

Wachusett Regional School District - School Improvement Plan (SIP)

School:	Dawson	Plan Duration (Years):	2016-2019
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Goal Description			
Goal Number:	1	Goal Title:	Collaboration as Professional Learners
Rationale for Goal:	If Dawson teachers have a systematic method of collaborating to analyze student learning data and apply that analysis to the various stages of the instructional cycle, then educators will be able to implement identified effective instructional practices that will improve the learning and growth for all students.		

Goal Details and Performance Indicators	
Strategic Plan Alignment [Domain & Strategic Objective]	<p>Domain 4: Professional Development & Structures for Collaboration Strategic Objective B: Systems, structures, and protocols are in place and used to guide collaborative discussions to improve implementation of the curriculum and instructional practices. Strategic Objective C: Professional Development and structures for collaboration are evaluated for their effect on raising student achievement.</p> <p>Domain 3: Effective Instruction Strategic Objective B: Systematically measure, analyze, and act upon student learning data.</p>
Strategic Initiative(s)	<ol style="list-style-type: none"> 1. Professional development will be targeted toward the process of collaboration, development of common assessments, and analysis of student data. 2. Administration will have a system to monitor and support the collaboration and data analysis process throughout implementation. 3. Teaching teams will create and revise, as needed, a systematic structure for analyzing student work, identifying evidence-based instructional strategies, and using the information to inform instruction.

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Final Outcomes [S.M.A.R.T. Goal(s)]	100% of Dawson teachers will collaborate regularly as teams using developed protocols throughout the instructional cycle. Teachers will use multiple forms of data to plan, assess, and analyze student learning to identify effective instructional practices and address needs of all students, resulting in 90% of students meeting aligned proficiency outcomes as measured by ELA and Math MCAS in grades 3-5.
Interim Outcomes	<ol style="list-style-type: none"> 1. Teaching teams will have a systematic structure for analyzing student learning data and identifying effective instructional practices. 2. Teams will create common assessments with which to gather student learning data during collaborative meetings. 3. Collaboration process will be evaluated and will evolve based on staff feedback and student achievement data.

Implementation Benchmarks (Years 1-3)		
Action	Supports/Resources	Timeline/Frequency
Schedule created that allows for adequate collaboration time.	Contracted meeting time Building-based schedule	Year 1-3
Professional development provided in the area of team process and collaboration.	Contracted PD fund Dawson Admin.	Year 1 6 PD early release days
Facilitate peer observation opportunities that include follow-up time for discussion.	Contracted PD Fund Dawson Admin.	Years 1-3
Professional development provided in the area of student data analysis.	Contracted PD fund Building Admin.	Years 2-3
By the spring of 2018, at least one new common assessment in either reading or writing will be developed and administered at every grade level.	Building administration support and feedback Team meeting time	Year 1
By the spring of 2019, at least one common assessment will be developed and administered in the areas of reading and writing at	Building administration support and feedback	Year 2

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every grade level and results of the assessments will be used to inform instruction.	Team meeting time	
Collaborative process monitored by way of team/administrator meetings, survey feedback, and student achievement data.	Google Forms Building-based schedule MCAS results Benchmark assessments results	Years 1-3

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Goal Description			
Goal Number:	2	Goal Title:	Dawson's High Five
Rationale for Goal:	If we support students in the five areas of social emotional learning (SEL) competency and character development, then student achievement will be positively impacted.		

Goal Details and Performance Indicators	
Strategic Plan Alignment [Domain & Strategic Objective]	<p>Domain 5: Students' Social, Emotional, and Health Needs</p> <p>Strategic Objective 5A: Build an understanding of social, emotional, and physical health as factors affecting learning.</p> <p>Strategic Objective 5B: Engage families and the community in a partnership to increase the district's capacity to address students' social and emotional health needs.</p>
Strategic Initiative(s)	<ol style="list-style-type: none"> 1. Dawson School community will learn about the impact that character development and social, emotional, and physical well-being have on student achievement. 2. Dawson staff will identify current, research-based practices in character development and social, emotional, and physical well-being currently in place at Dawson and research ways to expand upon current practices.

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	<ol style="list-style-type: none"> 3. Dawson school will design a comprehensive, consistent program that incorporates best practices in character development, social and emotional learning, and physical well-being. 4. Facilities will be maintained in a way that support SEL and wellness.
Final Outcomes [S.M.A.R.T. Goal(s)]	<p>Dawson students will demonstrate behaviors consistent with moral and performance character development and the five competencies of social and emotional learning as measured by a 25% decrease in problematic behaviors, including attendance and discipline infractions. Dawson community members will also report a 25% increase in awareness around character development and SEL competency by June of 2019, as measured by survey data.</p>
Interim Outcomes	<ol style="list-style-type: none"> 1. Analysis of survey data at the end of 2016-2017 school year will show areas in which all Dawson stakeholders are in need of development with regard to social and emotional learning and character development. 2. Beginning in the spring of 2017, Dawson staff and parents will be provided multiple opportunities to learn about the five competencies of social emotional learning and character development and how both impact student learning. 3. By the spring of 2017, a Task Force will have developed a continuum of behavioral expectations based on our High Five Pledge and values. 4. By spring of 2019, a tiered system of behavioral supports and interventions will have been designed. 5. By the spring of 2018, Dawson staff will have shared current, research-based practices in the area of SEL and will have determined a plan for consistently implementing a tiered system of support and intervention. 6. Effectiveness of SEL and character development implementation will be monitored over the course of the 2018-2019 school year.

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Implementation Benchmarks (Years 1-3)		
Action	Supports/Resources	Timeline/Frequency
Dawson High Five committee will redesign and facilitate assemblies to provide SEL and character development opportunities and serve as a forum for community celebration.	Committee members	Years 1-3 Quarterly assemblies
Dawson's administration and SIMCO will develop, administer, and analyze SEL surveys for staff, students, and parents.	SIMCO meeting time Google Forms CASEL (Collaborative for Social Emotional and Academic Learning) website	Year 1 Survey developed in fall Survey administered in winter
Administration will provide multiple face-to-face, print, and online opportunities for staff and parents to learn about SEL and character development and their impact on student achievement.	Administration SEL experts	Years 1-3 Quarterly opportunities
Administration will support the development of a Task Force in the area of SEL, character education, and PBIS, whose goal will be to collect research-based practices currently in place, analyze them, and make recommendations for school-wide use of a consistent approach.	Task Force members Administration	Years 2-3
Teachers will participate in professional development to support expansion of SEL and character education practices based on committee recommendations.	Building administration WRSD administration	Year 3
Dawson students will participate in consistent, research-based SEL and character education opportunities in all grade levels.	Recommended curriculum supports	Year 3

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Goal Description			
Goal Number:	3	Goal Title:	Effective Instruction of Aligned Curriculum
Rationale for Goal:	If Dawson teachers apply professional collaboration skills to identify effective instructional strategies, then they will be able to differentiate their instruction in order to effectively meet the diverse needs of their students.		

Goal Details and Performance Indicators	
Strategic Plan Alignment [Domain & Strategic Objective]	<p>Domain 2: Aligned Curriculum Strategic Objective 2A: Develop a consistently implemented and vertically aligned Pre-K-12 Curriculum Strategic Objective 2B: Develop common, well-defined learning outcomes with a focus on depth of understanding and critical thinking across all grades and content areas.</p> <p>Domain 3: Effective Instruction Strategic Objective 3A: Implement evidence-based, high quality instructional practices focused on critical thinking, creativity and collaboration. Strategic Objective 3B: Systematically measure, analyze, and act upon student learning data.</p>
Strategic Initiative(s)	<ol style="list-style-type: none"> 1. Teaching teams will apply their collaboration skills to district-wide work in the area of curriculum alignment and determination of essential outcomes. 2. Common assessments will be created for the purpose of analyzing student learning and identifying proven instructional strategies. 3. Differentiation of instruction will occur on a regular basis, based on student learning data and identified proven strategies for instruction. 4. Long-term facilities plan will be developed to address the increasing student population

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	and its impact on teaching and learning.
Final Outcomes [S.M.A.R.T. Goal(s)]	Dawson teachers will differentiate aligned core instruction using evidence-based, high-quality instructional practices as identified through the process of data analysis and collaboration with fellow educators, resulting in 90% of students meeting aligned proficiency outcomes as measured by ELA and Math MCAS in grades 3-5.
Interim Outcomes	<ol style="list-style-type: none"> 1. Priority standards and essential outcomes will be determined at each grade level in ELA and math. 2. Common assessments will be developed to measure student progress toward determined outcomes in all subject areas. 3. Instruction will be differentiated on a consistent basis. 4. Teachers and students will have access to more learning space for the purpose of differentiating instruction.

Implementation Benchmarks (Years 1-3)		
Action	Supports/Resources	Timeline/Frequency
Teachers will contribute to district-wide efforts to determine priority standards and essential learning outcomes.	WRSD Curriculum Team CCSS for MA	Year 1
Building administration will assess and plan PD for needs of teaching staff in the areas of assessment development and differentiated instruction.	Dawson administration WRSD Curriculum Team	Years 1-2
Teachers will apply their developed collaborative team process to the creation of common assessments designed to measure determined outcomes.	Collaboration time Building Administration support and feedback PD on assessment development	Years 2-3
Teachers will differentiate instruction to meet student needs, as indicated by assessment results.	Dawson teachers and paraprofessionals Curriculum support materials	Year 3
Building administration will communicate population increases on a	Dawson administration	Years 1-3

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consistent basis to Central Office administration.		
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Goal Description			
Goal Number:	4	Goal Title:	Technology Integration
Rationale for Goal:	If students use technology on a regular basis as part of their instructional programming, then they will be better prepared to meet the increasingly technological demands of the 21st Century.		

Goal Details and Performance Indicators	
Strategic Plan Alignment [Domain & Strategic Objective]	Domain 3: Effective Instruction Strategic Objective 3C: Staff regularly use technology to support student learning, enhance student engagement, and work toward developing innovative instructional practices.
Strategic Initiative(s)	<ol style="list-style-type: none"> 1. Dawson staff will participate in training in the area of technology integration. 2. Dawson teachers will form a Technology Integration PLC (Professional Learning Community). 3. Administration will monitor and support the use of technology in classrooms.
Final Outcomes [S.M.A.R.T. Goal(s)]	Dawson teachers will regularly use technology to support student learning, enhance student engagement, and develop innovative instructional practices, as measured by administrative observations and survey data.
Interim Outcomes	<ol style="list-style-type: none"> 1. By the spring of 2017, 50% of Dawson teachers will use internet-ready devices with students on a weekly basis for instructional purposes. 2. By the spring of 2018, 75% of Dawson teachers will use internet-ready devices with

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	<p>students on a weekly basis for instructional purposes.</p> <p>3. By the spring of 2019, 90% of Dawson teachers will use internet-ready devices with students on a weekly basis for instructional purposes.</p>
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Implementation Benchmarks (Years 1-3)		
Action	Supports/Resources	Timeline/Frequency
Dawson teachers will use Chromebooks to collaborate and access school related materials on a monthly basis during staff meetings and PD opportunities.	Chromebooks Team meeting times	Years 1-3 Twice per month minimally <ul style="list-style-type: none"> ● staff meeting ● team meeting
Dawson administration will model use of Google products for collaboration purposes.	Chromebooks Google Administration	Years 1-3 Twice per month minimally <ul style="list-style-type: none"> ● staff meeting ● team meeting
Teachers will form a PLC that aims to explore relevant technology integration strategies, analyze their effectiveness in the classroom, and share findings with the staff.	Chromebooks Technology integration resources	Year 2-3
Dawson teachers will participate in training to support the integration of technology into their instructional practices.	PD opportunities WRSD Technology staff Chromebooks	Years 1-3