

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

<b>School:</b>	Mayo Elementary School	<b>Plan Duration (Years):</b>	September 2017 - November 2020
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Goal Description			
<b>Goal Number:</b>	1	<b>Goal Title:</b>	Academic Success for All
<b>S.M.A.R.T. Goal</b>	The average percent of students Meeting and Exceeding Expectations on MCAS testing will increase by 5% each year. On MCAS 2017 the average percentages of students Meeting and Exceeding Expectations were: ELA 59%, Math 55 %		

Goal Details and Performance Indicators	
<b>Rationale for Goal:</b>	MCAS analysis indicates the need for increased differentiation and the use of instructional techniques that support critical thinking and a deeper understanding of content expectations.
<b>Strategic Plan Alignment [Domain &amp; Strategic Objective]</b>	<b>Domain 3:</b> <i>If</i> educators implement evidence-based, high-quality instructional practices focused on critical thinking, creativity, and collaboration, and systematically measure, analyze, and act upon student learning data, <i>then all</i> students will be challenged to grow as individuals and global citizens.
<b>Anticipated Outcomes (Interim and Final)</b>	<p><b>Interim Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Teachers will use formative data to inform instruction on a regular, frequent basis.</li> <li>• Teachers will increase their use of differentiation strategies for content, process and product.</li> <li>• Student performance on classroom assessments and assignments will improve.</li> <li>• Student performance on local testing will improve.</li> </ul> <p><b>Final Outcomes:</b></p> <ul style="list-style-type: none"> <li>• The Mayo community will develop a deeper understanding of the expectations embedded in the Common Core standards along with techniques to support higher order thinking throughout our instruction.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Identifying mastery level learning outcomes will help teachers set goals for instruction.</li> <li>• Formative assessment and the use of the instructional cycle for planning and assessing will help teachers maintain a focus on learning outcomes.</li> <li>• The “workshop model” approach to instruction will ensure that students are informed about the target goals, work collaboratively to solve problems, and practice skills with others and/or independently.</li> <li>• Individual student learning needs will be identified early in a child’s learning and will be addressed through Tiered Instruction, and Differentiated Instruction methods.</li> </ul>
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<b>Implementation Benchmarks (Years 1-3)</b>		
<b>Action</b>	<b>Supports/Resources</b>	<b>Timeline/Frequency</b>
<b>Year 1 (2017-18):</b>		
Integrate movement, social breaks, and morning meetings into daily instruction, using Responsive Classroom procedures.	Teachers	Begin September 2017
Use a consistent Child Study Protocol for collaborative problem solving regarding learning/ social needs	Principal Assistant Principal	By September 2017
Increase student engagement through the use of active problem solving opportunities. (Group learning, projects, collaboration, risk taking, inquiry based instruction, focus on learning styles, providing for student voice)	Principal Assistant Principal Teachers	Begin by September 2017
Use Fountas and Pinnell resources to plan reading lessons, and provide a staff PLC regarding its use	Principal Literacy Continuum	Begin September 2017
All teachers use Fountas and Pinnell materials to plan instruction and to monitor progress in literacy	Principal/ Staff	Begin October 2017
Provide PD for teachers in the use of differentiation for language-based learning difficulties and executive functioning through Landmark Outreach Program.	PD	Begin January 2018

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<b>Year 2 (2018-19):</b>		
With teachers, review and extend training regarding mindfulness strategies that were introduced previously, and use them regularly (at least 1x/ week) in each classroom	Principal/ Staff	Begin October 2018
Assess current practice regarding 1. the use of data to inform instruction 2. differentiated instruction practices, and provide support and professional development as indicated.	Principal Assistant Principal	Begin by December 2018
Provide PD for teachers in the use of technology for instruction and assessment	Tech staff	Begin November 2018
Use Tiered Instructional Strategies and Differentiated Instruction to support student learning	Principal Landmark Personnel Special Education teachers Teachers who have completed Landmark training	Begin by November 2018
As possible, integrate a workshop model in math, emphasizing language processing and expression as a support for understanding of math concepts.	District Personnel Principal Math consultant	Begin by January 2019
Define and assess how critical thinking, creativity, and collaboration are used as part of our learning and instruction	Principal Assistant Principal	By March 2019
Instructional staff develops assessments and evaluates student work based on a common understanding of mastery level learning outcomes	Central Office Personnel Principal Assistant Principal Teachers	Begin April 2019
<b>Year 3 (2019-20):</b>		
Staff regularly examines various forms of performance data to evaluate and monitor progress and evaluate instructional practices	Principal Assistant Principal Teachers District Personnel	Begin September 2019
Implement a workshop model approach to instruction in science	Andy Hacket, Science Ambassador Principal	Begin September 2019

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Support early intervention with strategic placement of support personnel	Principal	September 2019
Develop an outdoor learning space that integrates science and play	Principal PTA Design Consultant from WPI Holden Soccer League	Begin plans December 2019
Provide support personnel for library, science and technology	District budget	Begin September 2019

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Goal Description			
<b>Goal Number:</b>	2	<b>Goal Title:</b>	Positive School Culture
<b>S.M.A.R.T. Goal</b>	With the implementation of a positive approach to discipline, and an increased understanding of sensory issues and the autism spectrum, student referrals for misbehavior and discipline will decrease each year by 20%.		

Goal Details and Performance Indicators	
<b>Rationale for Goal:</b>	A productive, student-centered culture is a place for developing strong learners and future leaders. Members of the Mayo community value the positive, supportive atmosphere here. Students who exhibit sensory issues and who are on the autism spectrum sometimes react to challenges with behavior that is unexpected and potentially disruptive.
<b>Strategic Plan Alignment [Domain &amp; Strategic Objective]</b>	<b>Domain 5: If</b> the district supports effective researched- based practices that promote a healthy school climate, builds an understanding of social, emotional and physical health as factors affecting learning, and works collaboratively with families and community services, <b>then</b> students will be able to utilize their knowledge and skills to maximize their learning potential.
<b>Anticipated Outcomes (Interim and Final)</b>	<p><b>Interim Outcomes:</b></p> <ul style="list-style-type: none"> <li>● Establishment of a school-wide approach to positive discipline.</li> <li>● Analysis of student needs that lead to behavioral disruption.</li> <li>● Establishment of a recognition process for positive contributions to the school and local communities.</li> <li>● Students and teachers will have an evolving understanding of what it means to be a "global citizen."</li> <li>● 50% of our 5th graders will take on leadership roles within the school.</li> </ul>

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	<p><b>Final Outcomes:</b></p> <ul style="list-style-type: none"> <li>• A school-wide approach to prosocial discipline supports student learning.</li> <li>• Explicit guidelines for behavioral expectations throughout the school will increase a sense of belonging and decrease interventions from the office.</li> <li>• Pertinent resources and research materials and training will support prosocial behavior in our school.</li> <li>• As students take on leadership roles, our school community has greater purpose for our learners.</li> <li>• Community involvement enhances our learning environment, models citizenry for our students, and provides service opportunities for our students.</li> <li>• increased understanding of specific learning needs, such as executive functioning, sensory integration, and language based processing will support all our learners.</li> <li>• Making learning visible through exhibition, demonstration, and project based instruction supports students' sense of purpose and belonging in our school and communicates to the community what we are learning and why.</li> </ul>
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<b>Implementation Benchmarks (Years 1-3)</b>		
<b>Action</b>	<b>Supports/Resources</b>	<b>Timeline/Frequency</b>
<b>Year 1 (2017-18):</b>		
Use Responsive Classroom techniques in the classroom	Teachers	Begin September 2017
Continue the use of PAWS - (Prepare for Learning, Act with Kindness, Work Hard, Show Leadership) as a common language for expectations.	Principal Assistant Principal Teachers	September 2017
Create opportunities for student leadership through avenues such as student council, "buddies" with younger students, PAWS and 5th Grade Leadership	Principal Assistant Principal Teachers	Begin October 2017
Analyze behavioral referrals to date this year to determine the root cause of difficulties and to understand how learning issues may be playing a part	Assistant Principal	January 2018
Provide training for all staff regarding executive functioning and sensory integration issues	Principal Landmark Consultant	Begin January 2018
Conduct a student survey regarding the atmosphere and culture of	District	by February 2018

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Mayo and how it impacts their learning	Principal Panorama	
<b>Year 2 (2018-19):</b>		
Provide information to teachers on how Autism/ spectrum disorder and Sensory Integration issues impact behavior and discipline.	Assistant Principal Principal School Psychologist District special education personnel	Begin November 2018
Hold a Community Day to provide updates to parents and to seek input about goals and direction for the school	Principal Assistant Principal PTA	Winter 2018-19
Analyze behavioral referrals to date this year to determine the root cause of difficulties and to understand how learning issues may be playing a part	Assistant Principal School Psychologist	January 2019
Create a playground committee and meet with a playground design agency	Principal PTA Central Office/ Building and Grounds, Accounting	Begin by March 2019
<b>Year 3 (2019-20):</b>		
With faculty and parents and students, explore the meaning of "global citizenry" as stated in the district strategic plan	Principal Central Office Consultant	Begin August 2019
As a faculty, create a plan for developing a sense of global citizenry and for engaging in activities that support this mindset	Principal Teachers	By March 2020
Students use technology and other resources to engage in service learning and global citizenry activities	District Tech staff Principal Teachers	Begin by January 2020
Provide opportunities for community involvement through career modeling, school-wide community events, and in-class volunteer	Principal Assistant Principal	February 2020

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opportunities.	PTA Local agencies	
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Goal Description			
<b>Goal Number:</b>	3	<b>Goal Title:</b>	Science in our School
<b>S.M.A.R.T. Goal</b>	With effective, place based and hands-on science instruction, student performance on local and state testing will improve so that the number of students in the Proficient and Advanced categories will increase by 5% each year. 2017 Science MCAS showed 57% Proficient and Advanced.		

Goal Details and Performance Indicators	
<b>Rationale for Goal:</b>	Next Generation Science and Technology Standards are new to many teachers, and implementing them presents a new challenge for teachers. Science instruction can provide an engaging purpose for learning.
<b>Strategic Plan Alignment [Domain &amp; Strategic Objective]</b>	<b>Domain 3: If</b> educators implement evidence-based, high-quality instructional practices focused on critical thinking, creativity, and collaboration, and systematically measure, analyze, and act upon student learning data, <b>then all</b> students will be challenged to grow as individuals and global citizens.
<b>Anticipated Outcomes (Interim and Final)</b>	<p><b>Interim Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Teachers become familiar with new science and technology standards.</li> <li>• Science is adequately funded so teachers can plan and implement place based, hands-on science instruction.</li> <li>• Performance on formative and summative assessments improves.</li> <li>• Students develop a sense of responsibility and an understanding of “global citizenry.”</li> </ul> <p><b>Final Outcomes:</b></p>



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	<ul style="list-style-type: none"> <li>• Teachers have an understanding of the new Science and Engineering standards and use practices identified in the standards.</li> <li>• Appropriate assessment methods and tools regularly inform instruction in science.</li> <li>• Technology is used for instruction and provide assessment tools for measuring student progress.</li> </ul>
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<b>Implementation Benchmarks (Years 1-3)</b>		
<b>Action</b>	<b>Supports/Resources</b>	<b>Timeline/Frequency</b>
<b>Year 1 (2017-18):</b>		
Outline for teachers the expectations for science implementation and scheduling of science instruction in weekly schedules	Principal	September 2017
As a faculty, analyze current performance on science MCAS	Science Ambassador Principal Assistant Principal Teachers	By February 2018
Survey teachers to identify current instructional practices regarding science standards of practice.	Science Ambassador Principal Assistant Principal District Personnel Teachers	By March 2018
Identify materials and opportunities needed to support effective science instruction	Science Ambassador Principal Assistant Principal Teachers	by June 2018
<b>Year 2 (2018-19):</b>		
Develop a plan for supporting the use of the new science standards	Science Ambassador Principal Teachers	By November 2018
Introduce teachers to the curriculum maps for science	Beth Stockenberg Science Ambassador	By March 2018

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Identify effective instructional strategies that incorporate the standard of practice for science.	Science Ambassador Principal Assistant Principal District Personnel Teachers	Begin December 2018
Create a science committee to help establish a science resource closet	Principal Parents Science Ambassador Parents	Begin Spring 2019
Identify cross grade level and cross curricular connections	Science Ambassador Principal Assistant Principal District Personnel Teachers	By June 2019
Provide information sessions to parents regarding new science standards and shifts in instruction	Science Ambassador Principal Assistant Principal Teacher	By June 2019
<b>Year 3 (2019-20):</b>		
Fully implement the new science and technology standards	Teachers	Begin September 2019
Design and seek funding for a playground and garden that support science exploration and discovery	Science Ambassador Principal Assistant Principal District Personnel Teachers Engineer consultant	Begin September 2019
Use technology to access out-of-reach science information and experiences	Teachers Tech Staff	January 2020
Develop methods to assess student learning in science	Science Ambassador Principal Assistant Principal District Personnel	By March 2020

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	Teachers	
Use technology to prepare students to be successful global citizens	Tech staff Principal Local agencies	By March 2020

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Goal Description			
<b>Goal Number:</b>	4	<b>Goal Title:</b>	Use of technology for learning and assessment
<b>S.M.A.R.T. Goal</b>	Teachers will increase their use of technology for instruction and assessment and will use technology for lessons at least 2-3 times each week.		

Goal Details and Performance Indicators	
<b>Rationale for Goal:</b>	Students need to be well prepared for a changing work force. Technology provides access to experiences and information that is out of reach for most students. Assessments can provide on-the-spot information about student learning.
<b>Strategic Plan Alignment [Domain &amp; Strategic Objective]</b>	<b>Domain 3: Effective Instruction</b> <i>If</i> educators implement evidence-based, high-quality instructional practices focused on critical thinking, creativity, and collaboration, and systematically measure, analyze, and act upon student learning data, <i>then all</i> students will be challenged to grow as individuals and global citizens.
<b>Anticipated Outcomes (Interim and Final)</b>	<b>Interim Outcomes:</b> <ul style="list-style-type: none"> <li>● Chromebooks are provided to each faculty member.</li> <li>● Chromebook carts are used by students in google classrooms, google sites, and chrome web store.</li> <li>● Teachers understand best uses of technology to enhance instruction and assess learning.</li> </ul>

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	<p><b>Final Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Up to date technology supports collaboration, and enhances instructional methods and approaches to assessment</li> <li>• Technology is used 2-3 times each week to provide access to information and experiences.</li> </ul>
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<b>Implementation Benchmarks (Years 1-3)</b>		
<b>Action</b>	<b>Supports/Resources</b>	<b>Timeline/Frequency</b>
<b>Year 1 (2017-18):</b>		
Continue to meet with the technology committee to examine current practice with technology and to support acquisition of technology for instruction.	Principal Teachers PTA Parents	Winter 2017-18
Survey teachers regarding current practices and needs regarding the use of technology in the classroom	Principal Assistant Principal Teachers	By January 2018
Develop a plan for introducing and supporting the use of new computers and technology in the classroom	Principal Assistant Principal Teachers Tech Staff	By May 2018
Support teacher-to-teacher support as teachers become more familiar with ways to use technology for instruction and assessment.	Principal Tech Staff	By June 2018
<b>Year 2 (2018-19):</b>		
Provide on-going, focused discussion and collaboration among teachers concerning integration of computer technology in the learning environment	Principal Assistant Principal Teachers Tech Staff	Begin by September 2018
Use Google tools for professional development	Principal Assistant Principal	Begin September 2018

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	Teachers Tech Staff	
Outline for teachers the expectations for chromebook use and scheduling of computer instruction integrated into weekly schedules	Principal	By May 2019
Identify and provide software materials and opportunities needed to support effective use of computer and technology	Principal Assistant Principal Teachers Tech Staff District Budget	By May 2019
Secure Chromebooks for all teaching staff	Principal Assistant Principal Teachers Tech Staff District Funding	By August 2019
<b>Year 3 (2019-20):</b>		
Use technology to access out of reach information and experiences and to support the understanding of "global citizenry"	Principal Assistant Principal Teachers Tech Staff Local agencies Consultant re: "global citizenry"	By May 2020