

SAP GOAL AND MEASURES

ACADEMICS

District Growth Areas:

- 1.1 Ensuring the continued development of curriculum across all content areas with fidelity and uniformity across the district
- 1.2 Support a common assessment system to measure student learning
- 1.3 Support staff to better use assessment data to make instructional decisions and determine the effectiveness of strategies being implemented
- 1.4 Support universal preschool program

School Growth Areas:

- 1.1 Develop a systematic SRBI process that clearly defines roles, tiers and expectations to support at-risk students in reading and math, as well as provide enrichment opportunities for students in need of challenge. Use a formalized progress monitoring and data team cycle to evaluate implementation, response to intervention and make informed programming decisions. Define how Child Study Team process coincides with SRBI.
- 1.2 Utilize available assessments, including DIBELS, Math Expressions, NWEA and Smarter Balanced Summative and Interim Blocks, to identify strengths, weaknesses and trends and use to create action plans to improve student achievement in grade level data teams and vertically through the school wide data team.
- 1.3 Effectively integrate and teach priority Common Core State Standards through Journeys and Math Expressions curriculum with fidelity.
- 1.4

HUMAN CAPITAL

District Growth Areas:

- 2.1 Recruit highly qualified staff
- 2.2 Professional Development will be imbedded and driven by staff or demonstrated student need
- Support continued use of TEVAL and Admin Evaluation plan as a coaching tool for all of us
- 2.3 Support Human Resource Services
- 2.4

School Growth Areas:

- 2.1 Hire and develop new staff that will embrace Irving's core beliefs and be a positive model in our school community as well as reflect our diverse student body
- 2.2 Use focused walkthroughs to collect and share data to drive school-wide PD: use formal TEVAL process to provide timely feedback and determine necessary adult learning needed for effective implementation of research-based instructional practices
- Provide ongoing opportunities for staff to observe others to promote peer-to-peer learning, personalize learning and celebrate the wide variety of strengths our staff possesses; provide necessary job-embedded training for non-classroom teachers (paras, tutors) to support student learning around specific school goals and programming; build capacity of in-house literacy and math coaches
- 2.3 Determine extent of need and provide training for additional staff in de-escalation (CPI) t
- 2.4

OPERATIONS

District Growth Areas:

- 3.1 Support the integrated use of technology in all schools
- 3.2 Support Business Management Services
- 3.3 Support Facility Maintenance and Renovations
- 3.4 Write Blueprint for continued support of schools aligned to strategic plan

School Growth Areas:

- 3.1 Utilize technology in all school settings to promote 21st century skills and promote a culture of learning and community
- 3.2 Utilize social media and other online platforms to communicate with stakeholders, fundraise and build community
- 3.3 Seek funding and create plans to improve school building and playground area functionality
- 3.4

CULTURE AND CLIMATE

District Growth Areas:

- 4.1 Support continued integration of PBIS in all schools
- 4.2 Increase parent and stakeholder involvement and feedback
- 4.3 Address student/family transiency and illegal residency issues
- Actively participate on local and state boards and committies
- 4.4

School Growth Areas:

- 4.1 Continue to promote our PBIS initiative and a school culture rooted in respect, including Tier 1 social skills curriculum. Provide additional guidance to staff to increase expectations for behavior and begin the shift from a rewards-based system to a more restorative approach: formalize CST process for students who are struggling behaviorally/emotionally
- 4.2 Utilize the ExcEL grant, UCLA partnership and Shelton Public Schools to increase positive school experiences for our EL learners and their families and increase exposure and understanding of multicultural experiences and diversity
- 4.3 Utilize our Attendance Coordinator to monitor school-wide attendance, reduce chronic absenteeism, resolve truancy issues, address residency issues and celebrate regular attendance that ensures being "On Time & Ready to Shine!" is a lifelong habit
- Provide monthly (at a minimum) opportunities for families and community stakeholders to collaborate with events surrounding literacy, numeracy, wellness and the school community: provide ongoing opportunities for staff to participate in climate and culture building activities and provide feedback on thier perceptions of our culture
- 4.4

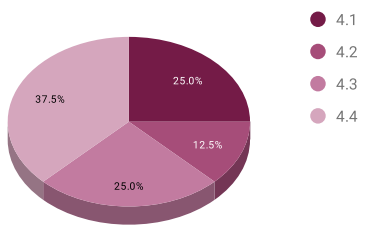
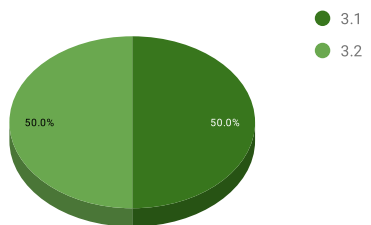
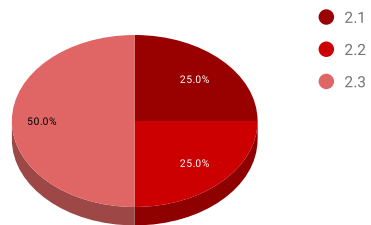
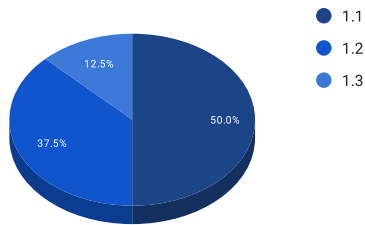
Monthly Statistics Report

Academics

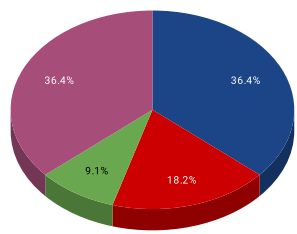
Human Capital

Operations

Culture and Climate



Strategic Plan



- Academics
- Human Capital
- Operations
- Culture & Climate

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1.2 Utilize available assessments, including DIBELS, Math Expressions, NWEA and Smarter Balanced Summative and Interim Blocks, to identify strengths, weaknesses and trends and use to create action plans to improve student achievement in grade level data teams and vertically through the school wide data team.

1.3 Effectively integrate and teach priority Common Core State Standards through Journeys and Math Expressions curriculum with fidelity.

Indicator	1.1	1.2	1.3	1.4	Date Completed	Academics
Academics		✓			9/11/18	Attended CSDE Performance Matters as an admin team to learn how to better use data resources
	✓	✓			9/18/18	Held first SRBI data meetings using BOY data to group students w/HILL for Literacy
	✓				9/18/18	Introduced Small Group Tier 1 and Tier 2 focus and rotation sheets for teacher planning/monitoring purposes
		✓		✓	9/26/18	Used Professional Learning time to review SB scores including claim and target strengths and weaknesses; and how to use NWEA score reports to match to learning tasks
	✓				9/24/18	Held first CST team meeting of year for academics
	✓				9/17/18	Reviewed SRBI tiers and criteria at Faculty Meeting

Enter a 1 in the cells to indicate alignment to goal

Indicator	4.1 Continue to promote our PBIS initiative and a school culture rooted in respect, including Tier 1 social skills curriculum. Provide additional guidance to staff to increase expectations for behavior and begin the shift from a rewards-based system to a more restorative approach: formalize CST process for students who are struggling behaviorally/emotionally	4.2 Utilize the ExcEL grant, UCLA partnership and Shelton Public Schools to increase positive school experiences for our EL learners and their families and increase exposure and understanding of multicultural experiences and diversity	4.3 Utilize our Attendance Coordinator to monitor school-wide attendance, reduce chronic absenteeism, resolve truancy issues, address residency issues and celebrate attendance that ensures being "On Time & Ready to Shine!" is a lifelong habit	4.4 Provide monthly (at a minimum) opportunities for families and community stakeholders to collaborate with events surrounding literacy, numeracy, wellness and the school community: provide ongoing opportunities for staff to participate in climate and culture building activities and provide feedback on their perceptions of our culture	Date Completed	Culture and Climate
Culture and Climate Enter a 1 in the cells to indicate alignment to goal				✓	9/5/2018	Back to School Bash - @ 290 people attended, 7 community partners participated
			✓		9/5/2018, 9/12/2018	Purchased school calendar fridge magnets and provided marker and directions for tracking absences and family tips to improve attendance
		✓			9/17/2018, 9/21/18	Met with Juan Lopez from UCLA to begin planning excEL grant meetings, finalized year 3 (2019-20 SY budget & narrative)
	✓				9/13/2018, 9/17/18	CST meeting outlining forms, process for behavioral cases; introduced to teachers at Faculty Meeting
	✓		✓		9/17/2018	Held 1st Community Meeting; focus on PBIS Respect expectations, attendance and growth mindset
				✓	9/21/2018	Staff surveyed about non-related school activities they'd like to participate in as a "family"; family hike being scheduled for Octo
				✓	9/25/2018	Met with Cathie Kellett from Griffin/Safe Kids to plan Walk to School Day and schedule programming for the year

