RESULTS

East Hampton Public Schools
2023-24 School Improvement Plan

District and Building Goals

1. Examination of evidence of student learning to improve instructional programming

Educators of _all grade levels_ and _all subject areas_ examine evidence of student learning to improve curriculum, instruction, assessment practices, and programs and services.

Based on 2023 NEASC Standards for Accreditation (3.3)

3.3	Educators, individually and collaboratively, examine a range of evidence, including:
Educators examine evidence of student learning and well-being to improve curriculum, instruction, assessment practices, and programs and services.	• student work • data from a variety of formative and summative assessments, including common course and common grade-level assessments • disaggregated data of participation, performance, and experiences by subgroups • individual and school-wide progress in achieving the school's vision of the graduate • data from sending schools and post-secondary data • feedback from a variety of sources, including students, other educators, supervisors, families, and the school community
	Use the examination of evidence to: • improve curriculum, instruction, and assessment practices • analyze data to identify and respond to inequities in student achievement • evaluate and improve programs and services, such as health, counseling, library/information, and student support services • emphasize the use of evidence-based research, reflective practice, data, and feedback to improve learners' educational experiences

2. Instructional practices that promote student discourse, active learning, and engagement

Students are active learners, lead their own learning, and engage in discourse, inquiry, and problem solving.

Based on 2023 NEASC Standards for Accreditation (2.4 & 2.5)

Current classroom practice includes structured teaching, clear learning objectives, and checks for understanding.

Based on _Results Now 2.0,_ by Mike Schmoker

2.4	Instructional practices include:
Instructional practices are designed to meet the learning needs of each student.	• strategically differentiating, individualizing, and personalizing based on the needs of all learners • using formative assessment to adjust instruction • organizational grouping and tiered intervention strategies that meet the needs of each learner • structure and support to provide all learners with access to rigorous learning opportunities

2.5	Active learning includes:
Students are active learners who have opportunities to lead their learning.	• student agency through meaningful, relevant, and self-initiated learning experiences • opportunities for students to set goals and reflect upon the results to guide learning • application of knowledge and skills to authentic tasks • pursuit of personal interests, and opportunities for creative expression

3. Collective responsibility for the well-being of every student

Educators take collective responsibility for the well-being of every student and can demonstrate how each student is known, valued, and connected to the school community.

1.3

The school community takes collective responsibility for the well-being of every student and can demonstrate how each student is known, valued, and connected to the school community.

The school community:

- creates opportunities for students to connect with adults and peers to support their social, emotional, and physical well-being
- provides a balance of academic, social, and civic opportunities to meet the needs of diverse learners
- ensures that each student is known by an adult mentor in the school, or through some other formal process, to assist them in achieving the school's vision of the graduate
- honors individuality among all community members and provides positive opportunities for extended learning and growth

East Hampton Public Schools — East Hampton, Connecticut

Profile of the East Hampton Graduate

East Hampton 2025, the district's vision of Education, drives our schools toward a broader vision of success supporting the development of knowledgeable, ethical, self-directed problem solvers and innovators.

Memorial School PK-3	Center School 4-5	Middle School 6-8	High School 9-12
Caring	Empathy	Responsibility	Compassion
Imagination	Creativity	Initiative	Innovation
Confidence	Adaptability	Resilience	Perseverance
Teamwork	Community	Perspectives	Collaboration
Wonder	Curiosity	Inquiry	Active Learning

Academic Growth & Progress
Every learner is treated as distinctive and irreplaceable.

Mental Health & Wellness
Every learner is welcome as they are and knows that they are valued.

Resilience
Every learner thrives in their school and community as compassionate and courageous individuals.

Duty of Care

EAST HAMPTON PUBLIC SCHOOLS
COMMITTED TO EXCELLENCE

1. Examination of evidence of student learning to improve instructional programming

Educators of _all grade levels_ and _all subject areas_ examine evidence of student learning to improve curriculum, instruction, assessment practices, and programs and services.

Based on 2023 NEASC Standards for Accreditation (3.3)

East Hampton High School

Actions	Measurable Outcomes
• Use of Data Dashboard and student Achievement performance to collect and review student performance in Data Teams to target/address student needs	o 100% of students in 10th and 11th grade will improve their performance on the Math and ERW portion of the PSAT by 10-15 points.
• Khan Academy • Snapshot Data Analysis in English, Math, and Social Studies courses	o 100% of 11th grade students will increase their performance on the March School Day SAT by 10-15 points on both the Math and ERW sections of the SAT.
• IAB implementation and data analysis	o 100% of students in Grades 9-11 will complete at least 4 IAB's in Science.

East Hampton Middle School

Actions	Measurable Outcomes
• Utilize DIBELS/ORF and MAZE Comprehension to progress monitor student performance • Whole school reading initiatives • Incorporate coaching to support instructional practices • Small group targeted instruction • IAB implementation and data analysis	o 60% of students will perform at or above grade level on the ELA i-Ready end of year assessment. o 100% of students will demonstrate growth from the beginning of year to end of year administration of the iReady diagnostic in Reading.
• Implementation of Illustrative Mathematics in grades 6 - 7. • Incorporate coaching to support instructional practices • 8th grade focus on reorganization of units to target priority standards • IAB implementation and data analysis	o 60% of students will perform at or above grade level on the Math i-Ready end of year assessment. o 100% of students will demonstrate growth from the beginning of year to end of year administration of the iReady diagnostic in Math.
• Use of Data Dashboard and student Achievement performance (unit assessments) to collect and review student performance in Data Teams to target/address student needs.	o 100% of students in Grades 6-8 will complete at least three IABs in Science, ELA and Math.

Center School

Actions	Measurable Outcomes

- Implementation of progress monitoring practices to improve instruction and student performance:
  - Focus on oral reading fluency and multisyllabic decoding;
  - Increase implementation of direct instruction of close reading;
  - Utilize the reading decision-making tree to identify and target student needs.
	o By year end 65% of students will perform in the average or above-average range on DIBELS/ORF.
	
	o 70% of students will be on or above level on the ELA i-Ready EOY assessment as defined by the Standard View Needs Analysis Report

- Implement targeted small group instruction/differentiation in Tier I & II instruction. - Implementation & analysis of Interim Assessment Blocks in Math, ELA, and Science	o 65% of students will be on or above level on the Math i-Ready EOY assessment as defined by the Standard View Needs Analysis Report
- Use data-driven protocol in collaborative teams to plan for instruction.	o Demonstrate a consistent improvement in lesson planning effectiveness by 70% of students meeting grade level benchmarks on post-assessments
- Use of data housing tools (EIP/Data Dashboard) to collect and review student performance in Data Teams	o 100% of students will complete at least three IABs in Science, ELA and Math in Grade 5. o 100% of students will complete at least three IABs in ELA and Math in Grade 4.

Memorial School

Actions	Measurable Outcomes

- Ongoing review of student performance at monthly Data Team Meetings
- Implement ELA Units of Study and Fundations lessons with fidelity across all grade levels.
- Implement SRBI ELA program (SPIRE)
- Biweekly grade level collaborative literacy planning meetings
- Instructional Coaching
- Increased use and analysis of IABs in grade 3
	o All students' literacy performance will improve, as evidenced by the year-end iReady Reading Diagnostics:
	
	  - 75% of students in grades 1-3 will perform at/above grade level in reading.
	  - 100% of student in grades 1-3 will demonstrate growth

- Ongoing review of student performance at monthly Data Team Meetings
- Implement Tier 1 Bridges math lessons and Number Corner lessons with fidelity across all grade levels.
- Implement a SRBI math program. (Bridges Intervention)
- Biweekly grade level collaborative math planning meetings
- Instructional Coaching
- Increased use and analysis of IABs in grade 3
	o All students' numeracy performance will improve, as evidenced by the year-end iReady Math Diagnostics:
	  - 75% of students in grades 1-3 will perform at/above grade level in math.
	  - 100% of student in grades 1-3 will demonstrate growth

2. Instructional practices that promote student discourse, active learning, and engagement

Students are active learners, lead their own learning, and engage in discourse, inquiry, and problem solving.

Based on 2023 NEASC Standards for Accreditation (2.4 & 2.5)

Current classroom practice includes structured teaching, clear learning objectives, and checks for understanding.

Based on *Results Now 2.0,* by Mike Schmoker

East Hampton High School

Actions	Measurable Outcomes
• Monthly advisory devoted to instruct, reflect, and collect student exemplars centered around the Profile of the Graduate	o 100% of departments will develop and share authentic learning experiences related to Profile of the Graduate and that meet the goals of East Hampton 2030 (active learning and student engagement).
• All departments will communicate individual learning and whole school progress toward achieving the school's Profile of the Graduate • Departments will share examples assessments that measure these attributes during Faculty Meetings and PD Days	o 100% of students in grades 9, 10, and 11 will contribute evidence to their individual mastery based portfolio of transferable skills of the Profile of the Graduate (*compassion, innovation, perseverance, collaboration, and active learning*).
• Use data from trends in Instructional Rounds to continue to grow teaching and learning practices	o Over the course of Instructional Rounds during the school year, there will be a 10% increase in active learning instructional practices that are scored as a "3" or "4" on the Instructional Rounds classroom observation document.

East Hampton Middle School

Actions	Measurable Outcomes
• Use Instructional Round trends to grow teaching and learning practices • Focused planning within department meetings on opportunities for student discourse and collaboration • Data team conversations on student performance and impact of student discourse	o Over the course of Instructional Rounds, during the school year, there will be a 10% increase in the area of Conversations, Questioning, and Discourse scored as a "3" or "4" on the Instructional Rounds Classroom Observation document.
• Monthly advisory devoted to instruct, reflect, and collect student exemplars centered around the Profile of a Graduate. • All departments will communicate individual learning and whole school progress toward achieving the school's Profile of a Graduate. • Departments will share examples of achievement that measure these attributes during Faculty meetings. • Directly align Profile of a Graduate to 8th grade Capstone where students explicitly articulate their development of transferable skills in relation to their capstone project.	o 100% of students in Grade 6 will develop a digital portfolio containing evidence of development in transferable skills of the Profile of the Graduate (*responsibility, initiative, resilience, perspectives, and inquiry*). o 100% of students in Grades 7 and 8 will continue to build on their digital portfolio collecting further evidence of mastery in transferable skills (*responsibility, initiative, resilience, perspectives, and inquiry*).

Center School

Actions	Measurable Outcomes
• Universal implementation of number corner in grades 4 & 5 • Increased student discourse in math through observational data	○ 70% of students will meet their annual typical growth target as measured by the i-Ready Diagnostic
• Use Instructional Round trends to grow teaching and learning practices	○ Over the course of Instructional Rounds during the school year, there will be a 10% increase in in Conversations, Questioning, and Discourse scored as a "3" or "4" on the Instructional Rounds classroom observation document.
• FLEX enrichment opportunities	○ Increase the number of students engaging in FLEX opportunities by 10%

Memorial School

Actions	Measurable Outcomes
• Modeling of accountable talk during Morning Meeting	○ Over the course of Instructional Rounds during the school year, there will be a 10% increase in in Conversations, Questioning, and Discourse scored as a "3" or "4" on the Instructional Rounds classroom observation document.
• PD on Interactive Read Aloud Protocol	
• Implementation of Interactive Read Alouds across grade levels	
• Model and facilitate collaborative problem solving strategies in Bridges Mathematics.	

3. Collective responsibility for the well-being of every student

Educators take collective responsibility for the well-being of every student and can demonstrate how each student is known, valued, and connected to the school community.

Based on NEASC Standards for Accreditation (1.3)

East Hampton High School

Actions	Measurable Outcomes
• Increased PBIS initiatives to foster a positive climate and culture • Student focus groups • Student representatives on PBIS and climate committees	○ Monthly (10) student recognitions ○ Quarterly (4) student led PBIS activities ○ Quarterly (4) student wellness activities (advisories and students wellness days)
• Foster student connections within the EHPS and the greater East Hampton Community	○ Track and establish a baseline number of student volunteers within EHPS and the local community for increase in the future (and for NEASC accreditation).
• Create opportunities for the school community to build connections beyond the academic setting	○ 75% of students of will participate in at least one extra-curricular activity connected to EHPS (clubs/sports, field trips, class activities, etc.)

East Hampton Middle School

Actions	Measurable Outcomes
• Revamp our PBIS model with a focus on relationship building and joy • Structured tiered II and III supports for challenging behavior • Implementation of restorative practices • PBIS committee to include student representatives from each grade level	○ 20% decrease in office level referrals ○ 20% increase in positive office referrals ○ Track and establish a baseline number of students who identify a trusted adult as East Hampton Middle School for increase in the future.
• Connect students with a staff mentor to make regular connections • Addition of new club opportunities	○ At least 60% of EHMS students will be participating in extracurricular activities.

Center School

Actions	Measurable Outcomes
• Targeted PBIS initiatives to foster a positive climate and culture	o 100% of students will share both quantitative and qualitative response data on the Profile of a Graduate competencies.
• Build community connections through club and volunteer opportunities • Promote student voice and choice • Create opportunities for staff to build connections beyond the core academic setting	o 50% of students will participate in a Center School enrichment opportunity.
• Trauma-informed practices professional learning	o At least 80% of families will respond "always or most of the time," to question 8 on the parent survey: *The classroom environment is supportive of my child's emotional well-being, thoughts, and ideas.*

Memorial School

Actions	Measurable Outcomes

• An increase in the number of students participating in school activities and clubs
  ▪ Grade 3 Garden Club
  ▪ Grade 3 Cheetah Council (Student Advisory)
  ▪ Partner with EH P&R to provide after school clubs/extracurricular activities
• An increase in wellness activities and supports
  ▪ Use of the Cheetah Den to provide sensory regulation
  ▪ Access to a therapy dog
  ▪ Implementation of Calming Corners in every classroom
• An increase in instructional practices to support wellness:
  ▪ Daily Morning Meeting in every classroom
  ▪ Second Step Lessons
• Refresh and review PBIS practices (Cheetah Tickets, Memorial Models, Positive Office Referrals, Golden Tray Awards)
• Continue monthly PBIS Assemblies with an emphasis on POG skills and celebration of positive behaviors
	The well-being of all students will improve as evidenced by:
	o A 10% decrease in Office Discipline Referrals
	o A 10% increase in Positive Office Referrals across the building
	o 100% of students will be given a survey in January and May in which they identify a trusted adult at Memorial School in order to establish a baseline for the future.
	
	o At least 95% of families will respond "always or most of the time," to question 10 on the parent survey: *The school will provide opportunities to reflect and learn from behavior.*

East Hampton 2030

Vision

Opening doors to inspire every learner to dream, discover, and achieve

Mission

We partner with our families and community to prepare confident, compassionate, and collaborative learners who navigate a complex, global society.

We are committed to safe, nurturing environments in which students thrive and explore their personal passions.

Empowering our educators and learners as innovators results in a dynamic pursuit of continuous improvement and excellence.

Our vibrant school system enriches the entire community.

Our Learners

⇒ demonstrate responsible decision making within a culture that fosters compassion, caring, and empathy;

⇒ engage in student-centered learning by pursuing passions, exploring creative outlets, and generating innovative solutions to challenges in and out of the classroom;

⇒ embody a growth mindset, confidently approaching challenges while adapting and taking risks;

⇒ participate in collaborative problem-solving in diverse areas of study, contributing insightful analysis and informed opinions;

⇒ harness natural curiosity to drive an active learning process through personal inquiry, incorporating new experiences and constructive dialogue;

⇒ embrace civic engagement in order to create positive change locally and globally.

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