

## Wachusett Regional School District - School Improvement Plan (SIP)

<b>School:</b>	Early Childhood Center	<b>Plan Duration (Years):</b>	2016-2019
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Goal Description			
<b>Goal Number:</b>	1	<b>Goal Title:</b>	Responding to Student Learning Needs
<b>S.M.A.R.T. Goal</b>	By the end of 2017, student learning outcomes will increase by 10 percent from baseline and increase by 10 percent in each subsequent year as measured by classroom common assessments.		

Goal Details and Performance Indicators	
<b>Rationale for Goal:</b>	To provide and implement evidence-based, high quality, effective instructional practices and systematically measure, analyze, and act upon student learning data, so that all children will be challenged to grow as individuals.
<b>Strategic Plan Alignment [Domain &amp; Strategic Objective]</b>	<p>Domain 2-Aligned Curriculum Provide an aligned curriculum that articulates common, well-defined learning outcomes with a focus on depth of understanding and critical thinking so students will be prepared for the next level of learning.</p> <p>Domain 3-Effective Instruction Implement evidence-based, high-quality instructional practices focused on critical thinking, creativity, and collaboration.</p> <p>Domain 4-Professional Development &amp; Structures for Collaboration Educators consistently provided with professional development that enhances their content knowledge and their pedagogy is enriched through collaboration with kindergarten teaching staff, then educators will be able to implement effective educational practices.</p>
<b>Anticipated Outcomes (Interim and Final)</b>	<p><b>Interim Outcomes:</b></p> <p>1) All instructional staff will be trained on the implementation of evidence based, high-quality instructional practices with a focus on differentiated instruction.</p>

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	<p><b>Final Outcomes:</b></p> <ol style="list-style-type: none"> <li>1) Establish and communicate a clearly defined set of goals and strategic objectives to guide school improvement initiatives.</li> <li>2) Instructional staff engage in ongoing, focused discussion and collaborative reflection on the effectiveness of instructional practices.</li> <li>3) Instructional staff differentiate core instruction and assessment to meet the diverse needs of all learners.</li> <li>4) Instructional staff collaborate with kindergarten teaching staff to assist in vertical alignment of the curriculum.</li> <li>5) Establish systems, structures, and protocols to guide collaborative discussions to improve implementation of the curriculum and instructional practices.</li> </ol>
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<b>Implementation Benchmarks</b>			
<b>Action</b>	<b>Responsibility</b>	<b>Supports/Resources</b>	<b>Timeline/Frequency</b>
Identify and facilitate professional development opportunities for instructional staff via staff meetings, classroom observation, and staff feedback to set goals for the following year.	Principal	Curriculum Supervisor	Fall of 2016
Provide peer mentors for teachers who are less proficient in differentiating instruction and providing interventions for learners in their classrooms.	Principal & Teachers	Curriculum Supervisor Teaching Staff	Ongoing
Provide opportunities for peer observation	Principal	Teaching Staff	Fall 2017-June 2019
PLC Training in Relevant Tools (Boardmaker/SmartBoard)	Principal & Teachers	Supervisor of Informational Services	2016-2017

<b>Goal Assessment and Next Steps</b>
Professional development opportunities in the area of differentiation. Review of lesson plans for inclusion of differentiated instruction. Classroom observations with a focus on differentiated instruction in action. Re-train teachers that have not or have minimally included differentiated instruction into their practice.

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Goal Description			
<b>Goal Number:</b>	2	<b>Goal Title:</b>	Acting Upon Student Learning Data
<b>S.M.A.R.T. Goal</b>	100% of instructional staff will apply practical and doable assessment strategies, work collaboratively to identify at risk students, establish individual learning goals, monitor instruction and monitor student performance as measured by observation, benchmark assessments (fall, winter, spring) teacher evaluation rubric, pre-/formative/post-assessments, data team summaries as measured by classroom and meeting observations.		

Goal Details and Performance Indicators	
<b>Rationale for Goal:</b>	To move beyond gathering data and actively engage in analyzing and acting upon data to improve student learning and increase student outcomes in all developmental domains.
<b>Strategic Plan Alignment [Domain &amp; Strategic Objective]</b>	<p>Domain 2-Aligned Curriculum Provide an aligned curriculum that articulates common, well-defined learning outcomes with a focus on depth of understanding and critical thinking so students will be prepared for the next level of learning.</p> <p>Domain 3-Effective Instruction Implement evidence-based, high-quality instructional practices focused on critical thinking, creativity, and collaboration.</p> <p>Domain 4-Professional Development &amp; Structures for Collaboration Professional development includes high-quality job-embedded professional development aligned with district, school and educator goals.</p>
<b>Anticipated Outcomes (Interim and Final)</b>	<p><b>Interim Outcomes:</b></p> <p>1) All teaching staff will have a better understanding of data collection and analysis and will conduct differentiated assessments with confidence.</p>

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	<p>2) All teaching staff will collaboratively evaluate student learning, and plan and adjust instruction accordingly.</p> <p>3) All teaching staff will have a better understanding of Differentiated Instruction and Response to Intervention techniques in both knowledge and practice.</p> <p><b>Final Outcomes:</b></p> <p>1) Instructional staff will be trained to examine and evaluate student work, to work collaboratively to evaluate student learning and to plan and adjust instruction as a result of this analysis.</p>
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<b>Implementation Benchmarks</b>			
<b>Action</b>	<b>Responsibility</b>	<b>Supports/Resources</b>	<b>Timeline/Frequency</b>
Professional development in the area of data analysis and formative assessment.	Principal	Deputy Superintendent	Winter 2016-Winter 2018
Development of data teams	Principal	Deputy Superintendent	Fall 2017
Training around Response to Intervention at the preschool level	Principal	K-2 Principal	November 2016 with a follow-up January 2017

<b>Goal Assessment and Next Steps</b>
All instructional staff will consistently collaborate to examine data. All instructional staff will use this data to inform instructional decisions Individual student learning goals will be developed based on data and progress monitoring.

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Goal Description			
<b>Goal Number:</b>	3	<b>Goal Title:</b>	Integrating Technology Into Instructional Practices
<b>S.M.A.R.T. Goal</b>	100% of students will be taught by staff who regularly use technology to improve student learning outcomes as measured by teacher observations in collaboration with the developmental classroom teacher and service providers.		

Goal Details and Performance Indicators	
<b>Rationale for Goal:</b>	To improve instruction using available technology in an effort to improve learning outcomes for all students.
<b>Strategic Plan Alignment [Domain &amp; Strategic Objective]</b>	Domain 1- Leadership, Governance, and Communication Establish and communicate a clearly defined set of goals and strategic objectives to guide district and school improvement initiatives Domain 3 - Effective Instruction Systematically measure, analyze, and act upon student learning data
<b>Anticipated Outcomes (Interim and Final)</b>	<p><b>Interim Outcomes:</b></p> <ol style="list-style-type: none"> <li>1) Use of available classroom technology and personal devices to regularly meet student learning needs as observed during teacher observation.</li> </ol> <p><b>Final Outcomes:</b></p> <ol style="list-style-type: none"> <li>1) Develop a budget that supports the student learning needs.</li> <li>2) Ensure that staff regularly use technology to support student learning, enhance student engagement, and work toward developing innovative instructional practices.</li> </ol>

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<b>Implementation Benchmarks</b>			
<b>Action</b>	<b>Responsibility</b>	<b>Supports/Resources</b>	<b>Timeline/Frequency</b>
Budget line for improving the building electrical infrastructure to support the use of classroom technology.	Principal, Dir. of Facilities	Superintendent, Director of Business and Finance	Fall of 2017
Budget line for increasing technology hardware, specifically interactive boards	Principal, Technology Director	Superintendent, Director of Business and Finance, Administrator of Special Education	Fall of 2018
Professional development in the use of technology and personal devices	Principal, Director of Technology	Supervisor of Information Services, AAC Team, Boston Children's Hospital AC/SLP	Spring/Fall 2019

<b>Goal Assessment and Next Steps</b>
Budget monies to improve electrical infrastructure to accommodate an increase in technology. Observe technology being used regularly by teachers and students during classroom observation.

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Goal Description			
<b>Goal Number:</b>	4	<b>Goal Title:</b>	Improving the Social/Emotional and Health Needs of All Students
<b>S.M.A.R.T. Goal</b>	Using June of 2017 baseline data, there will be a 10% reduction in the number of referrals to the school psychologist, a 10% decrease in reported physical restraints, and a 10% decrease in the incidents that require the completion of incident reports for each of the next two years (June 2018, 2019).		

Goal Details and Performance Indicators	
<b>Rationale for Goal:</b>	To promote a healthy school climate, build an understanding of social, emotional and physical health as factors affecting learning.
<b>Strategic Plan Alignment [Domain &amp; Strategic Objective]</b>	<p>Domain 5 Students’ Social, Emotional and Health Needs Build an understanding of social, emotional and physical health as factors affecting learning.</p> <p>Domain 4 Professional Development &amp; Structures for Collaboration</p>
<b>Anticipated Outcomes (Interim and Final)</b>	<p>Interim Outcomes:</p> <ol style="list-style-type: none"> <li>1) Student will be better able to identify and verbalize their feelings in a non-aggressive manner as measured by observation and anecdotal data collection/analysis.</li> <li>2) In addition, students will be better able to utilize their coping strategies independently when in crisis as measured through observation and data collection/analysis.</li> </ol> <p>Final Outcomes:</p> <ol style="list-style-type: none"> <li>1) To promote a healthy school climate and build a better understanding of social, emotional and physical health as factors affecting learning.</li> </ol>

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<b>Implementation Benchmarks</b>			
<b>Action</b>	<b>Responsibility</b>	<b>Supports/Resources</b>	<b>Timeline/Frequency</b>
Professional development in the form of workshops, book study, and mentorship to include mindfulness, DBT, and the newly developed Massachusetts Preschool and Kindergarten Social and Emotional Learning and Approaches to Play and Learning standards.	Principal	School Psychologist, private provider	Spring 2017-Spring 2019
Incorporate mindfulness into daily practice	Principal, teaching staff	School Psychologist, private provider	2017-2019
Incorporate aspects of DBT in year two moving toward a more thorough understanding in year three.	Principal, School Psychologist	Private provider(s)	Spring 2017-Spring 2019
<b>Goal Assessment and Next Steps</b>			
Staff will participate in all social/emotional professional development opportunities as requested by the Principal. Staff will incorporate mindfulness into daily practice as observed by the Principal during classroom observations.			