

Strategic Plan for SY 2015-2016

MISSION STATEMENT:

Key	
SLT	School Leadership Team
ScIP	School Improvement Panel
SET	Schoolwide Engagement Team
CST	Child Study Team
DoS	Deans of Students
SOM	School Operations Manager
TL	Teacher Leaders
Progress Score	
No Progress	
On Track	
Completed	

Goal 1: Management and Coaching of Instructional Staff			
SMART Goal:	By June 2016, 90% of teachers will be rated effective or above on teacher framework indicator 2a. Tailored instruction.		
Drivers (FOCUS AREAS)	Tasks to be completed	Point Person	Metric/Outcome
3 Tier/ Workshop Model - in order to provide small group instruction and individualized learning through centers and stations	<ul style="list-style-type: none"> Teachers will receive training during summer retreat on methodologies as well as make and take sessions to develop center and station tasks aligned to yearlong plan and curriculum 	Principal	
Teacher Teams - will allow teachers to support one another with implementing the 3-tier workshop model and other tailored instruction strategies.	<ul style="list-style-type: none"> Review LIFTT strategies for reviewing student work and using data to inform lesson plans during summer retreat. Meet with LIFTT teachers at least twice per month to review meeting agendas. 	LIFTT Teacher Leaders	

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	<ul style="list-style-type: none"> • During at least two teacher team meetings per month, teachers will continue to develop tasks for centers and stations that support individualized learning aligned with the district year long plan • Teachers will review student work on a weekly basis in order to develop targeted small group instruction lesson plans for reteaching and modified guided instruction and practice based on student assessment data reviewed. 		
<p>Observations (formal and informal)– in order to provide teachers with opportunities to improve through specific and ongoing feedback</p>	<ul style="list-style-type: none"> • Provide cycle of coaching, observation and feedback to teachers at least twice per month. • Principal will provide new teachers and CAP teachers with weekly coaching and feedback. • Teacher coach will provide demo lesson to each new teacher and CAP teacher within the first 6 weeks of school, focusing on modeling and classroom management strategies to support the structure that allows for small group instruction and centers/stations. 	<p>Principal Vice Principal Teacher Coach</p>	<p>Two entries per month per teacher on Bloomboard (or at least one Bloomboard entry and one teacher coach entry in observation tracker). Feedback includes 2a.</p>
<p>Peer Support- Peer observation and coaching will help spread best practices and help teachers to improve practices in 2a. tailored instruction.</p>	<ul style="list-style-type: none"> • Use evaluation data from bloomboard to determine resident experts and teachers in need of assistance on 2a. tailored instruction 	<p>ScIP</p>	
<p>Tailored Professional Development Plan - In order to ensure effective instructional support by providing development opportunities that cater to the individual needs to teacher</p>	<ul style="list-style-type: none"> • By October 15th, teachers complete Individual Professional Development Plans that reflect 2a as a focus area • Using observation data and needs assessment results, provide professional development. 	<p>ScIP</p>	<p>Professional Development Plan includes strategies for 2a. tailored instruction. PD plan reflects mentoring of new teachers and support for CAP teachers.</p>

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			PD Plan includes whole group and small group PD based on Bloomboard trends.
Assessments- Utilize Renzulli Profile SRI, DRA, A1 Results in order to inform small groups and instructional strategies. Small group instruction occurs daily.	<ul style="list-style-type: none"> By October 16th, students complete first assessment cycle including Renzulli Learning, SRI, DRA, and first round interims 	Academic Interventionist SOA2	Daily small group lesson plans and instruction and centers/stations reflect student needs (DRA/SRI data) and student strengths (Renzulli expressions and learning styles).
Goal 2: Curriculum, Assessment and Instruction			
SMART Goal:	By May 2016, 80% of teachers will have created small group and whole group reteach action plans based on priority standards and interim assessment data, resulting in 80% of students demonstrating growth on priority standards between the first and last interim assessment.		
Drivers (FOCUS AREAS)	Tasks to be completed	Point Person	Metric/Outcome
Non-Negotiable Standards- will allow the creation of a year long focus for student mastery	<ul style="list-style-type: none"> By October 15, 2015, teachers will outline student outcome goals in IPDP that reflect current student mastery and non-negotiable/priority standards In teams, teachers will use PARCC frameworks and district year long plans to determine “non-negotiable” priority standards <ul style="list-style-type: none"> By creating a focus for small group instruction and reteaching individualized action plans developed from student data 	TL	Priority standards indicated on Data Tracker and IDPD/CAPs. Priority standards are reflected in small group instruction plans and center/station tasks.
Data Driven Instruction: will allow teachers to utilize results from various student assessments to plan instruction targeted towards individual needs	<ul style="list-style-type: none"> During summer 2015, a team of teachers will create weekly assessments for all grade levels that are aligned with unit assessments outlined in the yearlong plan All students will complete DRA/SRI/SPI assessments by October 16, 2015 Teachers will submit assessments to principal on a weekly basis Teachers will continuously track progress toward mastery on priority standards using weekly curriculum assessments, curriculum unit assessments and interim assessments and use the data cycle to reteach sub-skills to students based on assessment results. 	TL (Data Team) SOA2/Academic interventionist	Students demonstrate growth from original classroom assessment to unit and interim assessments. Students grow at least two DRA or one SRI level by January, 2016. Assessments match YIPs sequence and rigor. Reteach plans reflect YIP priorities and student needs.

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UNIT PLANS: Unit plans align with YIP and curriculum resources (CKLA, EL, MIF).		TL	
PARCC	Ensure one academic teacher team meeting each month dedicated to PARCC readiness.	TL	Agendas reflect PARCC assessment item review.
Goal 3: Student and Family Support			
SMART Goal:	By January 2016, LAS will increase student time on task and engaged in learning as evidenced by: ★ less than 5% of the student population being out of the classroom due to behavior incidents on a weekly basis ★ 93% overall student attendance ★ 97% overall staff attendance		
Drivers (FOCUS AREAS)	Tasks to be completed	Point Person	Metric/Outcome
RESTORATIVE PRACTICES (IIRP)	By September 3rd 2015, all staff will be trained on restorative practices.	Principal	Staff will be able to articulate the process and purpose of restorative practices and implement circles.
	Provide time in schedule for check-in and check-out circles	Principal	
	Ensure all student incidents of level 2 and above are addressed by informal or formal restorative conferences including the student(s) and teacher.	DOS	
	Ensure that attendance and punctuality is emphasized in restorative circles in the classrooms	SLT	Students will understand and articulate the importance of attendance.
PBSIS/ROARR POINTS (dojo system)	Track positive and negative behaviors through a points system. Students will maintain 100 points bi-weekly and 80% positive points and earn weekly rewards on fun Friday.	DOS	Students will maintain 100 points bi-weekly and 80% positive points and earn weekly rewards on fun Friday.
	Enroll parents in dojo system (phone app) and print bi-weekly reports for parent signature.	DOS	Parents will sign confirmation to confirm receipt of report.
Schoolwide Enrichment Model	Provide time in schedule for enrichment clusters	Principal	Students participate in semi-weekly clusters.

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Goal 3b: Student and Family Support			
SMART Goal:	By February 2015, 100% of parents will have received verbal and written feedback regarding student progress (strengths and growth areas) and 80% will report regular communication with the school via survey.		
Drivers (FOCUS AREAS)	Tasks to be completed	Point Person	Metric/Outcome
PTA	Parents will attend monthly PTA meetings and family visit days.	CES	Parents will partner with school to voice concerns, share ideas and visit classrooms.
	Parents will attend workshops via school and community partners to support parent career development, parenting strategies and parents assisting their students with academic and social skills.	CES	Parents receive community-based support through school partnerships and events in areas indicated on parent survey.
SET	Include families of students with student engagement profiles in the support/engagement process through conferences and regular check-ins (via writing or phone).	SET	Parents are involved in strength-based student interventions and receive regular communication.
RESTORATIVE PRACTICES	Utilize restorative practice when meeting with families.	SET/CES	Parents and school staff partner together to ensure all needs are met.
PARENT/TEACHER CONFERENCES	Provide parents with verbal and written feedback regarding student performance including ACT goal form, SRI/DRA data, interim assessment data, ROARR points via class Dojo and report cards.	SET, CES	Parents receive verbal and written feedback regarding student performance
RENZULLI, SEM	Families will attend student showcases to see progress of students' talent goal.	SET/TL	Parents witness student progress in talent.
Goal 4: Transformational Leadership			
SMART Goal	By January 2015, 95% of adults will live by non-negotiable expectations.		
Drivers (FOCUS AREAS)	Tasks to be completed	Point Person	Metric/Outcome
EWA NON-NEGOTIABLE 1:	AIP data reviewed in weekly leadership team meetings.	SOM	100% of staff meet goals for competency 5: 97% attendance and promptness.
	Weekly review of staff attendance data during faculty meeting.	SET	