

Wachusett Regional School District - School Improvement Plan (SIP)

School:	Dawson	Plan Duration (Years):	2022-2025
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Goal Description			
Goal Number:	1	Goal Title:	Effective Instruction : Literacy
S.M.A.R.T. Goal	By May 2025, 80% of Dawson students in grades K-5 will meet grade-level literacy proficiency using the district literacy curriculum as measured by Star Assessment.		

Goal Details and Performance Indicators	
Rationale for Goal:	If Dawson teachers are provided with quality professional development and 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. Attached is the reading data for Star and MCAS for Dawson School from the Fall of 2022. Fall 2022 ELA data
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. Teaching staff will receive professional development and collaboration opportunities focused on STAR, Curriculum Based Measures and Fountas and Pinnell.

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	<ol style="list-style-type: none"> 2. Common assessments will be used to measure student progress toward determining outcomes in all subject areas throughout the school year. WRSD Assessment Calendar 3. Application of adjustments based on ongoing data collection. 4. All grades K-5 will have implemented the Fountas and Pinnell reading program. <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. CBM assessments will be utilized for all students under the 18 percentile for students in grades K-2. All teaching staff grades K-5 will have access to CBMs for the purpose of identifying and progress monitoring students at risk, analyzing student learning and implementing targeted instructional strategies. 3. Application of curriculum adjustments 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 the District-Wide K-5 ELA program, Fountas & Pinnell, and literacy skills. Grades 3-5 will get training at the District level for K-5 ELA program.	<ul style="list-style-type: none"> ● PD Budget Line ● Dawson administration ● WRSD Curriculum Team 	Ongoing
Building administration will assess instructional planning in the area of - <ol style="list-style-type: none"> 1. Grade K-2: Foundational Skills 2. Grade 3-5: Text-based writing and responding to reading. 	<ul style="list-style-type: none"> ● Fountas and Pinnell Training ● STAR and CBM training ● Student Assistance Team data and MTSS Teams. 	Year 1
Building administration will plan PD instructional planning in the area of - <ol style="list-style-type: none"> 3. Grade K-2: Foundational Skills 4. Grade 3-5: Text-based writing and responding to reading. 	<ul style="list-style-type: none"> ● MCAS data ● ESSR funding program 	Year 2 and Year 3

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Teachers will analyze data to meet the needs of all students. Goals will be made for students	<ul style="list-style-type: none"> ● BAS Assessments ● Star Assessments ● MCAS Assessment ● Data meetings / Common Planning ● Student Assistance Team data and MTSS Teams. 	Ongoing
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Goal Description			
Goal Number:	2	Goal Title:	Effective Instruction : Math
S.M.A.R.T. Goal	By May 2025, 88% of Dawson students in grades 1-5 will meet grade-level math proficiency using the District math curriculum as measured by Star Assessment and 72% percent of students will perform at or above the state as measured by MCAS grades 3-5 results.		

Goal Details and Performance Indicators	
Rationale for Goal:	If Dawson teachers are provided with quality professional development and 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. One reason for creating this goal is based on our results from previous math MCAS scores

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	<p>☰ Dawson : Math .Teacher’s can use information found here to drive their instruction during MCAS preparation. STAR data from this year can be found here.</p>
<p>Strategic Plan Alignment [Domain, Strategic Objective and Strategic Initiative]</p>	<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>
<p>Expected Outcomes (Interim and Final)</p>	<ol style="list-style-type: none"> 1. All District K-5 teaching staff will receive Eureka Math training that involves the most updated curriculum. 2. Teachers will analyze data using the reports from MCAS, STAR, Eureka formative and summative assessments to drive instruction amongst grade level teams and virtually with other professionals. 3. Continue to work towards universal consistency of implementation of math curriculum, applications, data analysis, and language school wide. 4. Application of curriculum adjustments will occur on a regular basis, based on student learning data and identified proven strategies for instruction. 5. Communicate to parents and families the expected outcomes of units of learning and supports in home. 6. Multi tiered systems and supports in place in order to support all learners (Tier 1, Tier 2, Tier 3).

Implementation Benchmarks (Years 1-3)		
Action	Supports/Resources	Timeline/Frequency
Professional development provided in Eureka Math for all K-5 educators	<ul style="list-style-type: none"> ● Contracted PD fund ● Articles/Resources 	Years 1

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<p>Implementation of District provided Math applications and curriculum resources in the classroom.</p>	<ul style="list-style-type: none"> ● District technology specialists ● Eureka Math Online Suite , IXL, Moby Max, Etc . 	<p>Ongoing</p>
<p>Monthly meetings where teachers will analyze data using the reports from MCAS and STAR to drive instruction.</p>	<ul style="list-style-type: none"> ● MCAS data ● STAR data ● Data meetings / Common Planning ● Student Assistance Team data and MTSS Teams. 	<p>Year 1-3 Ongoing</p>

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Goal Description			
Goal Number:	3	Goal Title:	Social-Emotional Learning
S.M.A.R.T. Goal	By May 2025, Dawson 3 - 5th graders will report 85% favorable in the area of Student Supports, specifically Teacher Students Relationships, Sense of Belonging, and Student Safety as measured by the Panorama Student Survey.		

Goal Details and Performance Indicators	
Rationale for Goal:	<p>If we support students in the area of social-emotional learning (SEL) competencies and character development, then student achievement will be positively impacted.</p> <p>The following performance indicators from previous years were the basis for choosing such a goal: Fall of 2021, 77% of students were favorable in the area of Student Supports. Winter of 2022, 78 %, Spring of 2022, 77%, Fall of 2022, 80%</p>
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. Survey staff to see what SEL curriculum is being used throughout the building. 2. Develop school-wide expectations for bathroom use, hallway, recess, cafeteria, and bus. This information will be shared with staff, students and families. 3. Staff will have professional development opportunities provided by the District and school

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	<p>level support.</p> <ol style="list-style-type: none"> 4. Establish a tiered level of support that incorporates restorative practices, mindfulness, and positive character traits. 5. By June of 2023, students in grades K through 5 will participate in four whole school SEL assemblies focusing on needs identified through Panorama and developmentally appropriate SEL curriculum. <p>Final Outcomes</p> <ol style="list-style-type: none"> 1. Dawson school community will have a better understanding of the school wide programs available and what our students need based on pre and post surveying. 2. Dawson staff research ways to expand upon current practices. 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. Dawson School community will learn about the impact that character development and social, emotional, and physical well-being have on student achievement. Tiered supports will be in place for students.
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Implementation Benchmarks (Years 1-3)		
Action	Supports/Resources	Timeline/Frequency
Dawson faculty members and students will facilitate assemblies to provide SEL and character development opportunities and serve as a forum for a community celebration.	<ul style="list-style-type: none"> ● Dawson Staff and administration ● Student council 	Years 1-3 Quarterly in-person assemblies
The Dawson school staff 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"> ● District Panorama training ● SEL Resources ● SEL Workshops ● School Based Videos on expectations 	Years 1-3 Quarterly opportunities

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<p>Identify research-based practices and establish staff buy-in through professional development opportunities.</p>	<ul style="list-style-type: none"> ● Professional Development ● Professional Collaboration ● Survey 	<p>Year 1-2</p>
<p>An administrator will communicate behavior expectations to students and parents twice annually by means of Dawson Smore.</p>	<ul style="list-style-type: none"> ● Administrator ● SMORE 	<p>Years 1-3</p>
<p>Recognize students for following expectations and displaying good behavior/citizenship with Awards via assemblies, positive emails and phone calls home.</p>	<ul style="list-style-type: none"> ● Staff 	<p>Ongoing</p>
<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"> ● SAT Team /Administrators ● PD/ Panarama training ● Support Staff 	<p>Ongoing</p>