SAP GOAL AND MEASURES

ACADEMICS

District Growth Areas:		*School Growth Areas:*	
1.1	Ensuring the continued development of curriculum across all content areas with fidelity and uniformity across the district	1.1	Implement the workshop model of the Journeys Reading Program with fidelity across all grade levels and monitor the effectiveness of tiered instruction (I, II and III) including whole and small group instruction.
1.2	Support a common assessment system to measure student learning	1.2	Ensure implementation of the Math Expressions program with fidelity across all grade levels and monitor the effectiveness of tiered instruction including whole and small group instruction.
1.3	Supporting staff to better use assessment data to make instructional decisions and determine the effectiveness of strategies being implemented	1.3	Continue to utilize the collaborative team model by grade/subject area, including weekly data team meetings with certified staff to review student assessment data, monitor progress, adjust instruction, and deliver services in a timely and meaningful model.
1.4	Support universal preschool program	1.4	Continue to utilize the Child Study Team (CST) model to identify student academic, social, and behavior needs. The CST will develop action plans (with tiered interventions) with specific goals and timelines for students based on their identified needs.

HUMAN CAPITAL

District Growth Areas:		*School Growth Areas:*	
2.1	Recruit highly qualified staff	2.1	Through walk-throughs and observations, determine if the current professional development training is being implemented in the classrooms with fidelity and support staff with continued training as needed.
2.2	Professional Development will be imbedded and driven by staff or demonstrated student need	2.2	Ensure that a systematic employment process results in the selection of high quality candidates for every teaching and non-teaching position. Ensure our faculty reflects the diversity of the students and the community that we serve.
2.3		2.3	Continue to develop teacher effectiveness using the Danielson Framework for Teaching. Create opportunities for on-going teacher/administrator dialogue including goal setting, formal and informal observations, review of teacher practice, student and parent feedback, mid-year review, and end-of-year evaluation.
2.4		2.4	Through grade level and faculty meetings determine the professional development needs of our staff.

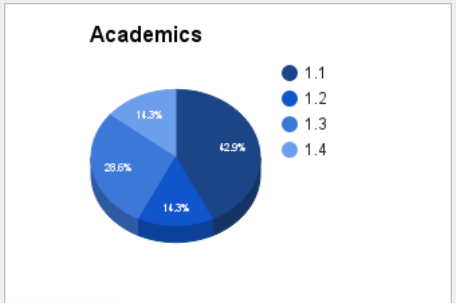
OPERATIONS

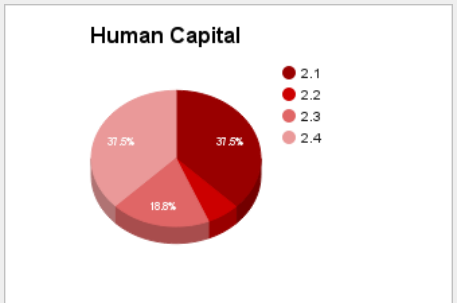
District Growth Areas:		*School Growth Areas:*	
3.1	Supporting technology with the available funding	3.1	Utilize the computer lab, laptop cart, and iPad cart to extend learning in and out of the regular classroom.
3.2	Support the integrated use of technology in all schools	3.2	Coordinate the library and computer lab schedules to allow the library clerk to deliver increased technology use to all students in conjunction with what their classroom teachers are doing.
3.3	Support Business Management Services	3.3	Provide students, parents, and staff with online resources to support students in school and students/parents at home.
3.4		3.4	

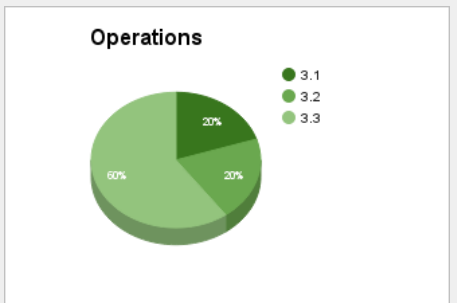
CULTURE AND CLIMATE

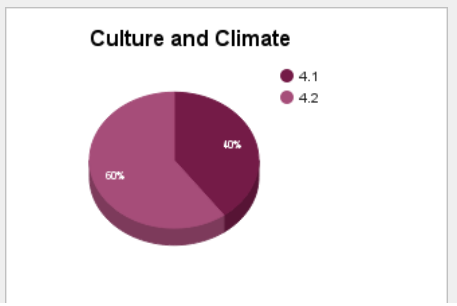
District Growth Areas:		*School Growth Areas:*	
4.1	Support continued integration of PBIS in all schools	4.1	Full school implementation of the school-wide PBIS program (PAWS). All aspects of the school day will be included and language will be consistent for all staff.
4.2	Increase parent involvement and feedback	4.2	Continue to look for opportunities to include parents/guardians in the school community, including field trips and school events.
4.3	Addressing student/family transiency and illegal residency issues	4.3	
4.4		4.4	

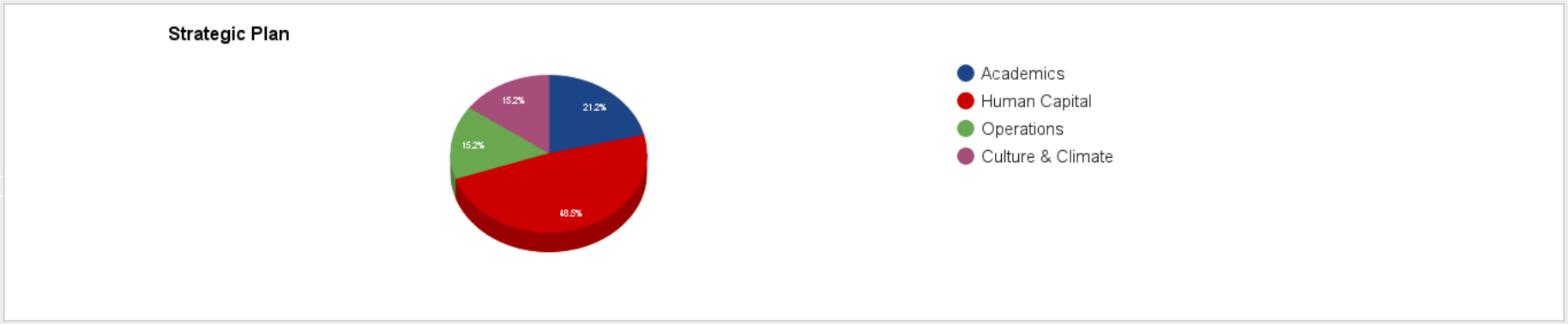
Monthly Statistics Report











Indicator	1.1 Implement the workshop model of the Journeys Reading Program with fidelity across all grade levels and monitor the effectiveness of tiered instruction (I, II and III) including whole and small group instruction.	1.2 Ensure implementation of the Math Expressions program with fidelity across all grade levels and monitor the effectiveness of tiered instruction including whole and small group instruction.	1.3 Continue to utilize the collaborative team model by grade/subject area, including weekly data team meetings with certified staff to review student assessment data, monitor progress, adjust instruction, and deliver services in a timely and meaningful model.	1.4 Continue to utilize the Child Study Team (CST) model to identify student academic, social, and behavior needs. The CST will develop action plans (with tiered interventions) with specific goals and timelines for students based on their identified needs.	Date Completed	Academics
				✓	Ongoing	CST meetings are scheduled at the request of the teacher(s)
	✓		✓		1/6/2015	Hill for Literacy and Dibels refresher training for staff
Academics	✓				1/13/2016	Generation Ready imbedded coaching visit
		✓			1/11/2016	Window opens for Math Expressions MOY benchmark assessment
Enter a 1 in the cells to indicate alignment to goal	✓		✓		1/19/2016	Window opens for Dibels MOY benchmark assessment

Indicator	2.1 Through walk-throughs and observations, determine if the current professional development training is being implemented in the classrooms with fidelity and support staff with continued training as needed.	2.2 Ensure that a systematic employment process results in the selection of high quality candidates for every teaching and non-teaching position. Ensure our faculty reflects the diversity of the students and the community that we serve.	2.3 Continue to develop teacher effectiveness using the Danielson Framework for Teaching. Create opportunities for on-going teacher/administrator dialogue including goal setting, formal and informal observations, review of teacher practice, student and parent feedback, mid-year review, and end-of-year evaluation.	2.4 Through grade level and faculty meetings determine the professional development needs of our staff.	Date Completed	Human Capital
Human Capital	✓				1/4/2016	Continued work on identifying PoP by grade level
	✓		✓		1/5/2016	Continued informal observations of certified staff
Enter a 1 in the cells to indicate alignment to goal	✓			✓	1/6/2016	Hill for Literacy and Dibels refresher training for staff
				✓	1/12/2016	Literacy How on site coaching and modeling for K-1 and 2-3
				✓	1/13/2016	Generation Ready imbedded coaching visit
	✓			✓	1/13/2016	Resident administrator led Dibels refresher courses with literacy specialists

	✓		✓	✓	1/19/2016	Instructional rounds held at Bradley around a PoP (student engagement)
	✓	✓	✓	✓	1/21/2016	Attended the Lead-CT TPP Alumni session at CAS
Indicator	3.1 Utilize the computer lab, laptop cart, and iPad cart to extend learning in and out of the regular classroom.	3.2 Coordinate the library and computer lab schedules to allow the library clerk to deliver increased technology use to all students in conjunction with what their classroom teachers are doing.	3.3 Provide students, parents, and staff with online resources to support students in school and students/parents at home.	3.4	Date Completed	Operations
	✓	✓	✓		Ongoing	iPads, laptops, eno boards, and computer lab used to increase engagement
			✓		Ongoing	Weekly email blast to all families with past and upcoming events
Operations			✓		1/22/2016	Report cards went home - include Lexia and IXL information as well as Parent Portal
Enter a 1 in the cells to indicate alignment to goal						
Indicator	4.1 Full school implementation of the school-wide PBIS program (PAWS). All aspects of the school day will be included and language will be consistent for all staff.	4.2 Continue to look for opportunities to include parents/guardians in the school community, including field trips and school events.	4.3	4.4	Date Completed	Culture and Climate
		✓			1/7/2016	Grade 2 hosted Science activities provided by the Children's Museum
	✓	✓			1/14/2016	Winter concert held for student in afternoon and families in the evening
Culture and Climate	✓	✓			1/22/2016	PTA hosted a visit by the ZuZu African acrobats for students and staff
Enter a 1 in the cells to indicate alignment to goal						