

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
- 2.4 Support Human Resource Services

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
- 2.4 #REF!

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

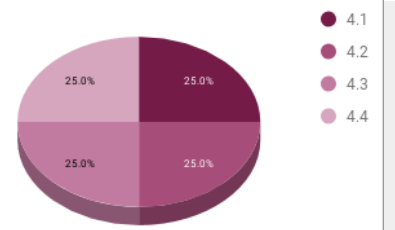
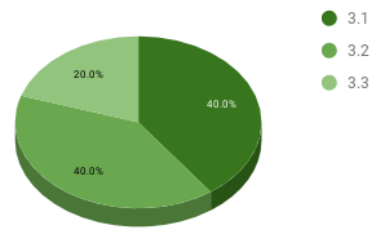
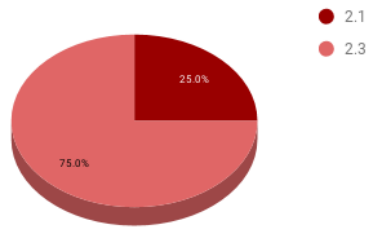
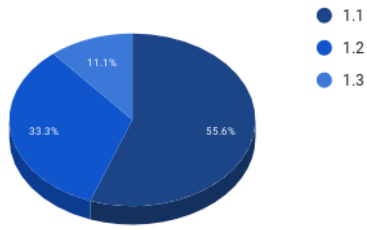
Monthly Statistics Report

Academics

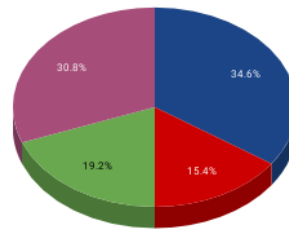
Human Capital

Operations

Culture and Climate



Strategic Plan



- Academics
- Human Capital
- Operations
- Culture & Climate

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

Date Completed

Academics

Indicator

✓				8/20/18	Revised master schedule to provide a 40 min SRBI/Intervention block in grades 1-5 for providing Tier 2/Tier 3 instruction - literacy coaches scheduled to provide Tier 3 for each grade level and math coach scheduled to provide Tier 3 for grades 4 & 5
✓				8/20/18	Revised small group instruction blocks to allow each classroom K-5 to have a tutor provide daily push-in support during Tier 1 instruction
✓				8/24/18	Provided staff with an overview/review of the distinct tiers in SRBI and explained how the new schedule will support implement

Academics Enter a 1 in the cells to indicate alignment to goal					8/30/18	Meeting with literacy coaches to review EOY data and current students in need of SRBI based on that data/use to create instructional groups for teachers to use until BOY testing is complete/assign tutors to classrooms and provide initial instructional focus
	✓				8/24/18	Smarter Balanced data from 17-18 and 3 year trends shared with faculty; grade level teams participated in goal planning activity
		✓			8/28/18	Assessment calendar shared with staff/including progress monitoring requirements (reviewed at 8/30/18 collab time)
	✓	✓			8/20/18	Twice monthly data team schedule shared with staff; includes official SRBI progress monitoring meeting every 6 weeks as well as key data review points throughout the year based on Assessment Calendar
			✓		ongoing	Dates scheduled throughout year with CAS literacy coach to work with teachers to create common core priority based questions and tasks
Indicator	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	2.3 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	#REF!	Date Completed	Human Capital
Human Capital Enter a 1 in the cells to indicate alignment to goal	✓		✓		July and August	Hired a new Gr. 5 teacher, LC para, interviewing for 2 additional paras and 2 tutors for approval at September meeting
			✓		8/23-8/24	Invited paras to attend PD, including Friday data review and collaborative group work
			✓		8/30/2018	Created Google spreadsheet and calendar to arrange quick peer classroom observations to share successful instructional practices
			✓		8/1/2018	Purchased NCTM professional membership for math coach to explore self-directed PD around math practices and instructional
Indicator	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	Date Completed	Operations
Operations Enter a 1 in the cells to indicate alignment to goal	✓				8/22/2018	New monitor hung in cafeteria to use at parent events and display positive messages to students during lunch waves
	✓				ongoing	Two new Chromecarts added for Gr. 3 use - all grades 3-5 will have classroom cart when complete
		✓			ongoing	Current Donor's Choose to add equipment to W-IRV news studio to teach students how to create their broadcasts
		✓			ongoing	Maintenance of Twitter to inspire, educate and share news with stakeholders
			✓		8/16/2018	BOE approved purchase of swing set; on order and to be installed in mid-September

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	Schools	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	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							
	✓					8/30/2018	PBIS classroom lessons begin: schedule and lessons provided by PBIS committee
	✓					8/20/2018	Schedule adjusted to add Second Step lessons to Kindergarten on a rotating basis
			✓			8/22/2018	Team of 3 teachers and principal attended ExcEL Summer Learning Institute; brainstormed with Shelton teams on creating a more welcoming multicultural climate: plans in place to recruit for new committee and begin with a One Community World Map bulletin board in main hall
		✓				8/28/2019	Posting created for EL tutor through ExcEL grant
				✓		8/24/2018, 8/30/18	Attendance Coordinator spoke to parents and handed out fact sheets at Kindergarten Orientation; walking school bus flyers sent
				✓		8/21/2018	Ordered school calendar magnets to hand out at Back to School Bash along with directions for parents/students to monitor number of absences
					✓	multiple dates	Parent opportunities to get to know principal - Library Meet & Greet, Indy valley podcast, Kindergarten Orientation
				✓	8/24/18	Teacher collaboration - collaboratively created non-negotiables for staff and leaders to maintain/build positive relationships/climate	

