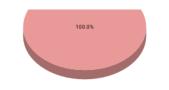
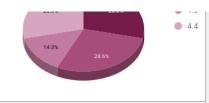
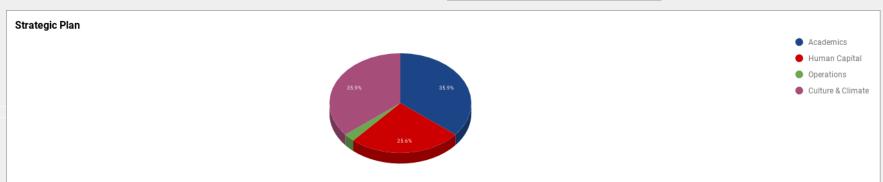
| ACADEM | | AND MEASU | | | |
|--------|---|------------|--|--|--|
| | owth Areas: | School Gr | owth Areas: | | |
| .1 | Ensuring the continued development of curriculum across all content areas with fidelity and uniformity across the district | 1.1 | Develop a systematic approach to SRBI in the classroom with a tiered intervention an enrichment system to support at-risk readers and challenge higher achieving students Use a formalized progress monitoring cycle to evaluate response to intervention and make thoughtful programming adjustments | | |
| .2 | Support a common assessment system to measure student learning | 1.2 | Utilize DIBELS and Math Expressions as the universal literacy and numeracy benchmark assessments to monitor academic progress of individual students, cohort classrooms, and grade-levels and develop action plans to address needs through regular grade-level and vertical Data Teams | | |
| .3 | Support staff to better use assessment data to make instructional decisions and determine the effectiveness of strategies being implemented | 1.3 | Ensure implementation of the Journey's Reading and Math Expressions programs wi fidelity, including common language and assessment practices, across all grade leve with an emphasis on utilizing the workshop model for Tier I and II instruction. | | |
| .4 | Support universal preschool program | 1.4 | Strengthen our collaborative team model to review student assessment progress and identify the specific needs of our students and inform explicit instruction to promote growth for all learners. | | |
| UMAN (| CAPITAL | | | | |
| | owth Areas: | | owth Areas: | | |
| .1 | Recruit highly qualified staff | 2.1 | Through walk-throughs and observations, determine variety of best instructional practices being implemented in the classrooms, specific adult learning needs, and provide support for all staff through embedded coaching. | | |
| 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. | | |
| | Support continued use of TEVAL and Admin Evaluation plan as a coaching tool for all of us | | Develop a formalized orientation and on-boarding process for all new employees to develop an early network of support for new staff to ensure their success throughout | | |
| 1.3 | | 2.3 | the first year of employment | | |
| .4 | Support Human Resource Services | 2.4 | #REF! | | |
| PERAT | owth Areas: | Sahaal Cr | owth Areas: | | |
| .1 | Support the integrated use of technology in all schools | 3.1 | Develop 21st century classrooms with the infustion of technology in all settings including ENO boards, iPads, Macbooks, classroom sound systems, wireless access and a video broadcasting room | | |
| 3.2 | Support Business Management Services | 3.2 | Seek out alternate sources of funding for teacher and student needs through grants, Donor's Choose, and philanthropic donations | | |
| .3 | Support Facility Maintenance and Renovations | 3.3 | Develop a school-based facilities management plan to ensure work orders are placed in a timely manner to address building needs and to seek out resources/support for larger projects | | |
| 3.4 | Write Blueprint for continued support of schools aligned to strategic plan | 3.4 | Continue to supplement classroom instruction with online resources as part of the workshop model, including ReflexMath, iXL Math, Lexia Core 5, and Learning A-to-Z. | | |
| | E AND CLIMATE | | | | |
| | owth Areas: | | owth Areas: | | |
| .1 | Support continued integration of PBIS in all schools | 4.1 | Promote our PBIS initiative and build a positive school culture rooted in respect: respect for ourselves, each other, and our school, and deliver weekly Tier I social develop curriculum to students in Grades K-3 | | |
| 1.2 | Increase parent and stakeholder involvement and feedback | 4.2 | Provide multicultural experiences that promote awareness, education, and appreciati of the diversity in our global world | | |
| 1.3 | Address student/family transiency and illegal residency issues | 4.3 | Utilize our Attendance Coordinator to monitor school-wide attendance, reduce chroni absenteeism, resolve truancy issues, address residency issues and celebrate regular attendance that ensures being "On Time & Ready to Shine!" is a lifelong habit | | |
| 4.4 | Actively participate on local and state boards and committies | 4.4 | a motoring reads | | |
| | Monthly Statis | stics Rep | port | | |
| Acad | | Operations | Culture and Climate | | |
| | 1.1 | | • 3.4 | | |











| Indicator | at-risk readers and challenge higher achieving students. Use a formalized | and numeracy | 1.3 Ensure implementation of the Journey's Reading and Math Expressions programs with fidelity, including common language and assessment practices, across all grade levels with an emphasis on utilizing the workshop model for Tier I and II instruction. | 1.4 Strengthen our collaborative team model to review student assessment progress and identify the specific needs of our students and inform explicit instruction to promote growth for all learners. | Date Completed | Academics |
|------------------------------------|--|--------------|---|---|----------------|--|
| | 1 | | | / | 5/11/18 | Progress Reports issued for 4th MP |
| | | | / | | 5/9/18 | Author Visit (Lauren Tarshis) promoting a school-wide culture of reading |
| Academics | / | | | | 5/30/18 | 6th Annual K-5 Science Fair w/Guest judges to promote the scientific process & inquiry (long term project & oral presentation) |
| Estar a dia tha | / | | | | 5/23 & 5/24 | International Night celebrations to promote ESL program and multicultural programming |
| Enter a 1 in the cells to indicate | | 1 | | | 5/16 - 18 | Nature's Classroom Grade 5 (Outdoor Environmental Sutdies Program(|
| alignment to | | | | 1 | ongoing | Planned programming & placement for 18-19 |
| goal | / | / | | / | 5/29/18 | Started EOY Benchmark Assessments (Grades K-5) Math, ELA, Writing |
| | / | | | / | 5/23/18 | Completed SBAC Assessments (Grades 3-5) |
| | 1 | | | / | 4/30/18 | CST Meetings to monitor progress in literacy & math |

| 2.1 Through walk-throughs and observations, determine variety of best instructional practices being implemented in the classrooms, specific adult learning needs, and provide support for all staff through embedded coaching. 2.2 Ensure that a systematic employment systematic employment process results in the selection of high divinedates for every teaching and non-teaching position. Ensure our and non-teaching position. Ensure our faculty reflects the diversity of the students and the community that we serve. Indicator 2.2 Ensure that a systematic employment systematic employment of process results in the selection of high divinedates for every teaching and non-teaching position. Ensure our adventor and non-teaching position. Ensure our develop an early faculty reflects the diversity of the students and the community that we serve. Indicator 2.2 Ensure that a systematic employment of process results in the selection of high divinedates for every teaching and non-teaching position. Ensure our develop an early faculty reflects the diversity of the students and the community that we serve. Indicator 2.3 Develop a formalized orientation and on-boarding process for all new employees to develop an early faculty reflects the diversity of the students and the community that we serve. Indicator 2.1 Ensure that a systematic employment in the selection of high divinedates for every teaching position. Ensure our employees to the diversity of the sudents and the class of the class | |
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| 2.1 Through walk-throughs and observations, determine variety of best instructional practices being implemented in the classrooms, specific adult learning needs, and provide support for all staff through embedded coaching. Indicator 2.1 Through walk-throughs and employment process results in the selection of high dorientation and on-boarding process for every teaching and non-teaching position. Ensure our faculty reflects the students and the support for all staff through embedded coaching. 2.3 Develop a formalized orientation and on-boarding process for all new employees to develop an early network of support for all new staff to ensure their success throughout the first year of employment #REF! Date Completed Human Capital Literacy Leadership Team Conference CK3LI literacy initiative | |
| observations, determine variety of best instructional practices being implemented in the classrooms, specific adult learning needs, and provide support for all staff through embedded coaching. Indicator observations, determine variety of best instructional practices being implemented in the classrooms, specific adult learning needs, and provide support for all staff through embedded coaching. Indicator observations, determine variety of uight orientation and on-barding process for all new employees to employees to develop an early network of support for new staff to ensure their success throughout the first year of employment #REF! Date Completed Human Capital Literacy Leadership Team Conference CK3LI literacy initiative | |
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| Indicator coaching. employment #REF! Date Completed Human Capital bij31/18 Literacy Leadership Team Conference CK3LI literacy initiative | |
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| / 5/21/2019 TEAM training for new monter teachers | |
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| Human Capital | |
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| V 0/2 0/4 Prantin reacat (alcoir) of action, colo values, i it is leadered by planting, reaching reacy. | Portrait of a graduate) |
| Journey's Office reachering & Confining & Confining & Confining & Confinence of the Conference of the | |
| (desirated by 67 to Electory Country C | |
| 5/8/2018 Grade Level Reading strategy meetings | |
| ✓ 5/14/2018 Litearcy How job embedded coaching | |
| ✓ 5/15/18 End of Year Certified Staff Meetings w/Dr. Conway | |
| ✓ 5/16/18 Job embedded coaching and PD (Grades 3 & 4) Common Core Alignment w/Journeys | |
| 3.3 Develop a 3.4 Continue to | |
| 3.1 Develop 21st school-based supplement century classrooms facilities classroom | |
| with the infustion of management plan instruction with | |
| technology in all 3.2 Seek out to ensure work online resources as | |
| settings including alternate sources of orders are placed in part of the ENO boards, iPads, I funding for teacher a timely manner to workshop model, | |
| Macbooks, and student needs address builtiding including | |
| classroom sound through grants, needs and to seek ReflexMath, iXL | |
| systems, wireless Donor's Choose, out Math, Lexia Core 5, access and a video and philanthropic resources/support and Learning A-to- | |
| Indicator broadcasting room donations for larger projects z. Date Completed Operations | |
| ✓ 5/22/2018 Grade 5 Transition Meetings for students and parents @ DMS | |
| | |
| Operations | |
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| Enter a 1 in the | |
| cells to indicate | |
| alignment to qual | |
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| 4.3 Utilize our Attendance | |
| Coordinator to | |
| 4.1 Promote our monitor school-wide | |
| PBIS initiative and build a positive attendance, reduce chronic | |
| school culture absenteeism, | |
| rooted in respect: 4.2 Provide resolve truancy | |
| respect for multicultural issues, address ourselves, each experiences that residency issues | |
| other, and our promote and celebrate | |
| school, and deliver awareness, regular attendance | |
| weekly Tier I social education, and that ensures being" | |
| to students in diversity in our to Shine!" is a | |
| Indicator Grades K-3 global world lifelong habit 4.4 Date Completed Culture and Climate | |
| ✓ weekly Attendance Committee Meeting and planning for Tier II and Tier III students | |
| Culture and Cultur | |
| Climate ✓ 5/9 - 5/11 Mother's Day Plant Sale & Kindergarten Mother's Day Tea | |
| 5/14 & 5/18 4th grade trip to Ansonia Nature Center & Osborndale State park | |
| Enter a 1 in the 5/16 - 18 Grade 5 Nature's Classroom Trip w/Bradley School (promote community and self exploration) |) |
| cells to indicate | |
| alignment to / 5/30/2018 Funding for Field Day from Valley Foundation Grant used for BMX Bike Character De | evelonment Program |
| nna , , , | · |
| ✓ 5/2 - 5/3 School-wide kindness projet (Only One You) collaborative project w/ Reading Team & Art Tea | acriei |

| | 1 | / | 4/30/18 Grade 2 Safe Kids Award Presentation @ Griffin Hospital |
|--|---|---|--|
| | | / | 5/11/18 Teacher Swap Day! (promoting a sense of community, understanding & appreciation amongst the faculty) |
| | | | |