

(CESAR CHAVEZ ELEMENTARY) 2018-2021 Strategic Plan

District Priorities 2018-2021 Goal 1: Student Success	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
Focus Priorities						
1. Implement 90-Day PED plans	1. Review leadership plan with leadership team and revise as necessary Aug. 2018. 2. Present and review the plan to staff at Aug. 10, 2018 meeting	1. Completed action plan; notes and agenda. 2. Completed action plan; notes, agenda	Administrators	90 Day plan, computer, projector	Shared with staff and received input and feedback. Continue to share the new 90 Day Plan at the beginning of the 2019-20 school year.	FO
2. Increase online instructional resources for teachers	1. Support this by providing working technology for the teachers to access the resources. 2. Hold a PD for teachers to assist them in logging into Canvas to show them how to utilize on line resources.	1. Survey teachers to find out if they are utilizing the resources on Canvas.	Admin, Content Specialists - Content Specialists	Lap tops	Support provided to teachers by content specialists on how to enroll on Canvas. An overview of what is on Canvas was presented. Teachers were shown how to utilize it to access resources. Continuing use of Canvas to access courses related to ELA, math and science.	IP

<p>3. Support language acquisition and academic outcomes for English Learners (EL)</p>	<p>1. Provide an Infomercial on SIOP (make it fun); inform staff of 1 year and multi-year plan for SIOP delivery. (Aug. 10, 2018) 2. Show the overview from LCPS Canvas (course # 1). Introduce the 8 components of SIOP. (During the week of Aug. 20th @ PLC's) 3. Create classroom profiles on the ELL students. (During week of Aug. 27 @ PLC's) 4. Conduct a SIOP training on Component 1 – either the chapter on Lesson Preparation or Canvas course. (Sept. 12 at the half day PD) 5. Complete the SIOP trainings on the remainder of the SIOP components (see SIOP plan for dates). 6. SIOP Thrilling Thursdays will be presented weekly throughout the school year where teachers present SIOP strategies.</p>	<p>During classroom walk-throughs, are SIOP components being implemented.</p>	<p>SIOP Team</p>	<p>chart paper, scissors, glue, manila folders, markers, pre-made posters</p>	<p>We provided SIOP training throughout the school year and met all of the key action steps. These key action steps were completed by the goal dates. For the 2019-20 school year we will continue with SIOP professional development. The following key actions will occur: 1. Aug. 7 - Review of 8 SIOP components. 2. Aug. 28 - SIOP Team planning for scavenger hunt 3. Sept. 11 - Content and language objective (Features 1 and 2) PD 4. Sept. 23-27 - Padlet Scavenger Hunt in PLC's. 5. Oct. 8 - Grouping and differentiation (Features 3 and 5) PD 6. Nov. 4-8 - Supplementary materials and meaningful Activities (Features 4 and 6) PD. 7. Dec. 2 - SIOP Survey for needs and wants. 8. Dec. 11 - SIOP Team Planning 9. Jan. 6 - SIOP Consultant to visit 10. Feb. 5 Concepts Explicitly linked and Links Explicitly Made, Key Vocabulary (Features 7, 8, 9). 11. March 16 - 20 - Speech, Clear Explanation, Variety of Teaching Techniques (Features 10, 11, 12) PD 12. April 14 - Reflect on needs and wants Survey and Accomplishments for the Year. 13. Continue with Thrilling Thursday and add on Thoughtful Thursday for SIOP support.</p>	<p>FO</p>
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<p>4.. Strengthen gifted services to include targeted instruction, increased identification, and content integration</p>	<p>1. Establish a relationship with the AES teacher to gain knowledge on how he will be delivering instruction to the AES student. 2. Request that AES teacher pull in other high students with the AES student that he can instruct and support as well. 3. Designate a classroom that is used fo AES and advanced Educational experiences.</p>	<p>AES teacher's lesson plans</p>	<p>Administratio ns teacher regular classroom teacher students- AES and other high ones</p>		<p>A relation ship was built with the AES teacher and he worked with a group of gifted students and bright students. A sweep was conducted utilizing the AES screening and many candidates were identified. 2019-20 School Year. The students that were identified will continue with further testing and then possible identification of more gifted students. First graders that were screened as Kinders last year are working with the AES teacher even if they did not qualify for AES. The AES teacher is also working with students from two bilingual classrooms that were identified as bright or AES. The first graders from 2018-19 school year are now 2nd graders and they were not screened last year. They were screened this year and those that qualify will continue with the process.</p>	<p>IP</p>
<p>5. Improve student behavior through systemic initiatives (Restorative Practice)</p>	<p>1. Build better relationships (student-teacher, teacher-student, student-student, staff-staff) and to maximize instructional time. 2. Teachers will receive the training on how to facilitate Community Building Circles by the end of October 2018. 3. Teachers will receive the training on how to develop and implement a Respect Agreement.</p>	<p>Class respect posters, Classroom Walk-throughs, lesson plans showing designated time for circle time</p>	<p>administrators teachers students</p>	<p>Restorative practice guides poster paper markers talking sticks</p>	<p>Teachers received training in Restorative Practices such as Community building Circles and Respect Agreements. Administration modeled the Community Building groups and provided SPARK training. PD was provided for Kimochis. For the 2019-20 school year, we will merge what we've learned from Restorative Practices and we will merge with ENGAGEMENT. The three focus areas of engagement (relationship building) will be building relationships with students, staff, families through morning SPARK PD, Mood Meters, 2 Minute Connections, etc.</p>	<p>IP</p>

6. Establish common expectations for Professional Learning Communities (PLC's) in all schools	1. Schedule PLC meetings will be on a cycle plan, i.e. Week 1 (PD), Week 2 (Struggling Students) Week 3 Math Data; Week 4 Reading Data; Week 5 Engage NY Math Planning; Week 6 Learning Walks	Notes, survey teachers, agendas	administrators teachers	computers note books data SIOP folders	These key actions were implemented in the 2018-19 school year. For the 2019-20 school year they will be adjusted to include PD days for the key action steps.	IP
7. Prepare all students for college and career readiness	Implement 90 day plan 2. Build rigorous CFAs and plan matching daily instruction 3. Discuss and Analyze data to ensure that students are making expected growth and are being challenged academically in their classrooms.	Monitor plan 30/60/90 day, data analysis sheet, CFA forms, iStation	administrators, teachers, Interventionists	reports from iStation, scheduled PLC times	These key actions were implemented in the 2018-19 school year. For the 2019-20 school year we will continue working through the action steps of our 90 day plan. One of them being analyzing the data and differentiating instruction. Differentiation will be for all levels of students so that all needs are being met.	
8. Expand Virtual Academy to support traditional and non-traditional students	N/A					

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District Priorities 2018-2021 Goal 2: Budgets & Facilities Management	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 ad 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
Focus Priorities						
1. Improve state data reporting in all areas	1. Review Synergy input by secretaries to check that all information is accurate in respect to master schedules. 2. Review EL data that is input into Synergy to verify	job completed as evident via Synergy reports	Administrators Secretaries Lead Bilingual Teacher		Secretaries and principal attended Synergy trainings to support us in creating master schedules and inputting information correctly. Principal and registrar set their timers daily for checking the Tableau reports for any tasks or errors.	FO
2. Determine facility needs to maximize student safety and engagement	1. Secure front entry of school (bond money) 2. Install card readers on all outside doors.	jobs completed - visitor sign-ins, completed safety plan for PED, notes from safety enhancement meetings, notes taken by safety	Operations staff, Administrators, Contractors		The key card readers were installed on most outside doors. We are awaiting the restructuring of the front entry of the school. The safety of the school is continuously being monitored to see how to improve it.	IP

3. Increase efficient use of financial resources	1. Prioritize the need for purchases. 2. Implement cost effective copies on machines.	job completed, budget, regular monitoring for budget line items	Administrators Secretaries		Needs and wants were prioritized. The copies are utilized in the most cost efficient manner due to the training we've had with the companies. Staff is also focused on using hands on engaging activities and not just worksheets. For the 2019-20 school year we will have to purchase a few teacher computers and ipads to replace the ones that are getting old or are not longer able to be updated.	FO
4. Increase safety measures	1. Conduct fire, lock down, shelter in place, bomb threat drills. 2. Employ security guard 3. Meet with safety team monthly to review drill progress and effectiveness. 4. Review crisis plan with staff by October 2018. 5. Review the safety plan with staff at first staff meeting in August	notes, agendas, drill reports	administrators safety team safety enhancement team		Drills were met on time. The crisis plan was reviewed with all staff members. Security Guard was hired.	FO

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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)					
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Focus Priorities						
1. Increase communication and engagement with stakeholders	1. Communicate priorities to all stakeholders through Edu-Link phone blasts/texts, Facebook page, school web page, marquee 2. Share 90 day plan and strategic plan with PTC group. 3. Daily announcements will include the vision, mission, priorities.	Survey all stakeholders and organize the data collected. Hold discussion meetings (PTC and Staff). Document how improvements will be made.	Admin., parents, PTC members	Guide for making Edu-link contacts; Parent Vue	The key actions were completed. All stakeholders were informed of the priorities throughout the year. The same process will be followed for the 2019-20 school year in order to maintain stakeholder communication and engagement. In the mornings for the coming school year, students will be a part of the daily announcements.	IP
2. Implement review cycle for board policies, and communicate policy revisions with stakeholders	Review policies with staff. Document any questions and get answers for the staff from knowledgeable sources.	notes from staff with questions; answers that we are able to find	Admin., staff	policies, computers to view and share policies	Policy revisions have been communicated to staff. All questions have been answered. If any new policy changes are made during the 2019-20 school year, the same process will be followed.	IP

3. Expand International Welcome Center (IWC) to support newcomers and families	n/a					
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2018-2021 Aligned Actions and Measurement (Current School Year Plan and Evaluation of previous year's plan due September 1)						
District Priorities 2018-2021 Goal 4: Quality in Human Resources	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
	Focus Priorities					
1. Hire highly-effective teachers who meet identified district needs	Collaborate with HR via Frontline to screen and select the strongest candidates.	Frontline Screening	Administrators	Timely communication from HR on hired staff	Last school year we were able to hire high-effective teachers to meet the school's needs. This year we did not have to hire any new staff. However, the communication with HR has been present.	FO
2. Increase efficiency of turnaround time in the hiring process	Submit epar requisitions with recommendations for Highly Qualified candidates	same as above	same as above	same as above	Last school year we were able to hire highly-effective teachers to meet the school's needs. This year we did not have to hire any new staff. However, the communication with HR has been present.	FO
3. Strengthen new teacher orientation process to support first-day readiness	Assign Mentors from within building	Participation from Coaches and Mentors and HR representatives' agendas	Administrators, New Teacher Induction Facilitators	Communication from HR, schedule time for Mentor/Mentee	Last school year, the new teachers were paired with mentors. This school year they will continue to work with their mentors in order to continue growing.	IP

4. Increase leadership capacity	Build participation with Leadership Team, Refer staff to Leadership District Academy	Leadership notes, minutes	administrators	communication, Mentor/Mentee, Principal	Many staff members acted in leadership capacities last school year and will continue to do so this year (2019-20). Various staff members are the leads for committees/special events, and the leadership team. One staff member is presently completing her administrative internship.	IP
5. Provide support for alternative licensure teachers	Provide HR support in identifying alternative license candidates	number of recruited personnel	administrators	Communication from HR, schedule time for Mentor/Mentee	None at this time.	FO
6. Increase substitute teacher pool	Recruit/promote future candidates in the community	number of substitutes participating	administrators	providing flyers, newsletters, etc.	We continue to promote individuals and recruit for the substitute pool.	FO