed.
Review and update job descriptions to reflect current job expectations. (4.3e)	Superintendent	Complete	This task has been completed.
Generate Accounts Payable warrant once every two weeks if not weekly. (4.3f)	Director of Business & Finance	Complete	This task has been completed.
Update Scituate Public Schools 403(b) Plan Document to be in compliance with new IRS regulations. (4.3g)	Director of Business & Finance	Complete	This task has been completed.
Continue to monitor fluctuations in enrollments with an eye towards possible redistricting at the elementary level. (4.3h)	Superintendent Assistant Superintendent Principals	Ongoing	A subcommittee has studied enrollment data each fall, with annual presentations to School Committee and the public.
Proceed according to MSBA guidelines in the timeline for the renovation of the Gates Intermediate School. (4.3i)	Superintendent Director of Business & Finance	Ongoing	This continues to be monitored by the School Committee and Superintendent.

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Develop an evaluation instrument for support personnel. (4.3j)	Superintendent Assistant Superintendent Director of Business & Finance Principals	To be done	This will be completed in the coming months.
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