

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 21st 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
DISTRICT	<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"> PowerSchool U UVA Summer Institute on Academic Diversity ME DOE work on Proficiency-Based Diplomas <p>Begin professional development for district teachers in shifts to standards-based grading and reporting.</p> <ul style="list-style-type: none"> Grading committee CEHS 2013-14 <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"> Sept. 2013-March 2014 <p>Data Facilitator works with HS</p>	<p>Continue professional development for district teachers in shifts to standards-based grading and reporting.</p> <ul style="list-style-type: none"> Standards-based grading workshops Nov. 2014; Grade level discussions ongoing; 15 Fixes for Broken Grades available for faculty reading) <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"> DOE has not continued work on the proficiency-based assessments with districts <p>Limited pilot of Standards-based reporting in place at the HS by September 2014.</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>Pilots of standards-based grading tools taking place at all levels on volunteer basis. Survey data to the board on efficacy and implementation by June 2016.</p> <p><u>Selection of portfolio tool for reporting and archiving</u></p>	<p>Standards based reporting for middle school in place for September 2016.</p> <p>Full district pilot of standards-based reporting 2016-17. Math standards for grades 7 and 8 captured for P-B Diploma.</p> <p><u>Conducting Technology PD for staff for reporting and archiving student's ePortfolio</u></p>	<p>Full district reporting using standards based grading and measurements.</p> <p>Grades 7, 8, and 9 use standards based reporting for PB Diploma; all others on track to begin by Fall 2018.</p> <p><u>Standards-based reporting for "4 core areas" grades 9; math grade 8 and Algebra/Geometry</u></p>

	<p>principal and Director of Instruction to develop reporting model for round on of Proficiency-Based Diploma (PBD) work. Still working on solution (1/2015)</p> <p>Request PBD extension from ME DOE— Extension requested and granted. (7/2014)</p>				
<p>PCES</p>	<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"> Narrative and informational literature complete Opinion to be done summer 2016 <p>Develop student interest inventory to identify student’s interests and passions</p>	<p>Begin alignment of student progress reports with CCSS.</p> <ul style="list-style-type: none"> Moved to summer 2015 with full alignment by June 2016 <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; [not consistently done]</p> <p>Pilot K-4 student growth targets using SMART Goals;</p> <p>Implement pre-assessments in math to inform instruction</p> <p>Administer post-assessments in math using Open Response and Cumulative assessments for grades 1-4, and analyze results compared to pre-assessment data;</p>	<p>Assess student outcomes as measured against their respective growth targets using pre- and post-assessments and other measures identified according to respective grade levels ;</p> <p><u>Analyze two-year cohort data for writing in grade 1;</u></p> <p>Analyze three-year cohort data for writing in grade 2;</p> <p>Analyze four-year cohort data for writing in grades 3 and 4.</p> <p><u>Establish K-4 student growth targets using SMART Goals;</u></p> <p>Evaluate effectiveness of <u>all math and writing curricula and its</u> alignment to the CCSS;</p> <p>Review success, benefits and any improvements needed of cross-school PLC’s for K-4 math instruction;</p> <p><u>Fully align student progress reports for reading, writing and math with CCSS;</u></p>	<p>Assess student outcomes as measured against their respective growth targets:</p> <p><u>Analyze two-year cohort data for writing in grade 1;</u></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> <p><u>Continue utilizing student interest inventories to identify students’ interests and passions at start of school year.</u></p> <p><u>Evaluate effectiveness of math, reading and writing curricula and their alignment to the CCSS;</u></p> <p><u>Review success, benefits and any improvements needed of cross-school PLC’s for K-4 math instruction;</u></p> <p><u>Review student progress reports for all curricula with</u></p>

			<p>Compare assessment data across various measures including STAR, DRA's, Observation Surveys, Math assessments, etc.</p> <p>Analyze three-year cohort data for grades 2 – 4 for writing;</p> <p>Fully align student progress reports for math with CCSS;</p> <p>Provide PD from Western Michigan Professor Gina Kling on Fact Fluency in January <u>March</u> 2016;</p> <p>Establish cross-school PLCs on K-4 math instruction with Cumberland and Falmouth school districts (<u>shared PD day with Gina Kling (see above)</u>)</p> <p>Consult with professors, program developers and consultants at Chicago Elementary Mathematics and Science Education (CEMSE) at the University of Chicago as needed</p> <p>Implement student interest inventories to identify students' interests and passions. <u>- not consistently done</u></p>	<p><u>Strengthen teaching strategies with respect to K-4 grade level content nonnegotiables through PD with Professor Mahesh Sharma</u></p> <p><u>Consult with professors, program developers and consultants at Chicago Elementary Mathematics and Science Education (CEMSE) at the University of Chicago as needed</u></p> <p><u>Consult with Professor Gina Kling from Western Michigan University on K-4 Fact Fluency</u></p> <p><u>Implement student interest inventories to identify students' interests and passions at start of school year.</u></p>	<p><u>CCSS and refine as necessary:</u></p> <p><u>Continue consultation with higher education as needed for refining teaching strategies to strengthen student outcomes</u></p>
CEMS	By June 2014 teachers in grade 5-8 will receive release/PD time to do crosswalk standards in foundation for	Examine grading and reporting practices/documents.	Volunteer teachers piloting standards-based reporting	Implement Teachers Pilot standards-based reporting	All students achieve growth and performance goals.

	Proficiency-Based Diplomas.	Continue an ongoing cycle of standards-based curriculum development and review	<p><u>tools in Grades 5–8.</u></p> <p><u>Review Maine’s Guiding Principles and identify key MS habits of work, heart, and mind for collection of information for grading and reporting (move to next year)</u></p> <p><u>Identify CCSS Priority standards for mathematics, realign course sequence with consultant support, and aligning</u> content standards and common assessments across math courses between MS and HS</p> <p><u>Summer 2016 PD sessions in math for continued work on identification of non-negotiable skills and explore effective proficiency-based teaching practices in mathematics.</u></p> <p><u>Survey parents and students receiving standards-based feedback</u></p> <p>Continued an ongoing cycle of standards-based curriculum development and review during common planning times <u>in all content areas.</u></p>	<p><u>grades 5–8</u></p> <p>Continue an ongoing cycle of standards-based curriculum development and review during common planning times <u>in all content areas.</u></p> <p><u>Review Maine’s Guiding Principles and identify key MS habits of work, heart, and mind for collection of information for grading and reporting</u></p> <p><u>Continue identification and assessment of MS habits of work, heart, and mind for grading and reporting student progress</u></p> <p>Continue to assess and refine math standards alignment between MS and HS for common courses, <u>sequencing, and</u> for consistent grading and reporting practices</p>	<p>Review growth on local and standardized assessment systems</p> <p>Review standards-based reporting <u>tools and practices</u> grades 5-8</p> <p>Continue an ongoing cycle of standards-based curriculum development and review during common planning times <u>in all content areas</u></p>
CEHS	<p>Reporting and proficiency-based diploma system beginning with Class of 2018.</p> <ul style="list-style-type: none"> Grading committee CEHS 2013-14 	<p>Limited pilot of standard-based grading practices at CEHS</p> <ul style="list-style-type: none"> World Language grades based on summative assessments only 	<p>Research updated ability of PowerSchool to handle hybrid traditional and standards-based grade in manageable</p>	<p>Year 1 of implementing standards-based assessment and reporting for all teachers pilot reporting used standards</p>	<p>Year 2 1 of implementing standards-based assessment and reporting for 9th grade students</p>

<p>studies O'Connor's <i>A Repair Kit for Grading</i></p> <ul style="list-style-type: none"> • Presentation to HS faculty Spring '14 <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.</p> <p>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>	<ul style="list-style-type: none"> • Reduced weight given to homework and formative assessments in many classes <p>Working with technology staff on reporting solution for standard-based grading.</p>	<p>way; report to Board on what we find.</p> <p>Year 1 of implementing standards-based reporting that will include separate report on academic behavior component for all teachers and piloting for a small group of teachers using academic standards-based grading re summative assessments.</p> <p><i>June 2016: First year is complete, report to Board, including input from survey of both students and parents</i></p>	<p>based concepts;</p> <p>Year 2 of implementing standards-based grading and reporting that will include separate report on academic behavior component.</p> <p><i>June 2017: Second year is complete, report to Board, including input from survey of both students and parents</i></p>	<p>Year 3 of implementing standards-based reporting that will include separate report on academic behavior component</p> <p><i>June 2018: Third year is complete, report to Board, including input from survey of both students and parents</i></p>
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Initiative 2: Align RTI-Student Support Team/Intervention Team processes and practices K-12.

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
DISTRICT	<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"> • Workshops September 2013 and March 2014 	<p>Provide training for use of universal screeners.</p> <ul style="list-style-type: none"> • Implementation of STAR in Sept. 2014 • Universal screening k-8; targeted 9-12 <p>RTI team Student Support Team (SST) refines process of using student data to</p>	<p>District-wide data tables implemented to standardize student information available to educators. Move to 2016-17</p> <p>Implement targeted instructional practices to meet</p>	<p>Implement targeted instructional practices to meet student needs.</p> <p>Exploring data analytics modules newly available as part of the PowerSchool</p>	<p>Review RTI procedures and refine protocols.</p>

	<p>District provides resource materials to each RTI team. Pilot universal screeners in grades 1-12.</p> <ul style="list-style-type: none"> STAR and AimsWeb piloted in spring 2014. <p>Review school-based recommendations and select universal screening tool for purchase in 2014-2015.</p> <ul style="list-style-type: none"> Complete June 2014—STAR selected <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"> Ongoing 	<p>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>student needs.</p> <p>Continue to add intervention options to meet the diverse needs of struggling learners.</p>	<p>update for data tables.</p> <p>Continue to add intervention options to meet the diverse needs of struggling learners.</p>	
PCES	<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 student needs.</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"> Universal screener implemented Review of assessments used in data analysis for RTI to be completed by June 2015 <p>Realign SST process to focus on data to support student needs through Rtl.</p> <ul style="list-style-type: none"> Review baseline and mid-year student data Realign interventions based on student needs. <p>Implement explicit, systematic approach for providing student interventions and enrichment through strategic scheduling that provide extended instructional blocks</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>Refine 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</p>	<p><u>Continue systematic approaches for providing student interventions through the SST process and providing appropriate enrichment through GT consultation, instructional literacy coach and grade level teams;</u></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 appropriate differentiation in meeting student needs.</p> <p><u>Implement systematic reciprocal observations of best instructional practices and</u></p>	<p><u>Review and refine systematic approaches for providing student interventions through the SST process and providing appropriate enrichment through GT consultation, instructional literacy coach and grade level teams;</u></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 appropriate differentiation in meeting student needs.</p> <p><u>Continue systematic reciprocal observations of best instructional practices and</u></p>

		<p>and intervention time to enable targeted, flexible grouping</p> <ul style="list-style-type: none"> Increased instructional blocks provided in '14-15 schedule 	<p>meeting student needs.</p> <p>Analyze and review data collected through Smarter Balanced assessments for grades 3 and 4 (from previous year) to compare with other assessment measures currently used.</p> <p>Analyze and review data collected through Smarter Balanced assessments for grades 3 and 4.</p> <ul style="list-style-type: none"> Moved from prior year (baseline) <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>Continue systematic approaches for providing student interventions through the SST process and enrichment through GT consultation;</p> <p>Review baseline and mid-year student data and realign interventions based upon K-4 student needs;</p>	<p><u>provide teachers, specialists and administrators time to debrief on observations.</u></p> <p><u>Review baseline and mid-year student data and realign interventions based upon K-4 student needs.</u></p> <p><u>Implement literacy instructional coaching model to analyze and enhance teacher practice in K-4 literacy instruction</u></p> <p><u>Assess student outcomes as measured against their respective growth targets;</u></p> <p><u>Create database of RTI resources and best practices for teachers and interventionists to access</u></p> <p><u>Analyze cohort data for all grades.</u></p>	<p><u>provide teachers, specialists and administrators time to debrief on observations.</u></p> <p><u>Review baseline and mid-year student data and realign interventions based upon K-4 student needs.</u></p> <p><u>Evaluate effectiveness, modify as needed and continue literacy instructional coaching model to analyze and enhance teacher practice in K-4 literacy instruction</u></p> <p><u>Assess student outcomes as measured against their respective growth targets;</u></p> <p><u>Continue using and building RTI database to strengthen instructional interventions and meet student needs effectively</u></p> <p><u>Analyze cohort data for all grades.</u></p>
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<p>CEMS</p>	<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 with revised documentation system.</p> <p>Use of new enrichment time to claim students for additional support</p> <p>Increase student growth percentiles by established percentage goal.</p> <ul style="list-style-type: none"> Continue administration of January NWEA during the transition to Smarter Balanced to maintain growth indicators <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--SST Team meets weekly--track number of teacher cases, use data to assess student results.</p> <p>SST team members review data and discuss student performance with teachers at common planning time and monitor use of students' Enrichment Blocks</p> <p>Refine SST and RTI model and documentation</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--SST Team meets weekly--track number of teacher cases,-- use data to assess 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>SST team members continue to review data and discuss student performance with teachers at common planning time and monitor use of students' Enrichment Blocks</p>	<p>Monitor and assess effectiveness of SST and RTI--SST Team meets weekly--track number of teacher cases,-- use data to assess 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> <p>SST team members review data and discuss student performance with teachers at common planning time and monitor use of students' Enrichment Blocks</p>
<p>CEHS</p>	<p>Budget for diagnostic assessment tools (Accuplacer)</p> <p>Utilize achievement period to provide targeted assistance to students as needed.</p>	<p>The CEHS Intervention Team has widened our membership to include three classroom teachers, with one Math and one English teacher present for every meeting.</p> <p>Administer universal screener to targeted students and monitor growth in targeted skills.</p> <p>Administer diagnostic Accuplacer for students to determine more specific learning needs.</p> <p>Optimize use of achievement period and</p>	<p>Implement STAR assessment training for all Intervention Team members to increase capacity to gather critical information and respond more fluidly to needs</p> <p>Adopt Intervention Team approach that is more streamlined and data-based and consistent with team approaches at other two schools.</p>	<p>Track progress of students who have been identified for interventions compared to baseline STAR and/or standardized test achievement levels from previous years</p> <p>Define and publish protocol for intervention by teachers and others based on indicators of student difficulty. Implement new protocol</p>	<p>Continue to track progress of students who have been identified for interventions using baseline STAR and/or standardized test achievement levels from last years. Track and report on progress in implementing new intervention protocol.</p>

		achievement center to meet needs of students in need of more time and support.			
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
DISTRICT	<p>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).</p> <ul style="list-style-type: none"> Cohorts 1 and 2 trained; Team of 13 attends UVA Institute in July 2014 <p>Begin identification process for Gifted and Talented program grades 3-8 after receiving approval from DOE</p> <ul style="list-style-type: none"> Approval of program; Identification process to begin Sept. 2014 	<p>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.</p> <p>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.</p> <p>Begin development of outdoor science curriculum units (CELT grant funded <u>and in collaboration with the Audubon Society</u>) for grades 1-8 to increase student engagement.</p> <ul style="list-style-type: none"> (Summer work for grade one team July 2014) <p>By September 2014 special education staff will have received professional learning in 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>	<p>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. <u>Last cohort received only the first two days instruction. Continuation unlikely.</u></p> <p>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. <u>No monies have been set aside for this purpose.</u></p> <p><u>Work with teachers through GT and RTI/coaching process to understand the application of differentiation.</u></p>	<p>Continue training and support of teachers in differentiated instruction for all levels and learners. <u>Targeted as instructional practice in content areas.</u></p> <p>Focus on purpose of instruction, application, and engagement in differentiation.</p>	<p>Continue training and support of new teachers and existing cohorts in differentiated instruction for all levels and learners.</p>
PCES		First Differentiated Instruction (DI) cohorts	Second DI cohort will be	Third DI cohort will be	All staff will be expected to

		<p>will be expected to integrate differentiated instructional practices.</p> <ul style="list-style-type: none"> • Ongoing through individual staff goal setting conferences, formal and informal observations and walkthroughs. <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"> • Attendees shared learning at faculty meetings. • Ongoing conferring with teams and individual staff taking place • Instructional coaching occurring in goal setting, observations and feedback loops. 	<p>expected to integrate differentiated instructional practices such as Understanding by Design and other differentiation models into their instruction.</p> <p>Commit to robust summer PD to understanding of math curriculum expectations aligned to the CCSS across K-4 (summer 2015);</p> <p>Continue analyses of all assessment data to ensure appropriate differentiation in meeting student needs.</p> <p>Increase use of pre-assessments, other formative assessments and post-assessments to ensure appropriate differentiation to meet student needs and measure student growth;</p> <p>Using data walls, identify students who require strategic interventions, those who are meeting expected targets and those who require extended learning opportunities.</p> <p>After analyzing data walls, grade level teams determine how to provide interventions and extended learning opportunities (i.e., cross-class groupings, teachers designated to plan for specific clusters of</p>	<p>expected to integrated differentiated instructional practices such as UbD and other models of differentiation into their instruction</p> <p><u>Continue analyses of all assessment data to ensure appropriate differentiation in meeting student needs.</u></p> <p><u>Continue use of pre-assessments, other formative assessments and post-assessments to ensure appropriate differentiation to meet student needs and measure student growth;</u></p> <p><u>Continue use of data walls to identify students who require strategic interventions, those who are meeting expected targets and those who require extended learning opportunities.</u></p> <p><u>After analyzing data walls, grade level teams increase their repertoire of effective interventions and extended learning opportunities (i.e., cross-class groupings, teachers designated to plan for specific clusters of students, consulting with specialists, including GT teacher, literacy instructional coach, literacy teachers and math teacher);</u></p>	<p>demonstrate competency in differentiated instructional practices to best meet student needs;</p> <p><u>Continue analyses of all assessment data to ensure appropriate differentiation in meeting student needs.</u></p> <p><u>Continue use of pre-assessments, other formative assessments and post-assessments to ensure appropriate differentiation to meet student needs and measure student growth;</u></p> <p><u>Continue use of data walls to identify students who require strategic interventions, those who are meeting expected targets and those who require extended learning opportunities.</u></p> <p><u>After analyzing data walls, grade level teams increase their repertoire of effective interventions and extended learning opportunities (i.e., cross-class groupings, teachers designated to plan for specific clusters of students, consulting with specialists, including GT teacher, literacy instructional coach, literacy teachers and math teacher);</u></p>
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			students, consulting with specialists, including GT teacher, literacy teachers and math teacher);		
CEMS		<p>MS Principal, Assistant Principal, and 2 teachers attended Summer Institute on Academic Diversity at the University of Virginia-presented to staff during opening staff sessions</p> <p>2 Co-taught Grade 5 math classes in place</p> <p>Design/refine lessons and units through UbD process aligned to standards: teachers create two units through structured Common Planning Time (CPT).</p> <p>Continue professional development on differentiated instruction including the Shackelford training sessions</p> <p>Cohort 1 and 2 Shackelford teachers support differentiated instructional practices to Cohort 3 and 4 teachers</p>	<p><u>Remaining cohort received partial training</u> in Differentiated Instruction, with support provided to those previously trained.</p> <p>Increased implementation of differentiated units: teachers create 2 additional units.</p> <p>Continue professional development on differentiated instruction—share evidence of differentiated instructional strategies being implemented <u>in Common Planning Times and during PD time</u></p> <p>Text-based discussions on DI during PD time</p> <p>Differentiated Instructional strategies noted and discussed within piloted educator evaluation system including informing educator goals</p> <p>Support access to and assess student performance in on-line courses</p>	<p>Continue professional development on differentiated instruction and requirements for additional documentation of differentiated units of instruction</p> <p>Differentiated instructional strategies assessed within supervision and evaluation system</p> <p>Continue to seek and support opportunities for on-line courses to meet individual students' needs</p> <p><u>Continue text-based discussion and PD on Differentiated Instruction</u></p>	<p>Increased number of interdisciplinary units.</p> <p>Continue professional development on differentiated instruction and requirements for additional documentation of differentiated units of instruction</p> <p>Differentiated instructional strategies assessed within supervision and evaluation system</p> <p>Expand learning opportunities beyond the classroom including on-line courses</p>

CEHS		Cohorts <u>1</u> and <u>2</u> will be responsible for development and implementation of at least 2 differentiated units.	Cohorts will experiment with implementing differentiation strategies targeted at helping students under the “whys” and the applications of the topics they study.	Cohorts will implement consistent differentiation strategies targeted at helping students under the “whys” and the applications of the topics they study.	Cohorts will continue with differentiation strategies in the classroom.
Initiative 4: Improve access to education to reduce the risk of school failure.					
	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
DISTRICT	Explore options for school breakfast program.	<p>Invite local preschool programs to participate in district-offered trainings and professional development.</p> <p>Implement general education summer school: for grades k-8. <u>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.</u></p> <ul style="list-style-type: none"> • General education summer school for identified k-8 students implemented July 2014 • Integrated option provided for special education students. <p>Explore options for providing financial assistance to qualifying families to enable 4 year olds to attend accredited preschool programs.</p> <p>Begin planning for District preschool option.</p>	<p>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.</p> <p><u>Community Services is no longer under the jurisdiction of the school department, but funding is provided through the Jordan Trust funds to support access to the four-year old program for children whose families meet the financial aid criteria.</u></p> <p>Expand summer school options to include proficiency extension at the HS level; continue general education summer school at other levels</p> <p><u>Summer program coordinated with CS.</u></p> <p><u>Open Doors running for grades k-8; HS offering Pre-Calc ramp-up class.</u></p>	<p>Begin offering four-year-old pre-school services through Community Services.</p> <p>General ed summer school for all levels.</p> <p><u>Coordinate with ADS to provide services for preschool students with disabilities attending preschool at Community Services</u></p>	General ed summer school for all levels

<p>PCES</p>	<p>Pilot full day kindergarten.</p>	<p>Fully implement full day kindergarten for all eligible students.</p> <ul style="list-style-type: none"> Completed <p>Initiate school breakfast program.</p> <ul style="list-style-type: none"> Completed <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. Ongoing analysis through baseline assessments and progress monitoring</p> <p><u>Assess student attendance and behavioral patterns</u></p>	<p>Using student data of vulnerable cohorts, continue strategic interventions and support to accommodate and meet student needs</p> <p><u>Assess student attendance and behavioral patterns</u></p> <p>Assess effectiveness of the above periodically to see when increase of letters sent home <u>is warranted</u> and <u>when contact to</u> outside agencies needs to be made (following district policy).</p>	<p>Compare success of interventions for cohorts to fine-tune focus where needed while still recognizing incoming kindergartners have varying needs, limited data and diverse home environments;</p> <p><u>Assess student attendance and behavioral patterns</u></p> <p><u>Continue to assess effectiveness of the above periodically to see when increase of letters sent home is warranted, a family meeting needs to take place and/or contact to outside agencies needs to be made (following district policy).</u></p>	<p>Compare success of interventions for cohorts to fine-tune focus where needed while still recognizing incoming kindergartners have varying needs, limited data and diverse home environments;</p> <p><u>Assess student attendance patterns</u></p> <p><u>Continue to assess effectiveness of the above periodically to see when increase of letters sent home is warranted, family meeting needs to take place and/or contact to outside agencies needs to be made (following district policy).</u></p>
<p>CEMS</p>		<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>Assess and refine transition practices 4-5 and 8-9. (moved from Goal one, initiative 2)</p> <p>Established new enrichment block and claiming system to support students' needs</p> <p>Intervene to remedy problematic attendance patterns and monitor student progress and identify at-risk students to provide support through enrichment block</p>	<p>Assess and Refine advisory programming</p> <p>Assess and refine enrichment block system</p> <p>Continue attendance and at-risk student monitoring and interventions</p> <p>SST Team continues weekly data review and monitoring of struggling students' progress</p>	<p>Refine advisory programming</p> <p>Assess and refine enrichment block system</p> <p>Continue attendance and at-risk student monitoring and interventions</p> <p>SST Team continues weekly data review and monitoring of struggling students' progress</p>	<p>Sustain advisory model and programming</p> <p>Continue attendance and at-risk student monitoring and interventions</p> <p>SST Team continues weekly data review and monitoring of struggling students' progress</p>

		and RTI model			
CEHS		CEHS to offer breakfast at the beginning of the day.	<p>Support students who need additional time and support for learning; provide special focus on reading, writing and math skills.</p> <ul style="list-style-type: none"> Summer support program for students in grades 9 and 10 Additional supports during for high school students to ensure graduation <p>Upgrade FreshLinks program to provide greater support for students transitioning to HS</p> <p>Pilot Freshman Academy to support targeted group of students with transition to high school</p>	<p>Support students who need additional time and support for learning; provide special focus on reading, writing and math skills using new intervention protocols.</p> <p>Report to Board on implementation of targeted support programs for students.</p> <p>Expand Freshman Academy as resources permit for a larger group of students.</p> <p>Continue with cohorts of students with Wessler training</p>	<p>Support students who need additional time and support for learning; provide special focus on reading, writing and math skills.</p>

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
DISTRICT	<p>Begin review and alignment at all levels, differentiating for needs by building and/or department/level.</p> <p>Director of Instruction to meet with all teachers to develop a plan that meets the needs of the district’s teachers.</p>	<p>Continue work with curriculum implementation as identified in Initiative 6 with adjustments for externally imposed timelines and internally identified needs.</p>	<p>Continue work with curriculum implementation as identified in Initiative 6 with adjustments for externally imposed timelines and internally identified needs.</p> <p>MATH</p>	<p>Continue work with curriculum implementation as identified in Initiative 6 with adjustments for externally imposed timelines and internally identified needs.</p> <p>MATH</p>	<p>Continue work with curriculum implementation as identified in Initiative 6 with adjustments for externally imposed timelines and internally identified needs.</p>
PCES	<p>Send nine staff to TCRWP weeklong summer institute.</p>	<p>Convene curriculum-based teams across all disciplines to review curriculum alignment with CCSS and Next Gen Science Standards.</p>	<p>Continue work with staff and curriculum-based teams to measure effective curriculum</p>	<p>Continue strengthening understanding of CCSS, alignment across K-4.</p>	<p>Focus on integrated non-fiction in the content areas (science, social studies)—</p>

	<p>Work with consultant supporting implementation of the Units of Study writing program.</p> <p>Survey K-4 teachers to review program implementation and reflect on professional development needs.</p> <p>Provide opportunities for reciprocal classroom observations during Writing Workshop.</p> <p>Release time provided to collaborate on Units and discuss pacing/planning.</p> <p>Administer and double score pre- and post-unit writing assessments.</p> <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>	<ul style="list-style-type: none"> Ongoing: Grade level teams have been working on math alignment <p>Review and analyze staff survey data to inform professional development planning and programmatic needs.</p> <ul style="list-style-type: none"> Based on data from 2014 survey, Moving Forward Team created to assist in prioritizing Professional Development and program needs. <p>Review and analyze quarterly and year-to-year student writing data.</p> <p>Survey K-4 reciprocal classroom observations for ongoing improvement of instructional practices and student outcomes.</p> <p>Establish baseline for K-4 writing outcomes as measured by CCSS.</p> <ul style="list-style-type: none"> Continue analyses of pre- and post-writing assessments to align expectations, measure student growth and instructional integrity. 	<p>alignment with CCSS and Next Gen Science Standards</p> <p>Leverage the use of early release days to continue work with staff and curriculum-based teams to measure effective curriculum alignment of math and literacy with CCSS and Next Gen Science Standards.</p> <p>Create support structure for K-4 reciprocal classroom observations for ongoing improvement of instructional practices and student outcomes (also, see above under earlier initiatives)</p> <p>Continue analyses of pre- and post-writing assessments to align expectations, measure student growth and instructional integrity of math and writing curricula.</p> <p>Deepen staff knowledge and understanding of CCSS for reading within specific grade level content standards, as well as the common practice standards for grades K-12.</p>	<p>Increase focus on CCSS for ELA with increased professional development and resources for best practice.</p> <p>Conduct program reviews of <i>Everyday Math, 4th edition, TC Units of Study in Writing, and Foundations</i></p> <p><u>Deepen staff knowledge and understanding of CCSS for reading within specific grade level content standards, as well as the common practice standards for grades K-12.</u></p>	<p>literacy aligned with content standards.</p> <p><u>Continue refining curricula alignment to the CCSS across all content areas</u></p>
<p>CEMS</p>	<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>Assess curriculum alignment with Common Core during PD time and Common Planning Time.</p> <p>Specific emphasis on alignment of mathematics to the Common Core</p>	<p>Continue alignment and revision of units to the Common Core and supporting implementation of differentiated instructional strategies for all learners,</p>	<p>Curriculum review/audit</p> <p>Continue alignment and revision of units to the Common Core</p>	<p>Ongoing Vertical and horizontal alignment in all curriculum areas</p>

	Release time provided to all disciplines for review of curricula and mapping alignment.	Standards Teacher coaches and consultants assess opportunities for modeling best practice and supporting implementation of differentiated instructional strategies, including gifted and talented, and supporting ongoing curriculum work Implementation of revised Mathematics curricula and pathways aligned to the Common Core Professional Development and targeted support for mathematics teachers in curriculum alignment and attainment of additional instructional resources Assess remaining curriculum areas for alignment with the Common Core Standards	including gifted and talented Continue Implementation and review of Mathematics curricula and pathways aligned to the Common Core and coordinated with common courses at the HS Ongoing support and resources allocated for realignment of science curricula to the Next Gen Science Standards	Continue to support implementation of differentiated instructional strategies for all learners <u>Review of students' mathematics achievement, course sequence, and programming for alignment with CCSS and K-12 coherence</u>	
CEHS	English Department meets for curriculum alignment and assessment analysis (2 days) Professional Mondays and staff meetings are used to identify and fill gaps in assessments as aligned with standards, with required assessments to be developed no later than end of summer.	Continue work with curriculum implementation as identified in Initiative 6. <ul style="list-style-type: none"> In conjunction with our NEASC self-study, teams developing a written curriculum using Maine's Learning Results (including CCSS) to inform curricular decisions. 	Continue curriculum writing work tied to NEASC standards and also to move to proficiency diploma	Continue curriculum writing, with particular emphasis on learning and assessments tied to Maine's Guiding Principles and Academic Expectations in school mission statement	Continue curriculum writing, with particular emphasis on learning and assessments tied to Maine's Guiding Principles and Academic Expectations in school mission statement
Initiative 6: Implement a curriculum cycle for the review and development of district curricula.					
	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
DISTRICT	ELA <ul style="list-style-type: none"> Writing focus at PCES; Math and Science emerge as pressing needs at other levels 	Math/Science/ELA <ul style="list-style-type: none"> Shifts to math sequencing from grade 5 up open access to upper levels of math for more students; Math alignment to CCSS in grades k-4 	Math/Science/ELA Establish k-12 Math Committee <u>—Done but not continued in same format due</u>	Social Studies Focus on sequencing of topical studies in vertical alignment	World Language and Allied Arts Exploration of elective models

		<p>and 5-8;</p> <ul style="list-style-type: none"> • Science crosswalks at grades 5-8 begin foundation for similar work next year at k-4; • Writing focus begins at CEMS building on work at PCES) 	<p><u>to difficulties with meeting times. Work with vertical teams and Professor Sharma continues.</u></p> <p>Continue to build on the foundation for science and math alignment developing additional common assessments; Continue work on writing focus</p>	<p><u>Pilot reading programs/continue mathematics discussions</u></p>	<p>for allied arts/choice in WL</p>
PCES	<p>Writing (with reading/listening embedded)</p>	<p>Writing (cont.)/Math/Science Develop understanding of Mathematics alignment to CCSS</p> <ul style="list-style-type: none"> • Work started in 2014 and continues. Staff trained in use of the Smarter Balanced Digital Library for formative assessment tools, performance tasks, etc. 	<p>Math/Science/ELA</p> <p>Continue strengthening understanding and alignment of ELA, Math and Science.</p> <p>Leverage the use of early release days to continue development of curriculum and a deeper understanding of CCSS.</p>	<p>Social Studies/ELA/Science</p> <p><u>Strengthen understanding and alignment to the CCSS in math, ELA (reading and writing)</u></p>	<p>World Language/<u>Social Studies</u> and Allied Arts</p> <p><u>Review and assess curriculum alignment and student performance in World Language, Science, Social Studies and Allied Arts</u></p>
CEMS	<p>Review all areas ELA focus/Math level shifts</p>	<p>Math/Science/Writing Implementation of mathematics shifts in pathways</p> <p>Alignment of math units to CCSS</p> <p>Crosswalk of standards for Science</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 math and science</p> <p><u>Realigning of the mathematics curriculum to the Common Core, examining existing curricula, reviewing the course offerings and sequence of courses K-12, and providing ongoing professional development to support teaching pedagogy to build mathematical thinking and</u></p>	<p><u>Math/Social Studies</u></p> <p>Review and assessment of curriculum alignment and student performance in social studies</p> <p><u>Ongoing assessment of the existing mathematics curricula, reviewing the course offerings and sequence of courses K-12, and continue professional development to support teaching pedagogy to build mathematical thinking and concept mastery.</u></p>	<p>World Language and Allied Arts</p> <p>Review and assessment of curriculum alignment and student performance in World Language and Allied Arts</p>

			<u>concept mastery.</u>		
CEHS	ELA with some Science focus Review of all areas for PBD	Math/Science	Math	math/science/ELA/SS	World Language /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
DISTRICT	Support middle school teacher to participate in Mandarin Chinese certification program.	Support middle school teacher to participate in Mandarin Chinese certification program. (currently, Mandarin is not being offered).	Begin offering American Sign Language (ASL) as world language option <u>at MS</u> <u>Pilot third language offering at MS</u> Explore the addition of ASL as world language for MS/HS; begin with grade 7 in 2016.	Continue ASL offerings (expanding program) Begin ASL offerings if feasible at CEMS; expand as elective at CEHS <u>Explore the addition of ASL as world language for MS/HS; begin with grade 7 in 2017.</u>	Continue ASL offerings <u>Begin ASL offerings if feasible at CEMS; expand as elective at CEHS</u> <u>(Expand World Language/culture to kindergarten by piloting immersion program at Pond Cove expanding program)</u>
PCES	Provide world language to 2 nd graders twice per week for 30 minutes in FLES model.	Introduce world language/culture to 1 st graders. (Completed)	Continue grades 1-4 World Language and Global Cultural awareness instruction and <u>evaluate program effectiveness for all grades.</u>	Expand World Language/culture to kindergarten. <u>Continue grades 1-4 World Language and Global Cultural awareness instruction and evaluate program effectiveness for all grades.</u> <u>Explore project-based models to enhance WL and cultural understandings</u>	<u>Expand to Kindergarten and continue WL offerings at 1-4.</u> <u>Provide project-based opportunities to enhance WL and cultural understandings</u>
CEMS	Through USM Confucius Institute offer exploratory Mandarin Chinese program after school.	Assess interest in continuing Through USM Confucius Institute offer exploratory Mandarin Chinese program after school.	Interest diminished in after school Chinese class-no longer offered Began participation in Global Collaboration Day led by	Continue and expand participation in Global Collaboration Day and other cultural collaborations led by World Language department	Further expand participation in Global Collaboration

			World Language department Host educators from India and connect with Indian students in collaboration with Alina Perez and her spring 2015 travel opportunity		
CEHS		The anticipation is that new offerings in world language will be grown from younger grades up.	Pilot use of online courses as a vehicle for offering students experience with languages and/or computer programming classes not offered in our curriculum Research student visit to Cuba for next school year. Host students from India as followup to Dr. Alina Perez visit.	Pilot use of technology in Social Studies and World Language classes to connect students to students overseas Possible student visit to Cuba	Depending on results of pilot, include more teachers in use of technology to connect students to other students overseas.

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
DISTRICT	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 inform <i>Measures of Success</i>)	Continue to provide survey and monitor district climate and culture. (Second annual survey to be conducted in Jan. 2015)	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.
PCES	Establish a consistent school-wide behavior response system that builds upon social thinking skills. Bi-weekly guidance lessons to support student learning. Identify and purchase children's literature on common childhood themes that review and reinforce	Review and refine practices and tools based on data collected from students, staff, and parents. (Ongoing) Survey students in grades 2-4 and analyze year-to-year survey results. (Survey in Spring) Continue bi-weekly guidance lessons. (Ongoing)	Review and refine practices and tools based on data collected from students, staff and parents. Continue strengthening Peaceful Pond Cove practices to build student capacity and responsibility toward a welcoming, inclusive and	Continue use of year-to-year student and staff surveys and data to measure success and inform climate and culture decisions. Based on guidance program evaluation and feedback, school counselor continues to work with all K-4 classes to	Continue use of year-to-year student and staff surveys and data to measure success and inform climate and culture decisions. Based on guidance program evaluation and feedback, school counselor continues to work with all K-4 classes to

<p>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>Survey staff for mid- and end-of-year reflections. (To complete mid- and end-of-year)</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. (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)</p> <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. (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)</p> <p>Review children’s literature on common childhood themes that review and reinforce appropriate behaviors and social expectations and make revisions and additions to this collection as needed. (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)</p>	<p>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>School Counselor is implementing enhanced classroom guidance program she developed over the summer to target issues most common in specific grade levels and help students develop problem solving strategies;</p> <p>Local non-profit Cromwell Center of Disability Awareness will be conducting workshops in each grade 1-4 classroom in late fall on progressive topics that include: “Introduction to</p>	<p>target common grade level issues and help students develop problem solving strategies;</p> <p>Continue annual workshops with the Cromwell Center for Disability Awareness for grades 1 – 4;</p> <p>Continue to offer <u>periodic</u> SST workshops to <u>provide</u> teachers <u>with skills and strategies</u> 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 <u>staff climate and culture</u>;</p> <p>Continue book reviews by both students and staff; identify common <u>school improvement</u> themes and review new titles.</p>	<p>target common grade level issues and help students develop problem solving strategies;</p> <p>Continue annual workshops with the Cromwell Center for Disability Awareness for grades 1 – 4;</p> <p>Continue to offer <u>periodic</u> SST workshops to <u>provide</u> teachers <u>with skills and strategies</u> 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 <u>staff climate and culture</u>;</p> <p>Continue book reviews by both students and staff; identify common <u>school improvement</u> themes and review new titles</p>	<p>target common grade level issues and help students develop problem solving strategies;</p> <p>Continue annual workshops with the Cromwell Center for Disability Awareness for grades 1 – 4;</p> <p>Continue to offer <u>periodic</u> SST workshops to <u>provide</u> teachers <u>with skills and strategies</u> 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 <u>staff climate and culture</u>;</p> <p>Continue book reviews by both students and staff; identify common <u>school improvement</u> themes and review new titles</p>
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			Disability Awareness” for grade 1; “It’s Okay to be Different” for grade 2; “We’re All OK” for grade 3; and “How Would YOU Feel? Hidden challenges, inclusion and sensitivity” in grade 4.		
CEMS	<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>Peer Helpers trained and working with younger students</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 <u>one</u> training <u>two</u> sessions with students <u>and one follow up session with trainers</u></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 “<u>new</u>” schedule on climate, student performance, and professional development.</p> <p>Maintain previously established opportunities for students to include Civil Rights Team, Stand Up Speak Up, Peer Helpers</p> <p>Continue assessment and improvement of staff culture and climate</p> <p>Continue to monitor student engagement survey results to reach benchmarks established in the Indicators of Success</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>Continue improvement of staff culture and climate</p> <p>Continue to monitor student engagement survey results to reach benchmarks established in the Indicators of Success</p>

<p>CEHS</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. - In addition to the creation of our advisory program, staff from the Middle School and High School are being trained in January by Steve Wessler. Staff will be introduced to a curriculum that Mr. Wessler has used successfully in many school districts across the country to help students learn a set of skills to empower them in a low-key way to intervene when they hear language in our schools that is derogatory towards others, particularly when it is based on unfair stereotypes. After being trained by Mr. Wessler, staff will turn around and begin to train students over the next few years in these skills.</p> <p>Expand social work support for High School students - with the support of the School Board, increased our social work staff to be more responsive to student needs. We now have the equivalent of two full-time social workers</p> <p>Implement advisory program - Every CEHS student is in an advisory group of 8-12 students organized by grade level. Training for advisors was held in August thanks to a grant from CEEF. The same group of students who are organized for purpose of our advisory program remain together as Achievement Period groups. Thus, there is daily contact between every advisor and his/her advisees, though advisory-specific activities take place during only two days per week.</p>	<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>Upgrade Fresh Links mentorship program to assist with transition of all 9th grade students to high school</p> <p>Pilot Implementation Freshman Academy to assist targeted students with transition to high school</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>2nd year of upgrade FreshLinks program and possible expansion of Freshman Academy to two sections of students</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
DISTRICT	Develop and submit 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, <u>implementing upon approval.</u> (Innovation team formed Fall 2014).	Implement Innovative Schools plan when approved. Write Innovative Schools Plan (ISP). Integrate Innovative Schools Plan with NEASC. Self Study and Site Visit completed; ISP not completed.	Integrate Innovative Schools Plan with NEASC Implement Innovative Schools plan when approved. <u>Write Innovative Schools Plan (ISP)</u>	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 21st century skills in and outside of the classroom.

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
DISTRICT	Superintendent continues to work with the Chamber of Commerce. Continue collaboration with local groups including CEEF, school parent associations, HOPE, CELT, Thomas Memorial Library, etc. K-12 Robotics Coordinator builds relationships with local engineering firms and works with classroom teachers to integrate STEM skills in the classroom.	<u>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.</u> 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) Increase access to instructional opportunities beyond the district and/or	Adopt and implement technology skills checklist and explore Digital Citizenship offerings— <u>In Process</u> Continue to explore alternative pathways for students to demonstrate proficiency in core subjects. <u>ELO/SDL at HS</u> Increase access to instructional opportunities beyond the district and/or school day for	Continue to explore alternative pathways for students to demonstrate proficiency in core subjects. Increase access to instructional opportunities beyond the district and/or school day for students (online, USM, UNE, SMCC, etc.). Continue to build relationships with area foundations and businesses to enrich the	Continue to explore alternative pathways for students to demonstrate proficiency in core subjects. Increase access to instructional opportunities beyond the district and/or school day for students (online, USM, UNE, SMCC, etc.). Continue to build relationships with area foundations and businesses to enrich the

		<p>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 expanded access by students.</p> <p>Continue to build relationships with area foundations and businesses to enrich the curricula for students.</p> <p><u>District Literacy committee partnerships within the community.</u></p> <p>Partner with South Portland to share resources around science and technology for students (Tufts Medical education program through Maine Med., etc.)</p>	<p>students (online, USM, UNE, SMCC, etc.).</p> <p>ELO Coordinator hired.</p> <p>Continue to build relationships with area foundations and businesses to enrich the curricula for students.</p>	<p>curricula for students.</p>	<p>curricula for students.</p>
PCES	<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 250th Anniversary Committee and the CE Historical Preservation Society to develop digital archives of local history and contemporary narratives created by students using iOS devices. – Joint CEEF & PCPA grant funding artists-in-residence to create historical Cape mural for grade 3 as a permanent art installation and have 4th graders perform physical theater – residencies in April and May 2015 with unveiling and performances in May 2015.</p> <p>K – creating large paper mache 250th Birthday Cake with art teacher and K teachers in February 2015</p> <p>1st – CEEF grant funding artist-in-residence and marine educator for project-based learning on lighthouse history & natural marine resources – unveiling of projects</p> <p>end of May 2015</p>	<p>Continue strengthening partnerships with all aforementioned community organizations and individuals. CELT, Thomas Memorial Library, CE Historical Preservation Society, CEEF, PCPA, Cape Farm Alliance;</p> <p>Establish ongoing partnership with local nursing home to foster increased intergenerational relationships;</p> <p>Consult with 250th Anniversary Committee and Cape Elizabeth Historical Preservation Society for additional school involvement, as we get closer to the actual 250th anniversary</p>	<p>Evaluate community connections to determine reciprocal benefits and where improvements can be made.</p> <p><u>Increase communication to families and community through blogs used by all staff consistently.</u></p> <p><u>Continue communication on K-4 school news to families and community through digital media including Twitter, blogs and school newsletters.</u></p>	<p>Continue community connections that best support student learning and engagement.</p> <p><u>Continue consistent communication to families and community through blogs used by all staff.</u></p> <p><u>Continue communication on K-4 school news to families and community through digital media including Twitter, blogs and school newsletters.</u></p>

		<p>2nd – working with John Holdridge to write poetry about Cape Elizabeth landmarks, people and history in spring 2015</p> <p>Partner with the Ft. Williams Foundation to play an integral part in the development of the Ft. Williams’ Children’s Garden. (Kelly Hasson is a member of committee). (Ongoing – fall “lasagna” event to prepare wildflower meadow and plans to involve students in plantings for wildflower meadow in spring)</p> <p>Continue partnership with CELT on local ecology and sustainability education. (Ongoing – Robinson Woods field trips to compare seasonal changes, Great Pond field trips, Chewonki programs etc.)</p> <p>Continue partnership with Thomas Memorial Library. (Ongoing – some teachers visit periodically with classes; after school program involvement with Reader Dogs Maddie and Winston)</p> <p>Continue partnerships with CEHS mentors and community volunteers (Ongoing)</p>	<p>on November 1, 2015.</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>Ongoing – review any new needs</p>		
CEMS	<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 Vital Signs 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 Vital Signs science programming</p> <p>Enhance proposed Maker Space lay out and materials— outreach to community for volunteer opportunities for collaboration with students</p> <p>Continue MS Career Fair</p> <p><u>Parent initiated “Festival of</u></p>	<p>Career Fair Continues</p> <p>Continue Land Trust partnership and Vital Signs science programming</p> <p>Continue community collaboration through Maker Space</p> <p><u>Assessment of continuation of Festival of Curiosity</u></p>	<p>Career Fair Continues</p> <p>Continue Land Trust partnership and Vital Signs science programming</p> <p>Continue community collaboration through Maker Space</p>

<p>CEHS</p>	<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. NEASC self-study year. Explore job shadow/internship possibilities and develop plans for pilot year. - We are a bit behind in the portfolio development work, which was partially predicated on immediate implementation of proficiency-based graduation requirements.</p> <p>Beginning with the second semester, however, a cross-disciplinary group of teachers will be gathering together to move us towards a school wide rubric for writing that will move us towards a process of gathering a portfolio of student writing. Whether those portfolios will begin to be defined by the end of this year or not remains to be seen after we begin this work.</p> <p>Under Mr. Carpenter's leadership, we have begun to explore piloting opportunities for internships. This work is also a bit behind where we hoped to be by this time. Our goal had been to have 6-8 student internships by this time. That has not happened.</p> <p>Our sophomore students will, however, be attending a career fair at the South Portland Community Center this spring.</p>	<p><u>Curiosity</u></p> <p>Complete implementation of digital portfolio of work tied to priority Guiding Principles in mission statement</p> <p>Jan 2016: system is implemented for all 9th and 10th grade students</p> <p>June 2016: Reflective event based on portfolio for 10th graders</p> <p>NEASC visit (Accreditation visit of 12-member team for three days in fall 2015).</p> <p>Implement pilot Student-driven learning job shadow/ internship program</p> <p>Jan 2016: First students are placed in job shadow/ internship program</p> <p>June 2016: Report to Board on successes, challenges, and solutions in connection with Student-driven learning job shadow/ internship program</p>	<p>Year 2 of Portfolio Reflection event</p> <p>Jan 2017: Complete implementation for all students in grades 9, 10, and 11</p> <p>June 2017: 2nd year of reflective event based on portfolio for all 10th graders</p> <p>Year 2 Job Shadow/Internship program</p> <p>Jan 2017: Expanded program based on results and resources</p> <p>June 2017: Report to Board on progress of first year of full-scale implementation</p> <p>Second pilot year—expanded Student Driven Learning program and/or Senior Seminar Junior Academy</p> <p>Study possible implementation of seminars for juniors and seniors focused around development or research, writing and presentation skills</p>	<p>Year 3 of Portfolio Reflection event</p> <p>Jan 2018: Complete implementation for all CEHS students</p> <p>June 2018: 3rd year of sophomore reflection event; 1st year for comparable senior event</p> <p>Year 3 Job Shadow/Internship program</p> <p>Jan 2018: Expanded program based on results and resources</p> <p>June 2018: Report to Board on progress of second year of full-scale implementation</p> <p>Possible 2nd year of expanded Student Driven Learning initiative and/or Senior Seminar experience</p> <p>Possible pilot implementation of junior and senior year courses centered around research, writing, and presentation skills</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
DISTRICT	<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><u>Add digital solution for PD and certification to the 15-16 budget</u> (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>Use data from staff surveys to inform professional development offerings.</p>	<p>Digitize <u>Purchase digital solution for</u> the professional development and recertification processes to make resources more accessible to staff. Cut from 15-16 budget. Revisit in 16-17 cycle. <u>Not in current cycle due to constraints.</u></p> <p>Create a video training series for district substitutes. <u>—Not done.</u></p> <p>Use data from staff surveys to inform professional development offerings. <u>Survey taken April 15 used to inform 15-16 offerings; Survey stuck in JEC—to DLT in May</u></p> <p><u>Professional Development scheduled with Professor Sharma to address mathematics needs in district</u></p>	<p>Use data from staff surveys to inform professional development offerings.</p> <p><u>Budget for digital solution for professional development/evaluation.</u></p> <p><u>Sustain PLC work creating and refining units of instruction and common assessments</u></p> <p><u>Professional Development scheduled with Professor Sharma to continue to address mathematics needs in district</u></p> <p><u>Increase the quality and quantity of technology and technology based Professional Development</u></p>	<p>Use data from staff surveys to inform professional development offerings.</p> <p>Increase opportunities for teacher collaboration in planning and teaching, vertically and in cross-curricular teams.</p> <p><u>Purchase digital solution for the professional development and recertification processes/evaluation to make resources more accessible to staff.</u></p>
PCES	<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 expectation of a system of peer observations to promote collegial discussions and enhance professional practice. (Has started on an individual basis – too many competing initiatives this year to implement a system – Plan is to have more teacher input and move to next</p>	<p>Survey staff to determine team and individual professional development needs.</p> <p>Assess and analyze the success of years one and two of the Marshall evaluation model</p>	<p>Survey staff to determine team and individual professional development needs - <u>Survey taken 5/18/2016 to determine 2016-2017 PD needs and preferences</u></p>	<p>Survey staff to determine team and individual professional development needs;</p> <p>Assess and analyze the success of of Marshall model evaluation and professional</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>year to establish a system.)</p> <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. (Teachers have common planning time – due to competing initiatives more time is needed to address these specific items thoroughly – would like to devote significant part of summer 2015 PD for UbD and PBL)</p> <p>Further strengthen practice of teams to set goals based on student data analysis to inform instruction and implement strategic interventions. (Building-based – ready to set goals for 2015-2016; determine use of various models including SMART goals)</p> <p>Schedule ongoing professional book groups. (Variety of titles, chapters and articles being read to focus discussions and improve practice)</p> <p>Additional staff attend technology conferences (i.e. ACTEM, and Leveraging Learning iPad Conference). (Several staff attended)</p> <p>Continue providing ongoing professional development in education technology to align with CCSS. (“Tech Tuesdays” are offered several Tuesday mornings before school by Technology Teacher/Integrator to provide staff with tech PD; App developer presented to staff and November PD days offered breakout session workshops)</p>	<p>pilot year to further refine and develop peer collaboration and professional growth systems.</p> <p>Have staff set annual improvement goals (SMART 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 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>Assess and analyze the success of year three to refine and develop peer collaboration and professional growth systems;</p> <p>Have staff set annual improvement goals (SMART 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><u>Create conditions to frame the 5 Pillars from <i>How to Create a Culture of Achievement in Your School & Classroom</i> by D. Fisher, N. Frey & I. Pumpian as structures to strengthen school climate and culture;</u></p> <p><u>Continue to embed “Teaching with Technology in Mind” sessions into all five early release PD days – detailed topics determined through technology PD survey;</u></p> <p><u>Offer summer PD on how to build, maintain and blog to families and the community consistently and effectively;</u></p> <p><u>Training for teachers on effective use of online tools of the <i>Everyday Math, 4th edition</i></u></p> <p><u>Minimum of monthly PLCs</u></p>	<p>growth process year four to further refine and develop peer collaboration and professional growth systems;</p> <p>Per Marshall teacher evaluation tool, staff set annual improvement goals based on surveys, data and identified needs that help inform their SMART goals for student and professional growth;</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><u>Continue to develop and refine conditions that frame the 5 Pillars from <i>How to Create a Culture of Achievement in Your School & Classroom</i> by D. Fisher, N. Frey & I. Pumpian to enhance and sustain a positive, inclusive and welcoming school climate and culture;</u></p> <p><u>Minimum of monthly PLCs devoted to effective teaching strategies</u></p>	
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		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. (Individual goal setting with all professional staff, brief informal observations and walkthroughs with prompt written and/or oral feedback)	Continue and strengthen what was implemented in 2014-2015 Embed “Teaching with Technology in Mind” sessions into all five early release PD days	<u>devoted to effective teaching strategies</u>	
CEMS	<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 CPT work.</p> <p>Develop a master schedule to include adequate team/-CPT meeting time. Assess current uses and practices during common planning/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>Work with Team Leaders to design and implement PD responsive to identified staff need</p> <p>Begin work on Proficiency-based grading and reporting and maintain a focus on Differentiated Instruction to meet individual student needs</p> <p><u>Ongoing mathematics professional development opportunities with Professor Sharma</u></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. Maintain teacher-led CPT work inclusive of developing common assessments and looking at student work</p> <p>Continue work with Team Leaders to design and implement PD responsive to identified staff need</p> <p><u>Ongoing mathematics professional development opportunities with Professor Sharma</u></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> <p>Continue work with Team Leaders to design and implement PD responsive to identified staff need</p> <p>Continue to implement practices developed around Proficiency-based grading and reporting and maintain the focus on Differentiated Instruction to meet individual student needs</p>
CEHS	PLC work on standards-based grading and proficiency-based diplomas.	Continued PLC work on standards-based grading and proficiency-based diplomas.	Professional development tied to move to proficiency diplomas and other initiatives—expanded Student Driven Learning program,	Continued Professional development tied to move to proficiency diplomas and other initiatives—expanded Student Driven Learning program,	Continued Professional development tied to move to proficiency diplomas and other initiatives—expanded Student Driven Learning program,

			development of digital portfolios tied to Guiding Principles	development of digital portfolios tied to Guiding Principles	development of digital portfolios tied to Guiding Principles
Initiative 4: Develop and implement a new district-wide plan for teacher and administrator evaluation providing for timely feedback.					
	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
DISTRICT	<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 identified with emphasis on instructional improvement.</p>	<p>Pilot Develop evaluation plan.</p> <p>Educators will target instruction practice through modeling and peer observation.</p> <p>Training with Kim Marshall (Feb. 2015); Evaluation sub-committees working to provide information for focus and limited pilot; Meet with Rebecca Millett regarding legislative expectations and evaluation programs; Submit plan for state approval by June 2015</p>	<p>Implement Pilot evaluation plan with focus on improving instructional <u>professional practice for all teachers and administrators.</u></p> <p>Kim Marshall in district to train all staff in rubric understanding for evaluation. Evaluators work with Kim Marshall on observation techniques.</p> <p><u>State voted to pilot for 16-17; pilot for 15-16 complete. Steering committee meeting.</u></p>	<p><u>Review and assessment of</u> Implement evaluation plan <u>by the Evaluation Steering Committee.</u></p> <p><u>Pilot to continue...with focus on improving instructional practice for all teachers.</u></p>	<p>Implement evaluation plan with focus on improving instructional practice for all teachers <u>Review and assessment of evaluation plan by the Evaluation Steering Committee.</u></p>
Initiative 5: Provide the technological tools and training for our students to be responsible and productive digital citizens.					
	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
DISTRICT	<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</p>	<p>Support instructional staff and LITS with professional development opportunities including Cape Academy in summer 2014. (Offerings in June and August 2014, as well as workshops in November and ongoing Tech Tuesdays at PCES)</p> <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. (In</p>	<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 as</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>community.</p> <p>By June 2014 upgrade the helpdesk protocols for the Tech department – decrease response time and increase 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>place)</p> <p>Explore options to increase the number of entry points to the robotics program for expanded access by students. (In discussion; limited production of VEX kits is curtailing expansion at lower grades at this time)</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><u>Include additional LITS in 15-16 budget cycle</u></p>	<p>resources are available.</p> <p>Update district technology plan. (moved from 2014-15) <u>Committee formed</u></p> <p>Gather data on K-12 technology use through staff survey for professional development planning and E-rate compliance. (moved from 2014-15; needed for the technology plan update) <u>Survey data reviewed by committee</u></p> <p><u>Job description for Tech Coordinator and LITS to be restructured; Add LITS EdTech</u></p>	<p><u>Finish Tech Plan</u></p> <p><u>Continuing to use MLTI and Clarity student and staff surveys on the use of technology in CEHS and CEMS</u></p>	
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<p>PCES</p>	<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. (Have implemented a minimum of six iPads per class;)</p> <p>Provide parent information presentation on Pond Cove’s evolving use of educational technology and continued safe, responsible digital citizenship. (Ongoing – exposing families to potential of technology through “Coder Express” and “Google Apps for Education” family evening events; more family events planned for remainder of school year)</p> <p>Create Pond Cove Technology Committee that includes a cross-section of stakeholders. (Holding community sessions to build greater awareness of use of technology as teaching & learning tools (see above) with a view to form Technology Committee for spring 2015)</p> <p>Embed professional opportunities for staff to showcase their use of technology within their respective grade levels and across disciplines. (Faculty meeting allocated for celebration in spring 2014; plan to hold annually - spring 2015 next)</p>	<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. Pond Cove has planned four technology family nights: 21st Century Learning and Digital Citizenship; Night of Coding 2015; Google Apps for Education; and iCaniPad .</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; <u>Apply to become a Common Sense Media School</u></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><u>Apply to become a “Common Sense Media School” for Digital Citizenship</u></p> <p><u>Continue Pond Cove eTeam to build student capacity in leadership through technology</u></p> <p><u>Continue to provide four family technology nights throughout the school year, beginning with an early fall parent/guardian informational presentation on digital communication from school, social media, digital citizenship and the 4C’s</u></p> <p><u>Utilize new Pond Cove Innovation Space for 21st Century Learners for all K-4 students</u></p>	<p>Pond Cove will demonstrate strong evidence of meeting the National Education Technology Standards (www.iste.org) that include: Creativity & Innovation, Communication & Collaboration, Research & Information Fluency, Critical Thinking, Problem Solving, & Decision Making, Digital Citizenship and Technology Operations & Concepts</p> <p><u>Continue work as a “Common Sense Media School”</u></p> <p><u>Continue Pond Cove eTeam to build student capacity in leadership through technology</u></p> <p><u>Continue to provide family technology nights throughout the school year with topics determined through K-4 student learning and District Technology Plan</u></p> <p><u>Utilize and expand new Pond Cove Innovation Space for 21st Century Learners for all K-4 students</u></p>
<p>CEMS</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>Library & Instructional Technology Specialist (LITS) positions continue to provide technology assistance and instructional integration at the middle school.</p>	<p>Library & Instructional Technology Specialist (LITS) positions continue to provide technology assistance and instructional integration at the middle school.</p>	<p>Library & Instructional Technology Specialist (LITS) positions continue to provide technology assistance and instructional integration at the</p>	<p>Library & Instructional Technology Specialist (LITS) positions continue to provide technology assistance and instructional integration at the</p>

	<p>Deploy iPads for grades 7 & 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>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>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>Began 'Idea Lab' for all Grade 5 and 6 students to explore Digital Citizenship, develop technology proficiencies, and serve as a forum for student innovation including empowering students to help design a MakerSpace</p> <p>Targeted work with LITS and grade 5/6 staff and students for effective use of new iPad access; Continue support for 7/8 iPad use</p> <p>Middle School E-Team established</p>	<p>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>Assess effectiveness of IDEA lab for continuation</p> <p>Continue with LITS and grade 5/6 staff and students for effective use of new iPad access; Continue support for 7/8 iPad use</p> <p>Continue Middle School E-Team</p>	<p>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>Continue Middle School E-Team and 5/6 Idea Lab</p>
CEHS	<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 & 10 and implement e-backpack for improved device management. - We have replaced the iPads for grade 9 and 10 students, and we have begun training teachers in the use of eBackpack.</p>	<p>Participate in district-wide planning group related to infusing of digital citizenship into curriculum</p> <p>Participate in district-wide planning group exploring how to expand coding-learning opportunities for students.</p>	<p>Year 1 of piloting or implementing plans that come out of district-wide digital citizenship and coding initiatives.</p>	<p>Year 2 of piloting or implementing plans that come out of district-wide digital citizenship and coding initiatives.</p>