

HOSMER SCHOOL IMPROVEMENT PLAN 2017-2018

DISTRICT'S STRATEGIC GOALS
<p>Support High Academic Achievement The Watertown Public Schools will ensure that each student becomes an accomplished learner in the arts, humanities, mathematics, physical sciences and social sciences. The school system will provide all students with a learning environment that sets high expectations and stimulates thinking, problem solving, inquiry, creativity, and hard work.</p>
<p>Foster Self Actualization The Watertown Public Schools will ensure that each student develops a capacity for life-long learning through comprehensive skill development, exposure to a broad universe of knowledge and disciplines, and support for a diversity of learning styles, future plans, and personal interests.</p>
<p>Promote Global and Local Citizenship The Watertown Public Schools will ensure that each student becomes informed about and participates in local and world affairs. Students will strive to understand people of different backgrounds and cultures and the interconnectedness of the contemporary world.</p>

GOALS	ACTIONS	RESPONSIBILITY	KEY MEASURES	MILESTONES
<p>LITERACY By June 2018 students will realize reading improvement of 15% for all students in grade 2.</p>	<p>Fundations training for all grade two classroom teachers. Train or retrain all teachers in the reading assessment process.</p>	<p>Teachers and Literacy Coordinator</p>	<p>Following the cohort of students from grade one, teachers will assess and use data to inform instruction and support services in reading.</p>	<p>Data will have been collected by June 2017 identifying students reading levels via the three district assessments. Reading groups will be formed in October 2017 based on assessments. Support services such as reading teachers, ESL, and special education will be identified and scheduled as appropriate. Timelines for ongoing assessment will be selected as per the literacy coordinator. Progress will be monitored and shared at grade monthly level meetings. Adjustments to services will be fluid and reflect student progress.</p>
<p>MATHEMATICS</p>	<p>Create sub committee to</p>	<p>Math-Science Coordinator, Principal, Assistant</p>	<p>Assessments will be grade</p>	<p>Administer one assessment</p>

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<p>By June 2018 WPS will implement three assessments aligned with Math in Focus at the elementary level.</p>	<p>explore available assessments Utilize Math in Focus knowledgeable trainers to work with staff. Offer appropriate professional development for staff. Create assessment schedule. Establish a common format for collecting math assessment data within school based assessment grids</p> <p>In addition to chapter assessments, implement 4 new benchmark assessments that are aligned to Mass State Frameworks</p> <p>Conduct math data meetings at grade levels to analyze chapter assessments and benchmark assessments. These meetings will be facilitated by math teacher leaders</p> <p>Use assessment data to form tier 2 math groups in grades 2-5.</p> <p>Utilize the math coach to support classroom tier 1 instruction.</p>	<p>Principal, Teachers</p>	<p>level based Communicate with all parties to include but not limited to parents, specialists, support staff, administration/coordinators. Math in Focus grade level professional development for grades K-5 in Fall 2017</p> <p>Summer workshop-aligning MiF to Mass State Frameworks</p> <p>Math teacher leaders will receive additional professional development that they will bring back to their grade levels</p> <p>Various other offerings in math-provided by math coach, coordinator, and math teacher leader</p> <p>Math in Focus Parent University offered to all elementary parents Fall 2017</p>	<p>per trimester. Evaluate accuracy of assessment versus classroom observations.</p>
<p>EXTRA CURRICULAR ACTIVITIES/CLUBS By June 2018 the Hosmer</p>	<p>Develop committee to choose up to two clubs. Possibly book club and roots & shoots.</p>	<p>Parents, teachers, Administrators.</p>	<p>Offer up to two clubs for year one Communicate with WHS</p>	<p>Run one class in fall 2017 and one in spring 2018.</p>

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<p>School will have developed an after school club program to enhance and augment academics.</p>	<p>Choose group leader to supervise club. Solicit/advertise for participants for the clubs. Identify space and resources needed for the clubs. Align with extended day program. Explore participation and support from high school students to co teach clubs.</p>		<p>guidance staff to develop peer mentorship for clubs. Develop survey to measure club success and/or efficacy.</p>	
<p>TECHNOLOGY By June 2018 all grade levels will have created a project in one of the maker spaces to be opened and housed in the Hosmer Library.</p>	<p>Establish voluntary working committee to steer the progress of the maker space. Working with the district library/technology director, select and price the components of a maker space that would be appropriate for the needs of students at the Hosmer School. Use the resources raised during the 2017 read a thon to purchase the materials needed for the maker space. The Hosmer School librarian and technology teacher will work with the maker space teachers from the WMS and WHS for training and mentoring on an as needed basis with support from district coordinator. Maintain a journal or successes, needs, and student projects to help focus actions.</p>	<p>Teachers, Administrators, Library-Technology Coordinator, Math/Science Coordinator</p>	<p>Procure materials over the summer and into early fall. Conduct trainings with all parties. Schedule equity into daily and weekly visits to maker space.</p>	<p>Upon approval from school committee, purchase items. Set maker space up in the library by September 15, 2017. Establish secure storage for all items. Classroom visits to maker space to begin by October 1, 2017. Reports describing projects progress to be reviewed during team meetings and data maintained by librarian. Photographs outlining the various projects should be posted on school website and shared with parents via school messenger.</p>

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	<p>Determine units of study at each grade level for which to use maker space.</p> <p>Train teachers as appropriate.</p> <p>Research possible carts for teachers to check out to have maker space in classroom, as appropriate.</p>			
<p>SOCIAL/EMOTIONAL WELL-BEING</p> <p>By June 2018 WPS will adopt a district wide social/emotional program that addresses the needs of all students.</p>	<p>Diagram all emotional support and crisis management resources in the school and community that could be available to families</p> <p>Communicate to families the systems for support</p> <p>Research alternate programs to Caring School Communities that may better serve the WPS</p>	<p>Assistant Superintendent, Principal, assistant principal, guidance counselors, director of guidance and assessment</p>	<p>Current program reviewed by staff.</p> <p>Specific needs of WPS will be identified by formation of sub committee</p> <p>Committee formed at district level to research available programs</p>	<p>Completion expected by June 2018</p>
<p>HOME/SCHOOL CONNECTIONS</p> <p>By June 2018 we will standardize and strengthen the parent – teacher communication through a common format, frequency, and grade level norms.</p>	<p>Teachers, parents, and administrators will be members of a committee to develop a form or forms of communication.</p> <p>Components of the forms will include items such as: homework, curriculum updates, opportunities for parent visits, support staffing, etc.</p> <p>The forms may be based school wide, by grade level, by groupings such as K-1 or 3-5, etc.</p>	<p>Teachers, Parents, Administrators, Coordinators (as appropriate)</p>	<p>Develop committee</p> <p>Schedule meetings once per month for the school year.</p> <p>Establish roles within sub committee</p> <p>Explore available communication formats both within and outside the district.</p>	<p>First committee meeting to be discussed during September site council meeting.</p> <p>Solicit membership from parents and community.</p> <p>Pilot current preferred forms by January 2018.</p> <p>Select forms by March 2018</p> <p>Present to staff at faculty meeting in April 2018</p> <p>Present to Parents at April PTO meeting and via school messenger.</p>

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FRAMEWORK DEFINITIONS

Goal

- What is the over-arching Teaching & Learning Goal, or through-line?
- Each Teaching & Learning Goal aligns with one or more of the District Strategic Goals.

Key Strategies

- What are the various sub-goals which are essential and important in order to accomplish the overall goal?
- Each key strategy is its' own goal or specific target of accomplishment, but is tied to the overall goal.

Actions

- What will you do to accomplish the sub-goal?
- This is a list of action steps that leads to accomplishing the target sub-goal.

Responsibility

- Who will provide the leadership to assure that these strategies and action steps are accomplished?
- List who is primarily responsible.

Key Measures

- What will you use to know you have reached your sub-goal?
- What indicators/evidence will demonstrate progress in the implementation of these strategies and action steps?
- How will you gather the evidence needed to demonstrate progress of these strategies and action steps?
- This is a list of specific evidence that represents benchmarks.

Milestones

- What is the ongoing timeline for these strategies and action steps?
- This is a running record list of dates and benchmarks reached.

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