

Hamilton-Wenham Regional School District

Buker, Cutler and Winthrop Schools

School Improvement Goals

2014-2015



Professional Practice Goal

During the 2014-2015 school year, the Hamilton-Wenham elementary schools will use their established data teams to support data analysis at both the school and classroom levels in order to identify and respond to student learning needs.

Professional Practice Goal: Planned Activities

- School data teams will follow the *Using Data to Improve Learning for All* data analysis model
- School data teams will model the *Using Data to Improve Learning for All* process during K-5 building meetings and grade level data meetings in order to support teachers' developing understanding of data analysis

Professional Practice Goal: Planned Activities

- Weekly meetings with the school data team to plan the student data analysis work for K-5 teams as well as individual grade level teams
- Monthly K-5 building meetings used for looking at student work and professional collaboration focused on improving performance relative to an identified student learning problem

Professional Practice Goal: Planned Activities

- School data teams establish a schedule for grade level data meetings
- School data teams facilitate grade level data meetings
- School data teams plan professional development related to verified causes

Student Learning Goal

Meet or exceed the student growth percentile (SGP) target for both the aggregate and high needs student groups in ELA and Math as measured by the spring 2015 MCAS

Student Learning Goal: Planned Activities

- Analyze 2014 MCAS items, aggregate, and disaggregate data.
- Grade level data meetings held regularly throughout the year to monitor student progress and plan for instructional intervention.
- Track students' progress through regular standardized assessment and use results to plan interventions and design instruction.

Student Learning Goal: Planned Activities

- Analyze Buker and Cutler School MCAS data to determine the student learning problem that caused a proficiency gap between the aggregate student population and the high needs group resulting in a level 2 designation
- Regular education and special education teachers meet regularly to plan instruction and interventions for students in the high needs sub group
- Review student progress data at regular intervals and adjust instruction and interventions as necessary

Student Learning Goal: Planned Activities

- Monthly Wednesday math and ELA meetings to review curriculum implementation as related to the Common Core Standards
- Implement common grade level math and literacy assessments to measure student progress across the 3 elementary schools

Student Learning Goal: Planned Activities

- Create ELA Task Force and begin to map the ELA curriculum in accordance with Common Core Standards
- Plan professional development for teachers in support of writing instruction
- Monthly Wednesday time used to review student performance data

Hamilton-Wenham Regional School District

Miles River Middle School

School Improvement Goals

2014-2015



Professional Practice Goal

Conduct and analysis of Tier 2 interventions to identify and support struggling students

Actions/Timelines

- Define and convene Instructional Support Team (IST) by 10/1
- Differentiated Instruction training November/December
- Develop IST protocols and recommendations for further professional development by 12/1

Professional Practice Goal

Conduct and analysis of Tier 2 interventions to identify and support struggling students

Benchmarks/Products

- Clearly defined IST protocols
- Implementation of the District Curriculum Accommodation Plan (DCAP)

Professional Practice Goal

Conduct and analysis of Tier 2 interventions to identify and support struggling students

Benchmarks/Products

- Toolkit and trainings for implementing Tier 2 interventions
- Plan for using data to assess students that require Tier 2 interventions

Student Learning Goal

Create a developmentally appropriate middle school schedule that incorporates a team structure

Actions/Timelines

- Establish scheduling task force to seek feedback and analyze other team based schedules in concert with high school task force.
- Recommendations to Superintendent by 12/1

Student Learning Goal

Continue to develop, refine and document the grade 6-8 curriculum in all disciplines

Actions/Timelines

- Curriculum leaders will work with curriculum teams and Assistant Superintendent to document and refine the grade 6-8 curriculum

Student Learning Goal

Improve the collection, analysis and utilization of student assessment data in order to make informed decisions to improve student learning.

Actions/Timelines

- Identify and train selected MRMS Staff as members of the Data Team.

Student Learning Goal

Improve the collection, analysis and utilization of student assessment data in order to make informed decisions to improve student learning

Benchmarks/Products

- Additional staff will be trained in the “Using Data” process
- Identification of key areas of focus for Data Team analysis

Hamilton-Wenham Regional School District

Hamilton Wenham Regional High School

School Improvement Goals

2014-2015



Professional Practice Goals

- To continue the process of designing, aligning and implementing common assessments in all curriculum areas
- Members of the high school scheduling task force will investigate a developmentally appropriate schedule at the HS to support student learning.
- To increase parent outreach by offering training for parents for Twitter, Aspen and Google

Professional Practice Goals

- High school teachers and administrators will work to Integrate results from District Determined Measures of Student Learning into the “Using Data” system and into the Teacher Evaluation System.

Student Learning Goals

- Members of the high school scheduling task force will investigate a developmentally appropriate schedule at the HS to support student learning.
- In order to support student learning the high school staff will continue to gain insight and continue to integrate technology using a targeted model of professional development. This may include the use of EdCamp, individual and group training opportunities.