

WARE PUBLIC SCHOOLS
Superintendent's Entry Plan Report

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Superintendent of Ware Public Schools

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Superintendent's Entry Plan Report

This entry report is an attempt to capture the strengths, challenges, and present situations that I have identified since I begin my tenure over the last 6 months as superintendent of Ware Public Schools. With having been a principal at two out of the three buildings on campus this has given me a chance to observe firsthand the different factors that have built our strength and continues to challenge us daily. Knowing I would take over at the helm of Ware Public Schools since December 2014 I have had the opportunity to meet with stakeholders, review many district documents, and meet with community and civic leaders. This report is a snapshot of identifiable trends that was disseminated from the data that was collected (Appendix A).

The components of the entry plan will be reported as followed:

1. Governance, Leadership & Administration
2. District Vision, Mission, Core Values & Learning Principles
3. Student Performance
4. Curriculum, Instruction & Assessment
5. Adult Learning and Professional Development
6. School Culture
7. Parents and Community
8. Support Operations
9. District Finances

1. Governance, Leadership & Administration:

Theme: The school committee members have taken it upon themselves to be a change agent in the perception of Ware Public Schools. With the number of students who school choice out of the district it has created a negative impact to funding initiatives and programming within the district.

Existing Position:

- The discussion on school choice has been on the forefront of the school committee's agenda. Due to the town's lack of financial investment in Ware Public Schools many of the district's programs/positions have been eliminated which has caused parents to school choice out their children to other districts. Some of these programs/positions included:
 - CAD program
 - Health Teachers
 - Industrial Arts
 - Reading Teachers
 - Reading and Math Coaches
 - Special Education Teachers
 - French Teacher
 - Full Time Curriculum Director
 - Full Time Administrators at SMK and WMS
 - Lack of high school electives
- With the increase in school choice numbers comes an increase of monies lost to other districts:
 - FY14-\$910,578
 - FY13-808,924
 - FY12-888,012
 - FY11-959,872
 - FY10-825,282
- The MA School Committee Association exposed the School Committee members to the New Superintendent's Educator Evaluation. This year will be the first year that the committee will use this tool:
 - Meeting with the sub-committee members in preparation for evaluation
 - Mid-cycle discussions
 - ✓ Sharing of artifacts
 - ✓ Sharing of superintendent's mid-year write-up
- The relationship between the Board of Selectmen (BOS) and the school has not always been on amicable terms.

- There are new principals' at all three schools in addition to a new assistant principal at the high school.
- Turn-over of administrators is a constant concern:
 - Due to salaries that are on the lowest end of the scale for administrators causes turn-over to be high
 - Over the past 10 years:
 - ✓ At WJSHS there has been five different principals and four different assistant principals
 - ✓ At WMS there has been four different principals and two different assistant principals
 - ✓ At SMK there has been four different principals and three different assistant principals
- There is a new Special Education Director who started work on October 1, 2014
- SMK has been running on one administrator since October 14, 2014:
 - From October 14, 2014 until after the holidays SMK's principal has been out on medical leave
 - From the Holiday break until April 6, 2015 SMK's assistance principal is on maternity leave
- Over the past couple of years SMK has stopped utilizing the 11 Conditions of Effective Schools as a framework to guide their practice.
- Lack of calibration of administrators' understanding of the new teacher educator evaluation rubric has created inconsistency across the district.

Prospect for Growth:

- The information obtained from this entry plan will give us the ability to establish a District Improvement Plan to meet the needs of all of our students.
- Principals will then be able to align their School Improvement Plans with the district's plan.
- Building a positive working relationship with the BOS and all stakeholders is paramount in establishing the foundation needed to move the district forward.
- A new SPED Director has been in place since October 1 who has a strong knowledge of the benefits of Response to Interventions (RTI) in rolling out the RTI initiative to the middle school.
- Utilize Senior Leadership Team meeting agendas that have a clear objective that is in line with our guiding focus which include the following:
 - Teaching & Learning

- Results-Oriented
- Claims-Evidence-Impact
- High Expectations
- Utilizing the Senior Leadership Team meeting as a venue to look at student data to inform decision making.
- DSAC collect data on the 11 Conditions of Effective School to see how embedded these 11 conditions are within our buildings/ practice.
- Provide administrators with professional development that afford them the same understanding of how to interrupt the teachers' rubric for observations and evaluations of our teachers.
- Setting a need based budget to inform our decision making during budget time.
- Seeking ways to provide our administrators competitive salaries in hopes of keeping them in the district.

2. District Vision, Mission, Core Values & Learning Principles:

Theme: With the change of a new superintendent comes a new administrative team across the district as they work to define the district vision, mission, core values and learning principles.

Existing Position:

- With new Principals in all buildings, a new Special Education Director, a new high school Assistant Principal and a new Superintendent new expectations need to be established.
- The high school has established a solid outline for their reaccreditation visit from NEASC in September 2015.
- The Six Pillars of Character and the Ware Way at SMK and WJSHS have been set due to the superintendent having led both buildings in the past.

Prospect for Growth:

- With the changing of the leadership team across the district will allow us an opportunity to introduce the following focus that this administrative team will work by:
 - Teaching & Learning
 - Results-Oriented
 - Claims-Evidence-Impact
 - High Expectations

- Establishing the Six Pillars of Character at Ware Middle School for students to have an understanding of our core values and beliefs across the district.
- Administrators will have a clear understanding of expectations of being a results-oriented team using data to drive decision making.
- Building District and School Improvement Plans that will support our mission and vision across the district.
- Leadership will review the mission and vision of the district.
- District Improvement Plan in a draft form
 - No School Improvement Plans for 2013/14 school year

3. **Student Performance:**

- *Theme: When comparing Ware Public Schools to other demographically similar districts it showed an above average growth for ELA & Math however there are a number of areas of concern in ELA, Math and Science.*

Existing Position:

- MCAS results since 2010 through 2014 has yielded the following results:
 - Since 2012 SMK's results has dropped in both ELA & Math by a significant percentage since 2012.
 - ELA & Math at the 4th grade level is stagnant.
 - 5th & 6th Grades for ELA & Math is inconsistent over the past five years of assessment.

	2010	2011	2012	2013	2014
Grade 3 ELA	57	56	59	40	45
Grade 3 Math	47	56	38	41	47
Grade 4 ELA	34	35	51	40	33
Grade 4 Math	35	34	33	39	22
Grade 5 ELA	58	65	60	61	67
Grade 5 Math	50	33	54	38	52
Grade 6 ELA	60	61	60	66	61
Grade 6 Math	46	57	63	57	36
Grade 7 ELA	63	70	72	61	71
Grade 7 Math	55	40	56	35	41

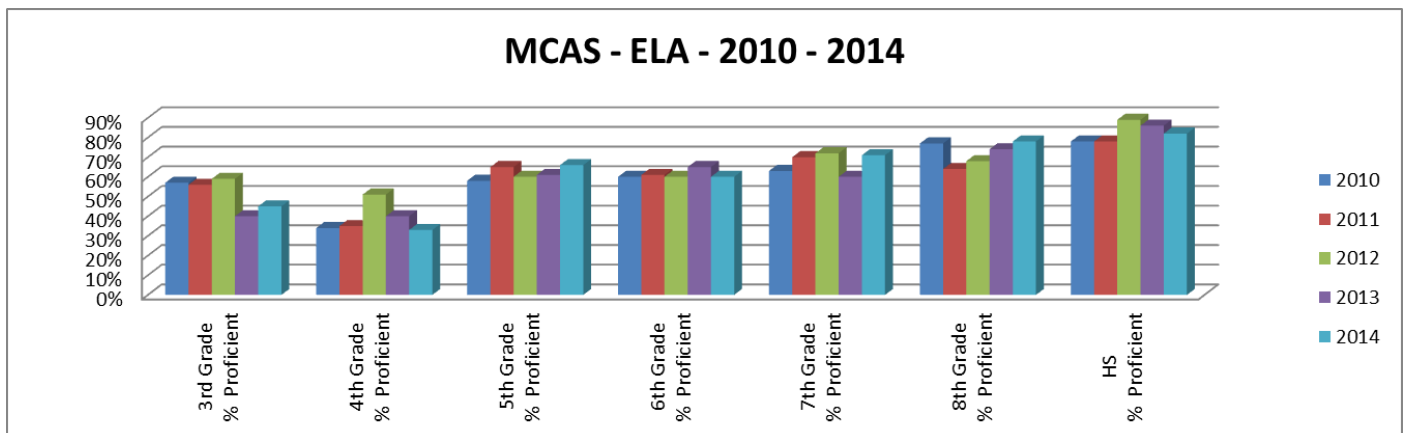
Grade 8 ELA	77	64	68	74	78
Grade 8 Math	48	38	28	56	38
Grade 10 ELA	76	78	89	86	96
Grade 10 Math	79	77	79	71	82

*Percent Proficient

- Areas of concern for 7th & 8th grade are the lack of performance in Math.
- 10th Grade ELA & Math has made significant gains.

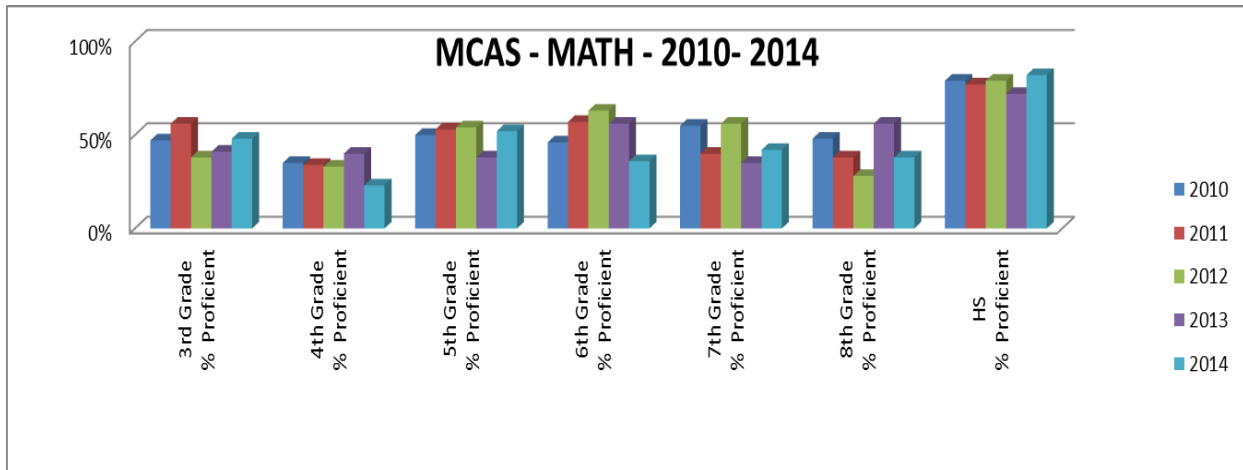
ELA Results 2010-2014:

	3rd Grade %	4th Grade %	5th Grade %	6th Grade %	7th Grade %	8th Grade %	HS %
Year	Proficient	Proficient	Proficient	Proficient	Proficient	Proficient	Proficient
2010	57%	34%	58%	60%	63%	77%	78%
2011	56%	35%	65%	61%	70%	64%	78%
2012	59%	51%	60%	60%	72%	68%	89%
2013	40%	40%	61%	65%	60%	74%	86%
2014	45%	33%	66%	60%	71%	78%	82%



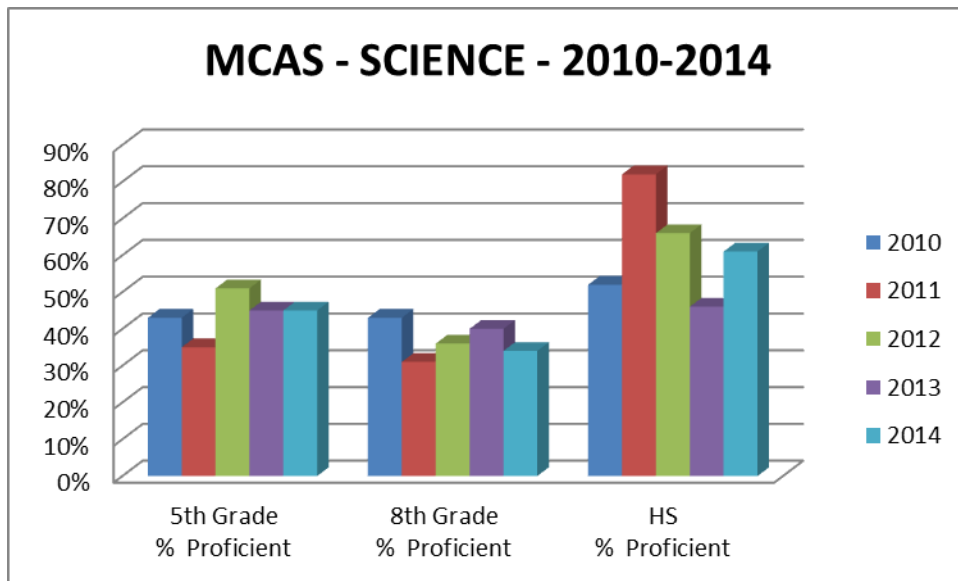
Math Results 2010-2014:

Year	3rd Grade % Proficient	4th Grade % Proficient	5th Grade % Proficient	6th Grade % Proficient	7th Grade % Proficient	8th Grade % Proficient	HS % Proficient
2010	47%	35%	50%	46%	55%	48%	79%
2011	56%	34%	53%	57%	40%	38%	77%
2012	38%	33%	54%	63%	56%	28%	79%
2013	41%	40%	38%	56%	35%	56%	72%
2014	48%	23%	52%	36%	42%	38%	82%



Science Results 2010-2014:

Year	5th Grade % Proficient	8th Grade % Proficient	HS % Proficient
2010	43%	43%	52%
2011	35%	31%	82%
2012	51%	36%	66%
2013	45%	40%	46%
2014	45%	34%	61%



- When comparing SMK to other demographically similar elementary schools shows below average performance for ELA & Math:

*Schools most similar to your school in terms of grades span, total enrollment, and special populations.

Orange-Shaded row: Your School Blue-Shaded row: Highest performing of the other 10 schools.

School Name	2013-14 October Enrollment				2014 MCAS % Proficient or Higher			2014 MCAS Growth Median SGP	
	Total Enrollment #	Low Income %	SWD %	ELL %	ELA %	Math %	Science %	ELA %	Math %
Central Berkshire-Craneville*	432	38.9	12.7	0.5	49%	51%	41%	36.5	49.5
Dartmouth-George H Potter*	424	33.3	11.8	2.4	53%	64%	57%	49.0	63.0
Falmouth-Mullen-Hall*	486	30.2	13.0	2.3	61%	63%		34.0	53.0
Lynn-Edward A Sisson*	452	64.2	11.9	5.5	62%	64%	41%	38.0	21.0
Pittsfield-Egremont*	516	44.6	12.2	5.4	48%	49%	42%	44.0	49.0
Quaboag Regional-Warren Elementary*	461	54.0	16.9	0.9	53%	58%	38%	42.5	50.0
Taunton-Mulcahey Elementary School*	474	67.3	14.6	8.0	59%	63%		28.0	36.0
Triton-Salisbury Elementary*	527	46.1	13.1	1.5	55%	69%	57%	44.0	55.0
Wareham-John William Decas*	510	57.5	15.1	2.0	51%	67%		69.0	80.0
Ware-Stanley M Koziol Elementary School*	470	58.9	12.3	1.5	45%	48%		--	--

- When comparing WMS to other demographically similar schools showed below average growth for ELA & Math:

*Schools most similar to your school in terms of grades span, total enrollment, and special populations.

Orange-Shaded row: Your School Blue-Shaded row: Highest performing of the other 10 schools.

School Name	2013-14 October Enrollment				2014 MCAS % Proficient or Higher			2014 MCAS Growth Median SGP	
	Total Enrollment #	Low Income %	SWD %	ELL %	ELA %	Math %	Science %	ELA %	Math %
Brookfield Elementary*	316	33.2	12.7	0.3	74%	68%	71%	63.0	70.0
Cambridge-John M Tobin*	287	37.3	15.7	0.0	67%	74%	51%	38.5	47.0
Cambridge-Martin Luther King Jr.*	267	47.2	15.0	1.1	74%	65%	54%	72.0	42.0
Cambridge-Peabody*	311	50.5	19.0	1.6	75%	71%	38%	54.5	44.5
Fall River-James Tansey*	322	56.2	11.5	0.6	52%	58%	72%	42.0	58.5
New Bedford-Elizabeth Carter Brooks*	332	66.6	13.3	0.0	31%	40%	24%	30.0	45.5
Pittsfield-Robert T. Capeless Elementary School*	239	47.7	14.2	0.0	60%	60%	55%	52.0	42.0
Pittsfield-Stearns*	227	53.7	15.9	0.4	61%	76%	68%	36.0	52.0
Taunton-Hopewell*	318	63.5	15.7	2.2	45%	55%		47.0	42.0
Ware-Ware Middle School*	321	60.4	15.3	0.3	55%	38%	45%	47.0	46.0
Winchendon-Toy Town Elementary*	303	45.2	13.9	2.0	53%	55%	51%	49.0	45.0

- When comparing Ware JR/SR High School to other demographically similar schools showed an average growth for ELA & Math:

*Schools most similar to your school in terms of grades span, total enrollment, and special populations.

Orange-Shaded row: Your School Blue-Shaded row: Highest performing of the other 10 schools.

School Name	2013-14 October Enrollment				2014 MCAS % Proficient or Higher			2014 MCAS Growth Median SGP	
	Total Enrollment #	Low Income %	SWD %	ELL %	ELA %	Math %	Science %	ELA %	Math %
Academy Of the Pacific Rim Charter Public	498	54.6	20.5	0.0	76%	54%	44%	71.0	52.0
Berkshire Arts and Technology Charter Public	326	55.5	20.2	0.6	75%	58%	61%	52.0	62.0
Boston Collegiate Charter School*	632	43.2	17.7	4.9	82%	73%	64%	56.5	63.0
Charter School of Cambridge (District)-Community	377	51.5	19.4	4.0	87%	67%	57%	72.0	69.5
Greenfield High*	489	57.3	18.8	3.1	77%	49%	51%	41.0	40.0
Holbrook Jr Sr High*	480	48.3	12.9	2.3	85%	66%	45%	41.0	58.0
Mohawk Trail Regional High*	489	34.4	21.9	0.6	78%	60%	52%	48.0	56.0
North Adams-Drury High*	495	57.6	24.2	0.2	70%	43%	34%	30.0	29.5
North Central Charter School*	333	44.7	21.6	0.9	78%	46%	41%	63.5	53.0
Palmer-Palmer High*	504	33.1	15.5	1.0	83%	57%	51%	37.5	33.0
Ware-Ware Junior/Senior High School*	476	49.8	18.7	1.5	80%	49%	46%	53.5	52.0

- When comparing Ware Public Schools to other demographically similar districts it showed an above average growth for ELA & Math:

Comparable Districts

Overview:

*Districts most similar to your district in terms of grades span, total enrollment, and special populations.

Orange-Shaded row: Your district Blue-Shaded row: Highest performing of the other 10 districts.

District Name	2013-14 October Enrollment				2014 MCAS % Proficient or Higher			2014 MCAS Growth Median SGP	
	Total Enrollment #	Low Income %	SWD %	ELL %	ELA %	Math %	Science %	ELA %	Math %
Athol-Royalston*	1,437	57.1	26.6	1.1	47%	35%	38%	39.0	47.0
Easthampton*	1,561	34.7	17.6	1.9	59%	51%	48%	43.0	50.0
Gill-Montague*	1,010	55.6	18.5	5.6	59%	53%	44%	47.5	61.0
Greenfield*	1,733	59.8	18.0	3.5	57%	47%	46%	37.0	39.0
Holbrook*	1,232	43.4	18.8	4.4	69%	61%	50%	44.0	55.5
Hull*	1,061	36.9	16.3	0.2	71%	60%	54%	42.0	46.0
Palmer*	1,469	46.1	19.0	1.2	61%	47%	50%	39.0	41.0
Quaboag Regional*	1,382	45.2	16.0	0.4	64%	57%	55%	44.0	47.0
Rockland*	2,270	42.3	16.6	1.9	63%	53%	41%	48.0	48.0
Ware*	1,267	55.9	16.2	1.2	61%	42%	45%	50.0	50.0
Winchendon*	1,362	44.9	19.4	1.3	56%	41%	44%	43.0	42.0

- Over the past five years the high school dropout rate is as follows:

<u>2010/11</u>	<u>2011/12</u>	<u>2012/13</u>	<u>2013/14</u>
5.4%	3.8%	4.3%	5.5%
(17)	(11)	(12)	(14)

- During the 2013/14 school year the attendance rate for all schools is as follows:

- o SMK 95.2%
- o WMS 95.5%
- o WJSHS 92.9%
- o District Average 94.4%

Prospect for Growth:

- Implementing a Response to Intervention (RTI) for grades K-6 in meeting the needs of all students.
- Targeting students at risk at WJSHS to provide supports to these students.
- Building a foundation with the Senior Leadership team who will focus on the following criteria:
 - Teaching & Learning
 - Results-Oriented
 - Claims-Evidence-Impact
 - High Expectations
- Using data to drive decision making within the district.
- Building a “needs based budget” in order to set priorities to all of the initiatives and programming within the district.

4. Curriculum, Instruction & Assessment:

Theme: Aligning the curriculum to the state standards took place a couple of years ago.

Whether the curriculum is being utilized in all content areas still needs to be determined. There is no specific assessment tool to determine student growth in ELA and math across all grade levels.

Existing Position:

- Some grades working independently of each other
- No vertical planning taking place
- Model units implemented within the ELA curriculum for some classrooms
- Not all elementary grades providing interventions (SMK & WMS)
- Limit amount of time devoted to reading in middle school
- Professional development for the past 18 months centered around John Collins writing model
 - All classrooms are doing Type 1 & 2 writing across the district
 - Teachers SMART Goals devoted to the Type 1 & 2 writing prompts
- Three days of professional development for teachers
- Using data to guide practice not utilized in all buildings
- Director of Curriculum position is part-time
- New administrators in all buildings

Prospect for Growth:

- Time needed for vertical team planning.
- Review of all curriculum maps to assure alignment to the state standards.
- Administrative oversight to assure that teachers are following curriculum maps.
- Rolling out RTI model for grades K-6.
- Establish a district wide assessment for ELA & Math to determine student growth.

5. Adult Learning & Professional Development:

Theme: Over the past 18 months the district has focused their professional development (PD) on John Collins writing dedicating the three PD days a year to it along with a number of visits into classrooms coaching teaching and administrators on the writing model.

Exiting Conditions:

- A discussion began with John Collins in November 2013 as the district built a plan to roll out his writing model as he began working with teachers in May 2014.
 - Worked with teachers in establishing understanding of Type 1, 2, 3, & 4 writing
 - Worked with administrators in supporting teachers
 - John Collins has pushed into classrooms to coach teachers on the process
- New Special Education Director working with teachers on the following concepts:
 - Response to Interventions
 - Co-teaching
- Director of Accountability writes grants to afford the district the ability to fund the PD that the district provides.
- Needs assessment of teachers and administrators completed through the Director of Curriculum.
- Limited ELA coaching within the district and no math coach.

Prospect for Growth:

- Utilize Type 1 & 2 writing prompts to determine student growth.
- Special Education Director works with administrators to assure roll out of RTI model in WMS and the co-teaching model at WMS & WJSHS.
- Increase the Director of Curriculum's position to full time.

- Provide vertical planning time in order to build capacity district wide.
- List a full time ELA and Math coach in the needs based budget.

6. **School Culture:**

Theme: Principals are working hard to establish building capacity in meeting the needs of all children along with supporting faculty and staff in getting it accomplished.

Existing Conditions:

- After 2 years at a level 2 accountability rating WMS fell to a level 3
- WJSHS moved from a level 3 to a level 2
- Faculty and staff work hard to meet the needs of all students
- To address the social, emotional aspect of some of our students a Structured Learning Center classroom has been established at all three schools
- Each building works independently and unconnected to the other buildings on campus.
- WJSHS has decreased student suspensions by 50% over the past 18 months.
- SMK & WMS promoting and teaching to the Six Pillars of Character and WJSHS promoting and teaching to the Ware Way.

Prospect for Growth:

- Build a district-wide capacity among the three buildings:
 - Provide administrators with the book “*The Principal*” to understand the purpose of building capacity across the district
- Roll out a RTI model from grades K-6 to ensure a full inclusion model at all schools.
- WMS is caught between the realities of being an upper elementary school as it tries to portray a middle school model.

7. **Parents & Community:**

Theme: The percent of parent involvement fluctuates between each building. The perception of Ware Public Schools continues to persuade some parents to school choice their children out of district.

Existing Conditions:

- Open House at SMK is exceptional while WMS and WJSHS demonstrated that parental involvement in Open House is on the rise.
- PAC involvement is low.
- WJSHS's Block Party for 7th graders noted attendance of almost 100% of all families.
- School Councils at all schools have a high parent involvement.
- The results, of the last NEASC visit continue to create lingering perceptions of WJSHS.
- Negative perceptions about the town, adds to the perceptions about the school district.
- 12.6% of parents school choice their children out to other school districts.
- Title 1 nights at SMK & WMS are popular among families.

Prospect for Growth:

- Working with the School Committee and the Board of Selectmen in changing the perception of Ware Public Schools.
- Utilizing the district website to bust myths of district's negative perceptions.
- Promote the district with appearances on community TV and radio.
- Presentation to Ware Business & Civic Association – Realtors Meeting
- Survey school choice parents to determine reasons why they left the district.
- Special Education Director seeking ways to increase parental involvement in PAC.

8. Support Operations:

Theme: The Support Operations (Food Service, Transportation, Business Manager, Technology, and Buildings and Grounds) that have been put in place work cooperatively with one another to assure that the needs of the district are met.

Existing Conditions:

- The Director of Food Services, Jeff Nicholas, has met with student groups to discuss providing more food options for them.
- The transportation of students is contracted with First Students and Van Pool.
- Technology Department consists of a two person department that finds itself with increased work load due to the impact of state reporting demand that has occurred of late.

- The Business Management of the district is overseen by Andy Paquette, president of The Management Solution. Mr. Paquette is in district one day a week however he is available to the district 24/7.
- The Building & Grounds Department works under the direction of Chris Dymon. His ability in repairing equipment and finding solutions to difficult issues is one of his strong suits as he works under an extremely tight budget. However, due to the salary range of a number of talented individuals, Mr. Dymon has lost good help to high paying positions outside the district.
- There is no Human Resource director. All Human Resource issues are addressed through the Superintendent's office.

Prospect for Growth:

- Establish yearly goals for all departments.
- Roll out a "needs based" budget for all departments.
- All departments will continue to seek ways to cut cost within their specialty.
- Food Service Director will continue to meet with the Student Council to find ways of bringing new food ideas to the district.

9. District Finances:

Theme: Overarching theme is how the town has not met minimum net school spending over the years and the impact that it has had on the district.

Existing Conditions:

- Due to budget cuts the following positions have been lost throughout the years:
 - The only full time principal in the district is Mr. Darren Elwell, principal of WJSHS.
 - ✓ One administrator at the middle school
 - The Director of Curriculum and Director of Accountability not full time.
 - Lost programming:
 - ✓ Business Teacher
 - ✓ CAD/ Wood Working
 - ✓ Art - Grade 7 & 8
 - ✓ Family & Consumer Science
 - ✓ Health Educators
 - ✓ Librarian/Media Specialist at WMS

✓ Reading Specialist at WJSHS

- Over the past five years the cost to the district of students who school choice out is \$4.3 million dollars:
 - FY14-\$910,578
 - FY13-808,924
 - FY12-888,012
 - FY11-959,872
 - FY10-825,282
- The amount of money that the district took in from students who school choice in is \$1.2 million dollars:
 - FY14-\$202,568
 - FY13-138,384
 - FY12-212,407
 - FY11-227,197
 - FY10-247,568
- Relationship between School Committee Members and Board of Selectmen strained due to lack of investment to the district.

Prospect for Growth:

- Building a working relationship between the School Committee members and Board of Selectmen
- This year the district will provide the Board of Selectmen with a “needs-based” budget to address the lack of investment within the district.
- Work to bring students back to the district by sharing all of the growth that has occurred over the past few years:
 - Utilizing the 6 Pillars of Character in building a positive culture throughout all schools.
 - Cut suspension rate by 50% over the past 18 months.
 - Publishing the success of our alumni through the district website.
 - Address the Ware Business & Civic Association meeting of realtors to clarify misconceptions of the district. Build a video of alumni testimonials to address how a Ware High School education worked out for them.

Summary:

With a new superintendent at the helm of Ware Public Schools it has allowed for this entry plan to be undertaken and this report to be produced. Along with a new team of administrators a foundation of expectations are being laid out within the district as we lead using data to drive our decision making.

- The foundation includes the following:
 - Teaching & Learning
 - Results-Oriented
 - Claims-Evidence-Impact
 - High Expectations

The district is fortunate to have an outstanding faculty and staff that are committed to the children of Ware. The district's physical plant is well maintained with great pride and respect of the campus. Having all buildings on one campus affords us the ability to build capacity not just within buildings but across the district. With the many successes that were found a number of challenges remain as we work to move the district forward. These challenges include:

- Building a District Improvement Plan that is a living document to our vision for the district.
 - This will allow for School Improvement Plans to align to for all schools within the district working towards that common vision
- Rolling out a Response to Intervention Program K-6 to assure all students' needs are met.
 - Allow us the ability to provide interventions to students who need them.
 - Provide teachers training on the co-teaching model to assure we are maximizing each teacher within the district.
 - Making sure teachers are providing the rigor to students to assure they achieve success as the state moves towards another assessment to document student growth.
- In order to document student growth we need to establish district measures to assure that we have the necessary data that will determine and drive instruction.
- Now that our work with John Collins writing program will take on a new look next year we need to identify which area of concern we turn our attention to.
 - Next steps for what each building needs in terms of professional development moving forward.

- With the limited amount of funding to address the challenges that remain the Senior Leadership Team will need to be specific and strategic in planning for the initiatives that will address the present learning gaps of some of our subgroups of students.

Appendix A

Key Constituents I have met with in regards to data collections that contributed to this report includes:

- School Committee Members
- Board of Selectman
- State Representatives Todd Smola & Anne Gobi
- Principals and Assistant Principals
- Directors (Accountability, Curriculum & Instruction, Special Education, Food Services, and Finance)
- Union Leadership
- Town Manager
- Ware Business and Civic Association
- Chief of Police
- Assistant Chief of Fire Department
- Newspaper journalists (Ware River News & Republican)
- Ware TV & Radio
- Parents, stakeholders, and community members
- Teachers and staff
- Assistant District Attorney Yvonne Pesce
- Ware Alumni
- Mary Lane/Bay State Hospital
- Phone Survey of 20 school choice parents

Examples of key points that were explored during the entry plan:

- What the effect of school choice has done to the district?
- What the effect of not being minimally funded has on the district?
- How does the community perceive the district?
- What progress has been made with the initiatives underway in the district?
- What are the strengths and challenges within the district?

Appendix B

The following documents are among those reviewed throughout the process:

- FY 15 Budget
- Collective Bargaining Agreements and MOUs
- School and District Improvement Plans
- School Committee Policy Manual
- Education Evaluation Procedures and Reports
- Administrators' Contracts
- Curriculum Documents
- NEASC Accreditation Reports
- Standardized Assessment Data
- Annual Town Report
- Special Education Programs
- Capital Improvement Plan
- Emergency Management Plans
- District Technology Plan

Appendix C

Attendance at various town/school meeting, activities and events beginning in June 2014:

- Met with Dr. Beach on many occasions
- Met with the Directors of Accountability, Curriculum & Instruction, Finance, and Food Services on many occasions
- Attended school committee meetings
- Met with State Representative Todd Smola
- Met with the principals of each building a number of times
- Interviewed with local TV, Radio, and newspapers
- Attended Department Head Meetings at Town Hall
- Met with the Town Manager & Town Accountant
- Took part in the Enhanced Lockdown Drills
- Met with Nancy Slator, union president, and Keith Abete, union representative
- School Committee Meetings
- Met with Mark Sasso from finance committee
- Met with Dr. Donna Harlan (DSAC)
- Met with Central Office staff
- Bimonthly Senior Leadership Team Meeting
- Policy subcommittee meetings
- Superintendent Evaluation AdHoc meetings
- Multiple and ongoing meetings with members of fire/police regarding emergency planning
- Meeting with Assistant District Attorney Pesce
- Attends monthly Advisory Council Meetings at Mary Lane/Bay State Hospital
- Attends monthly Quaboag Hills Substance Use Task Force
- Attended Veteran's Day event
- Attended the Festive Holiday parade
- Attended all Winter Holiday Concerts
- Attended a number of sporting events
- Met with Ware Business & Civic Association
- Classroom observation of all principals except one (sick leave since October)
- ABC 40 Honor Roll & Force

- Attended the Christmas Eve day welcome home of 211th & 747th Military Police after a year deployment
- Joint Meeting with School Committee and Selectmen
- Meetings in conjunction with Superintendent's responsibility to be informed, i.e. Connecticut Valley Superintendents' Round Table, Collaborative for Educational Services, and the Superintendent's Induction program.