

# Central Elementary 2018-2021 LCPS Strategic Plan

2018-2021 Aligned Actions and Measurements (Current School Year Plan and Evaluation of previous year's plan due September 1)						
District Priorities 2018-2021 Goal 1: Student Success						Focus Priority Status:
Focus Priorities	Key Actions: (List as many actions as needed in each box.)	Measured by:	Owner(s):	Resources Needed:	Results of Key Actions from last year's plan: (Due September 1)	
1. Implement 90-Day PED plans	* Review previous year's 90 Day Plan with Core team * Identify school challenges * Develop 18-19 SY 90 Day Plan	Survey with plus/delta done at the beginning of review.	Principal	Data analysis and goals		IP
2. Increase online instructional resources for teachers	* Provide meaningful technology PD on class Dojo for communication, Canvas for instructional guides, PD on Reading Plus for 3-5, PD on IXL for math (3-5)	Sign ins for PD/PLCs and agendas. Also evidenced by observing actual use of programs.	Principal, AP	Time in PLCs		IP

<p>3. Support language acquisition and academic outcomes for English Learners (EL)</p>	<ol style="list-style-type: none"> <li>1. Continue training and monitoring implementation by the SIOP team.</li> <li>2. Ensure support staff helps school with placement of ELs.</li> <li>3. Monitor that IEP goals reflect language needs for ELs with special needs through case managers.</li> <li>4. Provide professional development to bilingual teachers to implement standards-based, high-level instruction in Spanish.</li> </ol>	<ol style="list-style-type: none"> <li>1. Walk-throughs and administrator feedback to assess implementation quality. Coaching sessions by SIOP coaches</li> <li>2. Professional development session agendas and participants</li> <li>3. Professional development session agendas and participants. Review of IEP goals</li> <li>4. Professional development session agendas and participants.</li> <li>5. Plan developed and implemented</li> </ol>	<ol style="list-style-type: none"> <li>1. Executive Director of Bilingual and Migrant Education</li> <li>2. Administrators and bilingual lead</li> <li>3. Assistant Superintendent of Special Student Service, 4. Dr. Haan through Lorena Ancira PD specialist for Spanish language acquisition</li> </ol>	<p>Funding for professional development</p>		<p>IP</p>
<p>4. Strengthen gifted services to include targeted instruction, increased identification, and content integration</p>	<ol style="list-style-type: none"> <li>1. Identify under-represented populations for gifted services</li> <li>2. Provide a continuum of services to meet the needs of identified gifted students.</li> </ol>	<ol style="list-style-type: none"> <li>1. Increased referrals to SAT that lead to an increase in identified AES students.</li> <li>2. Referrals by 3rd and 4th grade to AES teacher for immediate instruction and identification services.</li> </ol>	<p>Principal, AES Teacher</p>	<p>Master Schedule; PETS curriculum</p>		<p>IP</p>

5. Improve student behavior through systemic initiatives	1. Improve the collection of student behavior data. 2. Implement Restorative Practices programs to address behavior	Less referrals to the office and more student engagement in the classroom as evidence by admin walk throughs and admin interventions	Principal, assistant principal, counselor, and social worker	time to engage in circles and respect agreements		IP
6. Establish common expectations for Professional Learning Communities (PLC's) in all schools	1. Develop PLC expectations 2. Provide professional development on established expectations 3. Monitor implementation of expectations for PLCs	1. Expectations are published 2. Self assessment of PLC	Principal, Assistant principal,	Laptops, chart paper, markers, self-assessment		IP
7. Prepare all students for college and career readiness	1. Provide opportunities for students to engage in school clubs, organizations and school community activities to engage and build their leadership skills.	Student participation in student council, JOI club, and school community events.	1. Administrators 2. Counselor 3. Coach	Funding for incentives as students earn different levels of participation (letters for jackets)		IP
8. Expand Virtual Academy to support traditional and non-traditional students	NA	NA	NA	NA	NA	NA

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District Priorities 2018-2021 Goal 2: Budgets & Facilities Management							Focus Priority Status:
	Key Actions: (List as many actions as needed in each box.)	Measured by:	Owner(s):	Resources Needed:	Results of Key Actions from last year's plan: (Due September 1)	IP = In Progress FO = Fully Operational	
Focus Priorities							
1. Improve state data reporting in all areas	Ensure that registrar enters student data correctly in Synergy. Monitor that appropriate EL and Sped tags are in place under student profile. Review accuroster report with teachers	No errors on STARS report data.	Principal & Registrar	Synergy training	NA	IP	
2. Determine facility needs to maximize student safety and engagement	1. Assess safety needs of school through a visit from the Director of Public Safety.	Visit by district safety personnel	Principal	none	n/a	IP	
3. Increase efficient use of financial resources	1. Use appropriate requisition form to designate specific requests by Staff.	P.Os attached to requisition as a record	Head Secretary	notebooks, system detailed for staff.	n/a	FO	
4. Increase safety measures	1. Send home a safety letter to parents, and utilize security guard to be vigilant around school and school grounds.	Copies of letters sent with Safety information included.	Principal, AP, Security Guard	copy paper and ink for printing, radios	n/a	FO	

## Central Elementary 2018-2021 LCPS Strategic Plan

District Priorities 2018-2021  Goal 3: Communication, Trust, and Human Relations	2018-2021 Aligned Actions and Measurements (Current School Year Plan and Evaluation of previous year's plan due September 1)					
	Key Actions: as many actions as needed in each box.)	(List Measured by:	Owner(s):	Resources Needed:	Results of Key Actions from last year's plan: (Due September 1)	Focus Priority Status:  IP = In Progress FO = Fully Operational
<b>Focus Priorities</b>						
1. Increase communication and engagement with stakeholders	1) Provide ongoing communication with families through the following: a) monthly newsletter, b) Class Dojo, c) Develop a core group of parents to be active in PTO as organizers.	monthly newsletters, class dojo sign ups, number of parents signed up as core	Principal, AP and PTO President	copy paper, class dojo app, parent participation		IP
2. Implement review cycle for board policies, and communicate policy revisions with stakeholders	Inform parents and staff of upcoming board policy revisions and how to access the information for input on the LCPS website.	Communication through newsletter and PTO meetings and staff newsletters	Principal, AP	Communication from district on upcoming policy changes.		IP
3. Expand International Welcome Center (IWC) to support newcomers and families	N/A to Elementary	N/A to Elementary	N/A to Elementary	N/A to Elementary		NA

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District Priorities 2018-2021 Goal 4: Quality in Human Resources	2018-2021 Aligned Actions and Measurements (Current School Year Plan and Evaluation of previous year's plan due September 1)					
	Key Actions: (List as many actions as needed in each box.)	Measured by:	Owner(s):	Resources Needed:	Results of Key Actions from last year's plan: (Due September 1)	Focus Priority Status: IP = In Progress FO = Fully Operational
<b>Focus Priorities</b>						
1. Hire highly-effective teachers who meet identified district needs	Ensure highly qualified people are hired for vacancy through screenings from HR.	Employment postings and job screenings	Principal, AP & HR	Frontline and Ivisions		FO
2. Increase efficiency of turnaround time in the hiring process	Collaborate with HR for timely posting of vacancies. Set interviews as soon as window closes on vacancies. Check references and submit request for hire in a timely manner.	Timeline followed as school level.	Principal, AP & HR	frontline and Ivisions		FO
3. Strengthen new teacher orientation process to support first-day readiness	Assign mentors to new teachers to the profession on school campus. Provide a list of support personnel from the school that have expertise in different areas of school systems for "new to the district" employees.	Mentor/teacher form is sent to the the TLC. Established list available.	Principal, AP, Mentors	Mentor Form from TLC; list of support personnel		IP
4. Increase leadership capacity	Provide opportunities for staff to attend specialized workshops. Provide opportunities for staff to deliver PD to school personnel on those specific workshops.	Increased number of staff who participate in leadership opportunities.	Principal, AP, and Content Specialist.	NMTEACH Domain 4: Access to content specialist from TLC		IP

5. Provide support for alternative licensure teachers	Provide extensive support in behavior and classroom management throughout the school year. Provide support in curriculum and delivery of lessons through standards-based instruction.	Alternative licensure evaluation and documentation; Sign in sheets on specific PDs.	Principal, AP, Mentors	NMTEACH Domains rubric		IP
6. Increase substitute teacher pool	Advertise through campus class dojo and parent newsletter	class dojo announcements and parent newsletter.	Principal, AP	class dojo; copy paper		IP