



<b>ACADEMICS (ACADEMIC EXCELLENCE)</b>						
<b>Priority #1:</b> Insert the Year 2 priority below.						
Ensure that each of our students is academically prepared to succeed in life and in the global economy						
<b>Summary:</b> Briefly describe the district’s comprehensive approach to implement this priority.						
Working with all administrators, teachers, staff, parents and community organizations we will provide enhanced, individualized educational services to meet the needs of every student. Each student Prek-12 will have a student success plan. Early screening will be completed starting with each child entering kindergarten. In addition we will begin working with all child care providers in Derby to ensure Prek services being delivered are aligned with Derby public schools curriculum and best practices. Greater attention will be given to parent involvement and identification of wrap around services that can address both the academic and social needs of the child both in and outside of school. Reading Curriculum at the k-5 level will be aligned with CCSS and aligned by grade level as well as vertically. Through the use of online courses High school students will be provided greater opportunity for AP courses as well as credit recovery.						
<b>Outcome Metric:</b> What is the desired result of the implementation of Priority #1?						
By 2016, 75% of third grade children in the Derby Public Schools will be fluent and confident readers, reading at grade level By 2016, through concerted efforts, the Derby schools will reduce the current achievement gap amongst its students. By 2016, Derby schools will have a comprehensive protocol to assess, individualize and improve the educational outcomes and wellbeing of each student.						
<b>Aligned Strategies:</b> Identify a core set of strategies to implement this district priority.	<b>Progress Metrics:</b> Identify a progress indicator for each strategy.	<b>Timeline:</b>				
		Su `13	3	W `14	Sp `14	Su `14
Identify and quantify the achievement gap in Derby defined by specific student demographics and include the specific numerical change we hope to achieve.	<ul style="list-style-type: none"> <li>By the summer of 2014, revise the objective to include specific demographic information and quantify a numerical goal in the objective</li> </ul>	✓	✓	✓	✓	✓
Work with Derby School Readiness to ensure that every child has access to a quality early childhood education	<ul style="list-style-type: none"> <li>A minimum of one school administrator will attend the Derby Early Childhood Council (DECC) meetings bimonthly.</li> </ul>	✓	✓	✓	✓	✓



<p>Provide early identification and screening of children</p>	<ul style="list-style-type: none"> <li>100% of incoming Kindergarten students will be screened for academics and social needs by the school resource team using AIMSWEB.</li> </ul>	✓	✓	✓	✓	✓
<p>Ensure the curriculum reflects the academic standards that have been established by the State of Connecticut</p>	<ul style="list-style-type: none"> <li>100% of certified staff will attend professional development on the Common Core State Standards as provided by ACES and SERC.</li> <li>16 Staff will attend summer curriculum development for Math.</li> </ul>	✓			✓	
<p>Instruction is differentiated in response to the learning needs of every child and an individual education plan and profile charts the progress of every child as a learner</p>	<ul style="list-style-type: none"> <li>A minimum of ½ hour of RTI in literacy will be guaranteed every school day per Bradley School schedule to align with efforts at Irving School.</li> </ul>	✓				
<p>The schools partner with the community to promote family literacy</p> <ul style="list-style-type: none"> <li>-Determine what is being done now</li> <li>-Identify and promote available programs</li> </ul>	<ul style="list-style-type: none"> <li>The Elementary School reading teachers will work with the Derby Early Childhood Council to provide books for incoming Kindergarteners. The libraries will be partners in promoting reading and literacy.</li> </ul>	✓				
<p>Develop a protocol for communications so that they are accessible to non-English speaking families and students</p>	<ul style="list-style-type: none"> <li>Utilize high school students to translate district and school based parent information.</li> </ul>		✓			
<p>Review and update the formal website management plan to keep information current</p> <ul style="list-style-type: none"> <li>-develop approved list of items to be included</li> <li>-ensure a system is in place for gathering information</li> <li>-determine human resources required/costs</li> </ul>	<ul style="list-style-type: none"> <li>Principals will develop plan to keep individual school sights up to date.</li> </ul>		✓			



<p>Develop a student and faculty speaker's bureau</p> <ul style="list-style-type: none"> <li>-recruit faculty and students who could speak in the community on topics of interest</li> <li>-promote available speakers to local organizations</li> <li>-determine release cost for faculty and considerations for students leaving school during instructional time</li> </ul>	<ul style="list-style-type: none"> <li>• Review current opportunities and activities to determine if additional efforts are required</li> </ul>		✓			
<p>Ensure annual recognition and/or awards assemblies or banquets are conducted</p> <ul style="list-style-type: none"> <li>-review what awards are currently available</li> <li>-define list of recognitions and awards that could be provided</li> <li>-engage business community and alumni in sponsoring the events</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Completed</b></li> <li>• The TOY banquet will take place on August 27, 2013 followed by a national speaker. Horace Mann will be a sponsor of the event.</li> <li>• Business leaders sponsors will have an opportunity to attend and sponsor activities on August 26, 2013</li> <li>• Identify all efforts</li> <li>• Work at each school to replicate what Irving has put in place with their weekly community day</li> </ul>	✓				
<p>Provide students with the opportunity to mentor/read/tutor younger students as a reward for academic achievement</p>	<ul style="list-style-type: none"> <li>• The High School and Elementary Schools are developing a mentorship program for the the 2013-2014 school year.</li> </ul>		✓			
<p>The schools partner with parents to improve and enhance children's reading efforts</p>	<ul style="list-style-type: none"> <li>• <b>Completed</b></li> <li>• All Schools will continue to implement the Governor's Reading Challenge Journal and Bridgeport Sound Tigers book list to promote continued reading through the summer recess.</li> </ul>	✓				
<p>Implement individual student- success plans so that education is differentiated according to student needs</p>	<ul style="list-style-type: none"> <li>• All students k-12 will have a student success plan.</li> </ul>				✓	



Develop and include a district wide statement of beliefs and include in student handbook and display in schools	<ul style="list-style-type: none"><li>• Completed</li></ul>	✓				
Develop a District Data Review Team to review data by demographics, school and grade level to assess where to target efforts and develop a plan to enhance instructional efforts	<ul style="list-style-type: none"><li>• A District Data team will be selected and meeting quarterly to review data.</li><li>• Professional Development is scheduled during the 2013-2014 school year around the data review team and utilization of information</li><li>• A building-based data team leader will facilitate grade-level data team meetings a minimum of once a month during the Professional Learning Community meetings on extended school days.</li><li>• The building-based data team leader will meet with the district-wide data team a minimum of once per month to analyze trends in student assessment data and turnkey district initiatives at the building level during Professional Learning Community meetings.</li><li>• Grade level data teams will meet a minimum of once a month to analyze student assessment data to inform and adjust instruction based on individual student needs.</li></ul>		✓			

**HUMAN CAPITOL (QUALITY TEACHING & ADMINISTRATIVE STAFF)**



**Priority #2:** Insert the Year 2 priority below.

Recruit, develop, evaluate and retain a highly effective, diverse staff dedicated to student achievement and success

**Summary:** Briefly describe the district’s comprehensive approach to implement this priority.

We have a systematic employment process that results in the selection of high quality candidates for every teaching position and ensures that our faculty reflects the diversity of the students and the community that we serve

The knowledge explosion and the rise in professional salaries makes it evident that the professional’s time must be used to maximum advantage. Low-level responsibilities such as collecting lunch money or supervising recess or sports events needs to be delegated to non-professional personnel while the professional tasks of diagnosing, prescription development, treatment and assessment should be assigned to specialist teachers. Roles and responsibilities must be differentiated in order for increased learning to take place.

We invest in our faculty by providing a comprehensive, coherent program of professional development that focuses on the needs of our students.

In addition to enhancing the human capital of participating teachers, professional development can also contribute to the school's social capital. In this view, professional development may enhance student learning through its effects on teaching practices. When teachers have a strong sense of professional community their morale is better and teacher commitment is higher. Professional community helps support teaching practices, and helps teachers address the uncertainty that accompanies non-routine teaching of the sort encouraged by many school reform initiatives.

**Outcome Metric:** What is the desired result of the implementation of Priority #2?

By 2016, a systematic recruitment and employment process will ensure high quality diverse staff  
 By 2013, a comprehensive system to identify and provide ongoing, targeted professional development opportunities to the instructional and administrative staff to strengthen instructional and administrative capacity that will enhance their ability to positively impact student learning.

By 2013, a comprehensive system to evaluate instructional and administrative staff to strengthen instructional and administrative capacity that will enhance their ability to positively impact student learning.

**Aligned Strategies:** Identify a core set of strategies to implement this district priority.

**Progress Metrics:** Identify a progress indicator for each strategy.

**Timeline:**

Su `13	F `13	W `14	Sp `14	Su `14
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Review current recruitment and employment systems and protocols	<ul style="list-style-type: none"> <li>By September 2013 review plan with administrators</li> </ul>	✓				
Identify and define “high quality” attributes and revise protocol to reflect the definitions	Develop a Rubric of teacher attributes (Dr. Conway)		✓			
Establish goals to bring school personnel in line with the diversity of the student body and community			✓			
Survey school personnel for skills and expertise that fall outside their current role	<ul style="list-style-type: none"> <li>Completed</li> </ul>	✓				
Review current curriculum and staffing patterns to determine how differentiated staffing might better support student outcomes	<ul style="list-style-type: none"> <li>DHS-implemented Freshmen Academy model, 9<sup>th</sup> grade students have the same teachers for their core subjects allowing for collaboration on instructional strategies, also consistent academic and behavioral expectations can be implemented</li> <li>Secure a report on the Academy each July</li> <li>Irving School changed staffing patterns based on student data.</li> </ul>	✓	Annual and ongoing			
Review past professional development activities	<ul style="list-style-type: none"> <li>Completed</li> </ul>	✓	Annual and ongoing			
Survey administrative and instructional staff for individual professional development needs	<ul style="list-style-type: none"> <li>Completed</li> </ul>	✓	Annual and ongoing			
Discuss with school principals what professional development is needed school-wide	<ul style="list-style-type: none"> <li>Completed</li> </ul>	✓	Annual and ongoing			
Determine costs associated with professional development efforts	<ul style="list-style-type: none"> <li>Completed</li> </ul>	✓				
Convene a task force of teachers, administrators, parents, students and community representatives that will draft a new evaluation system and related professional development	<ul style="list-style-type: none"> <li>Completed</li> </ul>	✓				



plan						
Conduct staff training related to the new evaluation system	<ul style="list-style-type: none"> <li>By August 2013 all current administrators will have completed training and proficiency testing in new evaluation plan.</li> <li>By June 2014 all teachers will have been trained in and used the new evaluation process.</li> <li>Determine method of reporting progress to the BOE</li> </ul>	✓			✓	
Commence implementation of the new evaluation system	<ul style="list-style-type: none"> <li>Completed</li> </ul>	✓				
With School Administration and District Leadership Teams, develop a professional development calendar for the next year, including cost projections	<ul style="list-style-type: none"> <li>Completed</li> </ul>	✓				
Review current Connecticut requirements for teacher and administer evaluation processes	<ul style="list-style-type: none"> <li>Completed</li> </ul>	✓				
Discuss with school administrators the recommendations of the PEAK committee and SEED guidelines.	<ul style="list-style-type: none"> <li>Completed</li> </ul>					
Review with administrators and union officials the teacher evaluation models available.	<ul style="list-style-type: none"> <li>Completed</li> </ul>	✓				
Survey administrators and teachers re: key characteristics that they believe should be reflected in a new eval. program	<ul style="list-style-type: none"> <li>Completed</li> </ul>	✓				
Select a teacher and administrator evaluation model to implement district wide.	<ul style="list-style-type: none"> <li>Completed</li> </ul>	✓				



Provide professional development for administrators in use of the selected model	<ul style="list-style-type: none"> <li>Completed</li> </ul>	✓				
Provide professional development to teachers in the selected model	<ul style="list-style-type: none"> <li>Provided PD in June 2013. Additional PD scheduled throughout the 2013-2014 school year.</li> </ul>		✓	✓	✓	
Develop and expand communication process between schools regarding students to ease transition	<ul style="list-style-type: none"> <li>DHS and DMS will work together to create opportunities for programs to assist with transition to the high school.</li> <li>DMS and Elementary schools will work together to create opportunities for programs to assist with transition to the middle school.</li> </ul>				✓	
Solidify current Child Study Team	<ul style="list-style-type: none"> <li>Completed</li> </ul>					
Identify and intervene with struggling students, either academically or socially	<ul style="list-style-type: none"> <li>Completed</li> </ul>					
Annually survey students on the current school environment (Gr. 1-4) (Gr. 5-12)  Develop survey questions  Survey students in January of each year  Collate/share survey results with faculty  Include survey results when possible in school improvement plans	<ul style="list-style-type: none"> <li>Completed</li> </ul>		✓	✓		
Explore the need for development of an alternative school for students not thriving in regular classrooms and make recommendations to BOE	<ul style="list-style-type: none"> <li>On-going conversations are occurring</li> </ul>		✓			





Current # of students who could benefit					
Costs associated					
Opportunity for tuition student					
Determine what other schools are doing					
Determine possible locations for an alternative school program					
Review student accessibility to technology. Develop technology needs report	<ul style="list-style-type: none"><li>Completed</li></ul>	✓			



<b>OPERATIONS (ORGANIZATIONAL EFFICIENCY)</b>						
<b>Priority #3:</b> Insert the Year 2 priority below.						
We will promote greater economic efficiencies in district operations while preserving educational qualities and increasing access to technology.						
<b>Summary:</b> Briefly describe the district's comprehensive approach to implement this priority.						
Explore Reorganization of Elementary Schools to Achieve Greater Efficiency and Diversity						
Explore Online Instructional Delivery Models for Improved and Expanded Curriculum Delivery to Positively Impact Student Achievement and Fiscal Efficiency						
The use of online instruction would provide expanded curriculum options for students as well as provide a changed delivery model for some courses that could result in reduced staffing and materials costs. Online instruction could also attract students from other districts.						
<b>Outcome Metric:</b> What is the desired result of the implementation of Priority #3?						
By June 2014, Determine the Value of Changing the Current K-5 Model to Pre-K-2 and 3-5						
By June 2013, Deliver a Formal Recommendation Regarding Online Learning to the Board of Education for Consideration						
<b>Aligned Strategies:</b> Identify a core set of strategies to implement this district priority.	<b>Progress Metrics:</b> Identify a progress indicator for each strategy.	<b>Timeline:</b>				
		Su `13	F `13	W `14	Sp `14	Su `14
Gather legal information on the process required to regionalize	<ul style="list-style-type: none"> <li>Complete</li> </ul>	✓				
Explore the variety of models that could be pursued: K-12, K-8, 9-12	<ul style="list-style-type: none"> <li>Complete</li> </ul>	✓				
Research and align best educational practices and transition practices with the regionalization process	<ul style="list-style-type: none"> <li>Complete</li> </ul>	✓				
Develop a model organizational structure for each potential model explored to include administrative positions. (infrastructure)	<ul style="list-style-type: none"> <li>Enlist the assistance of the Superintendent to develop the infrastructure including administration, special services etc.</li> </ul>			✓		



Determine community reaction and support for regionalization	<ul style="list-style-type: none"> <li>Complete with initial survey by committee</li> </ul>	✓				
Provide a report and recommendations to the Board of Education for Action						
Speak with other districts on their experience with the model and the impact on student outcome	<ul style="list-style-type: none"> <li>Complete</li> </ul>	✓				
Survey teachers for input and their perception of the impact on the students, their work and the families if elementary configuration is changed	<ul style="list-style-type: none"> <li>Completed</li> </ul>	✓				
Survey parents for input on the impact of the reorganization on their child, family and neighborhood	<ul style="list-style-type: none"> <li>Conduct parent meetings in September 2013 and again in December</li> </ul>		✓			
Align the effects of reorganization with research-based best practice for children	<ul style="list-style-type: none"> <li>Complete</li> </ul>	✓				
Determine the costs associated with implementation- Determine added costs or savings associated with the reorganization				✓		
Compare the current model of elementary education delivery with new model for teacher and support services.				✓		
Make formal report and recommendation to the full Board	<ul style="list-style-type: none"> <li>Complete</li> </ul>	✓				
Determine the current facility and administrative costs for each elementary school	<ul style="list-style-type: none"> <li>Complete</li> </ul>	✓				
Explore potential renovation or construction that would be required and approximate costs	<ul style="list-style-type: none"> <li>Begin Sept. 2015</li> </ul>					✓
Explore and report on potential locations and grade configurations	<ul style="list-style-type: none"> <li>Sept. 2016</li> </ul>					✓
Determine added costs or savings associated with the reorganization	<ul style="list-style-type: none"> <li>Determine initial savings of closing one Elementary</li> </ul>	✓				✓
Secure State guidelines and information regarding Magnet Schools						
Seek input from Community and Students on Potential areas of focus (STEM?)		✓			✓	



<p>From Identified Focus Areas, review similar programs in/out of the State for student outcomes and fiscal impact</p>						
<p>Identify the Model most appropriate for the District, its facilities and fiscal efficiency</p>						
<p>Explore known successes and online users</p>	<ul style="list-style-type: none"> <li>• Complete</li> </ul>	<p>✓</p>				
<p>Determine the technology requirements and costs necessary to implement</p>	<ul style="list-style-type: none"> <li>• Complete</li> </ul>					
<p>Establish the fiscal and organizational impact of online learning to the district</p>	<ul style="list-style-type: none"> <li>• <b>Completed</b></li> <li>• Enroll students for the 2013-2014 school year into Edgenuity online learning “seats” for credit recovery and expanded course offerings</li> <li>• Other online software vendors explored were APEX and Odysseyware. The cost is \$20,000 which includes training for the software and \$10,000 which will be supplemented through an outside grant</li> <li>• Online learning will impact credit recovery and diversify our course offerings</li> </ul>	<p>✓</p>				
<p>Review the types of online programs available by grade level</p>	<ul style="list-style-type: none"> <li>• Common Core English (9-12)</li> <li>• Common Core Algebra I</li> <li>• Common Core Geometry</li> <li>• Common Core Algebra II</li> <li>• Common Core Precalculus</li> <li>• Common Core Mathematics (I-III)</li> <li>• Biology</li> <li>• Chemistry</li> <li>• Physics</li> <li>• Advanced Placement Courses</li> </ul>	<p>✓</p>				



<p>Review the research regarding best practice and value of online learning</p>	<ul style="list-style-type: none"> <li>• <b>Completed</b></li> <li>• Blended/online learning will allow Derby students to keep pace with their peers from larger schools</li> <li>• Online courses are already aligned with Common Core state standards</li> <li>• Online resources can be utilized by teachers to strengthen existing lessons</li> <li>• Online courses are continually updated by Edgenuity to keep pace with changes being made to the Common Core</li> </ul>	<p>✓</p>				
<p>Guidance Counselors 6-12 to implement individual success plans for all students, including opportunities for higher education and careers</p>	<ul style="list-style-type: none"> <li>• 6-8 Students have student success plans</li> <li>• 9-12 to be completed during 2013-2014 school year</li> <li>• K-5 to be completed during 2013-2014 school year</li> </ul>			<p>✓</p>		
<p>Develop a plan to make AP classes more accessible to a greater proportion of the student body</p>	<ul style="list-style-type: none"> <li>• <b>Completed</b> – AP classes will be offered through Edgenuity</li> </ul>					
<p>BOE provides continued support for Data collection system</p>	<ul style="list-style-type: none"> <li>• <b>Completed</b> – Inform training was provided in April 2013. Additional PD will be offered to all staff during the 2013-2014 school year</li> </ul>					
<p>Establish a District-wide data team to review and recommend services for individual students, grade levels and schools</p>	<ul style="list-style-type: none"> <li>• District Data Team will be established by September 2013.</li> <li>• District Data Team will meet quarterly to review data.</li> </ul>		<p>✓</p>	<p>✓</p>	<p>✓</p>	
<p>Determine the impact on credits for graduation and methods of assessment</p>	<ul style="list-style-type: none"> <li>• <b>Completed</b></li> <li>• Students transferring into the district from other schools with a</li> </ul>					



	lower graduation credit requirement will now have the ability to earn credit in Edgenuity online courses in an expedited manner while still maintaining course integrity					
Review how online learning programs align with the CT curriculum standards	<ul style="list-style-type: none"> <li>Completed</li> <li>All courses offered align with current Connecticut Common Core state standards</li> </ul>					
Explore Developmental Models for Behavior <ul style="list-style-type: none"> <li>Discuss and define what would be included and outcomes desired</li> <li>Determine any district wide models in place</li> <li>Research best practices</li> <li>Propose a district wide developmental model for adoption by the Board of Education</li> <li>Ensure that all school personnel and volunteers are provided with training on the adopted model (Responsive classroom, Boys Town Model, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Completed</li> <li>All staff will receive training in PBIS throughout the 2013-2016 school years through our SPDG grants received.</li> </ul>	✓				
Develop a potential staffing plan if online learning is implemented	<ul style="list-style-type: none"> <li>Online learning courses will be monitored by a certified teacher as an assigned teaching period</li> </ul>		✓			
Determine professional development needs to implement and the impact of retention and hiring						
Determine potential available public and private dollars to support costs to support online learning pilot and/or initiative	<ul style="list-style-type: none"> <li>Completed</li> <li>ATT grant was written by the principal of the high school along with Central Office to help supplement funds</li> </ul>	✓				
Report to the full BOE with recommendations for action	<ul style="list-style-type: none"> <li>Completed</li> </ul>	✓				

**CULTURE & CLIMATE (STUDENT WELLBEING AND FAMILY & COMMUNITY partnership)**  
**Priority #4 (optional):** Insert the Year 2 priority below.



Ensure a positive quality of school life for every student while actively engaging parents, community organizations and citizens as partners.

**Summary:** Briefly describe the district's comprehensive approach to implement this priority.

Our Schools Will Value, Fund And Provide Students With The Opportunity To Engage In Extra Curricular Activities That Include Athletics And The Arts (Performing, Music, Creative Arts)

The Derby School experience must include programs outside of the curriculum to allow students to explore interests, build new skills and learn to work in team settings. These experiences provide a more well- rounded individual as well as assist students in their ability to gain acceptance and funding for post high school educational pursuit.

Our Students Feel A Sense Of Safety And Belonging

Exhibited respect for diversity, whether cultural, racial or gender related increases a student's sense of inclusion and belonging as well as assists them in gaining appropriate attitudes necessary for success in the workplace and the global society.

Students Must Be Provided With A Safe Environment That Is Conducive To Their Continued Development And Learning. A Sense Of Belonging Is Key To Student Motivation And Can Diminish Their Need Connect With Groups That Can Negatively Affect On Their Future

Our Schools Teach, Model and Promote Respect for Self and Others

Students And Schools That Internalize Respect In All Areas Will Experience A Reduction Of Behavioral Issues And Allow For Improved Learning Environments.

Schools Will Exhibit A Respect For Cultural Diversity

Parents And Other Citizens Will Be Actively Engaged As Partners In The Work Of The Derby Public Schools.

**Outcome Metric:** What is the desired result of the implementation of Priority #4?

By September 2013, Students Can Continue To Participate In Athletic Or Arts Programs. So They Can Have A Well Rounded School Experience.

By June Of 2013, Develop And Implement A Formal, Written Guidance And Counseling Service Process

By June 2014, Students will Be Informed of the School's Model for Behavior and Their Core Beliefs Regarding Respect for Self and Others

By January 2014, A Process For Student Recognition In Schools And The Community Will Be Implemented

By January 2014 Provide An Environment That Is Welcoming To Students, Families And The Community That Encourages



Involvement And Engagement		Timeline:				
Aligned Strategies: Identify a core set of strategies to implement this district priority.	Progress Metrics: Identify a progress indicator for each strategy.	Su '13	F '13	W '14	Sp '14	Su '14
		Determine participation rates for all current extracurricular activities and clubs	<ul style="list-style-type: none"> <li>A report will be available by September 2013</li> </ul>		✓	
Survey students on interests and access to current activities	<ul style="list-style-type: none"> <li>Each School will create and implement a minimum of two online surveys to gauge specific student activity interests for the current school year and the subsequent school year.</li> </ul>		✓			✓
Conduct a community forum on what they would like to see available					✓	
Establish goals for student participation					✓	
Obtain data from other schools on their participation rates and what they are doing				✓		
Explore school/community collaborations to expand and enhance participation/offerings				✓		
Explore/Secure Resources for program enhancement					✓	
<b>Create a culture of civic responsibility</b>	<b>Need to Develop</b>					
Review/Revise facility safety protocols and responses a. Propose revisions to Board of Education for approval	<ul style="list-style-type: none"> <li>Complete</li> </ul>	✓	<b>Annually and Ongoing</b>			
Assess the welcoming environment and culture of each school	<ul style="list-style-type: none"> <li><b>Completed</b></li> <li>Each school has administered Student online surveys to assess school climate and explore ways to improve school culture.</li> <li>Separate surveys were created for students, parents and staff. Results will be analyzed by</li> </ul>	✓	✓	✓	✓	✓





	<p>administration and student/parent survey data will be shared with staff during a Fall 2013 PLC and a summer 2014 PLC.</p> <ul style="list-style-type: none"> <li>• June 2013 baseline data collected.</li> <li>• Data reported by gender, grade level, ethnicity, certified, non-certified.</li> <li>• Reports to be sent to the state by July 14, 2013</li> <li>• <b>Annually Complete Climate Survey</b></li> </ul>					
Provide a welcoming environment in each school	<ul style="list-style-type: none"> <li>• Beginning 2013-2014 school year each building will greet all visitors as they enter the building</li> </ul>		✓			
Review student handbooks for information on student life -Revise student handbook as necessary	<ul style="list-style-type: none"> <li>• <b>Completed</b></li> <li>• <b>Review in Sept. 2013 for consistency</b></li> <li>• <b>Work with DHS to revise student handbook</b></li> </ul>		✓			
Review the process for early identification and screening of students	<ul style="list-style-type: none"> <li>• Met with VKB</li> <li>• Recommendation of Focus Monitoring plan is to utilize AIMSWEB screening component</li> </ul>		✓			
Survey students regarding guidance needs and expectations	<ul style="list-style-type: none"> <li>• DHS and DMS guidance to work together to develop and administer survey</li> <li>• By June Base line data will be collected.</li> <li>• <b>Add specific survey questions on guidance on student survey</b></li> </ul>		✓			




<p>Review current guidance and counseling processes</p>	<ul style="list-style-type: none"> <li>Completed</li> </ul>					
<p>Revise guidance and counseling process to effect positive student results</p> <p>a. Ensure there is a process to guide students to appropriate paths to attain post High School goals</p>	<ul style="list-style-type: none"> <li>Review Post HS direction</li> <li>Obtain information from Seniors regarding experience</li> </ul>					
<p>Explore potential online guidance to support students. (See NEASC ref.)</p>	<ul style="list-style-type: none"> <li>Completed</li> <li>We have a license for Naviance program</li> </ul>					
<p>Explore Developmental Models for Behavior</p> <p>a. Discuss and define what would be included and outcomes desired</p> <p>b. Determine any district wide models in place</p> <p>c. Research best practice</p> <p>d. Propose a district-wide developmental model for adoption by the Board of Education</p> <p>e. Ensure that all school personnel and volunteers are provided with training on the adopted model</p> <p>(Responsive classroom, Boys Town Model etc.</p>	<ul style="list-style-type: none"> <li>Completed</li> <li>PBIS has been selected and PD has been established through our SPDG and Alliance District Grants.</li> </ul>					
<p>Annually survey students on the current school environment (Gr.1-4) (Gr 5-12)</p> <p>-develop survey questions</p> <p>-survey students in January of each year</p>	<ul style="list-style-type: none"> <li>Completed</li> </ul>					



<p>-collate/share survey results with faculty</p> <p>-include survey results when possible in school improvement plans</p>					
<p>Develop and include a district-wide statement of beliefs and include in student handbook and display in schools</p>	<ul style="list-style-type: none"> <li>Completed</li> </ul>			✓	
<p>Develop a protocol for communications so that they are accessible to non-English speaking families and students</p>	<ul style="list-style-type: none"> <li>Utilize ESOL teacher and HS world language classes to translate notices that go home to families.</li> <li>Connect with Adult Education for assistance in translation</li> </ul>			✓	
<p>Promote events that celebrate our diverse population</p>	<ul style="list-style-type: none"> <li>The Bradley School staff will continue to collaborate with the PTA and community agencies to bring in programs and plan school-wide events that celebrate and promote the diverse population I and out of our district.</li> <li>All schools will explore how to promote and celebrate our diverse population</li> </ul>		✓		
<p>Assess all schools for a welcoming environment</p>	<ul style="list-style-type: none"> <li>Complete</li> </ul>				
<p>Explore and develop potential volunteer opportunities for parents and community members and include in student handbooks</p>	<ul style="list-style-type: none"> <li>All School Governance Councils will meet once a month to explore potential volunteer opportunities for parents and community members.</li> </ul>		✓		
<p>Develop and implement a communications plan to inform key stakeholders of school efforts and activities</p>	<ul style="list-style-type: none"> <li>All School administration will utilize the School Reach phone message system to send a minimum of one message to all families once per week indicating</li> </ul>	✓		✓	



	upcoming school events.					
Explore and develop partnerships with local businesses and organizations to support schools and students	<ul style="list-style-type: none"> <li>On-going</li> <li>May 2013 joined Valley Chamber of Commerce</li> </ul>	✓				
Develop a wider variety of extracurricular and interest groups and determine costs	<ul style="list-style-type: none"> <li>Implemented Human relation Club</li> <li>Additional opportunities will be explored</li> </ul>		✓	✓		
Identify any existing barriers for parent and community engagement and remove	<ul style="list-style-type: none"> <li>All Schools will review student emergency contact information and ensure that 100% of phone contacts in PowerSchool are accurate.</li> </ul>		✓	✓		
Identify any existing barriers for parent and community engagement and remove	<ul style="list-style-type: none"> <li>On-going</li> </ul>					
Promote events that celebrate our diverse population	<ul style="list-style-type: none"> <li>Irving has several events throughout the year to recognize and highlight individual cultural differences.</li> <li>Bradley will implement similar programs.</li> <li>The Middle and High School will review current efforts and establish events</li> </ul>			✓		

<p>announcements of student efforts or success</p> <ul style="list-style-type: none"> <li>-secure locations for display</li> <li>-include news on Clubs, Student Organizations and the Community</li> </ul>	<ul style="list-style-type: none"> <li>• Completed</li> <li>• Each school has a process in place for daily announcements</li> </ul>					
<p>Create a district newsletter that could be electronic, posted on the district and school websites and Facebook at least three times per year</p> <ol style="list-style-type: none"> <li>a. Develop a calendar for submissions</li> <li>b. Develop protocol for process, editing</li> <li>c. Create a District Facebook page for each school</li> <li>d. Print 100 hard copies for distribution in community</li> <li>e. Solicit community for contributions of paper and ink</li> </ol>	<ul style="list-style-type: none"> <li>• Professional Development Committee is working on an electronic newsletter/communication resource</li> <li>• Can recruit staff who have indicated an interest in journalism to gather information from each school to forward to PD committee for inclusion</li> </ul>				✓	
<p>Develop a quarterly, online student-driven newspaper for each school</p> <ul style="list-style-type: none"> <li>-discuss with Bradley the specifics of their newspaper including costs</li> <li>-develop an editing protocol</li> <li>-determine if hard copies should be printed and distributed</li> <li>-engage community journalism professionals to assist</li> <li>- if hard copies are prepared, solicit community contributions of paper and ink</li> <li>-determine potential for a newspaper or journalism club</li> </ul>	<ul style="list-style-type: none"> <li>• Professional Development Committee is working on an electronic newsletter/communication resource</li> </ul>				✓	