

## CAPE ELIZABETH SCHOOL DEPARTMENT STRATEGIC PLAN 2013-2018

### GOAL 1: Ensure opportunities for the success of all students by providing a high quality and comprehensive instructional program.

**Objective 1A:** Narrow the achievement gap for vulnerable cohort groups and support all students in achieving academic growth.

**Objective 1 B:** Ensure a well-articulated and coordinated K-12 curriculum that embeds 21<sup>st</sup> century skills and knowledge and meets learning standards established by the State of Maine.

#### Initiative 1: Develop a standards-based assessment and reporting system profiling the educational skills, passions, and needs of all Cape Elizabeth students.

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
<b>DISTRICT</b>	<p>By June 2014 district and school administrators will have attended regional and state symposiums and national training for evaluating and developing management systems for standards based grading and reporting.</p> <ul style="list-style-type: none"> <li>• <u>PowerSchool U</u></li> <li>• <u>UVA Summer Institute on Academic Diversity</u></li> <li>• <u>ME DOE work on Proficiency-Based Diplomas</u></li> </ul> <p><u>Begin professional development for district teachers in shifts to standards-based grading and reporting.</u></p> <ul style="list-style-type: none"> <li>• <u>Grading committee CEHS 2013-14</u></li> </ul> <p>Director of Instruction works with the Maine DOE as a facilitator in the development of an assessment repository for the Proficiency-Based Diploma at the state level.</p> <ul style="list-style-type: none"> <li>• <u>Sept. 2013-March 2014</u></li> </ul> <p>Data Facilitator works with HS</p>	<p><u>Continue professional development for district teachers in shifts to standards-based grading and reporting.</u></p> <ul style="list-style-type: none"> <li>• <u>Standards-based grading workshops Nov. 2014:</u></li> <li>• <u>Grade level discussions ongoing:</u></li> <li>• <u>15 Fixes for Broken Grades available for faculty reading]</u></li> </ul> <p>Director of Instruction continues work with Maine DOE in development of assessment repository and in facilitating regional professional development around proficiency-based assessment.</p> <ul style="list-style-type: none"> <li>• <u>DOE has not continued work on the proficiency-based assessments with districts</u></li> </ul> <p><u>Limited pilot of Standards-based reporting in place at the HS by September 2014.</u></p>	<p>By January of 2016, development and first implementation of secondary standards based reporting system has been completed.</p> <p>Standards-based reporting pilot in high school March 2016</p>	<p>Standards-based reporting for middle school in place for September 2016.</p>	<p>Full district reporting using standards-based grading and measurements.</p>

	<p>principal and Director of Instruction to develop reporting model for round on of Proficiency-Based Diploma (PBD) work. <u>Still working on solution (1/2015)</u></p> <p>Request PBD extension from ME DOE</p> <ul style="list-style-type: none"> <li><u>Extension requested and granted. (7/2014)</u></li> </ul>				
<b>PCES</b>	<p>By June 2014 teachers will implement the use of rubrics aligned with Common Core State Standards (CCSS) for writing grades K-4.</p>	<p>Establish baseline for K-4 writing outcomes as measured by CCSS.</p> <ul style="list-style-type: none"> <li><u>Narrative and informational literature complete</u></li> <li><u>Opinion to be done summer 2016</u></li> </ul> <p>Develop student interest inventory to identify student's interests and passions</p>	<p><u>Begin alignment of student progress reports with CCSS.</u></p> <ul style="list-style-type: none"> <li><u>Moved to summer 2015 with full alignment by June 2016</u></li> </ul> <p>Establish K-4 student growth targets.</p> <p>Analyze three-year cohort data for grades 2 – 4.</p> <p>Implement student interest inventory to identify students' interests and passions;</p>	<p>Assess student outcomes as measured against their respective growth targets;</p> <p>Analyze three-year cohort data for grades 2;</p> <p>Analyze four-year cohort data for grades 3 and 4.</p>	<p>Assess student outcomes as measured against their respective growth targets:</p> <p>Analyze three-year cohort data for grade 2;</p> <p>Analyze four-year growth data for grade 3;</p> <p>Analyze five-year growth data for grade 4.</p>
<b>CEMS</b>	<p>By June 2014 teachers in grade 5-8 will receive release/PD time to do crosswalk standards in foundation for Proficiency-Based Diplomas.</p>	<p>Examine grading and reporting practices/documents.</p> <p><u>Continue an ongoing cycle of standards-based curriculum development and review</u></p>	<p>Pilot of standards-based reporting in Grades 5 -8</p> <p><u>Continue an ongoing cycle of standards-based curriculum development and review</u></p>	<p>Implement standards-based reporting grades 5-8</p> <p><u>Continue an ongoing cycle of standards-based curriculum development and review</u></p>	<p>All students achieve growth and performance goals.</p> <p>Review growth on local and standardized assessment systems</p> <p>Review standards-based reporting grades 5-8</p> <p><u>Continue an ongoing cycle of standards-based curriculum</u></p>

					<u>development and review</u>
<b>CEHS</b>	<p>Reporting and proficiency-based diploma system beginning with Class of 2018.</p> <ul style="list-style-type: none"> <li>• <u>Grading committee CEHS 2013-14 studies O'Connor's A Repair Kit for Grading</u></li> <li>• <u>Presentation to HS faculty Spring '14</u></li> </ul> <p>By June 2014 teachers will receive release time/PD time to do cross-walk of standards for Proficiency-Based Diplomas grades 9-12.</p> <p>By summer 2014 release time/PD time to do validation by teams of all first semester summative proficiency assessments for grade 9 in preparation for PBD.</p> <p>Grading Committee convened at the high school to examine grading and reporting options under standards-based systems. Begin communication with parents of incoming members of the class of 2018.</p> <p>Work with committee to make recommendations to faculty regarding standards-based grading system that reports separately on behavior components.</p>	<p><u>Limited pilot of standard-based grading practices at CEHS</u></p> <ul style="list-style-type: none"> <li>• <u>World Language grades based on summative assessments only</u></li> <li>• <u>Reduced weight given to homework and formative assessments in many classes</u></li> </ul> <p><u>Working with technology staff on reporting solution for standard-based grading.</u></p>	<p>Year 1 of implementing standards-based assessment and reporting; first students subject to proficiency-based diploma requirement are sophomores.</p> <p>Year 1 of implementing standards-based reporting that will include separate report on academic behavior component</p> <p><i>June 2016:</i> First year is complete, report to Board, including input from survey of both students and parents</p>	<p>Year 2 of implementing standards-based assessment and reporting; first students subject to proficiency-based diploma requirement are juniors.</p> <p>Year 2 of implementing standards-based reporting that will include separate report on academic behavior component.</p> <p><i>June 2017:</i> Second year is complete, report to Board, including input from survey of both students and parents</p>	<p>Year 3 of implementing standards-based assessment and reporting; first students subject to proficiency-based diploma requirement are seniors</p> <p>Year 3 of implementing standards-based reporting that will include separate report on academic behavior component</p> <p><i>June 2018:</i> Third year is complete, report to Board, including input from survey of both students and parents</p>

**Initiative 2: Align RTI-Student Support Team/Intervention Team processes and practices K-12.**

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
<b>DISTRICT</b>	<p>K-12 Response To Intervention (RTI) teams participate in district professional development seminars on RTI practices and processes.</p> <ul style="list-style-type: none"> <li>• <u>Workshops September 2013 and March 2014</u></li> </ul> <p>District provides resource materials to each RTI team. Pilot universal screeners in grades 1-12.</p> <ul style="list-style-type: none"> <li>• <u>STAR and AimsWeb piloted in spring 2014.</u></li> </ul> <p>Review school-based recommendations and select universal screening tool for purchase in 2014-2015.</p> <ul style="list-style-type: none"> <li>• <u>Complete June 2014—STAR selected</u></li> </ul> <p>Each school RTI (SST/Intervention) team will refine process of using student data to drive intervention plans.</p> <ul style="list-style-type: none"> <li>• <u>Ongoing</u></li> </ul>	<p>Provide training for use of universal screeners.</p> <ul style="list-style-type: none"> <li>• <u>Implementation of STAR in Sept. 2014</u></li> <li>• <u>Universal screening k-8; targeted 9-12</u></li> </ul> <p>RTI team Student Support Team (SST) refines process of using student data to drive Intervention Plans.</p> <p>RTI teams review data from universal screeners.</p> <p>RTI teams clearly articulate benchmarking of the interventions.</p> <p>Implement targeted instructional practices to meet student needs.</p>	<p>District-wide data tables implemented to standardize student information available to educators.</p> <p>Implement targeted instructional practices to meet student needs.</p> <p>Continue to add intervention options to meet the diverse needs of struggling learners.</p>	<p>Implement targeted instructional practices to meet student needs.</p> <p>Continue to add intervention options to meet the diverse needs of struggling learners.</p>	<p>Review RTI procedures and refine protocols.</p>
<b>PCES</b>	<p>Transfer reading data collected through PowerSchool into a useable format. Review assessment tools used in reading instruction.</p> <p>Analyze and review data collected through New England Common Assessment Program (NECAP).</p> <p>Review mid-year student data and realign interventions based upon K-4</p>	<p>Review assessment tools in core curriculum areas to ensure data collection is efficient, informative, and reflects student’s actual levels of achievement.</p> <ul style="list-style-type: none"> <li>• <u>Universal screener implemented</u></li> <li>• <u>Review of assessments used in data analysis for RTI to be completed by June 2015</u></li> </ul> <p>Realign SST process to focus on data to support student needs through Rtl.</p>	<p>Analyze and review data collected through Smarter Balanced assessments for grades 3 and 4.</p> <ul style="list-style-type: none"> <li>• <u>Moved from prior year (baseline)</u></li> </ul> <p>Assess student outcomes as measured against their respective growth targets;</p>	<p>Continue systematic approaches for providing student interventions and enrichment;</p> <p>Review baseline and mid-year student data to realign interventions based upon K-4 student needs;</p> <p>Continue analyses of all assessment data to ensure</p>	<p>Review and refine systematic approaches for providing student interventions and enrichment;</p> <p>Review baseline and mid-year student data to realign interventions based upon K-4 student needs;</p> <p>Continue analyses of all assessment data to ensure</p>

	student needs.	<ul style="list-style-type: none"> <li>• <u>Review baseline and mid-year student data</u></li> <li>• <u>Realign interventions based on student needs.</u></li> </ul> <p>Implement explicit, systematic approach for providing student interventions and enrichment through strategic scheduling that provide extended instructional blocks and intervention time to enable targeted, flexible grouping</p> <ul style="list-style-type: none"> <li>• <u>Increased instructional blocks provided in '14-15 schedule</u></li> </ul>	<p>Analyze three-year cohort data for grades 2;</p> <p>Analyze four-year cohort data for grades 3 and 4.</p> <p>Continue systematic approaches for providing student interventions and enrichment;</p> <p>Review baseline and mid-year student data and realign interventions based upon K-4 student needs;</p> <p>Continue analyses of all assessment data to ensure appropriate differentiation in meeting student needs.</p>	appropriate differentiation in meeting student needs.	appropriate differentiation in meeting student needs.
<b>CEMS</b>	<p>Establish and refine SST process.</p> <p>Refine and improve principles and practices of inclusion.</p> <p>Strengthen understanding of components of an effective RTI model through Professional Development (PD).</p> <p>Use growth model measures to assess academic progress of all students.</p> <p>Examine NECAP performance and growth data and other data sources.</p>	<p>Launch new SST Team <u>with revised documentation system.</u></p> <p><u>Use of new enrichment time to claim students for additional support</u></p> <p>Increase student growth percentiles by established percentage goal.</p> <ul style="list-style-type: none"> <li>• <u>Continue administration of January NWEA during the transition to Smarter Balanced to maintain growth indicators</u></li> </ul> <p>Implement use of universal screeners for RTI from 13-14 Pilot</p> <p>Trained staff provide guidance and support in adopted universal screener</p>	<p>Monitor and assess effectiveness of SST and RTI-number of teacher cases, student results.</p> <p>Utilize screening data to provide targeted interventions</p> <p>Establish baseline for Tier 2 and Tier 3 interventions in reading and math.</p> <p>Further increase student growth by established percentage goal.</p>	<p>Monitor and assess effectiveness of SST and RTI-number of teacher cases, student results.</p> <p>Review growth on local and standardized assessments</p> <p>Assess use and effectiveness of current universal screener Further increase student growth by established percentage goal</p>	<p>Monitor and assess effectiveness of SST and RTI-number of teacher cases, student results.</p> <p>All students achieve growth and performance goals</p> <p>Assess use and effectiveness of current universal screener</p> <p>Review local and standardized assessment results</p> <p>Reach high performance and high growth targets</p>
<b>CEHS</b>	Budget for diagnostic assessment tools (Accuplacer)	<u>The CEHS Intervention Team has widened our membership to include three</u>			

	Utilize achievement period to provide targeted assistance to students as needed.	<u>classroom teachers, with one Math and one English teacher present for every meeting.</u>  Administer universal screener to targeted students and monitor growth in targeted skills.  Administer diagnostic Accuplacer for students to determine more specific learning needs.  Optimize use of achievement period and achievement center to meet needs of students in need of more time and support.			
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**Initiative 3: Implement differentiated instructional practices to meet the diverse learning needs of all students.**

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
<b>DISTRICT</b>	Provide multi-day training to 60 educators/administrators ( <u>Cohort 1 and 2</u> ) on Differentiating Instruction. Admin and teacher team will attend Summer Institute on Academic Diversity at University of Virginia (UVA). <ul style="list-style-type: none"> <li><u>Cohorts 1 and 2 trained;</u></li> <li><u>Team of 13 attends UVA Institute in July 2014</u></li> </ul> Begin identification process for Gifted and Talented program grades 3-8 after receiving approval from DOE <ul style="list-style-type: none"> <li><u>Approval of program;</u></li> <li><u>Identification process to begin Sept. 2014</u></li> </ul>	By September 2014, a cohort of special educators and general educators and administrators will have attended the Summer Institute on Academic Diversity at the University of Virginia.  Provide multi-day training to 60 educators/administrators ( <u>Cohort 3 and 4</u> ) and provide additional days of support to <u>Cohorts 1 and 2</u> on Differentiating Instruction.  Begin development of outdoor science curriculum units (CELT grant funded and in collaboration with the Audubon Society) for grades 1-8 to increase student engagement. <ul style="list-style-type: none"> <li><u>(Summer work for grade one team July 2014)</u></li> </ul> By September 2014 special education staff will have received professional learning in	Provide multi-day training to 60 educators/administrators ( <u>Cohort 5</u> ) and provide additional days of support to <u>Cohorts 1-4</u> on Differentiating Instruction.  By July 2016 a new cohort of special educators and general educators will have attended the Summer Institute on Academic Diversity at the University of Virginia, and will have developed differentiated lessons to begin the school year.	Continue training and support of new teachers and existing cohorts in differentiated instruction for all levels and learners.	Continue training and support of new teachers and existing cohorts in differentiated instruction for all levels and learners.

		<p>specific skill areas of social/emotional, literacy, teacher leadership, mental health, Autism, IEP development, and behavior management and will have shared key learnings with colleagues.</p> <p>By June 2015 a cohort of special educators / general educators will be co-teaching one math and one English course per grade level.</p>			
<b>PCES</b>		<p>First Differentiated Instruction (DI) cohorts will be expected to integrate differentiated instructional practices.</p> <ul style="list-style-type: none"> <li><u>Ongoing through individual staff goal setting conferences, formal and informal observations and walkthroughs.</u></li> </ul> <p>Attendees of Summer Institute on Academic Diversity at UVA will be expected to hold ongoing professional dialogues, share new learning and demonstrate practical applications of their learning. Attendees of 2014 Summer Project-Based Learning workshops share learning and explore PBL opportunities with teams.</p> <ul style="list-style-type: none"> <li><u>Attendees shared learning at faculty meetings</u></li> <li><u>Ongoing conferring with teams and individual staff taking place</u></li> <li><u>Instructional coaching occurring in goal setting, observations and feedback loops.</u></li> </ul>	<p>Second DI cohort will be expected to integrate differentiated instructional practices such as Understanding by Design and other differentiation models into their instruction.</p> <p><u>Commit significant summer PD to development of UbD units across K-4 curricula.</u></p> <p>Continue analyses of all assessment data to ensure appropriate differentiation in meeting student needs.</p> <p><u>Use pre-assessments, other formative assessments and post-assessments to ensure appropriate differentiation to meet student needs and measure student growth.</u></p> <p><u>Increase K-4 use of Smarter Balanced Digital Library resources.</u></p>	<p>Third DI cohort will be expected to integrate differentiated instructional practices such as UbD and other models of differentiation into their instruction</p>	<p>All staff will be expected to demonstrate competency in differentiated instructional practices to best meet student needs;</p>
<b>CEMS</b>		<p><u>MS Principal, Assistant Principal, and 2 teachers attended Summer Institute on Academic Diversity at the University of Virginia-presented to staff during opening</u></p>	<p>Increased implementation of differentiated units: teachers create 2 additional units. <u>Continue professional</u></p>	<p><u>Continue professional development on differentiated instruction</u></p>	<p>Increased number of interdisciplinary units. <u>Continue professional</u></p>

		<u>staff sessions</u> <u>2 Co-taught Grade 5 math classes in place</u> Design/refine lessons and units through UbD process aligned to standards: teachers create two units <u>through structured Common Planning Time (CPT)</u> . Continue professional development on differentiated instruction including the Shackelford training sessions Cohort 1 and 2 Shackelford teachers support differentiated instructional practices to Cohort 3 and 4 teachers	<u>development on differentiated instruction</u>		<u>development on differentiated instruction</u>
CEHS		Cohorts <u>1</u> and <u>2</u> will be responsible for development and implementation of at least 2 differentiated units.			
<b>Initiative 4: Improve access to education to reduce the risk of school failure.</b>					
	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>
<b>DISTRICT</b>	Explore options for school breakfast program.	Invite local preschool programs to participate in district-offered trainings and professional development. Implement general education summer school: During July 2014, provide 12 half-day sessions of summer support in reading, writing and math to identified K-8 students based on student data. <ul style="list-style-type: none"> <li><u>General education summer school for identified k-8 students implemented July 2014</u></li> <li><u>Integrated option provided for special education students.</u></li> </ul> Explore options for providing financial assistance to qualifying families to enable 4 year olds to attend accredited preschool	Work with Community Services to develop a district pre-school offering for four-year-olds. Develop curriculum. Include program in the 2016-17 budget cycle. Expand summer school options to include proficiency extension at the HS level; continue general education summer school at other levels	Begin offering four-year-old pre-school services through Community Services. General ed summer school for all levels.	General ed summer school for all levels



		<p>programs.</p> <p><u>Begin planning for District preschool option.</u></p>			
<b>PCES</b>	Pilot full day kindergarten.	<p>Fully implement full day kindergarten for all eligible students.</p> <ul style="list-style-type: none"> <li>• <u>Completed</u></li> </ul> <p>Initiate school breakfast program.</p> <ul style="list-style-type: none"> <li>• <u>Completed</u></li> </ul> <p>Review effectiveness of 2014 summer support program based on student pre- and post student data of attendees.</p> <p>Analyze student data of vulnerable cohorts to inform strategic interventions.</p> <ul style="list-style-type: none"> <li>• <u>Ongoing analysis through baseline assessments and progress monitoring</u></li> </ul>	Using student data of vulnerable cohorts, continue strategic interventions and support to accommodate and meet student needs	<u>Compare success of interventions for cohorts to fine-tune focus where needed.</u>	
<b>CEMS</b>		<p>Move breakfast program to before the start of school day for all students.</p> <p>Establish advisory programming to foster student connectedness and belonging</p> <p><u>Assess and refine transition practices 4-5 and 8-9. (moved from Goal one, initiative 2)</u></p> <p><u>Established new enrichment block and claiming system to support students' needs</u></p> <p><u>Intervene to remedy problematic attendance patterns and monitor student progress and identify at-risk students to provide support through enrichment block and RTI model</u></p>	<p><u>Assess and Refine advisory programming</u></p> <p><u>Assess and refine enrichment block system</u></p> <p><u>Continue attendance and at-risk student monitoring and interventions</u></p>	<p>Refine advisory programming</p> <p><u>Assess and refine enrichment block system</u></p> <p><u>Continue attendance and at-risk student monitoring and interventions</u></p>	<p><u>Sustain advisory model and programming</u></p> <p><u>Continue attendance and at-risk student monitoring and interventions</u></p>
<b>CEHS</b>		<u>CEHS to offer breakfast at the beginning of the day.</u>	Support students who need additional time and support for learning; provide special	Support students who need additional time and support for learning; provide special	Support students who need additional time and support for learning; provide special

			focus on reading, writing and math skills. <ul style="list-style-type: none"> <li>• <u>Summer support program for students in grades 9 and 10</u></li> <li>• <u>Additional supports during for high school students to ensure graduation</u></li> </ul>	focus on reading, writing and math skills. <u>Report to Board on implementation of targeted support programs for students.</u>  <u>Summer program organized and ongoing.</u>	focus on reading, writing and math skills.
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**Initiative 5: Align existing and developing curricula to Maine Learning Results standards (including Common Core State Standards and the Next generation Science Standards).**

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
<b>DISTRICT</b>	Begin review and alignment at all levels, differentiating for needs by building and/or department/level.  Director of Instruction to meet with all teachers to develop a plan that meets the needs of the district's teachers.	Continue work with curriculum implementation as identified in <b>Initiative 6 with adjustments for externally imposed timelines and internally identified needs.</b>	Continue work with curriculum implementation as identified in <b>Initiative 6 with adjustments for externally imposed timelines and internally identified needs.</b>	Continue work with curriculum implementation as identified in <b>Initiative 6 with adjustments for externally imposed timelines and internally identified needs.</b>	Continue work with curriculum implementation as identified in <b>Initiative 6 with adjustments for externally imposed timelines and internally identified needs.</b>
<b>PCES</b>	Send nine staff to TCRWP weeklong summer institute.  Work with consultant supporting implementation of the Units of Study writing program.  Survey K-4 teachers to review program implementation and reflect on professional development needs.  Provide opportunities for reciprocal classroom observations during Writing Workshop.  Release time provided to collaborate on Units and discuss pacing/planning.  Administer and double score pre- and post-unit writing assessments.	Convene curriculum-based teams across all disciplines to review curriculum alignment with CCSS and Next Gen Science Standards. <ul style="list-style-type: none"> <li>• <u>Ongoing: Grade level teams have been working on math alignment</u></li> </ul> Review and analyze staff survey data to inform professional development planning and programmatic needs. <ul style="list-style-type: none"> <li>• <u>Based on data from 2014 survey, Moving Forward Team created to assist in prioritizing Professional Development and program needs.</u></li> </ul> Review and analyze quarterly and year-to-year student writing data.  Survey K-4 reciprocal classroom observations for ongoing improvement of instructional practices and student	Continue work with staff and curriculum-based teams to measure effective curriculum alignment with CCSS and Next Gen Science Standards  <u>Create support structure for K-4 reciprocal classroom observations for ongoing improvement of instructional practices and student outcomes</u>  <u>Continue analyses of pre- and post-writing assessments to align expectations, measure student growth and instructional integrity.</u>		

	<p>Review and analyze K-4 student writing data.</p> <p>Establish analyses of pre- and post-unit writing assessments to build common understandings of student expectations.</p>	<p>outcomes.</p> <p>Establish baseline for K-4 writing outcomes as measured by CCSS.</p> <ul style="list-style-type: none"> <li>• <u>Continue analyses of pre- and post-writing assessments to align expectations, measure student growth and instructional integrity.</u></li> </ul>			
<b>CEMS</b>	<p>Develop master schedule to include core instructional time and a daily intervention block.</p> <p>Curriculum committee convened to outline the release time with Director of Instruction.</p> <p>Release time provided to all disciplines for review of curricula and mapping alignment.</p>	<p>Assess curriculum alignment with Common Core <u>during PD time and Common Planning Time.</u></p> <p>Specific emphasis on alignment of mathematics to the Common Core Standards</p> <p>Teacher coaches <u>and consultants</u> assess opportunities for modeling best practice <u>and supporting implementation of differentiated instructional strategies, including gifted and talented, and supporting ongoing curriculum work</u></p> <p>Implementation of revised Mathematics curricula and pathways aligned to the Common Core</p> <p>Professional Development and <u>targeted</u> support for mathematics teachers in curriculum alignment <u>and</u> attainment of additional instructional resources</p> <p>Assess remaining curriculum areas for alignment with the Common Core Standards</p>	<p>Continue alignment and revision of units to the Common Core <u>and supporting implementation of differentiated instructional strategies for all learners</u></p>	<p>Curriculum review/audit</p> <p>Continue alignment and revision of units to the Common Core</p> <p><u>Continue to support implementation of differentiated instructional strategies for all learners</u></p>	<p>Vertically and horizontally aligned curriculum</p>
<b>CEHS</b>	<p>English Department meets for curriculum alignment and assessment analysis (2 days)</p> <p>Professional Mondays and staff meetings are used to identify and fill</p>	<p>Continue work with curriculum implementation as identified in <b>Initiative 6.</b></p> <ul style="list-style-type: none"> <li>• <u>In conjunction with our NEASC self-</u></li> </ul>			

	gaps in assessments as aligned with standards, with required assessments to be developed no later than end of summer.	<u>study, teams developing a written curriculum using Maine's Learning Results (including CCSS) to inform curricular decisions.</u>			
<b>Initiative 6: Implement a curriculum cycle for the review and development of district curricula.</b>					
	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>
<b>DISTRICT</b>	<p>ELA</p> <ul style="list-style-type: none"> <li><u>Writing focus at PCES:</u></li> <li><u>Math and Science emerge as pressing needs at other levels</u></li> </ul>	<p>Math/Science/ELA</p> <ul style="list-style-type: none"> <li><u>Shifts to math sequencing from grade 5 up open access to upper levels of math for more students:</u></li> <li><u>Math alignment to CCSS in grades k-4 and 5-8:</u></li> <li><u>Science crosswalks at grades 5-8 begin foundation for similar work next year at k-4;</u></li> <li><u>Writing focus begins at CEMS building on work at PCES)</u></li> </ul>	<p>Math/Science/ELA</p> <p>Continue to build on the foundation for science and math alignment developing additional common assessments; Continue work on writing focus</p>	Social Studies	World Language and Allied Arts
<b>PCES</b>	Writing (with reading/listening embedded)	<p>Writing (cont.)/Math/Science</p> <p>Develop understanding of Mathematics alignment to CCSS</p> <ul style="list-style-type: none"> <li><u>Work started in 2014 and continues.</u></li> <li><u>Staff trained in use of the Smarter Balanced Digital Library for formative assessment tools, performance tasks, etc.</u></li> </ul>	<p>Math/Science</p> <p>Continue strengthening understanding and alignment of ELA, Math and Science.</p>	Social Studies	World Language and Allied Arts
<b>CEMS</b>	Review all areas ELA focus/Math level shifts	<p>Math/Science/Writing</p> <p>Implementation of mathematics shifts in pathways</p> <p><u>Alignment of math units to CCSS</u></p> <p><u>Crosswalk of standards for Science</u></p> <p><u>Development of common assessments grades 5-8</u></p>	<p>Math/Science</p> <p>Review and assessment of curriculum alignment and student performance in <u>math and science</u></p>	<p>Social Studies</p> <p><u>Review and assessment of curriculum alignment and student performance in social studies</u></p>	<p>World Language and Allied Arts</p> <p>Review and assessment of curriculum alignment and student performance in <u>World Language and Allied Arts</u></p>
<b>CEHS</b>	ELA with some Science focus Review of all areas for PBD	Math/Science	Math/Science	Social Studies	World Language and Allied Arts

**GOAL 2: Expand learning opportunities for all students by cultivating an inclusive and supportive district culture.**

**Objective 2 A: Support the development of the traits of personal integrity, empathy, responsibility, respect for self and others, perseverance, independence, and collaboration.**

**Objective 2 B: Expand students' understanding of global cultures and issues.**

**Initiative 1: Expand world language/culture offerings.**

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
<b>DISTRICT</b>	Support middle school teacher to participate in Mandarin Chinese certification program. -Teacher withdrew from program	<del>Support middle school teacher to participate in Mandarin Chinese certification program.</del>	Begin offering American Sign Language (ASL) as world language option at MS  Pilot third language offering at MS	Continue ASL offerings (expanding program)  Expand World Language/culture to kindergarten by piloting immersion program at Pond Cove	Continue ASL offerings (expanding program)
<b>PCES</b>	Provide world language to 2 <sup>nd</sup> graders twice per week for 30 minutes in FLES model.	Introduce world language/culture to 1 <sup>st</sup> graders. (Completed)	Continue grades 1-4 World Language and Global Cultural awareness instruction and evaluate program effectiveness for all grades.	Expand World Language/culture to kindergarten.	
<b>CEMS</b>	Through USM Confucius Institute offer exploratory Mandarin Chinese program after school.	<u>Assess interest in continuing</u> Through USM Confucius Institute offer exploratory Mandarin Chinese program after school.			
<b>CEHS</b>		The anticipation is that new offerings in world language will be grown from younger grades up.			

**Initiative 2: Increase the focus on the social-emotional development and well-being of students.**

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
<b>DISTRICT</b>	Provide district/school survey for baseline and ongoing measurement of district climate and culture. (Survey conducted; results shared with staff and school board and used to	Continue to provide survey and monitor district climate and culture. <ul style="list-style-type: none"> <li>Second annual survey to be conducted in winter 2015</li> </ul>	Continue to provide survey and monitor district climate and culture.	Continue to provide survey and monitor district climate and culture.	Continue to provide survey and monitor district climate and culture.

	inform <i>Measures of Success</i> )				
<b>PCES</b>	<p>Establish a consistent school-wide behavior response system that builds upon social thinking skills.</p> <p>Bi-weekly guidance lessons to support student learning.</p> <p>Identify and purchase children’s literature on common childhood themes that review and reinforce appropriate behaviors and social expectations.</p> <p>Work with behavior and culture consultant as faculty and provide multiple (3) parent presentations.</p> <p>Survey students in grades 2-4 on connectedness to peers, adults, and school community.</p> <p>Review and analyze student behavioral data.</p> <p>Survey staff for mid-year reflection.</p> <p>Collect and analyze data from students, staff, and parents.</p>	<p>Review and refine practices and tools based on data collected from students, staff, and parents.</p> <p>Survey students in grades 2-4 and analyze year-to-year survey results.</p> <ul style="list-style-type: none"> <li>Survey in spring 2015</li> </ul> <p>Continue bi-weekly guidance lessons. (</p> <p>Survey staff for mid- and end-of-year reflections.</p> <p>Embed additional structures and practices that promote an inclusive environment and build school community through our Peaceful Pond Cove initiative and Social Thinking curriculum.</p> <ul style="list-style-type: none"> <li>Instituted a Quiet Lunch area, holding discussions about ways for older students to support younger ones, especially on bus and in lunch room, institute “flying geese” metaphor for students to work collaboratively</li> </ul> <p>SST in holding monthly workshops presented by in-house professionals to help teachers support the well-being of all students.</p> <p>Provide kindergarten students as well as new students in grades 1-4 with welcoming, inclusive, and supportive structures.</p> <ul style="list-style-type: none"> <li>Completed and ongoing with every new student – school counselor meets with new students, administrators check in and/or meet with new parents, inclusive structures are established within classrooms and across school settings</li> </ul> <p>Review children’s literature on common</p>	<p>Review and refine practices and tools based on data collected from students, staff and parents.</p> <p>Continue strengthening Peaceful Pond Cove practices to build student capacity and responsibility toward a welcoming, inclusive and supportive school culture.</p> <p>Continue educational new students and families of Pond Cove's structures of the above; Continue to offer monthly SST workshops to offer support for teachers to support the well-being of all students.</p> <p>Survey staff for common themes they would like presented and encourage more “experts down the hall” to share their expertise.</p> <p>Review success and continue to strengthen and refine.</p> <p>Continue book reviews by both students and staff; identify common themes and review new titles.</p>	<p>Continue use of year-to-year student and staff surveys and data to measure success and inform climate and culture decisions.</p>	<p>Continue use of year-to-year student and staff surveys and data to measure success and inform climate and culture decisions.</p>

		<p>childhood themes that review and reinforce appropriate behaviors and social expectations and make revisions and additions to this collection as needed.</p> <ul style="list-style-type: none"> <li>Teachers provide feedback on use and success of books on common childhood social themes; staff makes recommendations for new titles that are applicable for specific student issues and are age-appropriate</li> </ul>			
<b>CEMS</b>	<p>Develop a master schedule to include daily advisory.</p> <p>Mobilize Student Council to lead school-wide events (new student orientation, Veteran’s Day assembly, opening day assembly).</p> <p>Middle school student council members present at School Board meetings. Students make the morning school announcements.</p> <p>Implement Peer helpers program. Mini Model UN program with high school students.</p>	<p>Implement new master schedule.</p> <p>Continue to develop advisory curriculum based on work with school culture consultant and implement daily program in grades 7/8.</p> <p>Provide ongoing guidance and support re: advisory facilitation.</p> <p>Establish regular meetings with student council officers and administration.</p> <p>Create programming for regular school meetings and assemblies led by students.</p> <p>Encourage growth and investment in school governance through advisory relationships.</p> <p>Established a student Civil Rights Team</p> <p>8 Staff members participating in Stand Up Speak Up Training of Trainers with school climate consultant</p>	<p>Implement all-school meetings and themed assemblies in yearly schedule.</p> <p>Continue administrative and guidance support for advisory programming.</p> <p>Refine current advisory programming.</p> <p>Explore cross-grade opportunities for student collaboration/engagement.</p> <p>Maintain Civil Rights Team’s work</p> <p>Increasing numbers of students in leadership roles.</p> <p>Stand Up Speak Up Trainers conduct training sessions with students</p>	<p>Students take over planning of assembly program.</p> <p>Enrich advisory programming. Implement cross-grade collaborative student activities.</p> <p>Review impact of “new” schedule on climate, student performance, and professional development.</p> <p>Maintain previously established opportunities for students.</p>	<p>Students lead school meetings and assemblies.</p> <p>Assess quality and effectiveness of advisory.</p> <p>Students feel connected and engaged with adults by increased percentage based on student engagement survey baseline data.</p> <p>Students integrated into the leadership structure of CEMS.</p> <p>Students fully participate in school governance.</p> <p>Student engagement survey shows increases from baseline data.</p>

<p><b>CEHS</b></p>	<p>Plan work stemming from school culture consultant project on school climate.</p>	<p>Implement plan to improve school climate. school culture consultant training with students and teachers.</p> <ul style="list-style-type: none"> <li>• Wessler training for staff in 1/15</li> </ul> <p>Expand social work support for High School students</p> <ul style="list-style-type: none"> <li>• 2.0 social workers at hs</li> </ul> <p>Implement advisory program</p> <ul style="list-style-type: none"> <li>• Every hs student in grade-level advisory group of 8-12 students; same groups together for achievement period</li> </ul>	<p>In-house trained trainers continue student training for student group based on school culture and climate work</p> <p><i>Jan. 2016:</i> first round of training with students by our own trained staff/teachers is complete</p> <p>Review and assess advisory model</p>	<p>Year 2 of in-house trained trainers continue student training for student group based on school culture and climate work</p> <p><i>Jan. 2017:</i> second round of training with students by our own trained teachers/staff is complete</p> <p><i>June 2017:</i> Report to Board on year's work</p>	<p>Year 3 of in-house trained trainers continue student training for student group based on school culture and climate work</p> <p><i>Jan. 2018:</i> third round of training with students by our own trained teachers/ staff is complete</p> <p><i>June 2018:</i> Report to Board on year's work</p>
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**GOAL 3: Increase student engagement in learning and teacher engagement in instruction.**

**Objective 3 A: Provide a variety of options for students to become college and career ready.**

**Objective 3 B: Provide a variety of options for teachers to grow professionally that are connected to individual and district goals.**

**Initiative 1: Increase the district’s flexibility to transform the educational experience for students by becoming an innovative School District.**

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
<b>DISTRICT</b>	Develop an Innovative Schools plan to the ME DOE. (Moved to the 2014-15 school year)	Continue development of Innovative Schools plan for submission to the ME DOE, implementing upon approval. (Innovation team formed Fall 2014).	Implement Innovative Schools plan when approved.	Integrate Innovative Schools Plan with NEASC	Revisit Innovative Schools Plan in preparation for development of new strategic plan

**Initiative 2: Strengthen community connections by developing and sustaining partnerships with local individuals businesses, and organizations to reinforce the learning of 21<sup>st</sup> century skills in and outside of the classroom.**

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
<b>DISTRICT</b>	<p>Superintendent continues to work with the Chamber of Commerce.</p> <p>Continue collaboration with local groups including CEEF, school parent associations, HOPE, CELT, Thomas Memorial Library, etc.</p> <p>K-12 Robotics Coordinator builds relationships with local engineering firms and works with classroom teachers to integrate STEM skills in the classroom.</p> <p>Cape Celebrates Literacy/AuthorFest events in collaboration with TML and local partners</p>	<p>Begin development of outdoor science curriculum units (CELT grant funded and in collaboration with the Audubon Society) for grades 1-8 to increase student engagement.</p> <p>Develop technology skills checklist for students K-8 aligned with ISTE standards to ensure all students meet proficiency by the end of grade 8. (Work begun as crosswalk with LITS in spring 2014; ongoing and needs to be revisited)</p> <p>Increase access to instructional opportunities beyond the district and/or school day for students (online, USM, UNE, SMCC, etc.).</p> <p>Explore options to increase the number of entry points to the robotics program for</p>	<p>Adopt and implement technology skills checklist.</p> <p>Continue to explore alternative pathways for students to demonstrate proficiency in core subjects.</p> <p>Increase access to instructional opportunities beyond the district and/or school day for students (online, USM, UNE, SMCC, etc.).</p> <ul style="list-style-type: none"> <li>Expand volunteer coordinator role to include internships and extended learning opportunities support</li> </ul> <p>Continue to build relationships</p>	<p>Continue to explore alternative pathways for students to demonstrate proficiency in core subjects.</p> <p>Increase access to instructional opportunities beyond the district and/or school day for students (online, USM, UNE, SMCC, etc.).</p> <p>Continue to build relationships with area foundations and businesses to enrich the curricula for students.</p>	<p>Continue to explore alternative pathways for students to demonstrate proficiency in core subjects.</p> <p>Increase access to instructional opportunities beyond the district and/or school day for students (online, USM, UNE, SMCC, etc.).</p> <p>Continue to build relationships with area foundations and businesses to enrich the curricula for students.</p>

		<p>expanded access by students.</p> <p>Continue to build relationships with area foundations and businesses to enrich the curricula for students.</p> <p>District Literacy committee partnerships within the community.</p> <ul style="list-style-type: none"> <li>• Cape Celebrates Literacy/AuthorFest events in collaboration with TML and local partners</li> </ul> <p>Partner with South Portland to share resources around science and technology for students (Tufts Medical education program through Maine Med., etc.)</p>	<p>with area foundations and businesses to enrich the curricula for students.</p>		
<b>PCES</b>	<p>Continue partnership with CELT on local ecology and sustainability education through seasonal field trips to Robinson Woods, Great pond, Winter Walks, and Chewonki Outreach Programs.</p>	<p>Partner with the Cape Elizabeth 250<sup>th</sup> Anniversary Committee and the CE Historical Preservation Society to develop digital archives of local history and contemporary narratives created by students using iOS devices. –</p> <ul style="list-style-type: none"> <li>• Joint CEEF &amp; PCPA grant funding artists-in-residence to create historical Cape mural for grade 3 as a permanent art installation and have 4<sup>th</sup> graders perform physical theater – residencies in April and May 2015 with unveiling and performances in May 2015</li> <li>• K – creating large paper mache 250<sup>th</sup> Birthday Cake with art teacher and K teachers in February 2015</li> <li>• 1<sup>st</sup> – CEEF grant funding artist-in-residence and marine educator for project-based learning on lighthouse history &amp; natural marine resources – unveiling of projects end of May 2015</li> <li>• 2<sup>nd</sup> – working with John Holdridge to write poetry about Cape Elizabeth landmarks, people and history in spring 2015</li> </ul> <p>Partner with the Ft. Williams Foundation to</p>	<p>Continue strengthening partnerships with all aforementioned community organizations and individuals.</p> <p>Consult with 250<sup>th</sup> Anniversary Committee and Cape Elizabeth Historical Preservation Society for additional school involvement</p> <p>Consult with Ft. Williams Children’s Garden Committee on future student projects as Children’s Garden evolves.</p> <p>Continue partnership and explore potential new projects.</p> <p>Continue partnership and explore students’ involvement with learning about and celebration of the library’s renovation</p>		

		<p>play an integral part in the development of the Ft. Williams' Children's Garden.</p> <ul style="list-style-type: none"> <li>• Kelly Hasson is a member of committee</li> <li>• Fall "lasagna" event to prepare wildflower meadow and plans to involve students in plantings for wildflower meadow in spring</li> </ul> <p>Continue partnership with CELT on local ecology and sustainability education.</p> <ul style="list-style-type: none"> <li>• On-going – Robinson Woods field trips to compare seasonal changes, Great Pond field trips, Chewonki programs etc.</li> </ul> <p>Continue partnership with Thomas Memorial Library.</p> <ul style="list-style-type: none"> <li>• Some teachers visit periodically with classes;</li> </ul> <p>Continue partnerships with CEHS mentors and community volunteers</p>	Ongoing – review any new needs		
<b>CEMS</b>	<p>Coordination of efforts in outdoor science education with Cape Elizabeth Land Trust.</p> <p>Continue MS Career Fair</p>	<p>Continue Land Trust partnership and science programming</p> <p>Proposal to CEEF and District for establishment of a Maker Space, awarded a CEEF grant and have district support</p> <p>Convene Maker Space team of staff and/or students to plan and design Maker Space</p> <p>Continue MS Career Fair</p>	<p>Continue Land Trust partnership and science programming</p> <p>Enhance proposed Maker Space lay out and materials</p> <p>Continue MS Career Fair</p>		
<b>CEHS</b>	<p>Create a mission statement that reflects prioritized cross-cutting skills drawn from the Guiding Principles.</p> <p>Summer working group organized to plan first phase of cross-disciplinary portfolio based on prioritized skill areas in mission.</p>	<p>Pilot first phase portfolio interdisciplinary work tied to Guiding Principles and mission statement.</p> <p>Implement one portion of portfolio for students in grade 9 using portfolio tool including preparation and sharing of reflection on growth as a learner and setting goals for subsequent year.</p>	<p>Complete implementation of digital portfolio of work tied to priority Guiding Principles in mission statement</p> <p><i>Jan 2016:</i> system is implemented for all 9<sup>th</sup> and 10<sup>th</sup> grade students</p>	<p>Year 2 of Portfolio Reflection event</p> <p><i>Jan 2017:</i> Complete implementation for all students in grades 9, 10, and 11</p> <p><i>June 2017:</i> 2<sup>nd</sup> year of reflective event based on portfolio for all 10<sup>th</sup> graders</p>	<p>Year 3 of Portfolio Reflection event</p> <p><i>Jan 2018:</i> Complete implementation for all CEHS students</p> <p><i>June 2018:</i> 3<sup>rd</sup> year of sophomore reflection event; 1<sup>st</sup> year for comparable senior event</p>

		<ul style="list-style-type: none"> <li>Beginning 2<sup>nd</sup> semester, cross-disciplinary group of teachers gather to move toward a school-wide rubric for writing that will move us toward a process of gathering a portfolio of student writing</li> </ul> <p>NEASC self-study year.</p> <p>Explore job shadow/internship possibilities and develop plans for pilot year.</p> <ul style="list-style-type: none"> <li>Pilot internship opportunities</li> <li>Sophomores attend South Portland /Chamber of Commerce career fair</li> </ul>	<p><i>June 2016</i>: Reflective event based on portfolio for 10<sup>th</sup> graders</p> <p>NEASC visit (Accreditation visit of 12-member team for three days in fall 2015).</p> <p>Implement pilot job shadow/internship program</p> <p><i>Jan 2016</i>: First students are placed in job shadow/internship program</p> <p><i>June 2016</i>: Report to Board on successes, challenges, and solutions in connection with job shadow/ internship program</p>	<p>Year 2 Job Shadow/Internship program</p> <p><i>Jan 2017</i>: Expanded program based on results and resources</p> <p><i>June 2017</i>: Report to Board on progress of first year of full-scale implementation</p>	<p>Year 3 Job Shadow/Internship program</p> <p><i>Jan 2018</i>: Expanded program based on results and resources</p> <p><i>June 2018</i>: Report to Board on progress of second year of full-scale implementation</p>
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**Initiative 3: Provide staff with relevant and engaging professional development (PD) aligned with district goals to improve student educational experiences.**

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
<b>DISTRICT</b>	<p>Building-level and district surveys taken on pd needs.</p> <p>Use data from staff surveys to inform professional development offerings.</p> <p>Develop a district-wide professional calendar and cycle based on staff input via surveys and requests.</p>	<p>Explore collaborative offerings of pd with other districts regionally to leverage expanded opportunities for teachers.</p> <p>Make available information about national, regional, local, and online pd for teachers and staff.</p> <p>Add digital solution for PD and certification to the 15-16 budget (No cost option may be available; time for training needed)</p> <p>Develop induction program—in addition to mentoring program—for new teachers.</p> <p>Create videos of annual trainings for staff review (Safety, health, certification, etc.) to streamline the training process.</p>	<p>Purchase digital solution for the professional development and recertification processes to make resources more accessible to staff.</p> <p>Create a video training series for district substitutes.</p> <p>Use data from staff surveys to inform professional development offerings.</p>	<p>Use data from staff surveys to inform professional development offerings.</p> <p>Sustain PLC work creating and refining units of instruction and common assessments</p>	<p>Use data from staff surveys to inform professional development offerings.</p>

		<p>Use data from staff surveys to inform professional development offerings.</p> <ul style="list-style-type: none"> <li>November workshops customized based on teacher input and included technology, DI, assessment, etc.</li> </ul> <p>Implement training for substitutes</p>			
<b>PCES</b>	<p>Provide opportunities for reciprocal classroom peer observations to expand collaboration and professional growth.</p> <p>Staff attend technology conference (i.e. ACTEM, and Leveraging Learning iPad Conference).</p> <p>Establish monthly expectation for teams to analyze data and discuss student needs to enhance peer collaboration.</p> <p>Plan ahead for fall professional book groups through staff recommendations and professional book previews.</p> <p>Gather baseline information on K-4 technology use through staff survey.</p> <p>Provide peer-to-peer professional development opportunities on the instructional use of iPads.</p>	<p>Establish expectation of a system of peer observations to promote collegial discussions and enhance professional practice.</p> <ul style="list-style-type: none"> <li>Has started on an individual basis</li> <li>Plan is to have more teacher input and move to next year to establish a system.</li> </ul> <p>Provide professional conditions for staff to collaborate across disciplines for differentiated instruction and innovative teaching and learning opportunities through UbD and Project-Based Learning.</p> <ul style="list-style-type: none"> <li>Teachers have common planning time</li> <li>Devote significant part of summer 2015 PD for UbD and PBL</li> </ul> <p>Further strengthen practice of teams to set goals based on student data analysis to inform instruction and implement strategic interventions.</p> <ul style="list-style-type: none"> <li>Ready to set goals for 2015-2016; determine use of various models including SMART goals</li> </ul> <p>Schedule ongoing professional book groups.</p> <ul style="list-style-type: none"> <li>Variety of titles, chapters and articles being read to focus discussions and improve practice</li> </ul> <p>Additional staff attend technology conferences (i.e. ACTEM, and Leveraging</p>	<p>Survey staff to determine team and individual professional development needs.</p> <p>Assess and analyze the success of years one and two to further refine and develop peer collaboration and professional growth systems.</p> <p>Have staff set annual improvement goals based on surveys, data and identified needs.</p> <p>Identify quality professional learning opportunities through conferences and workshops and provide opportunities for staff attendees to share their learning.</p> <p>Continue staff feedback loops on their practices, relevancy of their professional development for continued improvement of practices and student outcomes</p> <p>Staff will review various PD titles and target those most relevant for book groups in their specific grade levels</p>	<p>Survey staff to determine team and Individual professional development needs;</p> <p>Assess and analyze the success of year three to further refine and develop peer collaboration and professional growth systems;</p> <p>Have staff set annual improvement goals based on surveys, data and identified needs;</p> <p>Identify quality professional learning opportunities through conferences and workshops, and provide opportunities for staff attendees to share their learning.</p>	<p>Survey staff to determine team and individual professional development needs;</p> <p>Assess and analyze the success of year four to further refine and develop peer collaboration and professional growth systems;</p> <p>Have staff set annual improvement goals based on surveys, data and identified needs;</p> <p>Identify quality professional learning opportunities through conferences and workshops, and provide opportunities for staff attendees to share their learning.</p>

		<p>Learning iPad Conference).</p> <ul style="list-style-type: none"> <li>Several staff attended</li> </ul> <p>Continue providing ongoing professional development in education technology to align with CCSS.</p> <ul style="list-style-type: none"> <li>“Tech Tuesdays”</li> <li>App developer presented to staff</li> <li>November PD days offered breakout session workshops</li> </ul> <p>Establish feedback loops with staff on their practices, as well as the relevancy of ongoing professional development and its impact on their instructional approaches and student outcomes.</p> <p>Individual goal setting with all professional staff, brief informal observations and walkthroughs with prompt written and/or oral feedback</p>	<p>and/or professional practice got 2015-2016</p> <p>Continue recruiting staff who have never attended technology conferences</p> <p>Continue “Tech Tuesdays” and encourage other staff to share innovative technology integration</p> <p>Continue and strengthen what was implemented in 2014-2015</p>		
<b>CEMS</b>	<p>iPad and STEM training opportunities provided.</p> <p>Provide professional development for implementation of RTI.</p> <p>Grade 5 teachers work with consultant in preparation for Units of Study.</p> <p>Establish professional norms of collaboration.</p> <p>Build teaching teams to maximize collaboration and PLC CPT work.</p> <p>Develop a master schedule to include adequate team/PLC CPT meeting time. Assess current uses and practices during common planning/PLC CPT time.</p>	<p>Revisit and recommit to norms of collaboration.</p> <p>Sustain teaching teams to develop high levels of collaborative practice.</p> <p>Establish commitment to regularly scheduled CPT meetings</p> <p>Continued support to CPT Teams, sustain coaching roles and resources to enhance instructional practice and curriculum work</p> <p>Five staff members attend Executive Functions Training session in March to share learning with staff</p>	<p>Sustain commitment to Norms of Collaboration.</p> <p>Sustain consistent teaching teams when possible.</p> <p>Maintain teacher-led CPT work inclusive of developing common assessments and looking at student work.</p>	<p>Sustain commitment to Norms of Collaboration.</p> <p>Sustain consistent teaching teams when possible.</p> <p>Sustain CPT work creating and refining units of instruction and common assessments.</p> <p>Increasing levels of collaboration and effectiveness of work teams observation and quality of curriculum and demonstrated knowledge of students’ strengths and needs.</p>	<p>Modify Norms as needed based on teacher engagement/collaboration survey results.</p> <p>Assess team effectiveness as 5-year cycle-Team self-assessment results.</p> <p>Staff members are more connected to each other.</p>

<b>CEHS</b>	PLC work on standards-based grading and proficiency-based diplomas.	Continued PLC work on standards-based grading and proficiency-based diplomas.			
<b>Initiative 4: Develop and implement a new district-wide plan for teacher and administrator evaluation providing for timely feedback.</b>					
	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>
<b>DISTRICT</b>	<p>Committee meets to develop pilot plan for admin and teachers; School board approval; state approval by June 2015,</p> <p>District-wide evaluation system developed with emphasis on instructional improvement.</p>	<p>Continued work of committee to develop teacher and principal evaluation plan to be submitted to DOE by June 2015</p> <ul style="list-style-type: none"> <li>• Training with Kim Marshall (Feb. 2015);</li> <li>• Evaluation sub-committees working to provide information for overall committee</li> <li>• Submit plan for state approval by June 2015</li> </ul>	Pilot evaluation plan.	<p>Implement evaluation plan with focus on improving professional practice for all teachers and administrators.</p> <p>Review and assessment of evaluation plan by the Evaluation Steering Committee.</p>	.Review and assessment of evaluation plan by the Evaluation Steering Committee.
<b>Initiative 5: Provide the technological tools and training for our students to be responsible and productive digital citizens.</b>					
	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>
<b>DISTRICT</b>	<p>The Library Instructional Technology Support (LITS) staff and Technology Integrator will work with the Director of Instruction to better align technology curricula and integration opportunities across the district.</p> <p>For 2013-2014, a .2 teacher will provide access to the district's co-curricular robotics curriculum through the regular elementary curriculum on a pilot basis and continue to build support for the program with the local community.</p> <p>By June 2014 upgrade the helpdesk protocols for the Tech department – decrease response time and increase</p>	<p>Support instructional staff and LITS with professional development opportunities including Cape Academy in summer 2014.</p> <ul style="list-style-type: none"> <li>• Offerings in June and August 2014, November workshops, and ongoing Tech Tuesdays at PCES</li> </ul> <p>Continue .2 teacher to provide access to the district's co-curricular robotics curriculum through the regular elementary curriculum basis and continue to build support for the program with the local community.</p> <p>Explore options to increase the number of entry points to the robotics program for expanded access by students.</p> <ul style="list-style-type: none"> <li>• Limited production of VEX kits is curtailing expansion at lower grades at this time</li> </ul>	<p>Continue to provide training for teachers to support their work with students using technology.</p> <p>Aligned LITS curricula are implemented in classrooms to augment the instruction students receive in conducting research and use of media and digital tools.</p> <p>Expand robotics program – available for elective credit at high school--as resources are available.</p> <p>Gather data on K-12 technology use through staff</p>	<p>Gather data on K-12 technology use through staff survey for professional development planning and E-rate compliance.</p> <p>Aligned LITS curricula are implemented in classrooms to augment the instruction students receive in conducting research and use of media and digital tools.</p>	<p>Gather data on K-12 technology use through staff survey for professional development planning and E-rate compliance.</p> <p>Aligned LITS curricula are implemented in classrooms to augment the instruction students receive in conducting research and use of media and digital tools.</p>

	<p>access as measured by number of open tickets and time in queue.</p> <p>Gather data on K-12 technology use through staff survey for professional development planning and E-rate compliance.</p>	<p>Aligned LITS curricula are implemented in classrooms to augment the instruction students receive in conducting research and use of media and digital tools. (in process, but not yet complete)</p> <p>By August 2015 inventories of all instructional technologies will be completed with gaps and needs noted.</p> <p>Include additional LITS in 15-16 budget cycle</p>	<p>survey for professional development planning and E-rate compliance.</p> <p>Update district technology plan. (moved from 2014-15)</p>		
<b>PCES</b>	<p>2013-2014 and forward a technology teacher/integrator will provide technology assistance and instructional integration.</p> <p>Increase number of IOS devices and computers across K-4 classrooms. Increase technology integration across the curriculum to support student learning.</p> <p>Introduce educational media opportunities.</p> <p>Provide parent information presentation on the use of technology and safe, responsible digital citizenship.</p> <p>Provide information and instruction to K-4 students about responsible digital citizenship and the elements of an appropriate and safe digital footprint.</p>	<p>Increase number of IOS devices for K-4. Increase technology integration across the curriculum to support student learning.</p> <ul style="list-style-type: none"> <li>Current minimum of six iPads per class</li> </ul> <p>Provide parent information presentation on Pond Cove's evolving use of educational technology and continued safe, responsible digital citizenship.</p> <ul style="list-style-type: none"> <li>"Coder Express" and "Google Apps for Education" family evening events; more family events planned for remainder of school year</li> </ul> <p>Create Pond Cove Technology Committee that includes a cross-section of stakeholders.</p> <ul style="list-style-type: none"> <li>form Technology Committee for spring 2015</li> </ul> <p>Embed professional opportunities for staff to showcase their use of technology within their respective grade levels and across disciplines.</p> <ul style="list-style-type: none"> <li>Faculty meeting allocated for celebration in spring 2015; plan to hold annually</li> </ul>	<p>Continue to build capacity across all staff to increase purposeful use of technology to support learning and individualize instruction.</p> <p>Continue to provide family technology events where students teach their parents and guardians new learning and uses of devices as tools for learning</p> <p>Continue to provide parent technology information sessions.</p> <p>Strengthen technology integration across all content areas to meet the CCSS.</p> <p>Continue reviewing and reinforcing responsible digital citizenship and the elements of an appropriate and safe digital footprint.</p>	<p>All staff will be expected to show evidence of regular, purposeful use of technology integrated across all curriculum areas;</p> <p>K-4 students demonstrate facility, comfort and competence with the regular use of technology in their learning.</p>	<p>Pond Cove will demonstrate strong evidence of meeting the National Education Technology Standards (<a href="http://www.iste.org">www.iste.org</a>) that include: Creativity &amp; Innovation, Communication &amp; Collaboration, Research &amp; Information Fluency, Critical Thinking, Problem Solving, &amp; Decision Making, Digital Citizenship and Technology Operations &amp; Concepts</p>



<p><b>CEMS</b></p>	<p>2013-2014 and forward Library Instructional Technology Support (LITS) positions will provide technology assistance and instructional integration at the middle and high school levels.</p> <p>Deploy iPads for grades 7 &amp; 8. Support teachers in the deployment with professional development offerings through ACTEM and MLTI, as well as in-house support from the LITS staff.</p> <p>Provide information and instruction to 5-8 students about responsible digital citizenship and the elements of an appropriate and safe digital footprint.</p>	<p>Library &amp; Instructional Technology Specialist (LITS) positions continue to provide technology assistance and instructional integration at the middle school.</p> <p>Continue to provide information and instruction to students in grades 5-8 about responsible digital citizenship and the elements of an appropriate and safe digital footprint.</p> <p>Continued collaboration with MSPA and local agencies to provide parent training and awareness sessions</p>	<p>Library &amp; Instructional Technology Specialist (LITS) positions continue to provide technology assistance and instructional integration at the middle school.</p> <p>Continue to provide information and instruction to students in grades 5-8 about responsible digital citizenship and the elements of an appropriate and safe digital footprint.</p>	<p>Library &amp; Instructional Technology Specialist (LITS) positions continue to provide technology assistance and instructional integration at the middle school.</p> <p>Continue to provide information and instruction to students in grades 5-8 about responsible digital citizenship and the elements of an appropriate and safe digital footprint.</p>	<p>Library &amp; Instructional Technology Specialist (LITS) positions continue to provide technology assistance and instructional integration at the middle school.</p> <p>Continue to provide information and instruction to students in grades 5-8 about responsible digital citizenship and the elements of an appropriate and safe digital footprint.</p>
<p><b>CEHS</b></p>	<p>2013-2014 and forward, Library Instructional Technology Support (LITS) positions will provide technology assistance and instructional integration at the middle and high school levels.</p>	<p>Replace iPads for students in grades 9 &amp; 10 and implement e-backpack for improved device management.</p> <ul style="list-style-type: none"> <li>• iPads replaced</li> <li>• have begun training teachers in the use of eBackpack</li> </ul>	<p>Continue i-pad replacement cycle</p>		