

# SUTTON PUBLIC SCHOOLS STRATEGIC PLAN 2012 - 2017

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### *Mission Statement*

The Sutton Learning Community cultivates a positive, collaborative, engaging and safe environment that fosters academic excellence, social responsibility, personal growth and lifelong learning.

### **Vision Pillars**

#### **Academic Excellence**

To provide a comprehensive, interactive curriculum to prepare students for future life experiences.

#### **Social Responsibility**

To create an environment that inspires social awareness and encourages compassionate, ethical behavior.

#### **Personal Growth**

To promote a culture of healthy living, emotional and physical well-being, and personal responsibility.

#### **Lifelong Learning**

To embrace a passion for lifelong learning fostering critical and independent thinkers.

## **Learning Principles - *implications of the mission of school for planning and instruction***

1. A key goal of school learning is fluent and flexible transfer – successful use of one’s knowledge and skill, on worthy tasks, in situations of importance.
2. Engaged and sustained learning, a prerequisite for understanding, requires that learners see the value of their work and feel a growing sense of efficacy when facing worthy challenges.
3. Success at transfer depends on understanding the big ideas that connect otherwise isolated or inert facts, skills, and experiences so that new challenges can be met and new experiences understood.
4. An understanding is a learner realization about the power of an idea. Understanding cannot be given; they have to be engineered so that learners see for themselves the power of an idea for making sense of things.
5. Learners need clear, completely transparent priorities and a practical understanding of how learning goals are to be met in terms of work products and standards of excellence.
6. Learners require regular, timely and user-friendly feedback in order to understand goals, to produce quality work, and to meet high standards.
7. Understanding can be attained only by regular reflection, self-assessment, and self-adjustment in trying to apply prior learning to new situations and tasks via activities and assessments that demand such reflection and transfer.
8. The capacity to deeply understand depends greatly on the capacity to think things anew (and other related habits of mind), because any insight typically requires the refining of earlier ideas. Becoming willing and able to rethink requires a safe and supportive environment for questioning assumptions and habits.
9. Because achieving understanding and transfer require a willingness to think, rethink, and push beyond one’s normal comfort level, learners need a safe and supportive environment for intellectual risk-taking and questioning assumptions and habits.
10. Learning is enhanced when it is personalized – when the learners’ interests, preferences, strengths, contributions, and prior knowledge are sufficiently honored.

*NB Taken from Schooling by Design: Mission, Action, and Achievement /Grant Wiggins and Jay McTighe.*

**District Mission-Related Student Achievement Goals &  
District Curriculum, Instruction, and Assessment Initiatives**

	<i>By June 2013</i>	<i>By June 2017</i>
<b><i>Student achievement</i></b>	Every teacher/grade creates one new authentic performance experience/task	Students demonstrate enhanced critical and independent thinking through portfolio assessment
<b><i>Guaranteed curriculum</i></b>	Every school completes top priority curriculum component(s)	District completes first iteration of Schooling By Design curriculum components
<b><i>Professional development</i></b>	Every teacher observes one other teacher	District creates true professional learning community

<b>District Mission-Related Student Achievement Goals**</b>					
<b>Student Achievement Goal</b>	<b>2012 – 2013</b>	<b>2013 – 2014</b>	<b>2014 – 2015</b>	<b>2015 – 2016</b>	<b>2016 - 2017</b>
<b>Improve student achievement in critical and independent thinking</b>	Student experiences - Critical thinking activity or project Identify current lessons and projects that develop critical thinking* All use common language Every teacher identifies one project they do that promotes critical thinking	Add learning that moves older children up Bloom’s taxonomy Maintain creativity of younger children over time Essential questions - High School	Implement buddy system with students teaching students	Interdisciplinary work Common assessments – Elementary School	Utilize portfolio aspects Utilize journals for self-reflection Implement guaranteed curriculum - Elementary School
<b>Improve student achievement in the meaningful application of skills and knowledge to real world challenges</b>	Student demonstrations Students teaching a skill Teacher-driven CSL activities Quiz and test corrections Students answering open response questions (explanations)	Collaborative group projects Portfolio checks to show you have learned a skill (self-reflection) Interdisciplinary units Real world ORQ	Problem-solving an issue that arises Global perspective lessons Grade level portfolio - Student picks with self-reflection	Conduct exit interviews Students work collaboratively to create workshops (learning centers workshops)	Students create assessment alternatives Students involved in community to use acquired skills Student-driven CSL activities

\*Evidence of learning taking place already in critical and independent thinking:

MCAS ORQ scores; ORQs on exams; teacher survey from student POV; student work; student inhibitions and open-ended activities; rubrics

\*Best practices already underway in critical and independent thinking:

HS Socratic Seminar; MS Europe Tour; MS films; HS CSL; EIE: Elem science fair; Elem state fair; Elem melting pot; Catch a leprechaun; Boxes to Build Dinosaurs; Bell Ringers; Biomimicry; Stock Market; Speaker Series; Forensics course; Day “100”; FL Restaurant; Develop a Company in HS Math

**\*\*MISSION RELATED STUDENT ACHIEVEMENT GOALS**

**Critical and Independent thinking**

Students with motivation to push themselves  
Students engaged by comprehensive interactive curriculum  
Students learning by project based learning  
Students engaged in interactive learning  
Supported by instructional models

**Meaningful application of skills and knowledge to real world challenges**

Meaningful application of knowledge  
Real world application of skills  
Use student portfolios of work  
Authentic performance  
Students teaching skills to others

**IMPORTANT STRANDS TO INTEGRATE WITH TOP TWO GOALS WHERE POSSIBLE**

**Social awareness**

Awareness of cultural diversity (cultural competence)  
Ethical social and technology-based behavior  
Technical ethical behavior

**Taking responsibility for own learning**

Student responsibility  
Teacher responsibility  
Parent responsibility

**Celebrate individual achievement**

Meet student needs where they are  
Bring out highest potential and help reduce deficiency  
Find student potential and celebrate  
Build self-esteem  
Accentuate personal growth and development  
Differentiate learning

**Acquire basic skills**

Address inconsistent student performance  
Ensure basic reading skills  
Improve student performance through application of data

<b>District Curriculum, Instruction, and Assessment Initiatives</b>					
<b>CIA Initiatives</b>	<b>2012 – 2013</b>	<b>2013 – 2014</b>	<b>2014 – 2015</b>	<b>2015 – 2016</b>	<b>2016 - 2017</b>
<b>Provide guaranteed curriculum</b>	Achieve partial alignment of curriculum with Common Core	Achieve total alignment of curriculum with Common Core			
	Add priority components of the Ten Components*				Complete first complete iteration of Ten Components
	Ensure horizontal and vertical integration				
<b>Implement professional development</b>	Every teacher observes a teacher in action - Prep/protocol/exit - Campaign/reflection				
	Celebrate exemplars				
	Provide professional development on top priority Ten Components				
	Ensure vertical and horizontal alignment				
	Promote mentoring				
<b>Implement building initiatives</b>	E.g. Complete NEASC self study Implement master schedule Implement standards-based report card Align RTI				

*\*Give special consideration to: Critical and independent thinking; Real world application of skills Hands-on interactive learning*

Sutton High School

<b>School Mission-Related Student Achievement Goals (Focus on 21<sup>st</sup> Century Skills/Learning)</b>					
<b>Student Achievement Goal</b>	<b>2012 – 2013</b>	<b>2013 – 2014</b>	<b>2014 – 2015</b>	<b>2015 – 2016</b>	<b>2016 - 2017</b>
<b>Improve <u>student achievement</u> in critical and independent thinking</b>	1) Demonstrate critical thinking on every assessment (analyze, synthesize, evaluate, or create)	1) Showcase critical thinking skills in the form of a project (dept. cornerstone, CSL, common reading)	1) Showcase critical thinking/ 21 <sup>st</sup> Century Learning Skills in the form of an interdisciplinary project	1) Showcase critical thinking/ 21 <sup>st</sup> Century Learning Skills in the form of an interdisciplinary project	1) Showcase critical thinking/ 21 <sup>st</sup> Century Learning Skills in the form of an interdisciplinary project
<b>Improve <u>student achievement</u> in the meaningful application of skills and knowledge to real world challenges</b>	1) One real world application assignment completed in each class  2) Volunteer in CSL (documented)  3) Common Reading. Cont. discussion in Advisor/Advisee	1) Complete interdisciplinary real world application project  2) Volunteer in CSL (documented)  3) Common Reading. Cont. discussion in Advisor/Advisee	1) Complete/Showcase critical thinking/ 21 <sup>st</sup> Century Learning Skills in the form of an interdisciplinary project  2) CSL elective becomes part of the program of studies to help satisfy the CSL graduation requirement  3) Dept. based contribution to a school wide fair	1) Complete/Showcase critical thinking/ 21 <sup>st</sup> Century Learning Skills in the form of an interdisciplinary project  2) CSL elective becomes part of the program of studies to help satisfy the CSL graduation requirement  3) Dept. based contribution to a school wide fair	1) Complete/Showcase critical thinking/ 21 <sup>st</sup> Century Learning Skills in the form of an interdisciplinary project  2) CSL elective becomes part of the program of studies to help satisfy the CSL graduation requirement. CSL project or CSL elective completed for graduation in 2017-2018.  3) Dept. based contribution to a school wide fair

<b>School Curriculum, Instruction, and Assessment Initiatives</b>					
<b>CIA Initiatives</b>	<b>2012 – 2013</b>	<b>2013 – 2014</b>	<b>2014 – 2015</b>	<b>2015 – 2016</b>	<b>2016 - 2017</b>
<b>Provide guaranteed curriculum</b>	1) All depts. cont. adoption of Common Core (CC)  2) Finalize curriculum map templates to reflect 10 (p.60) components (SBD). Focus on essential questions - Assessments (cornerstone, diagnostic, formative, etc...)	1) Complete common core  2) Continue developing assessments	1) Reflect & revise common core  2) Continue learning activities. Teaching strategies for all learners (DI) - Collection of work (learning samples)	1) Reflect on results of standardized tests  2) Collection of work (learning samples)	1) Reflect on results of standardized tests  2) Reflect and revisit curriculum maps per NEASC recommendations
<b>Implement Professional Development</b>	1) Create a common language for assessments that incorporate critical thinking  2) Integrate common core  3) Research options for a new master schedule	1) Common Core  2) Master schedule  3) NEASC collaboration and document development	1) Common Core  2) Revisit and revise master schedule  3) NEASC collaboration and document development	1) Common Core test results  2) Revisit and revise master schedule  3) NEASC – Preparation for accreditation visit	1) Common Core test results  2) Revisit and revise master schedule  3) NEASC – Follow-up and progress report
<b>Implement building initiatives</b>	1) Develop Master Schedule (MS)  2) Refine core values & beliefs and learning expectations  3) Develop standards committees (NEASC)	1) implement master schedule  2) NEASC self study	1) Reflect and revise master schedule  2) Research and develop school to career/alternative education program  2) NEASC self study	1) Reflect and revise master schedule and implement school to career/alternative education program  2) NEASC eval. & accreditation	1) Efficient schedule that allows for cur. choices for all students  2) NEASC progress report and response

PD dates	<b><i>Professional Development Plan (2012-2013)</i></b>	Projections
8/28/12	<ul style="list-style-type: none"> <li>▪ Refine CVB &amp; Learning Expectations (continue updates at faculty mtgs. - target date 1/22/13)</li> <li>▪ Curriculum Update on the “big picture” and establish revised curriculum template</li> <li>▪ Master Schedule – research update (continue process during faculty meetings. - target date 1/22/13)</li> <li>▪ School-wide, summer reading - ideas/strategies for interdisciplinary activities during advisory</li> </ul>	2013-2016
9/18/12	Address adoption of Common Core Standards and Curriculum Map Template (continue process each month during department meeting time – include vertical team meetings – target date May '12)	2013-2014
10/5/12	21 <sup>st</sup> Century Skills: Workshops <ul style="list-style-type: none"> <li>▪ Developing Critical Thinking / Bloom’s Hot Skills and Real World Applications lessons/activities</li> <li>▪ Discuss Community Service Learning / document curriculum maps</li> </ul>	2013-2016
10/25/12	Continue adoption of Common Core Standards / document curriculum map	2013-2014
1/22/13	<ul style="list-style-type: none"> <li>▪ Finalize CVB &amp; Learning Expectations / document curriculum map</li> <li>▪ Finalize Master Schedule / Revise and align Program of Studies (2013-2014) to new schedule</li> </ul>	2013-2015
2/6/13	Continue developing and documenting Critical Thinking and Real World Application lessons/projects (Include technology integration)	2013-2015
3/1/13	Presentations and share Critical Thinking and Real World in “reflective friends” groups	2013-2015
3/15/13	Assessment: Workshops <ul style="list-style-type: none"> <li>▪ Develop common language, identify types of assessments, rubric development</li> <li>▪ Data driven assessment strategies</li> </ul>	2013-2015
4/4/13	Introduce Cornerstone Assessments to reflect critical thinking skills and authentic learning	2013-2015
5/3/13	<ul style="list-style-type: none"> <li>▪ Reflection of Curriculum Plan 2012-2013: Status of curriculum maps, essential questions, 21<sup>st</sup> century learning, critical thinking, authentic lessons, and assessments</li> <li>▪ Continue Cornerstone Assessments</li> </ul>	2013-2015
<b>*2013-2015</b>	<b>NEASC Self-Study Process:</b> Standards’ Committee Reflection and documentation of NEASC and standards on <i>Curriculum, Instruction, and Assessment</i> – <b>documentation target date Fall 2015</b>	2013-2015

## Sutton Middle School

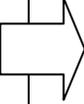
School Mission-Related Student Achievement Goals					
Student Achievement Goal	2012 – 2013	2013 – 2014	2014 – 2015	2015 – 2016	2016 - 2017
<p><b>Improve student achievement in critical and independent thinking</b></p>	<ul style="list-style-type: none"> <li>Project based interdisciplinary units <i>Team building/ Collaboration</i></li> <li>Social Awareness—bullying? How to deal? <i>Adolescent issues &amp; Bullying Book Club</i></li> <li>Improved understanding of material using results from <i>Common Assessments</i></li> <li>Student self reflection on assessments to increase content knowledge (quiz/test corrections) <i>District goal</i></li> </ul>	<ul style="list-style-type: none"> <li>Project based interdisciplinary units <i>Team building/ Collaboration</i></li> <li>More opportunities for higher order activities (analyzing data, etc) <i>Curriculum Mapping</i></li> <li>Use of technology tools <i>Tech 101</i></li> <li>Increase in ORQ scores <i>Differentiated Instruction</i></li> <li>Binder/Folder check to demonstrate the acquisition of the skill <i>District Goal</i></li> </ul>	<ul style="list-style-type: none"> <li>Project based interdisciplinary units that address global or community issues <i>Team building/ Collaboration</i></li> <li>More opportunities for higher order activities (analyzing data, etc) <i>Curriculum Mapping</i></li> <li>Students' understanding of WHY we are learning this curriculum <i>Essential Questions</i></li> <li>Students will self reflect on work <i>Portfolio Training</i></li> <li>Binder/Folder check to demonstrate the acquisition of the skill <i>District Goal</i></li> </ul>	<ul style="list-style-type: none"> <li>Project based interdisciplinary units that address global or community issues <i>Team building/ Collaboration</i></li> <li>More opportunities for higher order activities (analyzing data, etc) <i>Curriculum Mapping</i></li> <li>Gather and reflect on student portfolio materials <i>Portfolio Training</i></li> <li>Closing and moving the gap (portfolios) <i>Portfolio training</i></li> <li>Student self advocacy <i>Trouble shooting</i></li> <li>Students creating activities that demonstrate critical and independent thinking <i>Open</i></li> </ul>	<ul style="list-style-type: none"> <li>Project based interdisciplinary units that address global or community issues <i>Team building/ Collaboration</i></li> <li>More opportunities for higher order activities (analyzing data, etc) <i>Curriculum Mapping</i></li> <li>Exit Portfolio <i>Portfolio training</i></li> </ul>

<p><b>Improve student achievement in the meaningful application of skills and knowledge to real world challenges</b></p>	<ul style="list-style-type: none"> <li>• Interdisciplinary Units (embedded real life apps.) <i>Team building/ Collaboration</i></li> <li>• Bullying Book Club (summer reading) <i>Adolescent Issues</i></li> <li>• Evidence of student exemplars <i>Curriculum &amp; Gathering of Materials</i></li> </ul>	<ul style="list-style-type: none"> <li>• Use of technology tools <i>Tech 101</i></li> <li>• Improved understanding of material from a real world authentic <i>Common assessment</i></li> </ul>	<ul style="list-style-type: none"> <li>• Self Reflection/ Evaluation <i>Portfolio Training</i></li> <li>• Students teaching a skill <i>Anchor/Rubric training</i></li> </ul>	<p><i>ended activity based training</i></p> <ul style="list-style-type: none"> <li>• Student Self Advocacy <i>Trouble Shooting</i></li> </ul>	<ul style="list-style-type: none"> <li>• Present Portfolio @ 8<sup>th</sup> grade celebration</li> <li>• Students can present portfolio for HS application (BVT, private high schools)</li> </ul>
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<b>School Curriculum, Instruction, and Assessment Initiatives</b>					
<b>CIA Initiatives</b>	<b>2012 – 2013</b>	<b>2013 – 2014</b>	<b>2014 – 2015</b>	<b>2015 – 2016</b>	<b>2016 - 2017</b>
<b>Provide guaranteed curriculum</b>	<ul style="list-style-type: none"> <li>• Vertical team meeting with HS</li> <li>• Alignment of common core</li> <li>• Transitions</li> <li>• Power Standards</li> <li>• Curriculum mapping (component 3)</li> </ul>	<ul style="list-style-type: none"> <li>• Vertical team meeting with HS</li> <li>• Alignment of common core</li> <li>• Essential Questions</li> <li>• Power standards</li> </ul>	<ul style="list-style-type: none"> <li>• Troubleshooting Guide</li> <li>• Anchors</li> <li>• Rubrics</li> </ul>	<ul style="list-style-type: none"> <li>• Diagnostic and Formative Assessments</li> <li>• Longitudinal rubrics</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum Guides w/ 10 components completed</li> </ul>
<b>Implement professional development</b>	<ul style="list-style-type: none"> <li>• Common/cornerstone assessments (9/18)</li> <li>• Differentiated Instruction (8/28)</li> <li>• Rounds protocol (8/27)</li> <li>• Adolescent issues/behavior (8/28)</li> <li>• Planning Days for Interdisciplinary units</li> </ul>	<ul style="list-style-type: none"> <li>• Common/cornerstone assessment</li> <li>• Essential Questions</li> <li>• New Evaluation system</li> </ul>	<ul style="list-style-type: none"> <li>• Anchors</li> <li>• Analytical and longitudinal rubrics</li> <li>• Portfolio training</li> <li>• Open ended activity based training</li> </ul>	<ul style="list-style-type: none"> <li>• Diagnostic and formative assessments</li> <li>• Longitudinal rubrics training</li> </ul>	<ul style="list-style-type: none"> <li>• ELL training (48 hrs. state mandated)</li> </ul>
<b>Implement building initiatives</b>	<ul style="list-style-type: none"> <li>• Team building (10/5)</li> <li>• Compass point review (8/27)</li> <li>• Gathering of curriculum material (8/27)</li> <li>• Reviewing of curriculum materials and the 10 components (ongoing)</li> <li>• Rounds protocol (8/27)</li> <li>• Transitions</li> <li>• Technology 101</li> <li>• UBD book club</li> <li>• Move into new building</li> </ul>	<ul style="list-style-type: none"> <li>• Gathering of curriculum material</li> </ul>	<ul style="list-style-type: none"> <li>• Gathering/reviewing of curriculum material</li> </ul>	<ul style="list-style-type: none"> <li>• Gathering/reviewing of curriculum materials</li> </ul>	

Sutton Elementary School

<b>School Mission-Related Student Achievement Goals</b>					
<b>Student Achievement Goal</b>	<b>2012 – 2013</b>	<b>2013 – 2014</b>	<b>2014 – 2015</b>	<b>2015 – 2016</b>	<b>2016 - 2017</b>
<b>Improve student achievement in critical and independent thinking</b>	<p><i>Initiate project-based assessments</i>  <i>Use of rubrics</i>  <i>Hold Biography Fair (Grade 3)</i>  <i>Hold State Fair (Grade 4)</i>  <i>Hold Science Fair (Grade 5)</i>  <i>Post examples of expectations</i>  <i>Look @ student work</i></p> <p>Increase self-evaluation-teacher directed                      Increase celebration of student strengths</p>	<p>Restructure parent/teacher/student conferences</p> <p>Encourage student self-assessment with standards</p>	<p>Formulate rubrics for consistency</p>	<p><b><i>Utilize different approaches to problem solving</i></b></p> <p>Allow student choice to demonstrate strengths via student portfolios</p>	<p>Present portfolios to parents                      Conduct individual student conferences</p>
<b>Improve student achievement in the meaningful application of skills and knowledge to real world challenges</b>	<p><b><i>Model text to real world connections</i></b></p> <p>Involve parents in curriculum</p> <p><b>SRR Initiative (Safety, Respect, &amp; Responsibility)</b></p>		<p><b><i>Promote executive functioning Strategies into everyday work</i></b></p> <p>Integrate technology with real life situations</p>		

<b>School Curriculum, Instruction, and Assessment Initiatives</b>					
<b>CIA Initiatives</b>	<b>2012 – 2013</b>	<b>2013 – 2014</b>	<b>2014 – 2015</b>	<b>2015 – 2016</b>	<b>2016 - 2017</b>
<b>Provide guaranteed curriculum</b>	SBRC: Common Core	SBRC:Common Core Common & cornerstone assessments	Common & cornerstone assessments	Essential questions	Curriculum Mapping  2017-2018 Troubleshooting Guide
<b>Implement professional development</b>	Data Meetings: DIBELS MAP MCAS  i-station	New teacher evaluation system Data Meetings	New teacher evaluation system Data meetings	Data Meetings Essential Questions	Data Meetings ELL
<b>Implement building initiatives</b>	SBRC RTI MAP i-station <b>SRR Initiative (Safety, Respect, &amp; Responsibility)</b> 	SBRC RTI MAP	RTI	RTI	RTI ELL

## Simonian Center for Early Learning

School Curriculum, Instruction, and Assessment Initiatives					
CIA Initiatives	2012 – 2013	2013 – 2014	2014 – 2015	2015 – 2016	2016 - 2017
<b>Provide guaranteed curriculum</b>	<p>Finish Common Assessments</p> <p>10 Components:</p> <ul style="list-style-type: none"> <li>* Anchors</li> <li>* Rubrics</li> <li>* Cornerstones- collections of evidence</li> <li>*Diagnostic/Formative Assessments</li> </ul> <p>3 Days SBRC Committee</p> <p>2 days Pro Dev:</p> <p>March 15th PD day (K-2)</p> <p>May 3rd PD day (K-2)</p>	<p>Implement The ELA Standards Based Report Card</p>	<p>Begin Math SBRC</p>	<p>Math Curriculum Guide</p> <p>10 Components:</p> <ul style="list-style-type: none"> <li>*Differentiation</li> <li>*Trouble Shooting Guide</li> <li>*Activities Strategies &amp; Resources</li> <li>*Curriculum Mapping</li> <li>*Math Essential Questions</li> <li>*Cornerstone Collections of Evidence</li> <li>*Common Core Alignment</li> </ul> <p>Common Core Alignment</p>	<p>1st Version of 10 Components</p>
	<p>Training &amp; Implementation of I-station</p> <p>January 22nd PD day</p>	<p>Mission Statement Update</p> <p>10 Components:</p> <ul style="list-style-type: none"> <li>*Missions</li> </ul> <p>Faculty Meetings</p> <p>School Council</p>	<p>Common Assessments</p> <p>Math</p> <p>10 Components:</p> <ul style="list-style-type: none"> <li>*Anchors</li> <li>* Rubrics</li> <li>*Diagnostic &amp; Formative Assessments</li> </ul>		
	<p>MAP Grade One</p> <p>Faculty Meetings (2 Days)</p>	<p>MAP Grade One</p> <p>Faculty Meetings (2 Days)</p>	<p>NAEYC PREP</p>	<p>NAEYC</p>	
	<p>RTI</p>	<p>Identify Math Power Standards</p> <p>Common Core Alignment</p>			
	<p>Data Meetings</p> <p>8/28, 9/27-28, 1/3-4, 4/25-26</p>	<p>DIBELS</p>			

	Vertical Meetings & Collaboration 1X month (K-2) 1X Trimester (K-5)				
	Vertical/Horizontal Alignment				
<b>Implement professional development</b>	Ropes Course/ Staff Retreat October 5 PD day	Kindergarten MKEA			
	Mentoring	Grade Level Event to Celebrate Student Work With Parents Celebrate Exemplars			ELL Training
	Peer Observations 1 per teacher 2nd half of year Teachers Observing Teachers Celebrate Exemplars	Evaluation System			
	Professional Dev. Of 10 Components 1 topic @ each 1/2 day PD Day	Professional Development of 10 Components 1 topic @ each 1/2 day PD Day			

Color Key:

\*\*\* SCEL

\*\*\*10 Components

\*\*\* District

\*\*\* Scheduling

<b>School Mission-Related Student Achievement Goals</b>					
<b>Student Achievement Goal</b>	<b>2012 – 2013</b>	<b>2013 – 2014</b>	<b>2014 – 2015</b>	<b>2015 – 2016</b>	<b>2016 - 2017</b>
<b>Improve student achievement in critical and independent thinking</b>					
<b>Improve student achievement in the meaningful application of skills and knowledge to real world challenges</b>					