

<b>Vision for Success</b>			
<p>Our school will be an environment in which the students' needs and interests drive our instruction while promoting a joyful and rigorous educational experience that fosters a strong sense of belonging.</p>			
<p><b>Equity Imperative:</b> The Centerville school community will ensure equity through our actions that will create a school climate where students' race, culture, identity, and ways of learning are valued. Barriers to educational access will be recognised and responded to, ensuring that instructional practices are responsive to individual student's social emotional and intellectual uniqueness. All students will have opportunities to engage in lessons and/or units that reflect their grade level social justice standards and curriculum maps.</p>			
<b>Guiding Principles</b>			
<p><b>Our stakeholders' actions will be guided by the following principles:</b></p> <ul style="list-style-type: none"> <li>● Every student wants to learn</li> <li>● The school environment must create a sense of belonging for all stakeholders</li> <li>● Instruction must be rigorous and relevant.</li> <li>● Purposeful assessment drives instruction and affects learning.</li> <li>● Learning is a collaborative responsibility.</li> <li>● Students bring strengths and experiences to learning.</li> <li>● Responsive environments engage learners.</li> </ul>			
<b>Must-Dos</b>			
<p><i>Phase 1</i> <i>Diagnostic and Planning</i> Before the 1<sup>st</sup> day of school</p>	<p><i>Phase 2</i> <i>Launch</i> Sept. -Oct.</p>	<p><i>Phase 3</i> <i>Progress Monitoring</i> Nov. - April</p>	<p><i>Phase 4</i> <i>Reflection and Planning</i> May-June</p>

<p><i>Sense of belonging (Priority 1)</i></p> <ul style="list-style-type: none"> <li>● <b>Mystery Bee's for Attendance</b></li> <li>● <b>Playworks Recess Before School</b></li> <li>● <b>Staff Bee's</b></li> </ul>	<p><i>Welcome students and families (Priority 1)</i></p> <p><i>Open House</i></p> <p><i>2) Develop Staffing for Playworks &amp; Launch the program</i></p> <p><i>3) Develop Capacity of Staff to use SeeSaw or other programs.</i></p>	<p><i>Monitor Priorities 1, 2, 3</i></p> <p><i>1) Attendance Measures to see if Playworks in the AM has an impact on attendance</i></p> <p><i>2) Staff will be using a program to communicate what we are doing inside of school (Student Work, Pictures)</i></p>	<p><i>Celebrate and reflect</i></p> <ol style="list-style-type: none"> <li>1) Identify Successes</li> <li>2) Identify areas of growth</li> <li>3) Identify next steps</li> </ol>
<p><i>Systems to monitor students' understanding (Priority 2)</i></p> <ul style="list-style-type: none"> <li>● <b>Star Assessments</b></li> <li>● <b>Lexia</b></li> <li>● <b>School City</b></li> <li>● <b>Dreambox</b></li> <li>● <b>LFIN</b></li> <li>● <b>AIMSWEB/DIBELS</b></li> </ul>	<p><i>Continuously monitor students' understanding (Priority 2)</i></p> <p><i>1) Goal setting for staff around this so evaluation plans are tied into the SIP</i></p> <p><i>2) Evidence of instruction that has been implemented to address learning gaps</i></p> <p><i>3) Measure the instructional success and use data for targeted interventions.</i></p>	<p><i>3) Interventions around ORF and LFIN will be measured for success</i></p> <p><i>4) Professional Development around Equity will be completed</i></p> <p><i>5) Lessons tied to representative literature will be created and implemented.</i></p> <p><i>6) Curriculum reviews will have begun.</i></p> <p><i>7) Teacher professional goals will be reviewed and supported by the principal. Goals will be aligned with the SIP.</i></p>	<p><i>Assess and analyze student mastery of grade level content</i></p> <ol style="list-style-type: none"> <li>1) <i>Star, MCAS, LFIN, ORF</i></li> <li>2) <i>Review SGP for Acceleration in Math &amp; Reading</i></li> <li>3) <i>Review Attendance</i></li> </ol>
<p><i>Evaluate curriculum and plan for PD (Priority 3)</i></p> <ul style="list-style-type: none"> <li>● <b>Washington Model</b></li> <li>● <b>Social Justice</b></li> <li>● <b>Develop Lessons with More Representative Literature of our Population</b></li> <li>● <b>ILC CFL PD (New Staff need PD)</b></li> </ul>	<p><i>Ensure strong grade-appropriate instruction (Priority 3)</i></p> <p><i>1) Culturally Responsive Teaching</i></p> <p><i>2) Creating Lessons representative of our population</i></p> <p><i>3) Assess Curriculum to ensure it is representative</i></p> <p><i>4) PD for teachers</i></p>	<p><i>8) Staff will have support from the administrator to achieve their goals</i></p>	<p><i>Reflect on instructional practices, set the course for summer school and next year.</i></p> <ol style="list-style-type: none"> <li>1) <i>Identify students for further acceleration</i></li> <li>2) <i>Plan next steps for Social Justice</i></li> <li>3) <i>Identify future trainings for ILC staff in CFL</i></li> </ol>

## Action Plan

<b>Must Do: Improve student attendance through initiatives that foster a joyful learning environment.</b>					
<b>Action Steps</b>	<b>Leaders</b>	<b>Resources</b>	<b>Data Use</b>	<b>Metrics</b>	<b>Quarterly Progress</b>
<i>What steps must be taken?</i>	<i>Who will lead which pieces of the work?</i>	<i>What specific supports are needed to implement?</i>	<i>What data will we collect?</i>	<i>How will we know if we have made progress?</i>	<i>Are we on track, off track, or haven't implemented?</i>
1) Develop Mystery Bee for whole class attendance.	1) SEL Team	1) Staff monitoring	1) None	1) Monitor Attendance Data and identify trends	<p>We will meet to review the attendance data each quarter. If there needs to be changes in or systems to increase improvement the SEL team will identify areas of improvement.</p> <p>We will monitor student referral data to the office. This will help us identify areas of concern that can be addressed through the Second Step lessons.</p> <p>5) End of each trimester meet with SEAD Coach and SEL team</p>
2) Recognize perfect attendance for the month at bee assemblies	2) SEL TEAM	2) Attendance Team Meeting biweekly.	2) Principal's Attendance report	2) Monitor Attendance Data and identify trends	
3) Walking program with Playworks once a week.	3) Specialists	3) Staff to monitor outside	3) Principal's Attendance Report	3) Monitor Attendance Data and identify trends	
4) Effectively implement Responsive Classroom and embed it in the day.	4) SEL Team	4) PLC time with SEAD COACH.	4) DESSA Data	4) Monitor referral data to the office.	
5) The Joyful Classroom	5) Staff Trained in Responsive Classroom	5) Purchase books for all staff, Staff Meeting, PLC time	5) Learning Walk Data	5) Monitor data from Learning walks. Get baseline prior to implementation	

<b>Must Do: Develop lessons to accompany literature that is more representative of our school community.</b>					
<b>Action Steps</b>	<b>Leaders</b>	<b>Resources</b>	<b>Data Use</b>	<b>Metrics</b>	<b>Quarterly Progress</b>
<i>What steps must be taken?</i>	<i>Who will lead which pieces of the work?</i>	<i>What specific supports are needed to implement?</i>	<i>What data will we collect?</i>	<i>How will we know if we have made progress?</i>	<i>Are we on track, off track, or haven't implemented?</i>
<p><b>1) Identify literature that represents the diversity of our school.</b></p> <p><b>2) Create Lessons to accompany January/February/March</b></p> <p><b>3) April-June Lessons will be implemented</b></p>	<p><b>1) Kim White</b></p> <p><b>2) Kim White/Matt Scheufele</b></p> <p><b>3) Classroom Teachers</b></p>	<p><b>1) Time to identify literature 2 books per grade level</b></p> <p><b>2) PLC Time/Staff Meeting Time</b></p> <p><b>3) Staff meeting time to identify what lessons will be taught by each grade level</b></p>		<p><b>1) Teachers will have the literature to begin their work in January</b></p> <p><b>2) Lessons will be completed in March</b></p> <p><b>3) Staff will use a template to evaluate the effectiveness of the lessons</b></p>	<p><b>1) Lesson creation will begin in January</b></p> <p><b>2) Lessons will be in our shared Social Justice Folder</b></p> <p><b>3) Review of the social justice units by the end of the school year will take place in May</b></p>

