

GOAL I: CURRICULUM, INSTRUCTION & ASSESSMENT

CRITICAL ISSUES	STRATEGIES/ INITIATIVES
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1.1 Improve student learning and achievement through effective unit design, improved instruction and the effective use of formative and summative assessments

A. Continue to articulate what we want students to know and be able to do and how students construct knowledge through the development of Power Standards and end-of-year outcomes and performance indicators for each grade in each subject

B. Continue to align common assessments to Power Standards and end-of-year outcomes with a focus on using formative assessment for learning and to drive instruction

C. Continue to increase rigor and relevance in lesson planning and unit design through Big Ideas and Essential Questions, and by building to all levels of Bloom's taxonomy

D. Help students develop the skills to become 21st Century learners:
-Collaboration and Communication
-Critical Thinking and Problem Solving
-Information, Media and Technology Skills
-Global awareness and Civic Literacy
-Initiative, strong work ethic and core values

1. Continue to develop and implement new units in Mathematics which leverage essential understandings across grade levels

- a. Align 6th- and 7th-grade function assessments to unit essential understandings
- b. Analyze assessment data from the 7th-grade functions unit and use that data to drive instructional improvements and intervention strategies in the 6th-grade functions unit with the goal of at least 85% of all 6th-graders reaching proficiency on unit essential understandings)
- c. Develop new 8th-grade functions unit
- d. Develop new 6th-grade fractions unit

2. Continue to develop and implement new units in Science which leverage essential understandings across grade levels

- a. Analyze assessment data from the 8th-grade chemistry unit and use that data to drive instructional improvements and intervention strategies in the 7th-grade chemistry unit
- b. Analyze assessment data from the 7th-grade chemistry unit to evaluate the impact of new 6th-grade physical science unit
- c. Develop new 8th-grade motion and/or heat transfer units
- d. Begin aligning 6th-, 7th-, and 8th-grade assessments in chemistry to unit essential understandings

3. Develop and implement recommendations from the Social Studies Curriculum Review which leverage literacy and interdisciplinary learning skills across grade levels

- a. Develop six common formative assessments (two per grade level) that build sequentially to assess students' ability to analyze, apply, synthesize, and evaluate main ideas from texts
- b. Develop six common formative assessments (two per grade level) that build sequentially to assess students' ability to view social and historical events and issues through multiple perspectives, using a variety of sources including primary source documents, historical fiction, art, etc.
- c. Analyze assessment data to drive instructional improvements and intervention strategies

4. In ELA, improve curriculum, instruction and assessment in ELA based upon the core principles of Authenticity, Immersion, Individuality/Personalization, and Responsibility/Independence

- a. Continue to work to improve student writing through the development of focused writing units which build from grade to grade
- b. Collect a portfolio of student writing and meet to look at student work in order to assess student progress and inform instruction

5. Continue to improve the grade 6 literacy program through teacher training and curriculum development in reading assessment, instruction and content area literacy

6. Develop and pilot the use of 21st Century technology including the applications of Web 2.0 tools in order to enrich teaching and learning

- a. Implement six blended learning units (units that combine classroom instruction with online learning components) in Mathematics and Science through Project ABLE
- b. Implement HEF Grant which includes four teachers attending the Alan November Building Learning Communities Conference, forming a PLC and creating personal learning plans to integrate 21st Century tools and technology into their classrooms. Provide on-site PD for these teachers to learn how to integrate a smart board into their teaching
- c. In social studies, science, and library studies continue the integration of wikis, VoiceThreads, Podcasts and digital stories into projects which were introduced through the 21st Century Teaching and Learning course in 2010
- d. Continue integrating digital stories into the foreign language curriculum focusing on the benefits of using digital story telling for foreign language acquisition
- e. Pilot the use of conferencing or safe email software such as Skype and EPals to connect Holliston students with Spanish or French speaking guests and students around the world
- f. Extend the 21st Century Teaching and Learning course to implement projects involving Web 2.0 tools that are centered around: collaboration, global connectivity, creating content, publishing, critical thinking and problem solving

7. Continue to build capacity and encourage collaboration and reflection to develop and refine lessons, units and assessments and analyze student assessment results

GOAL 2: SCHOOL CULTURE AND ENVIRONMENT

CRITICAL ISSUES	STRATEGIES/ INITIATIVES
<p>2.1. Continue to work to build a strong school culture at the Adams School</p>	<ol style="list-style-type: none"> 1. Continue to develop a shared vision based on core values and beliefs about students and learning as we interact as a community 2. Develop methods to identify areas in need of improvement and areas to celebrate and build upon within our school culture <ol style="list-style-type: none"> a. Survey students on school climate, bullying and the effectiveness of school spirit events in building school unity 3. Work to improve relationships and communication among all members of our school community <ol style="list-style-type: none"> a. Develop and conduct all school community building events with the aim of building school spirit, unity and promoting active citizenship and revise events based upon survey results and self-assessments 4. Work to reduce hurtful acts and increase kind, caring and respectful acts among all members <ol style="list-style-type: none"> a. Develop a school wide initiative in order to combat bullying and other hurtful behaviors b. Expand and develop anti-bullying curriculum in Wellness classes to the 7th and 8th grades c. Plan programming that develops tolerance and understanding of differences
<p>2.2. Establish a more personalized learning environment and help students to become more empowered for their own personal learning and growth</p>	<ol style="list-style-type: none"> 1. Develop and pilot new systems for getting to know students more personally 2. Recognize students regularly for exemplary academic achievement, improvement, effort and citizenship 3. Work to improve student responsibility and habits of work through tracking student progress and developing and piloting interventions; Assess and revise systems and pilot new efforts 4. Formalize and improve transitions from grade 5 to 6 and grade 8 to 9 <ol style="list-style-type: none"> a. Create a transitions packet which documents transition programming 5. Improve systems for identifying and supporting struggling students including: <ol style="list-style-type: none"> a. SAT (Student Assistant Team) Processes and Interventions for students with academic concerns b. SST (Student Support Team) Processes and Interventions for students with social/emotional concerns c. Pilot additional targeted academic and social and emotional interventions 6. Improve systems for tracking and responding to chronic absenteeism and tardiness 7. Expand opportunities for personalized and authentic learning, especially in ELA

GOAL 3: SCHOOL AND COMMUNITY RELATIONS

CRITICAL ISSUES	STRATEGIES/ INITIATIVES
<p>3.1. Improve relations between school and home and increase parent involvement at the Adams school</p>	<ol style="list-style-type: none"> 1. Improve communication between school and home <ol style="list-style-type: none"> a. Continue to improve our communication tools and methods using technology 2. Increase parental involvement <ol style="list-style-type: none"> a. Organize more events which exhibit student work and showcase student performance to parents and the greater community b. Create a directory of speakers and visitors in addition to general volunteers to assist with field trips and students and help bring the curriculum to life c. Involve parents in anti-bullying efforts through parent education and parent participation in student programming
<p>3.2. Improve relations between the school and the greater community and increase community involvement</p>	<ol style="list-style-type: none"> 1. Enhance our mutually beneficial relationship through partnerships with Holliston High School, as well as Miller and Placentino 2. Formalize, publicize and expand community service experiences for students in all three schools at the Adams School 3. Involve community members in school wide anti-bullying and tolerance efforts