

Wachusett Regional School District - School Improvement Plan (SIP)

School:	Davis Hill	Plan Duration (Years):	2021-2024
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Goal Description			
Goal Number:	1	Goal Title:	Effective Instruction
S.M.A.R.T. Goal	By June 2024, 80% of Davis Hill students will be at, or above, the 40th percentile for Early Literacy/ Reading skills as measured by the STAR Assessment. Current baseline is 65% percentile for Early Literacy/ Reading (Grades 1-5 at time of writing).		

Goal Details and Performance Indicators	
Rationale for Goal:	If Davis Hill teachers identify key/ priority learning goals for students and monitor student progress toward achieving these goals, then they will be able to differentiate their instruction in order to effectively meet the diverse needs of their students.
Strategic Plan Alignment [Domain, Strategic Objective, Strategic Initiative]	<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>
Expected Outcomes (Final and Interim)	<p>Interim Outcomes:</p> <ol style="list-style-type: none"> 1. Priority standards and essential outcomes will be reviewed by grade level teams and determined at each grade level in ELA/ Math. 2. STAR Assessment data in combination with pre-post unit assessments/ DRA/ etc will be

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	<p>reviewed consistently to ensure student progress toward goals.</p> <ol style="list-style-type: none"> 3. Instruction will use UDL principles on a consistent basis. 4. Staff members will format and structure instructional support based on a three-tiered model of support. <p>Final Outcomes:</p> <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. Application of UDL principles will occur on a regular basis, based on student learning data and identified proven strategies for instruction.
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Implementation Benchmarks (Years 1-3)		
Action	Supports/Resources	Timeline/Frequency
Building administration will assess and plan PD for the needs of teaching staff in the areas of Fountas & Pinnell and literacy skills.	<ul style="list-style-type: none"> ● PD Scheduling Opportunities ● Davis Hill administration ● WRSD Curriculum Team 	Ongoing
Building administration will re-address priority standards for ELA/ Math instruction within grade level teaching teams. These priority standards will be shared k-6 and with District Curriculum staff to ensure a part of WRSD unified vision.	<ul style="list-style-type: none"> ● PD Budget Line ● Articles/Resources ● WRSD Priority Standards 	Year 1 and Year 2
Teachers will apply Universal Design for Learning (UDL) principles/ Tiered instruction methodologies to meet the needs of all students.	<ul style="list-style-type: none"> ● Multi-Tiered System of Support Blueprint ● UDL Book Study ● In-Building Support Professional Development Support System 	Ongoing

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Goal Description			
Goal Number:	2	Goal Title:	Collaboration as Professional Learners
S.M.A.R.T. Goal	By May 2023, 100% of Davis Hill teachers and administration will be analyzing student learning data to inform instruction and develop an instructional block which is an equitable multi-level system of response to intervention and instruction that provides services, practices, and resources to every learner based on academic needs.to meet the educational needs of ALL students.		

Goal Details and Performance Indicators	
Rationale for Goal:	If Davis Hill 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.

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Strategic Plan Alignment [Domain, Strategic Objective and Strategic Initiative]	<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 the 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>
Expected Outcomes (Interim and Final)	<p>Interim Outcomes:</p> <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 and/ or utilize district assessment tools (i.e. Star/ DRA) with which to gather student learning data during collaborative meetings. 3. The collaboration process will be evaluated and will evolve based on staff feedback and student achievement data. <p>Final Outcomes:</p> <ol style="list-style-type: none"> 1. Professional Teams/ Learning Communities will be targeted toward the process of collaboration, development of tiered instructional support, and analysis of student data. 2. The 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.

Implementation Benchmarks (Years 1-3)		
Action	Supports/Resources	Timeline/Frequency
Professional development/ Book study opportunities provided in the area of student data analysis and tiered instruction.	<ul style="list-style-type: none"> ● Contracted PD fund ● Articles/Resources 	Years 1
Teachers will analyze data once a month in grade level teams and identify student needs/ tiered instructional opportunities.	<ul style="list-style-type: none"> ● Contracted meeting time ● Building-based schedule 	Year 1-3

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Collaborative and data process monitored by way of team/administrator meetings, survey feedback, and student achievement data.	<ul style="list-style-type: none"> ● Google Forms ● Building-based schedule ● MCAS results ● Benchmark assessments results 	Years 1-3
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Goal Description			
Goal Number:	3	Goal Title:	Social-Emotional Learning
S.M.A.R.T. Goal	By June of 2024, Davis Hill 3rd - 5th graders will report 80% favorable ratings in the area of 'Sense of Belonging' as measured by the Panorama Student Survey.		

Goal Details and Performance Indicators	
Rationale for Goal:	If we support students in the area of social-emotional learning (SEL) competencies and character development, student achievement will increase and behavioral referrals will decrease.
Strategic Plan Alignment [Domain, Strategic Objective, and Strategic Initiative]	<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>
Expected Outcomes (Interim and Final)	<p>Interim Outcomes:</p> <ol style="list-style-type: none"> 1. Establish a Davis Hill SEL Improvement Team. 2. Review/ Re-Integrate school-wide expectations as a focus point.

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	<p>3. Establish a tiered level of support that incorporates specific support and positive behavioral approaches for at-risk/ struggling students. .</p> <p>Final Outcomes:</p> <ol style="list-style-type: none"> 1. 1Davis Hill School community will learn about the impact that character development and social, emotional, and physical well-being have on student achievement. 2. Davis Hill staff will identify current research-based practices in character development and social, emotional, and physical well-being currently in place and research ways to expand upon current practices. 3. Davis Hill school will design a comprehensive, consistent program that incorporates best practices in character development, social and emotional learning, and physical well-being.
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Implementation Benchmarks (Years 1-3)		
Action	Supports/Resources	Timeline/Frequency
Davis Hill staff members will utilize Second Step SEL Curriculum to address Tier 1 SEL Instruction.	<ul style="list-style-type: none"> ● SEL Team members ● Administration 	Ongoing
The 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.	<ul style="list-style-type: none"> ● SEL Resources ● SEL Workshops 	Years 1-3 Quarterly opportunities
Identify research-based practices and establish staff buy-in through professional development opportunities.	<ul style="list-style-type: none"> ● Professional Development ● Site Visits 	Year 1
The school SEL/ Improvement Team will meet at least triannually to measure school progress the school-wide behavior matrix.	<ul style="list-style-type: none"> ● Davis Hill ● Administration ● Support Staff 	Years 1-3

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	<ul style="list-style-type: none"> Behavior Expectations Posters 	
An administrator will communicate behavior expectations to students and parents twice annually by means of Davis Hill Community Updates. .	<ul style="list-style-type: none"> Administrator SMORE 	Years 1-3
Recognize students for following expectations and displaying good behavior/citizenship with Davis Hill Dragon Bucks.	<ul style="list-style-type: none"> Davis Hill Dragon Bucks 	Years 1-3
<p>Implement Tier II and Tier III Interventions for students who have met identified triggers:</p> <p>Tier II — Check-In/Check-Out, Mentoring Program, Counseling Intervention, Student Contract/Goals, Parent Contact, Check and Connect, Parent Communication.</p> <p>Tier III — Targeted Social Skills Instruction, SPED, Counseling Intervention, Check and Connect.</p>	<ul style="list-style-type: none"> Administrators Support Staff 	Years 2-3

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Goal Description			
Goal Number:	4	Goal Title:	Facilities, Safety and Security
S.M.A.R.T. Goal	By June of 2024, Davis Hill Staff will have improved building security features (signage, security cameras) which will support increased student social-emotional well-being.		

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Goal Details and Performance Indicators	
Rationale for Goal:	If we create an environment that supports enhanced safety and security, our Davis Hill Students will benefit provided the school grounds/ facilities will be safe, clean and functioning properly.
Strategic Plan Alignment [Domain, Strategic Objective, and Strategic Initiative]	<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>
Expected Outcomes (Interim and Final)	<p>Interim Outcomes:</p> <ol style="list-style-type: none"> 4. Establish a Davis Hill School Safety Team. 5. Review/ Re-Integrate school-wide expectations as a focus point. 6. Establish a plan to consistently review key safety components of the school environment. <p>Final Outcomes:</p> <ol style="list-style-type: none"> 4. Davis Hill School community will support safety initiatives and the importance of maintaining a safe and clean school environment where all key school environmental features (classroom, cafeteria, playgrounds) are maintained and functioning properly.

Implementation Benchmarks (Years 1-3)		
Action	Supports/Resources	Timeline/Frequency
Building administration will form a School Safety Team	<ul style="list-style-type: none"> ● PD Scheduling Opportunities ● Davis Hill administration ● WRSD Safety Committee 	Year 1 and Year 2

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<p>School Safety Team will work with the District Safety Team on the formulation of a needs assessment for the Davis Hill building and grounds</p>	<ul style="list-style-type: none"> ● WRSD Budget ● Articles/Resources ● WRSD School Safety Team 	<p>Year 1 and Year 2</p>
<p>School Safety Team will work with the District Safety Team/ Superintendent and School Committee to address needs</p>	<ul style="list-style-type: none"> ● WRSD Budget ● Articles/Resources 	<p>Year 2 and Year 3</p>