

## Strategic Plan for SY 2015-2016

<b>Principal Practice Goal #1:</b>		
<b>Competency:</b>	<b>Management and Coaching of Instructional Staff: Effectively develops and manages talent to improve instruction</b>	
<b>SMART Goal:</b>	By June 2016, all teachers' performance will have been accurately assessed in a variety of ways, through differentiated management, describing performance over time in a concise, evidence-based narrative while providing timely, actionable and tailored feedback on quality instruction	
<b>Drivers (what must be true to achieve this goal – you need to launch it, build it, monitor it or know how to evaluate it):</b>		
<ul style="list-style-type: none"> <li>- NPS Framework For Effective Teaching</li> <li>- Formal/Informal Observations</li> <li>- Feedback to Teachers</li> <li>- ELA/MATH Common Core/ PARCC Shifts</li> <li>- Teacher Teams</li> <li>- SIP Panel Review</li> </ul>		
<b>Drivers (FOCUS AREAS)</b>	<b>Tasks to be completed (TO DO)</b>	<b>Metric/Outcome (WHAT'S DONE)</b>
NPS Framework for Effective Teaching	<ul style="list-style-type: none"> <li>- Review NPS Framework for Effective Teaching on Organization Day</li> </ul>	Enhance teacher understanding of evaluation as evidenced by: <ul style="list-style-type: none"> <li>- Framework for Effective Teaching</li> </ul>
Formal/Informal Observations	<ul style="list-style-type: none"> <li>- Create Instructional Staff Observation Schedules</li> <li>- Complete all observations as per NPS Teacher Evaluation Schedule</li> <li>- Have the required number of observations by multiple observers.</li> </ul>	Ensure that all instructional staff is observed in a timely manner as evidenced by: <ul style="list-style-type: none"> <li>- Instructional Staff Observation Schedule</li> </ul>
Feedback to Teachers	<ul style="list-style-type: none"> <li>- Provide timely, actionable feedback to teachers through post-conferences, informal meetings, notes, etc. that is aligned to evidence from observations and/or visits and informed by multiple data sources (ie. IPDP, CAP, etc.) for immediate implementation</li> </ul>	Timely implementation of provided action steps by teachers as evidenced by : <ul style="list-style-type: none"> <li>- Observation of actionable feedback through PPO's, Informal</li> </ul>

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		visits, etc.
ELA/MATH Common Core Standards / PARCC Shifts	<ul style="list-style-type: none"> <li>- Conduct ongoing Walkthroughs to monitor ELA/MATH Common Core State Standards / PARCC Shifts, the implementation of the ELA curriculum and the Math in Focus Program</li> </ul>	Student work on display and in portfolios are demonstrative of CCSS / PARCC Shifts in ELA/MATH
Teacher Teams	<ul style="list-style-type: none"> <li>- Charter and support <b>teacher teams</b> to skillfully reflect on student work and to radically improve long-term, unit, and lesson planning for individual teachers and teacher teams.</li> <li>- Internalize how <b>PARCC defines Common Core mastery</b> and how the NPS Teacher Framework can accelerate teacher practices to prepare students.</li> <li>- Tailor the district's <b>Yearlong Instructional Plans</b> that articulate how to use the adopted curricula and assessments strategically for depth of learning.</li> <li>- Support teachers to maximize <b>daily math and literacy blocks</b> using approved resources and strategies to ensure all students master Common Core standards.</li> <li>- Coach teachers to implement <b>high impact instructional strategies</b> that will help students meet PARCC demands.</li> <li>- Teachers will analyze student PBAs to ensure compliance PARCC requirements.</li> <li>- Teachers will integrate the use of iPads and Chromebooks into their daily lessons by using Google Classroom, SmartAMP, NewsELA, LightSail and Google Hangout.</li> </ul>	Enhance teacher understanding of PARCC as evidenced by: <ul style="list-style-type: none"> <li>- Grade Level Meetings</li> <li>- Vertical / Horizontal Meetings</li> <li>- Professional Development Days</li> <li>- Bi-weekly Lesson Plan Review</li> <li>- Daily Formative Assessments</li> </ul>
SIP Panel Review	<ul style="list-style-type: none"> <li>- Conduct monthly meetings to monitor the progress of teacher observations, mentoring program and professional development</li> </ul>	Improve performance for teachers with a CAP and marginal teachers as evidenced by: <ul style="list-style-type: none"> <li>- Short or long observations</li> <li>- Monthly Agendas</li> <li>- Sign In Sheets</li> <li>- Reviewed artifacts</li> <li>- Support resources</li> </ul>

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Principal Practice Goal #2A:		
<b>Competency:</b>	Curriculum, Assessment and Instruction: Effectively uses curriculum and assessment tools to advance Common Core-aligned instruction. (Implementation of Math In Focus Program)	
<b>SMART Goal:</b>	By June 2016, 100% of our Math teachers in Grades K-8 will be able to effectively deliver the Math In Focus “Lesson Structure, the Multiple Representation Framework (CPA), and the Bar Modeling in order to increase students’ mathematical performance on PARCC by effectively using texts, supplemental resources, and curricular adaptations to support Common Core-aligned instruction.	
<b>Drivers (what must be true to achieve this goal – you need to launch it, build it, monitor it or know how to evaluate it):</b>		
<ul style="list-style-type: none"> <li>- Lesson Structure</li> <li>- Bar Modeling (Book Study <b>Mathematical Progressions</b>)</li> <li>- Japanese Lesson Study (Inter-Class Visitations)</li> <li>- Parent Universities</li> <li>- PARCC Assessment</li> </ul>		<ul style="list-style-type: none"> <li>- Multiple Representation Framework (CPA)</li> <li>- Data Analysis (Formative/ Summative Assessments)</li> <li>- Digital Learning Program</li> <li>- 7<sup>th</sup> Grade Pre-Algebra</li> </ul>
Drivers (FOCUS AREAS)	Tasks to be completed (TO DO)	Metric/Outcome (WHAT’S DONE)
Lesson Structure	<ul style="list-style-type: none"> <li>- <b>Direct Instruction</b> (Teach/Learn Students books are closed and teachers are modeling instruction for students)</li> <li>- <b>Guided Practice</b> (Intended to provide practice for students with teacher support)</li> <li>- <b>Let’s Practice/Independent Practice-Workbook</b> (Intended as formative assessment to assess if students are ready to work independently)               <ul style="list-style-type: none"> <li>- Re-teach Struggling Learners-(Student who are not able to do the Let’s Practice)</li> <li>- Extra Practice- On level Learners-(Students ready to work independently)</li> <li>- Enrichment-Advanced Learners-(Students who are excelling can work on more challenging material)</li> <li>- Put on Your Thinking Cap!-(Students solve non-routine problems by synthesizing concepts, skills and strategies)</li> </ul> </li> <li>- <b>Assessment</b> (Check for student understanding e.g. Index card summaries, misconception check, student conference, self-assessment, exit cards, math journal)</li> </ul>	<p>Teachers will plan and deliver lessons using the lesson structure.</p> <p>Administrators will be able to observe the lesson structure during lesson planning, in lesson plans and the delivery of instruction</p> <ul style="list-style-type: none"> <li>- Grade Level Meetings</li> <li>- Vertical / Horizontal Meetings</li> <li>- Professional Development Days</li> <li>- Bi-weekly Lesson Plan Review</li> </ul>

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	<ul style="list-style-type: none"> <li>- <b>Summarizing</b> (Tool to tie all the activities together for the students)</li> <li>- <b>Homework</b> (Students should <b>NOT</b> be doing workbook pages until they can successfully do them independently in class)</li> <li>- Provide professional development at grade level meetings and staff development days</li> </ul>	<ul style="list-style-type: none"> <li>- Daily Formative Assessments</li> <li>- Differentiated Home School Connection</li> </ul>
Multiple Representation Framework (CPA)	<ul style="list-style-type: none"> <li>- <b>Concrete</b> (A student is first introduced to an idea or a skill by acting it out with real objects)</li> <li>- <b>Pictorial</b> (A student sufficiently understands the hands-on experiences performed and can now relate them to representations, such as a diagram or picture of the problem)</li> <li>- <b>Abstract</b> (A student is capable of representing problems by using mathematical notation and symbols)</li> <li>- Provide professional development at grade level meetings and staff development days</li> </ul>	<p>Teachers will plan and deliver lessons using the multiple representation framework.</p> <p>Teachers will have examples of authentic work hanging in the classrooms depicting (CPA)</p> <p>Administrators will be able to observe the multiple representation framework during lesson planning, in lesson plans and the delivery of instruction</p> <ul style="list-style-type: none"> <li>- Grade Level Meetings</li> <li>- Short Observations</li> <li>- Long Observations</li> <li>- Mid-Year Reviews</li> <li>- IPDPs</li> <li>- Annual Review s</li> <li>- Bi-weekly Lesson Plan Review</li> <li>- PD Agendas / Sign In Sheets and Handouts</li> </ul>

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Bar Modeling	<ul style="list-style-type: none"> <li>- <b>Bar Modeling Strategy</b> – (Using rectangle blocks of different sizes to represent known and unknown values in word problems, the model method is used to introduce the concept of algebra to elementary and primary school students)</li> <li>- <b>Grade Level Meeting</b> – (Teachers will participate in a book study on Bar Modeling using Yeap Ban Har’s book: <b><u>A Problem-Solving Tool: From Research to Practice</u></b>)</li> <li>- <b>Professional Development</b> – (Teachers will participate in tailored professional development opportunities on Bar Modeling from administration and Math Coach)</li> <li>- Provide professional development at grade level meetings and staff development days</li> <li>- Video tape teachers and administrators for the purpose of teaching and learning on reflective practices</li>   <li>- <b><u>Mathematical Progressions:</u></b></li> <li>- <u>Draft K–6 Progression on Geometry</u></li> <li>- <u>Draft K–5 Progression on Measurement and Data (measurement part)</u></li> <li>- <u>Draft K–5 progression on Measurement and Data (data part)</u></li> <li>- <u>Draft K–5 Progression on Number and Operations in Base Ten</u></li> <li>- <u>Draft K–5 Progression on Counting and Cardinality and Operations and Algebraic Thinking</u></li> <li>- <u>Draft 3–5 Progression on Number and Operations—Fractions</u></li> <li>- <u>Draft 6–8 Progression on Statistics and Probability</u></li> <li>- <u>Draft 6–8 Progression on Expressions and Equations</u></li> <li>- <u>Draft 6–8 Progression on The Number System: High School, Number</u></li> <li>- <u>Draft 6–7 Progression on Ratios and Proportional Relationships</u></li> <li>- <u>Draft High School Progression on Statistics and Probability</u></li> </ul>	<p>Teachers will participate in a book study during grade level meetings on Bar Modeling</p> <p>Teachers will participate in a number of professional development opportunities on Bar Modeling</p> <ul style="list-style-type: none"> <li>- Grade Level Meetings</li> <li>- Partial Period Observations</li> <li>- Annual Review s</li> <li>- Bi-weekly Lesson Plan Review</li> <li>- PD Agendas / Sign In Sheets and Handouts</li> </ul> <p>Administrators and Math Coach will lead the Bar Modeling book study as well as the Mathematical Progressions Study.</p> <p>Teachers will be expected to become the facilitators of Bar Modeling strategies as well as the Mathematical Progressions and present at:</p> <ul style="list-style-type: none"> <li>- Vertical or Grade Level Meetings</li> <li>- Staff Development Days</li> </ul>
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	<ul style="list-style-type: none"> <li>- <u>Draft High School Progression on Algebra</u></li> <li>- <u>Draft High School Progression on Functions</u></li> <li>- <u>Draft High School Progression on Modeling</u></li> </ul>	
Data Analysis – Formative/ Summative Assessments	<ul style="list-style-type: none"> <li>- Analysis of Quarterly Interim Assessments</li> <li>- Grade Level Meetings K-2 Interims and Formative Data Analysis</li> <li>- Vertical Math Meetings Grades 3-8 and Formative Data Analysis</li> <li>- End of Chapter Tests (Summative Assessments)</li> <li>- PARCC 3-8 PBA and EOY</li> <li>- Provide professional development at grade level meetings and staff development days</li> <li>- Video tape teachers for the purpose of teaching and learning on reflective practices (Formative Assessment)</li> </ul>	<p>Teachers will analyze their student data and identify trends and patterns and develop a plan to remediate the deficiencies.</p> <p>Teachers will analyze the test questions and create a distractor guide for the incorrect questions based on student’s responses.</p> <p>Administrators and Math Coach will assist teachers in identifying patterns and trends in the data and create action plans.</p>
Japanese Lesson Study (Inter-Class Visitations)	<ul style="list-style-type: none"> <li>- <b>Japanese Lesson Study</b> – (Lesson study is a process Japanese teachers engage in to continually improve the quality of the experiences they provide for their students)</li> <li>- Have Math Master Teacher model best practices based for teachers in need</li> <li>- Video tape teachers for the purpose of coaching and teacher reflection</li> </ul>	<p>Teachers will participate in a lesson study.</p> <p>Administrators and Math Coach will facilitate the lesson study with the teachers.</p>
Parent Universities	<ul style="list-style-type: none"> <li>- Introduction to Math In Focus through hands on parents workshops</li> <li>- Inclusive of lesson plan framework (home school connection)</li> </ul>	Provide parents with hands on workshops.

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	<ul style="list-style-type: none"> <li>- Ensure that parents have an understanding of the shifts in the math curriculum and Common Core Standards (CPA / Bar Model)</li> <li>- Introduce the integration of iPads into math classroom and train the parents how to use iPads.</li> <li>- Expose parents to Google Classroom, SmartAMP, NewsELA, and Google Hangout.</li> </ul>	<p>Ensure open communication on regular basis regarding the math program through</p> <ul style="list-style-type: none"> <li>- Math In Focus Newsletters</li> <li>- Agenda / Sign In Sheets</li> <li>- Power Point Handouts</li> <li>- SLC Updates</li> <li>- School Website</li> <li>- Blackboard Connect Messages</li> <li>- Parent Eboard</li> </ul>
PARCC Assessment	<ul style="list-style-type: none"> <li>- Decompose PARCC-like test items</li> <li>- Provide professional development on the 3 types of questions</li> <li>- Align Interim Assessments to the PARCC Assessment</li> <li>- Provide professional development on deeper understanding of the Common Core Standards through Progression Studies and the alignment to PARCC</li> <li>- Standards for Mathematical Practice</li> </ul> <p>In math, a task is an operational item that may either have a single prompt or multiple prompts. The PARCC math tests contain three types of tasks:</p> <ul style="list-style-type: none"> <li>- Type I tasks assess concepts, skills and procedures.</li> <li>- Type II tasks assess students' ability to express mathematical reasoning.</li> <li>- Type III tasks assess modeling and applications</li> </ul>	<p>Administrators and Math Coach will provide professional development opportunities during Vertical/ Grade Level Meetings and Staff Development days.</p> <p>Teachers will create their own PARCC-like questions and assessments based on the PARCC Model Content Framework for Mathematics</p> <ul style="list-style-type: none"> <li>- Performance Based Assessment (PBA)</li> <li>- End-Of-Year (EOY)</li> </ul>
Digital Learning Program	<ul style="list-style-type: none"> <li>- <b>Implement 1:1 Direct Instruction</b> for students in math classrooms by utilizing iPads and Chromebooks in grades 3-8.</li> <li>✓ <u>Guided Practice</u>- provides students support with digital guided practice of</li> </ul>	<p>Students will be able to use iPads and Chromebooks to demonstrate and represent their conceptual understanding to</p>

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	<p>Math-In-Focus.</p> <ul style="list-style-type: none"> <li>✓ <u>Let's Practice</u>- students demonstrate their understanding by completing digital independent practice problems as well as independent reading.</li> <li>✓ <u>Formative Assessments</u>- student's complete checks for understanding such as Do Now, Guided Practice, Independent Practice, Summary and Homework through online data tools.</li> </ul> <p>- <b>Implement Classroom Technology Support</b></p> <ul style="list-style-type: none"> <li>✓ Assign a teacher to provide additional support in technology integration of Google Classroom, SmartAMP, and Google Hangout.</li> <li>✓ Assist all teachers in delivering highly effective digital rich lessons.</li> <li>✓ Classroom Technology Support will lead and participate in a lesson study.</li> <li>✓ Implement 1:1 Technology Instruction for students in all classrooms by modeling for teachers and students.</li> <li>✓ Assist Teachers in Analysis of Quarterly NPS Interim Assessments</li> <li>✓ Assist Teachers in Analysis of PARCC Performance Based Assessment (PBA)</li> <li>✓ <b>SAMR Model (Modification and Redefinition)</b> <ul style="list-style-type: none"> <li>○ <b>Modification- Changing the Task:</b> Technology allows for significant task redesign, like collaborating in real-time. Modification involves changing the task, and personalizing the project.</li> <li>○ <b>Redefinition- A Whole New Task:</b> Completing tasks that cannot be done without the use of technology. Redefinition enables students to create a new task previously inconceivable</li> </ul> </li> </ul>	<p>mathematical problems.</p> <p>Students will receive immediate feedback on formative assessments through digital assessments.</p> <p>Students will be able to create bar models using the HMH bar modeling app and thinking blocks app.</p> <p>Classroom Technology Support Staff will facilitate the growth of student achievement by working with teachers and students to incorporate technology into the daily instruction.</p> <p>Classroom Technology Support Staff will also support all teachers in order to attain mastery with digital learning.</p>
<p>7<sup>th</sup> Grade Pre-Algebra</p>	<ul style="list-style-type: none"> <li>- Select a Teacher of Mathematics to implement a Pre-Algebra program for 7<sup>th</sup> grade students.</li> <li>- Identify a cohort of students to participate in this class</li> </ul>	<ul style="list-style-type: none"> <li>- Student work will reflect the RIGOR of mathematics</li> </ul>

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	<ul style="list-style-type: none"><li>- Develop a Pre-Algebra program in conjunction with the NPS Math Department.</li></ul>	<ul style="list-style-type: none"><li>- Formative/Summative Assessments will be used to measure mastery</li></ul>
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Principal Practice Goal #2B		
<b>Competency:</b>	Curriculum, Assessment and Instruction: Effectively uses curriculum and assessment tools to advance Common Core-aligned instruction. (Literacy)	
<b>SMART Goal:</b>	By June 2016, 100% of our teachers in Grades K-8 will work collaboratively to implement a rigorous literacy driven instructional program in every classroom to ensure that all students are reading, writing, thinking and speaking at high levels in order to increase student performance on PARCC by effectively using complex texts, supplemental resources, and curricular adaptations to support Common Core-aligned instruction.	
<b>Drivers (what must be true to achieve this goal – you need to launch it, build it, monitor it or know how to evaluate it):</b>		
<ul style="list-style-type: none"> <li>- Needs Assessment</li> <li>- Balanced Literacy Program</li> <li>- Teacher Quality- strengths and weaknesses</li> <li>- Interim Assessments</li> <li>- Wilson Foundations (K-2)</li> <li>- PARCC Assessment</li> <li>- Journalism Course</li> <li>- Digital Learning Program</li> </ul>		
Drivers (FOCUS AREAS)	Tasks to be completed (TO DO)	Metric/Outcome (WHAT'S DONE)
Needs Assessment	<ul style="list-style-type: none"> <li>- Administer and analyze the Observational Survey/DRA2 in grades K- 3 to identify the trends and patterns</li> <li>- Administer and analyze the SRI Assessment in Grades 3-8 to identify trends and patterns</li> <li>- Administer and analyze pre and post-tests to identify students' strengths and weaknesses</li> </ul>	Identify students' strengths and weaknesses to identify grouping
Balanced Literacy Program	<ul style="list-style-type: none"> <li>- Implement key components of a Balanced Literacy Program: Message Time, Read Alouds, Shared Reading, Guided Reading, Independent Reading, Phonemic Awareness, Modeled Writing, Interactive Writing, and Independent Writing</li> <li>- Maintain a Guided Reading Binder inclusive of analyzed weekly running records</li> <li>- Utilize the Message Time Plus, Writer's Workshop and Reader's Workshop Lesson Plan template to plan and prepare lessons</li> </ul>	Ensure that "best practices" are integrated on a daily basis: <ul style="list-style-type: none"> <li>- Lesson plans</li> <li>- Walkthroughs</li> <li>- Guided Reading Binder</li> <li>- Formal and Informal</li> </ul>

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	<ul style="list-style-type: none"> <li>- Incorporate a designated time for Independent Reading on a daily basis</li> <li>- Incorporate a designated time for Shared Time on a daily basis for students to share their writing</li> </ul>	Observations
Teacher Quality- strengths and weaknesses	<ul style="list-style-type: none"> <li>- Conduct Informal and Formal observations to provide tailored feedback and coaching</li> <li>- Provide opportunities for inter-class visitations</li> <li>- Have ELA Teacher Coach model best practices based on teacher need</li> <li>- Provide professional development at grade level meetings and staff development days</li> <li>- Video tape teachers for the purpose of coaching and teacher reflection</li> </ul>	<p>Ensure that “best practices” are integrated on a daily basis:</p> <ul style="list-style-type: none"> <li>- Informal Observations</li> <li>- Formal Observations</li> <li>- ELA Teacher Coach Log</li> <li>- Inter-class visitation schedule</li> </ul>
Interim Assessments	<ul style="list-style-type: none"> <li>- Create interim assessments that are aligned to the CCSS and are formatted to PARCC</li> <li>- Administer quarterly Interim Assessments. Analyze the results and re-teach according to the students’ needs</li> </ul>	<p>Increase in student performance as evidenced by:</p> <ul style="list-style-type: none"> <li>- Results of interim assessment</li> <li>- Monitor re-teaching</li> </ul>
Wilson Foundations (K-2)	<ul style="list-style-type: none"> <li>- Implement key components of the Wilson Foundations Program in grades K-2 such as Drill Sounds/Warm Up, Word Talk, Word Study Activities, Echo/Find Letters, Sky Write/Letter Formation, Dictation, Introduce New Concepts, Word of the Day, etc.</li> <li>- Administer Unit Test Tracker at the end of each unit. Analyze the results and re-teach according to the students’ needs.</li> </ul>	<p>Ensure that the program is being integrated on a daily basis as evidenced by:</p> <ul style="list-style-type: none"> <li>- Bi-weekly lesson plans</li> <li>- Formal and Informal Observations</li> <li>-</li> </ul> <p>Increase in student performance as evidenced by:</p> <ul style="list-style-type: none"> <li>- Results of Unit Test Tracker</li> <li>- Monitor re-teaching</li> </ul>
PARCC Assessment	<ul style="list-style-type: none"> <li>- Decompose PARCC-like test items</li> <li>- Provide professional development on the Performance Based Assessment (PBA), Evidence-Based Selected Response Assessment (EBSR), Prose Constructed Response</li> </ul>	Administrators and ELA Teacher Coach will provide professional development

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	<p>(PCR) and Technology-Enhanced Constructed Response (TECR) questions</p> <ul style="list-style-type: none"> <li>- Align Interim Assessments to the PARCC Assessment</li> <li>- Provide professional development on deeper understanding of the Common Core Standards through Progression Studies</li> </ul>	<p>opportunities during Vertical/ Grade Level Meetings and Staff Development days.</p> <p>Teachers will create their own PARCC-like questions based on PARCC samples.</p>
Journalism Course	<ul style="list-style-type: none"> <li>- Select a Highly Qualified Language Arts Teacher to implement a Journalism course for 8<sup>th</sup> grade students.</li> <li>- Identify a cohort of students to participate in this class</li> <li>- Develop a detailed syllabus for the Journalism course</li> </ul>	<p>Student work will reflect their “voice” on various issues through print, online, blogging, Wikispaces and social action projects.</p> <p>Formative/Summative Assessments will be used to measure mastery of skills.</p>
Digital Learning Program	<ul style="list-style-type: none"> <li>- <b>Implement 1:1 Direct Instruction</b> for students in ELA classrooms by utilizing iPads and Chromebooks in grades 3-8.</li> <li>- <b>Implement Classroom Technology Support</b> <ul style="list-style-type: none"> <li>✓ Assign a teacher to provide additional support in technology integration of Google Classroom, SmartAMP, NewsELA, LightSail and Google Hangout.</li> <li>✓ Assist all teachers in delivering highly effective digital rich lessons.</li> <li>✓ Classroom Technology Support will lead and participate in a lesson study.</li> <li>✓ Implement 1:1 Technology Instruction for students in all classrooms by modeling for teachers and students.</li> <li>✓ Assist Teachers in Analysis of Quarterly NPS Interim Assessments</li> <li>✓ Assist Teachers in Analysis of PARCC Performance Based Assessment (PBA)</li> <li>✓ <b>SAMR Model (Modification and Redefinition)</b> <ul style="list-style-type: none"> <li>○ <b>Modification- Changing the Task:</b> Technology allows for significant task redesign, like collaborating in real-time. Modification involves changing</li> </ul> </li> </ul> </li> </ul>	<p>Students will receive immediate feedback on formative assessments through digital assessments.</p> <p>Classroom Technology Support Staff will facilitate the growth of student achievement by working with teachers and students to incorporate technology into the daily instruction.</p> <p>Classroom Technology Support Staff will also support all teachers in order to attain mastery with digital learning.</p>

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	<p>the task, and personalizing the project.</p> <ul style="list-style-type: none"> <li>○ <b>Redefinition- A Whole New Task:</b> Completing tasks that cannot be done without the use of technology. Redefinition enables students to create a new task previously inconceivable</li> </ul> <ul style="list-style-type: none"> <li>- <b>LightSail Program</b> <ul style="list-style-type: none"> <li>✓ Implement LightSail, an independent reading program, in grades 3-8</li> <li>✓ Utilize iPads to implement LightSail Program in all ELA classrooms</li> <li>✓ Utilize embedded assessments in the LightSail Program to track students' reading growth as measured by lexile levels</li> </ul> </li> </ul>	<p>Increase in student performance as evidenced by:</p> <ul style="list-style-type: none"> <li>● SRI Assessments</li> <li>● Interim Assessments</li> <li>● PARCC</li> </ul>
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Principal Practice Goal #2C	
<b>Competency:</b>	Curriculum, Assessment and Instruction: Effectively uses curriculum and assessment tools to advance Common Core-aligned instruction. (Literacy)
<b>SMART Goal:</b>	<p>By June 2016, the preschool program will have 100% literacy implementation in the following areas:</p> <ul style="list-style-type: none"> <li>- <b>Modeled Writing/Shared Reading</b></li> <li>- <b>Phonological Awareness</b></li> <li>- <b>Oral Language Development</b></li> <li>- <b>Repeated Read-Aloud Approach</b></li> </ul>
<b>Drivers (what must be true to achieve this goal – you need to launch it, build it, monitor it or know how to evaluate it):</b>	
<ul style="list-style-type: none"> <li>- ESI-R Screening</li> <li>- Pre and Post Observational Survey</li> <li>- Intentional Planning</li> <li>- Implementation of a Balanced Literacy Program</li> </ul>	

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<ul style="list-style-type: none"> <li>- IPDP</li> <li>- Creative Curriculum GOLD Assessment</li> <li>- ECERS</li> <li>- Work Samples</li> </ul>		
Drivers (FOCUS AREAS)	Tasks to be completed (TO DO)	Metric/Outcome (WHAT'S DONE)
ESI – R Screening	In September the ESI-R Screening will be administered to all 3 year olds and new 4 year olds	Identify each students' developmental level
Pre and Post Observational Survey	In September the Pre - Observational Survey will be administered (letter ID)  In June the Post- Observational Survey will be administered (letter ID, Writing Voc. Spree )	Identify each students' academic level
Intentional Planning	Teachers will submit detailed lesson plans that promote the following: <ul style="list-style-type: none"> <li>● Literacy (Reading &amp; Writing) throughout the day</li> <li>● Enhance critical thinking by asking that students make connections</li> <li>● Differentiate instruction to meet the needs of students based on the GOLD ongoing assessment.</li> <li>● Video tape teachers for the purpose of coaching and teacher reflection</li> </ul>	Lesson plans handed in biweekly –feedback given to improve and modify instruction.
Balanced Literacy Program	Implementation of the following literacy components: <ul style="list-style-type: none"> <li>● Modeled Writing/Shared Reading</li> <li>● Phonological Awareness</li> <li>● Oral Language Development <ul style="list-style-type: none"> <li>✓ Receptive Language</li> <li>✓ Expressive Language</li> <li>✓ Repeated Read-Aloud</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Grade level meetings on each component</li> <li>- Professional Development on each component</li> <li>- Individualized coaching for each teacher</li> </ul>
Creative Curriculum C GOLD Assessment	Ongoing assessment using the following domains: <ul style="list-style-type: none"> <li>- Social-Emotional – Non Academic Skills</li> <li>- Cognitive</li> <li>- Literacy</li> <li>- Language</li> </ul>	<ul style="list-style-type: none"> <li>- Collect anecdotal notes</li> <li>- Collect Work samples</li> <li>- Collect Literacy Prompts</li> </ul>
ECERS	Improve ECERS scores for the following item numbers:	Questioning based on Bloom's

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	<p>These ECERS items are associated with oral language development are as follows:</p> <p><b>Item 16</b>—Encouraging children to communicate</p> <p><b>Item 17</b>- Using language to develop reasoning skills</p> <p><b>Item 18</b>- Informal use of language</p>	<p>Taxonomy/ Depth of Knowledge</p> <ul style="list-style-type: none"> <li>- Knowledge</li> <li>- Comprehension</li> <li>- Application</li> <li>- Analysis</li> <li>- Synthesis</li> <li>- Evaluation</li> </ul> <p>Obtain an ECERS rating of 6/7 for items 16, 17, and 18</p>
Individual Professional Development Plan	<p>All teachers' IPDP will address the Components of Preschool Teaching and Learning Standards 2013</p> <p>During the Mid-Year Evaluation the IPDP will be updated</p>	<p>Administrator and teacher will conference on Individual Professional Development Plan (IPDP) and review goals</p>
Formative Assessments /Work Samples	<p>Continue to implement formative assessments to assess student growth in order to address individual students' needs. Provide formal assessment check points to assess where students are developmentally and academically.</p>	<p>Fall, Winter and Spring PreK3 and PreK4</p>

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Principal Practice Goal #3:		
<b>Competency:</b>	<b>Student and Family Support:</b> Supports students' academic, social and emotional growth	
<b>SMART Goal:</b>	1. By June 2016, 100% of the staff, students and parents will have a clear understanding of the district's Attendance Improvement Policy, inclusive of punctuality, in order to increase the rate of attendance and punctuality as measured by daily and monthly Kronos and Power School Attendance Reports 2. By June 2016, 100% of all stakeholders will have a clear understanding of the school's vision, expectations, and behavior norms in order to maintain a school culture of excellence as measured by a reduction in discipline, SST and HIB referrals from previous school year 3. By June 2016, Family Engagement will increase and as a result, partnerships with families will foster strong relationships between home/school in order to positively impact upon student achievement, behavior and daily student attendance	
<b>Drivers (what must be true to achieve this goal – you need to launch it, build it, monitor it or know how to evaluate it):</b>		
<ul style="list-style-type: none"> <li>- NPS Discipline Policy</li> <li>- Parent Data Dashboard</li> <li>- Parent/Student/School Contract</li> <li>- Parental Access to Power School</li> <li>- Parent Compact</li> <li>- Monthly Parent Workshops</li> <li>- Student/ Parent Guide</li> <li>- School Parent Handbook</li> <li>- Parent/Teacher/Student Conferences</li> <li>- Non-Academic Skills</li> </ul>		
<b>Drivers (FOCUS AREAS)</b>	<b>Tasks to be completed (TO DO)</b>	<b>Metric/Outcome (WHAT'S DONE)</b>
NPS Discipline Policy	- Review and disseminate NPS Discipline Policy to all stakeholders	Policy implementation
NPS Student/Parent Guide	- Explain and disseminate Student/Parent Guide to students and parents	Collect Memorandum of Understanding (MOU) from Student/Parent Guide Discipline Policy implementation
Parent Compact	- Explain and disseminate Parent Compacts	Collect and file signed Parent Compacts
Parent/Student/School	- Explain and disseminate Parent/Student/School Contracts	Collect and file signed contracts

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Contracts		
Data Dashboard	<ul style="list-style-type: none"> <li>- Introduce, explain and review Data Dashboard to parents in order for them to gain a clear understanding of Lafayette Street School performance and Tier</li> </ul>	Obtain parental support to drive school's mission/vision
Monthly Parent Workshops	<ul style="list-style-type: none"> <li>- Schedule monthly Parent Workshops to introduce new Common Core State Standards Shifts in Math/ELA, the newly adopted Math In Focus Program, the new NPS LAL Units, Attendance Initiative, Technology, etc.</li> </ul>	Increase in Family Engagement as evidenced by Sign-In Sheets Increase in completion of homework
Parental Access to Power School	<ul style="list-style-type: none"> <li>- Present Power School Parental Portal to parents, issue individual passwords, and encourage frequent use</li> </ul>	Parental access to students' school profile
School Parent Handbook	<ul style="list-style-type: none"> <li>- Explain and disseminate School Parent Handbook</li> <li>- Include handbook on the school's website</li> </ul>	Collect and file signed parent acknowledgement form
Parent/Teacher/Student Conferences	<ul style="list-style-type: none"> <li>- Utilize Restorative Practices Model, which focuses less on punitive actions for problem behaviors</li> <li>- Provide workshops for parents introducing Restorative Practices, its goal and strategies</li> </ul>	Collect and file signed parent acknowledgement form
Non-Academic Skills	<ul style="list-style-type: none"> <li>- Utilize <b>Ramapo for Children</b> to create work environments that support success in grades 3-8               <ul style="list-style-type: none"> <li>✓ Model social and emotional skills</li> <li>✓ Build student/student, student/teacher, student/staff and staff/staff relationships</li> <li>✓ Establish school-wide routines and procedures</li> <li>✓ Create additional supports to meet individual student needs</li> <li>✓ Establish supports to respond to challenges, reflect on experiences and repair relationships</li> </ul> </li> <li>- Implement <b>Restorative Circles</b> school-wide to build a positive school culture               <ul style="list-style-type: none"> <li>✓ Embed restorative circles into weekly schedule</li> <li>✓ Utilize Social Worker and Guidance Counselor to model and support implementation of Restorative Circles.</li> </ul> </li> </ul>	<p>Decrease in discipline infractions as per NPS Discipline Policy</p> <p>Increase in school-wide norms through use of visuals to communicate/reinforce behavior expectations</p> <p>Increase positive connections among students, thus reducing negative interactions</p>



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NPS Interim Assessments (ANET)	<ul style="list-style-type: none"> <li>- Introduce and immerse teachers on the NPS Interim Assessments cycle highlighting its alignment to Math in Focus, the CCSS/PARCC, and the NPS Framework for Effective Teaching</li> <li>- Teachers will maintain fidelity to the Scope and Sequence of NPS Interim Assessments and Math in Focus</li> </ul>	NPS Interim Assessments quarterly results Monitoring of re-teaching through PPO's
SRI	<ul style="list-style-type: none"> <li>- Administer SRI assessments at designated times to establish a baseline for Lexile Levels and growth over time</li> </ul>	SRI Assessment Results (Lexile Levels)
Wilson Foundations (K-2)	<ul style="list-style-type: none"> <li>- Teachers in Grades K-2 will implement the Wilson Foundations program with fidelity</li> <li>- Administer Unit Test Tracker at the end of each unit.</li> </ul>	Teacher understanding and delivery of the program will increase. As a result, Observational Survey/ DRA2 scores will improve.

### Principal Practice Goal #5:

<b>Goal #5</b>	<b>Attendance</b>	
<b>SMART Goal</b>	By June 2016, 100% of the staff, students and parents will have a clear understanding of the district's Attendance Improvement Policy, inclusive of punctuality, the NPS Framework for Effective Teaching, and the duties of the functions and roles of the SST members in order to increase the rate of attendance and punctuality as measured by daily and monthly Kronos and Power School Attendance Reports	
<b>Drivers (what must be true to achieve this goal – you need to launch it, build it, monitor it or know how to evaluate it):</b>		
<ul style="list-style-type: none"> <li>- Kronos</li> <li>- Power School</li> <li>- Attendance Improvement Plan Policy</li> <li>- NPS Framework for Effective Teaching</li> </ul>	<ul style="list-style-type: none"> <li>- NPS Attendance Handbook</li> <li>- Attendance Incentive Program</li> <li>- Non-Academic Skills</li> </ul>	
<b>Drivers (FOCUS AREAS)</b>	<b>Tasks to be completed (TO DO)</b>	<b>Metric/Outcome (WHAT'S DONE)</b>
Kronos	<ul style="list-style-type: none"> <li>- Daily verification of Kronos</li> </ul>	Track daily average rate of staff attendance
Power School	<ul style="list-style-type: none"> <li>- Monitor student daily attendance</li> </ul>	Increase in daily student

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	<ul style="list-style-type: none"> <li>- Phone calls to parents by teachers, Parent Liaison, Social Worker, Guidance Counselor, and Nurse</li> </ul>	attendance
NPS Framework for Effective Teaching	<ul style="list-style-type: none"> <li>- Collect and review Kronos reports delineating attendance/tardiness habits</li> </ul>	Loss of 2 to 6 points as measured by Competency 5 of the NPS Framework for Effective Teaching
AIP	<ul style="list-style-type: none"> <li>- Meet and serve staff with AIP letters as absences/tardiness are accrued</li> </ul>	Improved staff attendance as a result of AIP implementation
NPS Attendance Handbook	<ul style="list-style-type: none"> <li>- Disseminate NPS Attendance Handbook to staff</li> <li>- Familiarize staff with the content of Attendance Handbook</li> <li>- Follow guidelines and procedures as delineated in the Attendance Handbook</li> </ul>	Weekly meetings of Student Support Team Referrals for Pupil Action Plans Referrals of chronic cases to the Office of Attendance
School Support Team (SST)	<ul style="list-style-type: none"> <li>- Identify members and introduce them to all constituents</li> <li>- Schedule weekly meetings</li> <li>- Assign roles and responsibilities for all SST Committee members</li> </ul>	Decrease in weekly rate of absence for students Documented minutes of SST meetings and sign-in sheets
Attendance Incentive Program	<ul style="list-style-type: none"> <li>- Monitor student attendance monthly</li> <li>- Reward classes with perfect attendance</li> </ul>	Increase in daily student attendance
Non-Academic Skills	<ul style="list-style-type: none"> <li>- Seventh and Eighth grade teachers will host bi-monthly advisory meetings using the <i>Habits of Systems Thinker</i> curriculum</li> <li>- Structure dedicated <b>time to teach non-academic skills</b> and to promote classroom communities.</li> <li>- <b>Improve attendance</b> through connecting students to a primary person, engaging families, and designing school structures to provide additional incentives.</li> <li>- Radically <b>reduce out-of-class time</b> through progressive discipline, restorative practices, and student-centered responses to incidents.</li> <li>- Implement <b>Student Support Teams and rituals</b> to ensure school staff regularly engage in strength-based conversations to be proactive</li> </ul>	Improve students' ability to: <ul style="list-style-type: none"> <li>- connect their learning to real-world situations</li> <li>- solve complex problems</li> <li>- consider short-term, long-term and unintended consequences</li> <li>- apply the habits of a systems thinker to life outside the classroom</li> <li>- negotiate life choices as adults</li> </ul>

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