



2019-20

# DISTRICT GOALS

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# BUILDING GOALS





**NEASC Standard 1  
Learning Culture**

**Learning Culture**

The East Hampton Schools provide a learning culture that ensures equity and fosters shared values among learners, educators, families, and members of the school community. These shared values drive student learning as well as policy, practice, and decision-making while promoting a spirit of collaboration, shared ownership, pride, leadership, social responsibility, and civic engagement. The school community sets high standards for student learning, fosters a growth mindset, and facilitates continuous school improvement to realize the school’s core values, beliefs about learning, and profile of the graduate.

*Based on NEASC Standards of Accreditation*

**EHPS**

**Goal 1:**

The East Hampton Profile of the Graduate will

- (1) be actively reflected in the school culture, and
- (2) drive curriculum, instruction, and assessment in every classroom.

*Based on NEASC Principle 1.2*

**East Hampton Public Schools**

**Goal 1:**

The school district will:

- ensure the schools’ identified transferable skills, beliefs about learning, and profile of the graduate are known and understood by all members of the school community
- ensure the schools’ identified transferable skills, beliefs about learning, and profile of the graduate are actively reflected in the school culture and drive curriculum, instruction, and assessment in every classroom
- ensures the schools’ identified transferable skills, beliefs about learning, and profile of the graduate promote a commitment to continuous improvement and guide the school’s policies, procedures, decisions, and resource allocations.

*Based on NEASC Descriptor 1.2*

**Memorial School  
PK-3**

**Memorial School will make explicit and specific connections to the Profile of the Graduate into the curriculum, instruction, and assessment.**

- Unpack units of study and identify “best fits” to purposefully teach and explain the dispositions/skills
- Develop specific Profile of the Graduate lessons and provide guaranteed learning experiences in each subject
- Include dispositions/skills alongside curricular objectives and connect them to teaching and learning

<p><b>Center School 4-5</b></p>	<p><b>Center School will ensure that the dispositions/skills of the Profile of the Graduate are reflected in the culture and curriculum.</b></p> <ul style="list-style-type: none"> <li>● Whole school “kick-off” assemblies to roll out the Profile of the Graduate theme for each month</li> <li>● The PBIS committee will work to identify connections between the Profile of the Graduate and the PBIS expectations</li> <li>● Create a standardized tool for qualitative and quantitative data collection of student reflection on the skills of the Profile of the Graduate</li> <li>● Teachers will integrate Profile of the Graduate dispositions into literacy curriculum documents</li> <li>● Teachers will explicitly connect Profile of the Graduate dispositions to read aloud and mentor texts in ELA and to the Mathematical Practice Standards of the Connecticut Core</li> </ul>
<p><b>Middle School 6-8</b></p>	<p><b>The Middle School will calibrate, audit, and design lessons that incorporate the Profile of the Graduate skills.</b></p> <ul style="list-style-type: none"> <li>● Teachers will meet as a whole and as departments to <b>calibrate</b> their understanding of each skill of the Profile of the Graduate</li> <li>● Teachers as departments and grade level teams will <b>audit</b> their current practices to determine where they need to develop common experiences to promote student growth in each skill</li> <li>● As individuals and in departments, teachers will <b>design</b> at least one lesson and key task that will help demonstrate student performance in each skill of the Profile of the Graduate</li> </ul>
<p><b>High School 9-12</b></p>	<p><b>The High School will ensure that the transferable skills of the Profile of the Graduate are actively reflected in the classroom culture and school culture.</b></p> <ul style="list-style-type: none"> <li>● Identify a shared understanding of the school’s transferable skills of the Profile of the Graduate</li> <li>● Revise/review curriculum and units of study to identify and include the transferable skills of the Profile of the Graduate into instruction and assessment</li> <li>● All teachers will develop within the Professional Learning Community at least one assessment for students that is purposefully designed to allow students to demonstrate and reflect on the transferable skills of the Profile of the Graduate</li> </ul>



**NEASC Standard 2  
Student Learning**

**Student Learning**

Students are assured consistent learning outcomes through a defined curricular experience and have the opportunity to demonstrate their skills and knowledge in a variety of creative ways. Students actively participate in authentic learning experiences while practicing the skills and habits of mind to regularly reflect upon, and take ownership of, their learning.

*Based on NEASC Standards of Accreditation*

**EHPS**

**Goal 2:**

Classroom instructional practices will be purposefully designed to meet the individual learning needs of each student.

*Based on NEASC Principle 2.4*

**East Hampton Public Schools**

**Goal 2:**

Instructional practices will include:

- strategically differentiating, individualizing, and/or personalizing based on student learning needs
- using formative assessment to adjust instruction
- purposefully organizing group learning
- providing additional support and alternative strategies within the regular classroom
- organizational, grouping, and tiered intervention strategies that meet the needs of each learner within the regular classroom
- structure and support to provide all learners with access to rigorous learning opportunities.

*Based on NEASC Descriptor 2.4*

**Memorial School  
PK-3**

**Memorial School will implement Math Workshop in all classrooms**

- The school will provide teachers with ongoing professional development to ensure purposefully designed experiences to meet the individual learning needs of each student
- Teachers will design math lessons in a workshop model that include mini lessons with specific teaching points, strategic small group activities, and individualized instruction and feedback
- Teachers will use ongoing, formative assessments to adjust instruction and support learners

<p><b>Center School 4-5</b></p>	<p><b>Center School will provide all learners with tiered instructional supports in all classrooms</b></p> <ul style="list-style-type: none"> <li>● Create an appropriate level of challenge for all learners through implementation of Readers, Writers, &amp; Math Workshop</li> <li>● Focus on student goal setting cycles within the conference structure of Readers, Writers, &amp; Math Workshop</li> <li>● Teachers will refine formative practices to purposefully inform tiered instructional practices</li> <li>● Strategically regroup students across the grade level within the intervention block to provide individualized support and extension opportunities</li> </ul>
<p><b>Middle School 6-8</b></p>	<p><b>The Middle School teachers will design differentiated lessons with intentionality in following areas:</b></p> <ul style="list-style-type: none"> <li>● <b>Content</b> - Include Learning Targets</li> <li>● <b>Process</b> - Include “Do Now” activities, design strategic student grouping, and implement instructional strategies for specific learners</li> <li>● <b>Product</b> - Utilize Performance of Understanding activities to adjust future instruction and provide actionable feedback</li> <li>● <b>Environment</b> - Develop clear and specific structures that increase the functionality and climate of the classroom and promote student independence</li> </ul>
<p><b>High School 9-12</b></p>	<p><b>High School teachers will provide at least one personalized learning opportunity that promotes individualized learning and student voice</b></p> <ul style="list-style-type: none"> <li>● Through the Professional Learning Community structure, departments will develop assessments that are cognitively challenging and require learners to develop and exercise a full-range of thinking skills and learning dispositions</li> <li>● Teachers will use formative assessments to monitor student performance and adjust instruction toward individualized outcomes</li> </ul>



**NEASC Standard 3  
Professional Practices**

**Professional Practices**

The school maintains and implements a school improvement/growth plan, organizational practices, and productive community relationships to meet and support student learning needs. Educators engage in ongoing reflection, collaboration, and professional development to improve their practice and examine evidence of student learning and well-being to improve curriculum, instruction, assessment practices, programs, and services.

*Based on NEASC Standards of Accreditation*

**EHPS**

**Goal 3:**

The schools, departments, and individual teachers will identify specific classroom and assessment data to examine and analyze in order to improve instruction and assessments.

*Based on NEASC Principle 3.3*

**East Hampton Public Schools**

**Goal 3:**

Educators, individually and collaboratively:

- examine a range of evidence including:
  - student work
  - common course and common grade-level assessments
  - data from a variety of formative and summative assessments
  - achievement data, disaggregated by subgroups
  - individual and school-wide progress in achieving the school's profile of the graduate
  - data from sending schools
  - post-secondary data
  - feedback from a variety of sources, including students, other educators, supervisors, families, and the school community.

*Based on NEASC Descriptor 3.3*

<p><b>Memorial School PK-3</b></p>	<p><b>Memorial School will analyze its data team practices and protocols with a focus on carefully examining student work samples and develop action plans to improve instruction and learning.</b></p> <ul style="list-style-type: none"> <li>● Create schedule for regular opportunities to review student work samples.</li> <li>● Teachers will carefully analyze student work to determine strengths and weaknesses in the instructional path</li> <li>● Teachers will develop action plans to improve instruction and learning.</li> </ul>
<p><b>Center School 4-5</b></p>	<p><b>Center School will examine evidence of student learning to improve instructional practices and assessment.</b></p> <ul style="list-style-type: none"> <li>● Data team cycles with individual teachers will be facilitated every 6-8 weeks to examine student work and to build the capacity of teachers to use formative and summative data to create actionable goals</li> <li>● Teachers will develop structured support plans with specific interventions to document student growth between cycles</li> <li>● Grade level teams will collaborate to identify how specific actions produce specific outcomes in order to identify and share best practices</li> </ul>
<p><b>Middle School 6-8</b></p>	<p><b>The Middle School will develop standardized grading practices to more effectively communicate student progress with stakeholders.</b></p> <ul style="list-style-type: none"> <li>● Teachers will use standardized naming convention for assignments in gradebook that identifies skills and / or content taught</li> <li>● Develop Standard Operating Procedures for grading practices in regards to the weighting of grades and communication and actions on the part of teachers when assignments are missing</li> <li>● Faculty will meet by department bi-weekly to analyze and compare assessment data and classroom tasks to ensure common experiences for all students</li> </ul>
<p><b>High School 9-12</b></p>	<p><b>The High School will examine evidence of student learning and well-being to improve instruction and student services.</b></p> <ul style="list-style-type: none"> <li>● Teachers will individually and collaboratively examine student work, data from a variety of formative and summative assessments, and post-secondary data to improve instructional practices, programs, and services</li> <li>● Professional Learning Communities will review standardized assessment data disaggregated by subgroups in order to improve instruction</li> <li>● Related services will use SWIS data to improve services that address behavioral trends and tendencies</li> </ul>