

# ROCKLAND PUBLIC SCHOOLS

## REPORT OF ENTRY FINDINGS

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DR. ALAN H. CRON  
SUPERINTENDENT OF SCHOOLS

# Presentation Outline

- I. Review of Entry Plan Purpose and Process
- II. Summary of Entry Plan Findings and Essential Questions
- III. Timeline for Ongoing Analysis and Strategy Development

# Entry Plan Purpose

To learn: operations, systems, process, policy

To understand: values, perspectives, culture

To identify: strengths, opportunities, “keepers”

To build: relationships and communicate effectively

To develop: strategies for district-wide improvement

# The Process

## 1. Conversations

- School Committee
- Teachers, Administrators, and staff members
- Board of Selectmen
- Finance Committee
- Fire and Police
- Rockland Teachers' Association
- Town manager
- Town accountant
- Council on Aging
- Library Trustees
- Public Health
- Chamber of Commerce
- Kiwanis Club
- Parent Booster Organizations
- Parents and Community Reps

## 2. Observations

- School and classroom visits
- Leadership and staff meetings
- Community and school events
- Town meetings
- Parent and teacher coffee's

## 3. Document Analysis

- Operations and financial documents
- Student achievement results
- District and school policies
- Prior evaluation documents

2/28/17 the 21 member strategic planning committee performed a SWOT \* on this report

\* Review protocol - Strengths, Weaknesses, Opportunities and Threats related to the instructional core

# Summary of Findings

1. General observations
2. Categories:
  - Student Learning
  - Instructional Practice
  - Relationships/Communication

# General Observations

- The RPS staff is talented and dedicated to student growth and development.
- Teachers and counselors work hard to improve their teaching practices and ensure that all students learn.
- The Rockland School Committee is a group of talented and dedicated community members who are passionate about supporting the development of a school system that benefits all students.

# General Observations cont'

- Central office administrators, principals, assistant principals and directors are highly skilled and work collaboratively and relentlessly to establish and maintain systems that maximize student achievement, growth, safety and character development.
- Students are involved in the schools and in their own learning. This is evidenced by student participation in a wealth of after-school and extracurricular activities.
- Parents support the schools in many different ways. Parental support is high in terms of the ongoing school life of students, participation in parent-teacher groups, fundraisers, volunteer opportunities and school-based events.

# Student Learning

## Strengths

- consistent year-to-year increase the number of students achieving **advanced** on the MCAS each year
- continued growth in science
- district-wide increases in achievement in each of our three elementary schools.

## Opportunities

- Elementary math scores remain flat
- Middle school math and science scores remain flat
- Despite increases in the percentage of high school students scoring in the advanced range, there is also a **widening gap** between our “high needs” students and their classmates



# Student Learning - areas of focus

- Curriculum Alignment
- Assessment
- Remediation and acceleration
- Social Emotional Wellness
- School Safety
- English Language Learners (EL)

# Rockland Public Schools

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## Literacy Committee

<b>Julie McDonnell</b>	Grade 1, Esten	<b>Jade Marszalek</b>	Grade 4, Jefferson
<b>Kathy Ferry</b>	Grade 2, Esten	<b>Donna Wilbur</b>	Title I, Jefferson
<b>Jess Smith</b>	Grade 3, Esten	<b>Jackie Folsom</b>	Kindergarten, Memorial Pk
<b>Karen Duffey</b>	Grade 4, Esten	<b>Erin Michael</b>	Grade 1, Memorial Park
<b>Diane Hayes</b>	Title I, Esten	<b>Michele Bissonnette</b>	Grade 2, Memorial Park
<b>Janice Frates</b>	Kindergarten, Jefferson	<b>Elaine Haight</b>	Grade 3, Memorial Park
<b>Kristin Calo</b>	Kindergarten, Jefferson	<b>Kerry McGrath</b>	Grade 4, Memorial Park
<b>Wendy Caprio</b>	Grade 1, Jefferson	<b>Kelsey Holbrook</b>	Title 1/AP, Memorial Pk
<b>Pam Sheridan</b>	Grade 2, Jefferson	<b>Karen MacKinnon</b>	ELA Coord/ PreK-4
<b>Kathy Sullivan</b>	Grade 3, Jefferson	<b>Alan Cron</b>	Superintendent

# Student Learning - Essential Questions

- Considering the fiscal climate, how do we best meet our current and future curricular needs in an efficient and fiscally responsible manner?
- How do we effectively focus on developing student creativity, critical thinking, communication and collaborative skills? How do we measure and track the development of these critical skills?
- What data is most critical and valuable in terms of an ongoing understanding of who is learning and who is not?
- What tools for the collection of data are most useful and practical for ongoing use?
- How can we meet the challenges posed by our increasing EL student population as well as our “high needs” students?
- What programming is available for students ready to exceed standards? What could be created to best meet the needs of these students and what would this look like in practice?
- What opportunities for student learning can be created outside of the school day and school year that will further opportunities for student growth?

# Instructional Practice

## Strengths

- Highly qualified faculty and staff
- Instructional rigor has been an area of focus for multiple years
- Programs are now being rolled-out with greater attention to PD and faculty involvement
- Communication between and among schools and departments has improved in the past 3 years.

## Opportunities

- Professional development could be more strategically focused
- A more formalized approach to evaluating programs for rigor and expectations will benefit programs
- currently there is no formal system for sharing best practices or expertise between and among schools

# Instructional Practice - areas of focus

- Need to prioritize initiatives
- Remediation and acceleration
- Engaging students in high-level thinking
- Communication
- Professional Development

# Instructional Practice - Essential Questions

- What are the formal structures and practices that exist for the support of ongoing collegiality, collaboration and reflection to improve student learning?
- How can we build instructional leadership capacity to lead the ongoing development of curriculum, teacher supports and learning environments that maximize growth and instructional practices?
- In what ways are professional development opportunities integrated into school and district goals? Are they responsive, individualized, and ongoing?
- How can the supervision and evaluation process be used most effectively to support staff growth and, in turn, boost student learning?
- What training and support are needed for staff in terms of collecting and analyzing data, using that data to alter instructional practice and differentiating how we assess what students know and are able to do?
- Do ongoing curriculum review and development procedures maximize rigorous content, flexibility and collaboration and promote best practices?

# Relationships/Communication

## Strengths

- Community support
- Faculty, staff, administrators
- Students, parents and families
- local and regional partnerships
- x2 Aspen

## Opportunities

- Community awareness of school programs
- Inconsistent programming
- Partnerships do exist between school, community organizations and the business community, but these need to be formalized and strengthened
- Website and social media presence

# Relationships/Communication - areas of focus

- Increase community awareness and involvement in the academic mission of schools
- PBIS/Growth Mindset
- Improve website and create systems that provide consistent, up-to-date information to stakeholders via social media



## Relationships/Communication - Essential Questions

- How do we continue to proactively build positive school cultures that encourage positive behavior and demonstrations of character, in turn minimizing bullying and unkind behaviors?
- How do we maximize the effectiveness and consistency of character development efforts across the school district?
- How do we utilize the tools and time available to increase collaboration and communication among staff?
- What mechanisms can be utilized to connect community member and parent interests and talents to students, school and district needs?
- How can we collaborate more effectively with the community to build partnerships and opportunities that will be beneficial to all?

# What's next? Analysis and Strategy

1. Strategic Planning - 2 more steering committee meetings before RETREAT which adds students, parents, community members and teachers to the steering committee group for the purpose of assessing, revising or accepting District Plan
2. Present to school committee for endorsement
3. using the new district improvement plan, begin work on strategic planning at the building level with principals and PACS

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## Strategic Planning Steering Committee

<b>Beth Bohn</b>	Rogers MS Principal	<b>Mary Morgan</b>	Director EASE Preschool
<b>Tim Wells</b>	Technology Director	<b>Jan Sheehan</b>	MP Principal, Curriculum K-8
<b>Margie Black</b>	Guidance Director 5-12	<b>Cheryl Schipper</b>	RMS Assistant Principal
<b>Marilyn Smith</b>	Esten Principal	<b>Colleen Forlizzi</b>	Assistant Superintendent
<b>Michelle Scheufele</b>	Jefferson Principal	<b>Kathy Paulding</b>	HS Assistant Principal,
<b>Lisa Ryan</b>	Technology Integration	<b>John Piazza</b>	Director of Music K-12
<b>Kelsey Holbrook</b>	MP Assist. Principal	<b>Brenda Folsom</b>	Director of Health/PE K-12
<b>Mark Shom</b>	Director of Facilities	<b>Karen MacKinnon</b>	Literacy Coordinator K-4
<b>Linda Maniglia</b>	Director of Student Serv.	<b>Freea Leahy</b>	Department Head - Adjust Co.
<b>Cheryl Thompson</b>	Director of Art K-12	<b>John Harrison</b>	RHS Principal
<b>David Cable-Murphy</b>	WRPS Manager/Teacher	<b>Alan Cron</b>	Superintendent

# Thank you

Dear faculty, staff, administrators, parents, students, coaches, community leaders and committee members:

Thank you for making my first 7 months as superintendent a personal and professional pleasure.

Go Dogs!