

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

<b>School:</b>	Davis Hill	<b>Plan Duration (Years):</b>	2016-2019
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Goal Description			
<b>Goal Number:</b>	1	<b>Goal Title:</b>	Implementing a vertically aligned curriculum.
<b>Rationale for Goal:</b>	If Davis Hill School professional staff have common, well defined learning outcomes identified for all grade levels, then our staff will have the ability to monitor student learning with increased proficiency in order to ensure student growth.		

Goal Details and Performance Indicators	
<b>Strategic Plan Alignment [Domain &amp; Strategic Objective]</b>	<p><b>Domain 2:</b> Aligned Curriculum</p> <p>2A: Define grade level expectations via priority standard identification; Monitor implementation to ensure consistency between grade levels.</p> <p>2B: Develop mastery level learning outcomes and define mastery/ proficiency at each grade level for each subject.</p>
<b>Strategic Initiative(s)</b>	<ul style="list-style-type: none"> <li>-Davis Hill Staff will work in conjunction with Deputy Superintendent and District personnel to identify priority standards for each subject domain (ELA, Math, Science and SEL).</li> <li>-Priority standards will be adopted into practice and regularly utilized to support consistency between grade levels and support the development of mastery level learning outcomes.</li> <li>-Priority standards will be used to support team discussion on identifying mastery/ proficiency standards across grade levels and subject areas.</li> <li>-Mastery/ proficiency will be defined for each priority standard at each grade level and for each subject.</li> </ul>
<b>Final Outcomes [S.M.A.R.T. Goal(s)]</b>	100% of Davis Hill students will be taught by staff members who focus on priority standards and have clearly defined expectations for mastery/ proficiency as related to the standards across all

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	grades and subject areas.
<b>Interim Outcomes</b>	<p>-Identification and adoption of initial priority standards for Mathematics, ELA, Science and SEL in grade level teams with support and input from District Office.</p> <p>-Use of identified priority standards to support vertical alignment and shared focus on mastery level learning.</p> <p>-Assessment and student work focused on priority standards will be reviewed to support identification of mastery and proficiency level expectations in grade levels for each subject area. Once grade level agreement is attained, work will continue to support vertical alignment and focus and understanding of mastery and proficiency expectations that match the identified skill(s) embedded in the standard.</p> <p>-Consistent review of identified priority standards and mastery/ proficiency level attainment to ensure that focus is supporting student learning. Refine as necessary with input and approval from District Office.</p>

<b>Implementation Benchmarks (Years 1-3)</b>		
<b>Action</b>	<b>Supports/Resources</b>	<b>Timeline/Frequency</b>
Grade level teams will meet regularly to review MA Curriculum Framework standards and support identification of priority standards with the input and support from District Office.	<ul style="list-style-type: none"> <li>● Grade level meetings;</li> <li>Planning Time;</li> <li>Professional Development Time</li> </ul>	<ul style="list-style-type: none"> <li>● 2016-2017 (Initiate)</li> <li>● 2017-2019 (Ongoing)</li> <li>● Bi-Weekly grade level meetings</li> <li>● Professional Development: As supported by District Office</li> <li>● Planning Time: Team driven</li> </ul>
Grade level teams will meet regularly with sending and receiving	<ul style="list-style-type: none"> <li>● Grade level meetings;</li> </ul>	<ul style="list-style-type: none"> <li>● 2016-2017</li> </ul>

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<p>grade level teams to review past practices and ensure continuity of identified priority standards.</p>	<p>Planning Time; Professional Development Time</p>	<p>(Initiate)</p> <ul style="list-style-type: none"> <li>● 2017-2019 (Ongoing)</li> <li>● Bi-Weekly grade level meetings</li> <li>● Professional Development: As supported by District Office</li> <li>● Planning Time: Team driven</li> </ul>
<p>Grade level teams will meet to review common assessments and student work to support agreement on mastery/ proficiency expectations for identified priority standards.</p>	<ul style="list-style-type: none"> <li>● Grade level meetings; Planning Time; Professional Development Time</li> </ul>	<ul style="list-style-type: none"> <li>● 2016-2017 (Initiate)</li> <li>● 2017-2019 (Ongoing)</li> <li>● Bi-Weekly grade level meetings</li> <li>● Professional Development: As supported by District Office</li> <li>● Planning Time: Team driven</li> </ul>
<p>Grade level teams will meet with sending and receiving grade level teams to review mastery/ proficiency expectations for identified priority standards and ensure consistency in understanding and focus.</p>	<ul style="list-style-type: none"> <li>● Grade level meetings; Planning Time; Professional Development Time</li> </ul>	<ul style="list-style-type: none"> <li>● 2016-2017 (Initiate)</li> <li>● 2017-2019 (Ongoing)</li> <li>● Bi-Weekly grade level meetings</li> <li>● Professional Development: As supported by District Office</li> </ul>

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		<ul style="list-style-type: none"> <li>● Planning Time: Team driven</li> </ul>
<p>The cycle as noted will be followed for ELA, Math, Science and Social-Emotional Learning (SEL). Initial concentration during years 1 and 2 will be on Math and ELA. Concentration will move to Science and SEL for years 2 and 3.</p>	<ul style="list-style-type: none"> <li>● Grade level meetings; Planning Time; Professional Development Time</li> </ul>	<ul style="list-style-type: none"> <li>● 2016-2017 (Initiate)</li> <li>● 2017-2019 (Ongoing)</li> <li>● Grade level meetings: Bi-Monthly</li> <li>● Professional Development: As supported by District Office</li> <li>● Planning Time: Team driven</li> </ul>

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Goal Description			
<b>Goal Number:</b>	2	<b>Goal Title:</b>	Effective Instruction Informed by Assessment Practices
<b>Rationale for Goal:</b>	<p>If Davis Hill staff members utilize common/ benchmark assessments to identify and support the use of highly effective instructional strategies and practices, then Davis Hill students will have improved ability to meet their targeted learning goals.</p>		

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<b>Goal Details and Performance Indicators</b>	
<b>Strategic Plan Alignment [Domain &amp; Strategic Objective]</b>	<p>Domain 2: Aligned Curriculum -2A: Develop common assessments to measure student progress and/ or attainment of identified priority standards. -2B: Use these newly developed benchmark and formative assessments to evaluate instructional strategies and student growth.</p> <p>Domain 3: Effective Instruction -3A: Staff will engage in consistent and focused review and reflect on the effectiveness of instructional practices. -3B Staff will examine student data to evaluate and monitor student learning and evaluate instructional practices. Students will consistently receive constructive, targeted feedback and guidance.</p>
<b>Strategic Initiative(s)</b>	<ul style="list-style-type: none"> <li>-Davis Hill staff will consistently create, utilize and refine common/ benchmark assessment practices focused on priority standards.</li> <li>-Davis Hill staff will use common assessments/ student work to support the development of mastery and proficiency expectations for identified standards.</li> <li>-Davis Hill staff will use information gathered via common assessments and student attainment of mastery/ proficiency levels to identify and target highly effective instructional strategies.</li> <li>-Development, adoption and utilization of common assessments to support effective instructional practices that support student learning.</li> <li>-Educators will develop and administer common assessments based on the priority standards in order to evaluate instructional programs and student growth.</li> </ul>
<b>Final Outcomes [S.M.A.R.T. Goal(s)]</b>	<p>In any given year, 90 percent of students who scored in the W/ NI category of MCAS will demonstrate SGPs of 51 or higher on the following year's MCAS administration.</p>
<b>Interim Outcomes</b>	<p>Year 1: Development and refinement of common/ benchmark assessments (or use of agreed upon previously utilized assessments) in ELA (Reading) and Mathematics.</p> <p>Year 2: Refinement of common assessments (or use of agreed upon previously utilized assessments) in ELA (Writing). Initiate development of common assessment use and practices in Science and SEL.</p>

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	Year 3: Refinement or continued utilization of previously agreed upon common/ benchmark assessments in ELA and Mathematics. Prioritize development of refined assessment procedures for Science and SEL.
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Implementation Benchmarks (Years 1-3)		
Action	Supports/Resources	Timeline/Frequency
Grade level teams will meet regularly in order to engage in backward planning to identify priority standards in upcoming units and use this knowledge to create common/ benchmark assessments.	<ul style="list-style-type: none"> <li>● Planning time.</li> <li>Resources (existing practices/ assessments)</li> </ul>	<ul style="list-style-type: none"> <li>● 2016-2017</li> <li>● Bi-Weekly grade level meetings</li> <li>● Faculty Meeting Time</li> <li>● Building Based Professional Development</li> </ul>
Davis Hill teaching staff will use information from benchmark assessments to monitor effectiveness of Tier 1 instructional practices.	<ul style="list-style-type: none"> <li>● Planning time, Budget allocation to support purchase of materials, Technology PD for staff members to maximize Google tools for education</li> </ul>	<ul style="list-style-type: none"> <li>● 2016-2017 (Initial Stages)</li> <li>● 2017-2018 (Process)</li> <li>● Bi-Weekly grade level meetings</li> <li>● Faculty Meeting Time</li> <li>● Building Based Professional Development</li> </ul>
Davis Hill staff members will use technology (Google Docs, Sheets, and other technological resources) to support the development, sharing and storing of assessment information.	<ul style="list-style-type: none"> <li>● WREA Budget (Technology)</li> <li>● WREA PD Fund</li> <li>● WRSD Technology Department</li> </ul>	<ul style="list-style-type: none"> <li>● 2017-2018</li> <li>● Bi-Weekly grade level meetings</li> <li>● Faculty Meeting Time</li> </ul>

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	<ul style="list-style-type: none"> <li>• Building Administration</li> </ul>	<ul style="list-style-type: none"> <li>• Building Based Professional Development</li> </ul>
Davis Hill staff will utilize assessment information to set targeted intervention goals for students who are not meeting mastery/ proficiency expectations.	<ul style="list-style-type: none"> <li>• Planning Time</li> <li>• Professional learning opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• On-Going 2016-2019</li> <li>• Bi-Weekly grade level meetings</li> <li>• Faculty Meeting Time</li> <li>• Building Based Professional Development</li> </ul>

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Goal Description			
<b>Goal Number:</b>	3	<b>Goal Title:</b>	Building Structures for Collaboration
<b>Rationale for Goal:</b>	If Davis Hill staff members have a structured and consistent process for collaboration and professional learning, staff utilization of highly effective instructional practices will increase; subsequently, leading to improved student learning outcomes.		

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<b>Goal Details and Performance Indicators</b>	
<p><b>Strategic Plan Alignment</b> [Domain &amp; Strategic Objective]</p>	<p>Domain 3: Effective Instruction            3A: Staff will engage in ongoing, focused discussion and collaborative reflection on the effectiveness of instructional practices.            3B: Staff will be provided guidance in using data and common assessment information to evaluate student work and inform instruction.            3B: Staff will develop common assessments based on a common understanding of mastery level learning objectives.            3C: Staff will use technology to enhance collaboration efforts and enhance student learning opportunities.</p> <p>Domain 4: Professional Development and Structures for Collaboration            4B: Provide training and support to building based teams on how to follow and use a team process and protocols.            4B: Utilize survey data on an annual basis to monitor staff needs, training implementation and progress on initiatives.</p>
<p><b>Strategic Initiative(s)</b></p>	<p>Professional development opportunities will be targeted toward building a culture of Professional Learning.</p> <p>Provide staff training to expand skills related to working together in utilizing a team process and protocols to support the effective use of common/ formative assessment practices in driving instruction and providing targeted feedback.</p> <p>Grade level teams will work collaboratively to identify priority standards, design common assessments, and discuss instructional practices and teaching strategies.</p> <p>Grade level team members will consistently have professional, productive dialogue related to school and district objectives.</p>
<p><b>Final Outcomes</b> [S.M.A.R.T. Goal(s)]</p>	<p>100% of Davis Hill grade level teams will work together to identify priority standards, design common assessments, and discuss instructional practices and teaching strategies. Team members will consistently engage in professional, productive dialogue related to school and</p>



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	District objectives. As a result, all students in the school are being exposed to an aligned curriculum and have equal opportunities for success as they move through Davis Hill.
<b>Interim Outcomes</b>	<p>-Grade level teams meet regularly with shared agendas that are focused on District and school objectives that are focused on student learning.</p> <p>-Provide training and modeling of effective team process and protocols to ensure that meetings are efficient and productive.</p> <p>-Davis Hill staff members will use a team process and protocol to support the use of highly effective instructional strategies to improve student learning outcomes as measured by a review of grade level agendas, common assessments and data trends.</p>

Implementation Benchmarks (Years 1-3)		
Action	Supports/Resources	Timeline/Frequency
Administration will review building schedule and ensure that adequate collaborative meeting time is provided to staff members.	<ul style="list-style-type: none"> <li>● WREA contracted meeting time</li> <li>● Building schedule</li> <li>● Davis Hill Administration</li> </ul>	<ul style="list-style-type: none"> <li>● 2016-2017</li> <li>● Bi-Weekly Grade Level Meetings</li> <li>● Use of Faculty Meeting Time</li> </ul>
Grade level teams will be provided with training and guidance on using a team process and protocol to conduct effective meetings.	<ul style="list-style-type: none"> <li>● WREA PD Fund</li> <li>● WRSD Budget</li> <li>● Davis Hill Administration</li> </ul>	<ul style="list-style-type: none"> <li>● 2016-2017</li> <li>● Bi-Weekly Grade Level Meetings</li> <li>● Use of Faculty Meeting Time</li> <li>● Building Based PD Days</li> </ul>
Grade level teams will be provided with training on how to use Google Docs to support increased collaboration and support development of meeting agendas, sharing of strategies, tools and resources.	<ul style="list-style-type: none"> <li>● WREA PD Fund</li> <li>● WRSD Budget</li> <li>● Davis Hill Administration</li> <li>● Google Tools</li> <li>● WRSD Technology Department</li> </ul>	<ul style="list-style-type: none"> <li>● 2016-2017</li> <li>● Bi-Weekly Grade Level Meetings</li> <li>● Use of Faculty Meeting Time</li> </ul>

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Grade level teams will receive training in review best practices in using data to inform instruction and support unit planning and the use of effective instructional strategies.	<ul style="list-style-type: none"> <li>● WREA PD Fund</li> <li>● WRSD Budget</li> <li>● Davis Hill Administration</li> </ul>	<ul style="list-style-type: none"> <li>● 2017-2018</li> <li>● Bi-Weekly Grade Level Meetings</li> <li>● Professional Development Opportunities.</li> </ul>
Administration will seek feedback from staff members to ensure that staff needs are being met and to target specific training that may be required to strengthen the effectiveness of instructional practices.	<ul style="list-style-type: none"> <li>● Davis Hill Administration</li> <li>● WREA PD Fund</li> <li>● WRSD Budget</li> </ul>	<ul style="list-style-type: none"> <li>● Ongoing/ Annual</li> </ul>

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Goal Description			
<b>Goal Number:</b>	4	<b>Goal Title:</b>	Social-Emotional Skill Development
<b>Rationale for Goal:</b>	IF Davis Hill school staff Implements cohesive, consistent and research based practices that promote a healthy school climate and support social-emotional learning and growth, THEN our students will maximize their learning potential.		

Goal Details and Performance Indicators	
<b>Strategic Plan Alignment [Domain &amp; Strategic Objective]</b>	<p>5A: Identify research based practices that support a positive school climate, health, wellness and social-emotional skill development. Provide staff members with information on these practices that support overall social, emotional and physical health that impact upon learning.</p> <p>5B: Provide information to parents regarding social, emotional and physical health priorities to support student wellness.</p>

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<b>Strategic Initiative(s)</b>	<p>Identify effective research based practices that promote health, physical wellness and social-emotional skill development.</p> <p>Maintain a school environment that places a high value on social-emotional and health factors and their impact on learning. Ensure that parents and community members are provided relevant information regarding these factors.</p> <p>Identify the priority social-emotional skills that students require to in order to maximize their learning opportunities.</p> <p>Support the development of a tiered system of social-emotional support for all Davis Hill students.</p>
<b>Final Outcomes [S.M.A.R.T. Goal(s)]</b>	Davis Hill Students will receive instructional supporting growth in the five competencies of social and emotional learning as measured by a 25% decrease in office referrals.
<b>Interim Outcomes</b>	<ul style="list-style-type: none"> <li>-Staff will use consistent procedures for maintaining behavioral expectations for all school environments (hallway, recess equipment, cafeteria, etc).</li> <li>-Staff will provide Tier 1 skill instruction using research based resources (RC, 2nd Step, Mind Up/ Etc) to all students, K-5.</li> <li>-Staff will provide a system for supporting 'At-Risk' and/ or special needs students utilizing a tiered system of intervention support.</li> </ul>

<b>Implementation Benchmarks (Years 1-3)</b>		
<b>Action</b>	<b>Supports/Resources</b>	<b>Timeline/Frequency</b>
Form a building based Social-Emotional Learning Team (SEL) which will provide guidance for the development of the initiative. Team will include: Admin, Nurse, School Psychologist, as well as teacher/ support staff volunteers.	<ul style="list-style-type: none"> <li>● Building Administration</li> <li>● CASEL: 5 Competencies</li> <li>● WREA contracted meeting time</li> </ul>	<ul style="list-style-type: none"> <li>● 2016-2017 (Initiate)</li> <li>● 2017-2019 (Ongoing)</li> <li>● Content Team Meetings</li> <li>● Bi-Monthly</li> </ul>

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		<ul style="list-style-type: none"> <li>● Professional Development Opportunities</li> <li>● Planning Time</li> </ul>
Select members of the SEL Team will receive DBT Training.	<ul style="list-style-type: none"> <li>● WREA PD Funds</li> </ul>	<ul style="list-style-type: none"> <li>● 2016-2017</li> <li>● Professional Development</li> </ul>
Under the guidance of the SEL Team, and working in conjunction with the District Central Office, Davis Hill grade level teams will identify priority skills within the five social competencies.	<ul style="list-style-type: none"> <li>● Building Administration</li> <li>● CASEL: 5 Competencies</li> <li>● WREA contracted meeting time</li> </ul>	<ul style="list-style-type: none"> <li>● 2016-2017 (Initiated)</li> <li>● 2017-2018 (In Process)</li> </ul>
Under the guidance of the SEL Team, and working in conjunction with the District Central Office, Davis Hill grade level teams will identify research based curriculum and resources that will support the direct instruction of the identified skills.	<ul style="list-style-type: none"> <li>● WRSD PD Funds</li> <li>● WRSD Budget</li> </ul>	<ul style="list-style-type: none"> <li>● 2016-2017 (Initiated)</li> <li>● 2017-2018 (In Process)</li> </ul>
The SEL Team will promote the integration of effective practices and resources (Responsive Classroom, Second Step, Mind Up, Etc) to support Tier 1 instructional for all students.	<ul style="list-style-type: none"> <li>● WRSD PD Funds</li> <li>● WRSD Budget</li> <li>● Building Administration</li> <li>● CASEL: 5 Competencies</li> <li>● WREA contracted meeting time</li> </ul>	<ul style="list-style-type: none"> <li>● 2016-2017 (Initiated)</li> <li>● 2017-2018 (In Process)</li> </ul>
The SEL Team, with input from grade levels and Central Office, will research and recommend tools to provide staff members with a mechanism to measure identified priority SEL skills.	<ul style="list-style-type: none"> <li>● WRSD PD Funds</li> <li>● WRSD Budget</li> <li>● Building Administration</li> <li>● CASEL: 5 Competencies</li> <li>● WREA contracted meeting time</li> </ul>	<ul style="list-style-type: none"> <li>● 2016-2017 (Initiated)</li> <li>● 2017-2018 (In Process)</li> </ul>
The facilities at Davis Hill will support a safe and positive learning environment for all students and staff members. -Playground equipment will be safe and work as expected. -Learning spaces will be bright, clean and organized.	<ul style="list-style-type: none"> <li>● WRSD Maintenance Department</li> <li>● WRSD Technology Department</li> </ul>	<ul style="list-style-type: none"> <li>● 2016-2017 (Initiated)</li> <li>● 2017-2018 (In Process)</li> </ul>

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<p>-Bathrooms will be clean and all sinks and toilets will be working as expected.</p> <p>-The building temperature will be regulated and comfortable for students.</p> <p>-Technology and infrastructure (including student and staff computers) will work as expected and technical issues will be solved efficiently to support student learning.</p>	<ul style="list-style-type: none"><li>● WRSD Budget</li><li>● Building Administration</li></ul>	
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