

***Vinal School Improvement Plan
2018-2019***

Strategic Plan Goals: Strategy 3: Collaboration - We will establish and use a framework for meaningful and sustained collaboration between professionals for the betterment of all student needs.

Vinal School Goal #1:

Foster a collaborative and professional environment among the new principal, staff, students and families to support a positive culture and climate to enhance students' academic progress and social and emotional well-being.

Action Step	Responsible Person(s)	Resources Needed	Timeline
1. Facilitate principal forum information nights on relevant topics. (i.e. homework, social media, schoolwide expectations, schedules, attendance, responsive classroom)	<input type="checkbox"/> Principal <input type="checkbox"/> Assistant Principal <input type="checkbox"/> Guidance Counselor <input type="checkbox"/> School Council <input type="checkbox"/> PTO Board	<input type="checkbox"/> School Messenger <input type="checkbox"/> Vinal School Website <input type="checkbox"/> Google	<input type="checkbox"/> September 2018 - April 2019
2. Support the <i>Bus Task Force</i> to implement adjustments to increase peaceful bus culture and decrease disruptive behaviors.	<input type="checkbox"/> Bus Task Force <input type="checkbox"/> Principal <input type="checkbox"/> Assistant Principal <input type="checkbox"/> School Council <input type="checkbox"/> PTO	<input type="checkbox"/> School Messenger <input type="checkbox"/> Vinal School Website <input type="checkbox"/> GMail <input type="checkbox"/> Parent/Staff Volunteers	<input type="checkbox"/> September 2018 - June 2019
3. Develop a <i>Communication Task Force</i> to identify current practices and draft expectations to improve consistency from class to class and grade-level to grade-level relative to student learning.	<input type="checkbox"/> Teachers and Staff <input type="checkbox"/> Principal <input type="checkbox"/> Assistant Principal	<input type="checkbox"/> Vinal Curriculum/Faculty Meeting Communication, Assessments and Homework Teacher Feedback/Input January 2018 document <input type="checkbox"/> Google <input type="checkbox"/> Teacher Websites <input type="checkbox"/> Vinal School Website	<input type="checkbox"/> October 2018 - April 2019

4. Explore additional ways to encourage environmental awareness at Vinal School (i.e. collaborate with local farms, community gardens, composting, sporting goods swap).	<input type="checkbox"/> School Council <input type="checkbox"/> Student Government and Teacher Liaisons <input type="checkbox"/> PTO Board <input type="checkbox"/> Principal <input type="checkbox"/> Assistant Principal	<input type="checkbox"/> Information from Local Organizations <input type="checkbox"/> Google <input type="checkbox"/> Vinal Families	<input type="checkbox"/> September 2018 - May 2019
5. Create a committee to enhance awareness, understanding, and appreciation of diversity and inclusion in our local and global communities.	<input type="checkbox"/> Diversity & Inclusion Committee <input type="checkbox"/> Principal <input type="checkbox"/> Assistant Principal <input type="checkbox"/> Committee Head <input type="checkbox"/> School Council	<input type="checkbox"/> Google: Review Diversity & Inclusion programs and plans in Elementary Schools <input type="checkbox"/> Teaching Tolerance: www.tolerance.org <input type="checkbox"/> Potential texts for book club <input type="checkbox"/> Parent/Staff Volunteers	<input type="checkbox"/> September 2018 - May 2019

Strategic Plan Goal: Strategies 1, 4: Assessment and Measurement, Curriculum - We will implement a balanced assessment system for learning that uses multiple measures to inform instruction and review, modify, and assess curriculum cyclically for a balance of content and process, methodology, developmental appropriateness, effectiveness, and authenticity.

Vinal School Goal #2:
Review, modify, and implement curricula to provide learning opportunities that develop flexible thinking skills and content mastery using multiple measures to assess and inform instruction.

Action Step	Responsible Person(s)	Resources Needed	Timeline
1. Continue to work on performance based tasks with accompanying scoring tools that set clear mastery criteria through the use of learning progressions.	<input type="checkbox"/> Principal <input type="checkbox"/> Assistant Principal <input type="checkbox"/> Coordinators/Specialists	<input type="checkbox"/> “How Children Learn Number Concepts” by Kathy Richardson <input type="checkbox"/> Performance-based assessments already created	<input type="checkbox"/> September 2018 - June 2019

		<ul style="list-style-type: none"> with mastery criteria <input type="checkbox"/> Units of study <input type="checkbox"/> Faculty/Curriculum Meeting time 	
2. Identify, create, implement and analyze common assessments to inform practice and support student learning.	<ul style="list-style-type: none"> <input type="checkbox"/> Principal <input type="checkbox"/> Assistant Principal <input type="checkbox"/> Coordinators/Specialists <input type="checkbox"/> Teachers 	<ul style="list-style-type: none"> <input type="checkbox"/> Faculty/Curriculum Meetings <input type="checkbox"/> Professional Discussions <input type="checkbox"/> Relevant Assessment Tools <input type="checkbox"/> Collaborative time with specialists and Cole 	<input type="checkbox"/> September 2018 - April 2019
3. Gather data on the current implementation of “Fit Kids” and Calm Classroom to inform future integration and communication of these wellness programs.	<ul style="list-style-type: none"> <input type="checkbox"/> Occupational Therapist <input type="checkbox"/> Guidance Counselor <input type="checkbox"/> School Psychologist <input type="checkbox"/> Physical Education Teacher <input type="checkbox"/> Principal <input type="checkbox"/> Assistant Principal 	<ul style="list-style-type: none"> <input type="checkbox"/> Gymnasium <input type="checkbox"/> Master Schedule <input type="checkbox"/> “Calm Classroom” Resources and Training 	<input type="checkbox"/> September 2018 - April 2019
4. Support educators with the Writing and Reading Workshop models.	<ul style="list-style-type: none"> <input type="checkbox"/> Principal <input type="checkbox"/> Assistant Principal <input type="checkbox"/> Reading and Literacy Specialist/Coordinator 	<ul style="list-style-type: none"> <input type="checkbox"/> Lucy Calkins Units of Study for Readers’ Workshop <input type="checkbox"/> Writers’ Workshop Training <input type="checkbox"/> Readers’ Workshop Training 	<input type="checkbox"/> September 2018 - June 2019
5. Identify current practices and support educators with a portfolio based system that clearly communicates with families the progress of their child(ren) in relationship to the curriculum.	<ul style="list-style-type: none"> <input type="checkbox"/> Teachers <input type="checkbox"/> Principal <input type="checkbox"/> Assistant Principal <input type="checkbox"/> Coordinators/Specialists 	<ul style="list-style-type: none"> <input type="checkbox"/> Faculty/Curriculum Meetings <input type="checkbox"/> Professional Discussions <input type="checkbox"/> Resources/Research Connected to Portfolio Based Systems <input type="checkbox"/> Elementary Standards-based Report Card 	<input type="checkbox"/> September 2018 - May 2019
6. Continue to develop and implement units of study with challenging tasks that require higher order thinking skills.	<ul style="list-style-type: none"> <input type="checkbox"/> Principal <input type="checkbox"/> Assistant Principals <input type="checkbox"/> Content Coordinators <input type="checkbox"/> Teachers 	<ul style="list-style-type: none"> <input type="checkbox"/> Faculty/Curriculum Meeting time <input type="checkbox"/> Professional Discussion time 	<input type="checkbox"/> September 2018 - June 2019

