

Wachusett Regional School District - School Improvement Plan (SIP)

	Early Childhood Center	Plan Duration (Years):	2021-2024
Goal Description			
Goal Number:	1	Goal Title:	Responding to Student Learning Needs
Goal	By the end of 2024, student learning outcomes for Social Emotional Learning will be measured triannually using rubrics that follow the state standards for Social Emotional Learning		
Goal Details and Performance Indicators			
Rationale for Goal:	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.		
Strategic Plan Alignment [Domain & Strategic Objective]	<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>		
Anticipated Outcomes (Interim and Final)	<p>Interim Outcomes:</p> <ol style="list-style-type: none"> 1) Establish and communicate a clearly defined set of priority standards for the Social Emotional Development and Approaches to Play <p>Interim Outcomes:</p> <ol style="list-style-type: none"> 1) All instructional staff will be trained on the implementation of evidence based, high-quality instructional practices to target priority standards with a focus on differentiated instruction 2) Instructional staff engage in ongoing, focused discussion and collaborative reflection on the effectiveness of instructional practices. 		

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Implementation Benchmarks			
Action	Responsibility	Supports/Resources	Timeline/Frequency
Facilitate action-oriented staff meetings to identify the priority standards in Social Emotional Learning. Create a document of priority standards for Preschool. Create common formative assessments to measure student learning.	Principal	Curriculum Supervisor	June 2020
Using the GPKLE, Second Step, and Creative Curriculum as frameworks, develop classroom activities and programs and identify differentiation strategies for students who fall above/below developmental expectancies as measured using common formative assessments.	Principal, Teachers, Related Service Providers, School Psychologist	Curriculum Supervisor Teaching Staff	Ongoing
Provide ongoing professional development (become part of what we do at ECC) to include diversity awareness (diverse materials/books/instruction)	Principal	Curriculum Supervisor	Ongoing

Goal Assessment and Next Steps
Professional development opportunities in the area of curriculum development, including differentiation. Classroom observations with a focus on priority standard areas and differentiated instruction in action. Re-train teachers that have not or have minimally included differentiated instruction into their practice.

School:	ECC	Plan Duration (Years):	2019 - 2022
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Goal Description			
Goal Number:	2	Goal Title:	Acting Upon Student Learning Data
Goal	100% of instructional staff will consistently use common formative assessments to identify student learning needs. Students who are not meeting state standards will be identified and brought forward to a Student Support Team to identify the necessary next steps in regards to differentiated instruction, additional evaluation, or specialized support.		

Goal Details and Performance Indicators

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Rationale for Goal:	To actively engage in analyzing and acting upon data and to participate in collaborative problem solving to improve student learning and increase student outcomes in all priority standard areas.
Strategic Plan Alignment [Domain & Strategic Objective]	<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 & Structures for Collaboration Professional development includes high-quality job-embedded professional development aligned with district, school and educator goals.</p>
Anticipated Outcomes (Interim and Final)	<p>Interim Outcomes:</p> <ol style="list-style-type: none"> 1) All teaching staff will have a better understanding of data collection and analysis and will conduct differentiated assessments with confidence. 2) All teaching staff will collaboratively evaluate student learning, and plan and adjust instruction accordingly. 3) All teaching staff will have a better understanding of Differentiated Instruction and Response to Intervention techniques in both knowledge and practice. <p>Final Outcomes:</p> <ol style="list-style-type: none"> 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.

Implementation Benchmarks			
Action	Responsibility	Supports/Resources	Timeline/Frequency
Professional development in the area of data analysis and formative assessment.	Principal	Deputy Superintendent; Curriculum Coordinator	Spring 2021 ongoing
Continuation and refinement of practices of Student Support Team	Principal	SEL director	Spring 2021 ongoing
Training around classroom assessments at the preschool level	Principal	Curriculum Coordinator	Spring 2021 ongoing

Goal Assessment and Next Steps
All instructional staff will consistently collaborate to examine data. All instructional staff will use this data to inform instructional decisions

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Individual student learning goals will be developed based on data and progress monitoring.

Goal Description			
Goal Number:	3	Goal Title:	Facilities Management
S.M.A.R.T. Goal	To ensure a high quality preschool experience for all learners, the ECC facilities will be maintained and adjusted to meet the needs of our preschool community.		

Goal Details and Performance Indicators	
Rationale for Goal:	To improve the access and safety of all students and staff at the ECC through the improvement of existing structures/facilities and expansion of current building spaces.
Strategic Plan Alignment [Domain & Strategic Objective]	Domain 1-Leadership, Governance and Communication 1. Budget addresses facility and technology infrastructure 2. Prioritize budget to meet 21st century learning needs of students 3. Support of town of Holden to improve building facility to meet the needs of all students
Anticipated Outcomes (Interim and Final)	<p>Interim Outcomes:</p> <ol style="list-style-type: none"> 1. Develop a committee that includes all stakeholders (staff, parents, administration, Police/Fire, facilities management) to address overall safety procedures and protocols for the ECC 2. Develop a budget that supports the updates to the ECC facility (parking, intercom system, waiting area/office area/playground) and safety protocols and procedures (staffing needs/changes) <p>Final Outcome:</p> <ol style="list-style-type: none"> 1. Develop a school safety plan that encompasses entry/exit procedures, arrival/dismissal routines, emergency evacuation changes, if any, and all related safety structures/supports

Implementation Benchmarks			
Action	Responsibility	Supports/Resources	Timeline/Frequency

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Develop committee with all stakeholders to address current/projected building-based needs	Principal	Superintendent, Deputy Superintendent, Facilities Manager, Director of Business and Finance	Spring 2021
Budget for 1.short term and 2.long term improvements to the facility to improve school facilities	Principal, Dir. of Facilities	Superintendent, Director of Business and Finance	Spring 2021; Spring 2022

Goal Assessment and Next Steps

The principal, with input from community stakeholders (fire/police/facilities, parents) and staff will develop a short term plan (1-2 years) and a long term plan (3-5 years) for the ECC to meet the changing needs of our preschool community

Goal Description

Goal Number:	4	Goal Title:	Community Engagement
S.M.A.R.T. Goal	By 2023, The ECC will utilize a wrap-around model of support to address social emotional learning needs for 100% of identified students and their families through collaboration with parents, extended family members, school staff, outside agencies, and related services.		

Goal Details and Performance Indicators

Rationale for Goal:	To improve learning outcomes for all students by providing students and families information regarding available community resources and social emotional learning strategies and supports.
Strategic Plan Alignment [Domain & Strategic Objective]	Domain 3-Effective Instruction Implement evidence-based, high-quality instructional practices focused on critical thinking, creativity, and collaboration.
Anticipated Outcomes (Interim and Final)	Interim Outcomes: 1. Create/find a screening tool/rubric to identify those students and families that would benefit from wrap-around supports.

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	<ol style="list-style-type: none"> 2. Create a shared document of available resources and contacts. With the school psychologist and director of social emotional learning, develop parent and community resources to share with community stakeholders (parents/families, private preschools, related services/agencies, etc.) 3. Share resources and information with families in monthly newsletter <p>Final Outcomes</p> <ol style="list-style-type: none"> 1. Using a differentiated approach, provide families with the appropriate level of support to access available community resources and social emotional strategies and supports and strategies to support early literacy and math skills
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Implementation Benchmarks			
Action	Responsibility	Supports/Resources	Timeline/Frequency
Meet regularly with the school psychologist and director of social emotional learning to develop action steps to begin the process of creating shared documents (rubrics/guidelines for staff, available resources/contacts)	Principal	School Psychologist Director of Social Emotional Learning	Ongoing
Meet with staff to get feedback regarding the plan and implement any necessary changes. This would include how to initiate the process of the wrap-around model for families, how we would identify this need, what the next steps are in the plan, and how this will impact student learning outcomes.	Principal	School Psychologist Director of Social Emotional Learning	June 2020

Goal Assessment and Next Steps
The principal, with support from the school psychologist and director of social emotional learning, will develop a model of helping families to identify available community resources and supports