

Dedham Public Schools

Home to America's first tax supported, free public school

District Re-Structuring Plan

Wednesday, Nov. 30, 2016

Why Re-Structure?

- ❑ Improve learning outcomes for students
- ❑ Re-Align resources with the District's Strategic Plan to support classroom teachers to be the best they can be
- ❑ Implement recommendations on consistent themes and findings from:
 - ❑ Special Education Program Evaluation (2013)
 - ❑ Superintendent's Entry Plan (2014)
 - ❑ District ELA Audit (2016)
- ❑ Use resources more efficiently through evidence-based practices
- ❑ Respond to consistent feedback from classroom teachers



Why Re-Structure?

- ❑ NOT motivated by finances (we are not doing this to save money in the budget)
- ❑ EDUCATORS (you) are NOT the problem! No one is at fault; you are all good at your jobs
- ❑ Central Administration (Superintendent – me) has not provided district structure and supports for teachers – systemic failure
- ❑ It is healthy for all organizations to re-visit their organizational model, staffing, and roles periodically

Special Education Program Evaluation

Dedham Public Schools

Special Education Program Evaluation

January 2013

Completed by: Ellen G. Honeyman, CAGS, CCC/SPL

Special Education Program Evaluation

(2013)

Findings:

- *“...overall the district has very robust ratios of special education staff to students...” (page 7)*
- *“... many of the elementary special education liaisons are the primary teachers of reading for a small group of students.” (page 7)*
- *“...the reading specialists work only with regular education students...the culture among general educators is...“a struggling student is someone else’s responsibility” (page 16)*
- *“The school principals chair the annual review meetings...the new special education directors primarily function as team chairpersons ...” (pages 16-17)*
- *“...there may be less differentiated instruction in many classrooms in the district than should be expected. Class sizes in the district fall in a comfortable range when compared to many other districts. Resources...are more than adequate.” (page 28)*
- *“It is important that the district renew and strengthen its focus on the implementation of differentiated instruction...” (page 33)*

Special Education Program Evaluation (2013)

Report Recommendations:

- *“Provide training to all teachers, beginning with preschool and elementary staff, regarding “differentiated instruction” and develop follow-up protocols with principals to assure implementation at all grade levels.” (page 34)*
- *“Discontinue the practice of having principals serve as chairpersons for annual review team meetings.” (page 34)*
- *“Add two full-time team chairpersons to support an IEP Team process that is consistent...and maintains a focus on documenting student progress in meeting special education goals.”(page 34)*



Superintendent's Entry Plan Findings

January 2015

- The district does not have a formal, coordinated Curriculum Review Cycle tied to district goals and budget (*interviews, faculty focus groups, document reviews*)
- There is a limited degree of coordination and knowledge in the usefulness and integration of feedback data and technology to regularly update/disseminate revised curricula and inform instruction (*interviews, faculty focus groups, document reviews*)
- Weak performance in ELA (specifically in writing at grades 4, 7, and 10 when completing the MCAS Long Composition) across many schools and levels (K-12) district-wide



District E.L.A. Audit (June 2016)



TEACHERS21

TEACHERS21

Audit of the Dedham Public Schools
K-12 ELA Program

Final Report

Respectfully submitted on June 12, 2016 by the Teachers21 audit team:

Jennifer Antonucci, Director of Professional Development
David Castelline, Staff consultant
Greg Hurray, ELA consultant
Marc Kerble, Curriculum & Instruction consultant

District E.L.A. Audit

(2016)

Findings:

- *“There appears to be a great degree of overlap – and lack of distinction between –Reading class and English class in grades 6 and 7. We could discern no distinct, coordinated model...” (page 7)*
- *“At all three levels ...there are leveled classrooms to which students have been assigned, but differentiation within classrooms...was not widely in evidence.” (page 8)*
- *“Writing at grades 5,6,7,8, and 10 is not consistently reflective of the highest level of work students are capable of producing.” (page 9)*
- *“Lack of system-wide data collection, assessment, and...monitoring system.” (page 10)*
- *“Uncertainty over the role of the elementary reading specialists. In their current role, elementary reading specialists spend most of their time working directly with underperforming students outside of the classroom. This prevents them from...coaching teachers and delivering professional development. Working with underperforming non-IEP students largely removes responsibility for student success from the classroom teacher.” (page 10)*
- *“Sending ‘below benchmark’ students out of the classroom for reading instruction (which is delivered by special educators and reading specialists) removes primary responsibility for reading progress and achievement by those students from the classroom teacher; working primarily with grade-level students obviates the need to become a more skilled reading instructor.” (page 12)*

E.L.A. Audit Recommendations

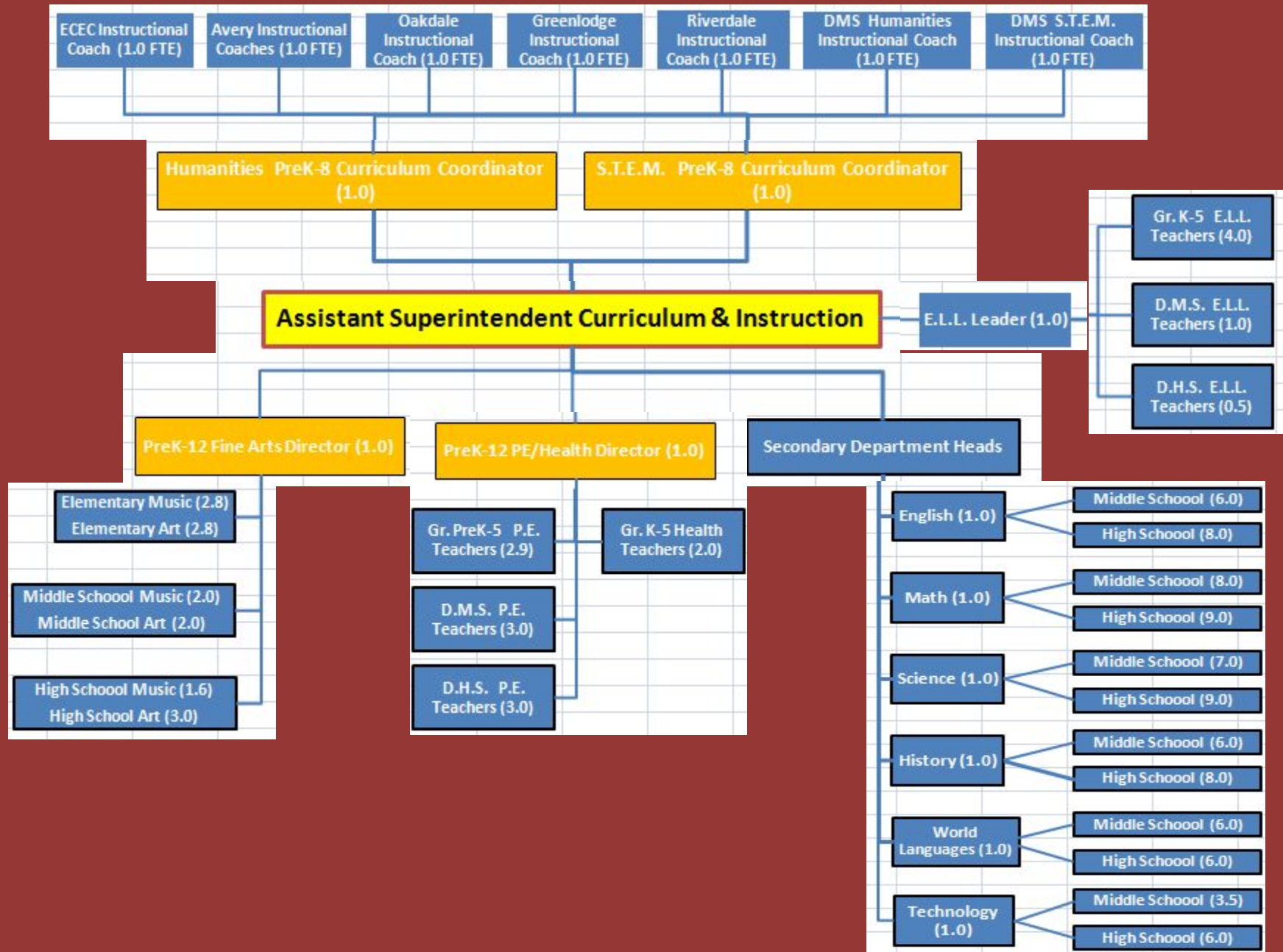
- *“Create a K-5 ELA Coordinator Position. This individual will have decision making authority to plan, implement, and oversee all components of the ELA program in grades K-5. “ (page 14)*
- *“Reorganize delivery of reading instruction services, grades 1-5, from a ‘Pull Out’ to a ‘Push In’ program. Classroom teacher will assume primary responsibility for instruction of all students, including those on an IEP and those performing below benchmark. Special education teachers, Literacy Specialists, and, to the extent possible, ELL teachers, will support students primarily within the classroom setting.”(page 15)*
- *“Identify/select a systematic phonics program for grades K-3. “ (page 15)*
- *“Develop clear benchmarks...of excellent work at each grade level ...while updating curriculum documents to conform to current MA Curriculum Framework standards.” (page 17)*
- *“Create a 6-8 ELA Coordinator position.” (page 17)*
- *“Clarify /strengthen the curriculum in grades 6, 7, 8.” (page 17)*
- *“Focus professional development ... on Differentiated Instruction...” (page 21)*

District Re-Structuring Goals

- Provide district level infra-structure/support and clear expectations regarding curriculum, scope & sequence, differentiated instruction, and academic rigor
- Increase classroom teacher training (“coaching”) for consistent teacher pedagogical practices and skill development
- Reduce principals’ time as chair of special education TEAM meetings
- Reduce “pull-out” models of “Tier 2” levels of student support
- Must be a “budget neutral” (no increase in FY18 Budget)
- Must be “head-count neutral” (no increase in personnel FTE’s)



New Office Of Curriculum, Instruction & Assessment

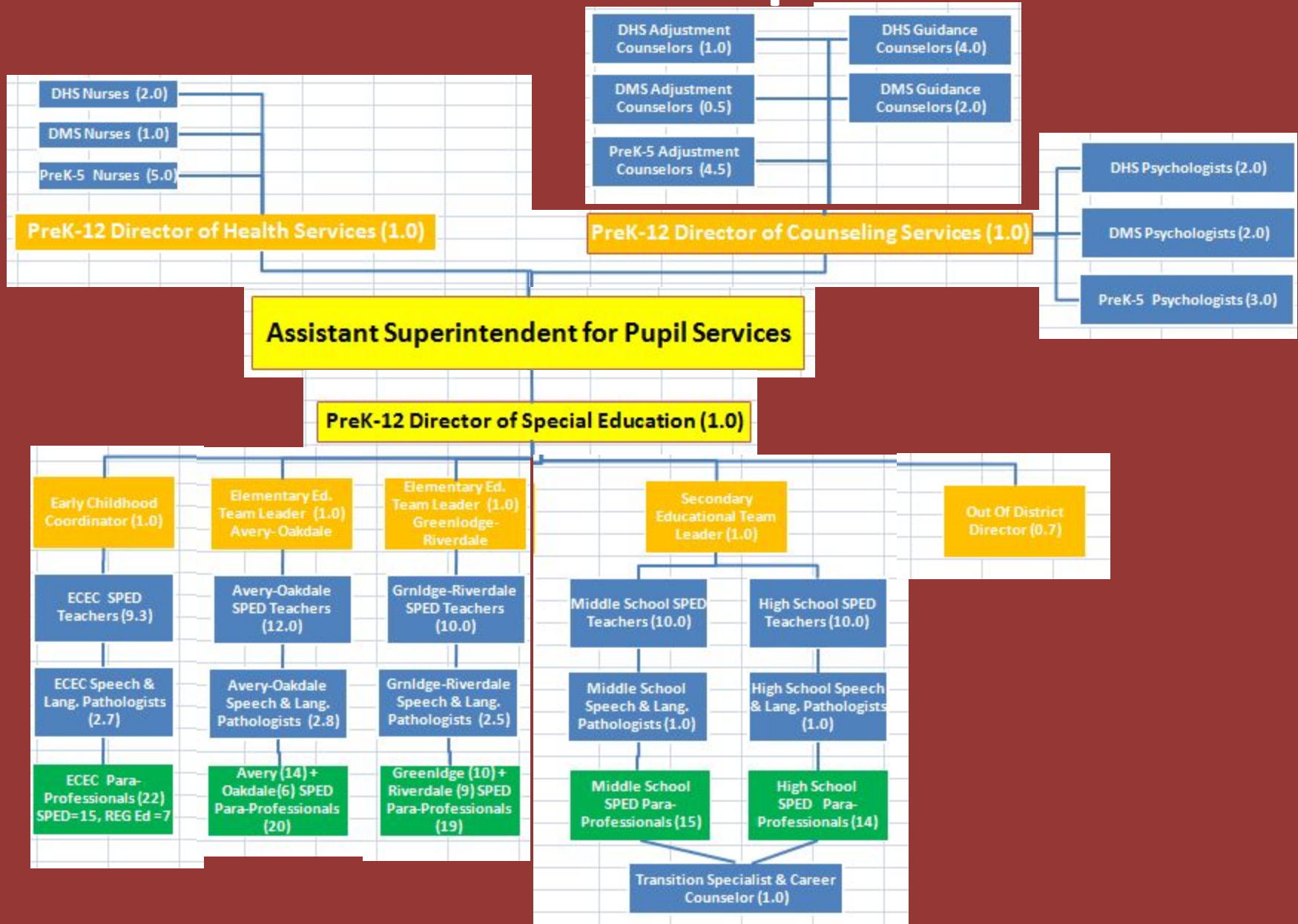


What Does An Instructional Coach Do?



- Model best pedagogical techniques for educators
 - Review/interpret data on student performance
 - Communicate curriculum scope/sequence
 - Imparts no judgment or evaluation
-
- Support improvement in teaching skills through differentiation, rigorous lesson plan development, consistent pacing, and best practices
 - Work as a district team with other coaches to promote consistent practices district-wide
 - Provide targeted “Tier 2” instruction for small numbers of students
 - All coaches will receive intensive training/on-going P.D. for all coaches

New Office Of Pupil Services



Conversion Of Resources

Newly Created Positions

2017-18

Position	FTE	Unit	Work Year	Position Salary	Total Cost	Notes
K-8 Humanities Curriculum Coordinator	1.0	B	203	\$100,000	\$100,000	
K-8 STEM Curriculum Coordinator	1.0	B	203	\$100,000	\$100,000	
Elementary Instructional Coach	4.0	A	193	\$90,000	\$360,000	Unit A + 10 days per diem
Middle School STEM Coach	1.0	A	193	\$90,000	\$90,000	Unit A + 10 days per diem
Middle School Humanities Coach	1.0	A	193	\$90,000	\$90,000	Unit A + 10 days per diem
ECEC Instructional Coach	1.0	A	193	\$90,000	\$90,000	Unit A + 10 days per diem
TOTALS =	9.0			TOTAL =	\$830,000	
Elementary PE/Health Teacher	2.0	A	183	\$55,000	\$110,000	Bachelors Step 1 Unit A
TOTALS =	2.0			TOTAL =	\$110,000	
Special Education						
Assistant Superintendent for Pupil Services	1.0	-	240	\$135,000	\$135,000	12-month position
Director of Special Education	1.0	-	230	\$125,000	\$125,000	12-month position
Secondary Team Leader	1.0	B	223	\$118,000	\$118,000	12-month position
Avery + Oakdale Team Leader	1.0	B	223	\$118,000	\$118,000	12-month position
Greenlodge + Riverdale Team Leader	1.0	B	203	\$100,000	\$100,000	10 days after/10 days before
ECEC Early Childhood Coordinator	1.0	B	203	\$100,000	\$100,000	10 days after/10 days before
TOTALS =	6.0			TOTAL =	\$696,000	
Other District Leadership						
PreK-12 Director of Counseling Services	1.0	B	203	\$100,000	\$100,000	10 days after/10 days before
PreK-12 Director of Health Services	1.0	B	198	\$92,500	\$92,500	5 days after/10 days before
TOTALS =	2.0			TOTAL =	\$192,500	

FY 18 Grand Total = 19.0

Total Salaries = \$1,828,500

Conversion Of Resources

Current Staffing - Positions To Be Converted 2016-17

	Position(s)	Locations	FTE	Salary 16-17
1	Math Coaches/Tutors	Avery, Greenlodge, Riverdale	3.5	\$267,095
2	Reading Teachers	Middle School	4.6	\$399,192
3	Reading Specialists	All Elementary Schools	8.0	\$699,987
4	Science Coordinator	All Elementary Schools	0.2	\$6,000
5	"5th Prep" Teaching Assistants	All Elementary Schools	4.0	\$104,198
6	Director of Guidance	Secondary Schools	1.0	\$90,000
7	Director of Special Education	Secondary level	1.0	\$118,000
8	Director of Special Education	Elementary Level	1.0	\$118,000
9	Early Childhood Coordinator	ECEC	1.0	\$86,000
10	Nurse Leader	District	1.0	\$90,000
		FY2016-17 Totals	25.3	\$1,978,472

FY 18 Grand Total =	19.0	Total Salaries =	\$1,828,500
----------------------------	-------------	-------------------------	--------------------

<u>OVERALL SAVINGS FY17 - FY18</u>		
\$149,972	6.3	FTE

Plan Implementation/Logistics

- Goal = NO ONE currently employed with professional status ends up without a position
- All changes subjected to impact bargaining with DEA
- New positions start July 1 or Sept. 1, 2017
- Job descriptions already done; being refined now
- All jobs open to internal and external candidates
- Job postings will begin January – March, 2017
- All hiring by district-wide committees/teams
- Some “bumping” may occur
- Most placement decisions finished by April vacation
- Final remaining decisions by May 31st

Your Next Steps:

- ✓ Review all documents [HERE](#)
 - This presentation
 - Organizational Charts/Timelines
 - Full DRAFT Job Descriptions
 - Full Audit/Evaluation Reports (ELA, SPED, Entry)
- ✓ Evaluate/Absorb/Process This Information
- ✓ Think About Your Choices And Options
 - Work with students? Work with adults?
- ✓ Develop/Submit Questions
 - E-mail to Tim Dwyer and me
 - FAQ's will be added to the documents folder
- ✓ Check Back For Updates/Revisions

Message From Opening Day, Sept. 1, 2016

This Year...

- Think BIG - Ask Deep Questions - Set Lofty Goals
- Challenge Yourself, Your Students, And Your Colleagues
- Count Something – Track Improvement Through Data
- Form A TEAM – Work TOGETHER To Plan, Reflect, Share
And Explore Best Practices, And Improve Student Learning