

District Improvement Goal 1: Focusing Decisions and System Operations on Student Success

(Revised 10-25-19)

District Improvement Goal 1: Focusing Decisions and System Operations on Student Success

District and school operations and decisions will set priorities in order to inspire, engage and educate each student with focus on digital learning and citizenship.

Theory of Action

If East Lyme Public School learning community builds shared meaning, capacity and commitment to action through:

- Comprehensive Infinite Campus parent and student portal data
- Collaborative virtual teaming and communication via Microsoft 365
- Increased usage of districtwide curriculum based software to enhance learning experiences for all students
- Advanced user knowledge of Frontline solutions

then the East Lyme Public Schools learning community will see their part in achieving the mission.

Our Promise to Students

- A true PK-12 experience for all students demonstrating district consistency and commitment to all individuals
- A more personal experience in every classroom
- Use of valid and reliable data that tells the student's story and travels with the student in a transparent way year to year

Outcome: Strengthen Learning Community independence and Engagement

Strategic Action	Provide standards that are aligned, student-driven, instructionally rooted in teaching for mastery and empowering student reflection and voice as part of the learning experience. <i>Growth will be measured by portal data, usage reports, individual student growth data, self-assessment and targeted professional learning.</i>	Use Microsoft 365, Infinite Campus student/parent portal and Frontline solutions to develop collaborative communication and teaming focused on digital citizenship and industry standard. <i>Growth will be measured by usage reports, communication artifacts, ad hoc reports, and blended targeted learning sessions.</i>
Measurable Outcome	By the end of the 2019-2020 school year, East Lyme students will demonstrate increased usage of the Infinite Campus student portal/districtwide classroom-based software. <i>Technology integrated curricular tools will develop all student's digital citizenship, independence as a digital native and critical thinking skills.</i>	By the end of the 2019-2020 school year, East Lyme learning community will increase communication with all learning community members as well as increase data accuracy through Microsoft 365, Infinite Campus portals and Frontline solutions. <i>Technology tools will assist in inspiring our students as citizens, engaging parents and staff in efficient and clear means, and educating our learning community on the value of ethical and responsible digital footprints.</i>
Standards	<i>East Lyme Public Schools values and is committed to ISTE Standards for Students:</i> <ul style="list-style-type: none">▪ Empowered Learner▪ Digital Citizen▪ Knowledge Constructor	<i>East Lyme Public Schools values and is committed to the Connecticut Code of Professional Responsibility for Educators and Administrators:</i> <ul style="list-style-type: none">▪ Responsibility to Student▪ Responsibility to Profession and Staff

	<ul style="list-style-type: none"> ▪ Innovative Designer ▪ Computational Thinker ▪ Creative Communicator ▪ Global Collaborator 	<ul style="list-style-type: none"> ▪ Responsibility to Community and Student's Family
Progress Monitoring	<p><u>Fall:</u></p> <ul style="list-style-type: none"> ▪ All buildings will complete staff and student self-assessments of the ISTE standards for students. Building based school improvement teams will analyze and develop action plans. ▪ Building based instructional technologist will provide targeted, personalized professional learning and ongoing coaching focused on districtwide software. <p><u>Winter:</u></p> <ul style="list-style-type: none"> ▪ Instructional Rounds focused on technology integration at the building level will begin. ▪ School Improvement Teams implement actions as determined by self-assessment. <p><u>Spring:</u></p> <ul style="list-style-type: none"> ▪ All students and teachers grow at least one band as determined by the fall benchmark. ▪ Districtwide software usage increases by at least 25%. 	<p><u>Fall:</u></p> <ul style="list-style-type: none"> ▪ Building-based targeted, individualize professional learning focusing on Infinite Campus, Microsoft 365 and Frontline Solutions Expectations of Use. ▪ Parent workshops during Open House and online to provide learning opportunities around Infinite Campus and Microsoft 365. <p><u>Winter:</u></p> <ul style="list-style-type: none"> ▪ Assessment of implementation of Microsoft Teams, Infinite Campus Modules and Frontline Professional Growth ▪ District Data Team midyear review/analysis of Microsoft Teams, IC Modules and Frontline data. <p><u>Spring:</u></p> <ul style="list-style-type: none"> ▪ One additional module are being populated and communicated via Infinite Campus. ▪ Increased district/building wide communication in both Microsoft Teams and Frontline Solutions. ▪ Communication from teachers and administrators via Infinite Campus portals doubles as determined by 2018-2019 communication reports.

District Improvement Goal 2: Collaborative Culture

(Revised 10/25/19)

District Improvement Goal 2: Collaborative Culture

District will set priorities to fund training and resources to implement the Framework for Teaching and Learning.

Theory of Action

If a growth mindset underlies our East Lyme Public School culture through:

- Standards-Based Understanding by Design lessons and units of study by content
- Implementation of research-based instructional practices driven to personalized student learning targets
- Instructional coaching at the student, teacher and administrative level to assist with goal setting

then East Lyme Public Schools will foster learning, innovation, and action through trusting partnerships.

Our Promise to Students

- Consistent expectations for all learners across all buildings
- The individual learning needs will always drive their learning experience
- Preparedness for transition from building to building
- Instructional opportunities and collaboration
- Further access to tools and strategies during the learning experience

Outcome: Strengthen Learning Community independence and Engagement

Strategic Action	Provide learning environments that promote active learning based on individual needs as assessed by formative and benchmark assessments. <i>Growth will be measured by units of study, learning communities and informal collaborative visitation.</i>	Continue to develop standards-based lessons and units of study to ensure an equitable learning experience for all students to succeed. <i>Growth will be measured by lesson study, instructional rounds, vetted units and student work.</i>
Measurable Outcome	By the end of the 2019-2020 school year, East Lyme administration and staff will collaborate in classrooms to build professional dialogue around effective teaching and learning practices. <i>Instructional coaching will assist in creating a reflective culture around the instructional indicators of Domain 3: Active Learning.</i>	By the end of the 2019-2020 school year, the East Lyme learning community will increase written content standards-based scope and sequence and units of study as documented on the curriculum modernization cycle. <i>Standards-based learning targets will be evident in classrooms and documented on assignments/assessments.</i>
Standards	<i>East Lyme Public Schools values, and is committed to, the Connecticut Common Core of Teaching Domain 3: Instruction for Active Learning</i> <ul style="list-style-type: none">▪ 3a. Implementing instructional content▪ 3b. Leading students to construct meaning and apply new learning▪ 3c. Assessing student learning, providing feedback to students, and adjustments to instruction	<i>East Lyme Public Schools values and is committed to:</i> <ul style="list-style-type: none">▪ Understanding by Design lesson and unit rubric-Heidi Hayes Jacobs▪ John Hattie, Marzano, Michael Fullan and Andy Hargraves research-based instructional strategies

<p>Progress Monitoring</p>	<p><u>Fall:</u></p> <ul style="list-style-type: none"> ▪ Provide reflection time for staff to reflect on current Domain 1/Domain 3 current practices. Building-based School Improvement Teams will analyze and develop action plans. ▪ Building-based Instructional Coaches and administration will provide targeted, personalized professional learning. <p><u>Winter:</u></p> <ul style="list-style-type: none"> ▪ Learning communities focused on indicators at the building level begin. ▪ School Improvement Teams implement actions as determined by self-assessment. <p><u>Spring:</u></p> <ul style="list-style-type: none"> ▪ Peer to peer classroom collaboration by increasing informal visitations. ▪ Every staff member will have participated in at least one instructional coaching cycle. 	<p><u>Fall:</u></p> <ul style="list-style-type: none"> ▪ Targeted, individualized professional learning focusing on Understanding by Design and research-based instructional best practices. ▪ Curriculum councils meet to determine action plan for standards-based unit development as identified in curriculum modernization cycle. <p><u>Winter:</u></p> <ul style="list-style-type: none"> ▪ Targeted, individualized professional learning focusing on Understanding by Design and research-based instructional best practices. ▪ District Data Team midyear analysis of completed units and instructional rounds/coaching data <p><u>Spring:</u></p> <ul style="list-style-type: none"> ▪ Final targeted, individualized professional learning focusing on Understanding by Design and research-based instructional best practices completed (3 total) ▪ All phase two curriculum units and scope and sequences completed. ▪ Increase in research-based practices in classrooms as documented in informal/formal observations.
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District Improvement Goal 3: Student Centered Learning

(Revised 10/25/19)

District Improvement Goal 3: Student Centered Learning

District and school goals will set priorities in order to inspire, engage and educate each student.

Theory of Action

If the East Lyme Public School learning community builds shared meaning, capacity and commitment to action through:

- Universal screening for Social and Emotional competencies for all students K- 12, three times per year
- Engaging School Social Workers employed by East Lyme Public Schools in further work to connect with students and families
- Use of the CASEL competencies to support Social and Emotional development of all students
- Introduction of the principles of Universal Design for Learning

then the East Lyme Public Schools learning community will participate in achieving the mission.

▪ Our Promise to Students

- Increase positive perception about individual role as a learner
- Increase attendance and achievement
- Positive home to school / school to home communication

Outcome: Strengthen Learning Community Independence and Engagement

Strategic Action	Provide standards that are aligned, student-driven, instructionally rooted in teaching and empowering student reflection and voice as part of the learning experience. <i>Growth will be measured by universal screenings, units of study and targeted professional learning.</i>	Provide staff with professional development and resources that promotes understanding of learners and how they learn best. <i>Growth will be measured by targeted professional learning, student data, behavioral reports and vetted units.</i>
Measurable Outcome	By the end of the 2019-2020 school year, East Lyme students will show improved outcomes based on collected Devereux Student Strengths Assessment (DESSA) results through implemented screenings and Social Emotional Learning (SEL) instruction across buildings.	By the end of the 2019-2020 school year, East Lyme administrators and staff will be able to identify and plan for student-centered instruction by engaging in practices focused on Universal Design for Learning.
Indicators of Success	Instructional Indicators* <ul style="list-style-type: none"> ▪ Self-Awareness ▪ Self-Management ▪ Social Awareness ▪ Relationship Skills ▪ Responsible Decision Making 	Instructional Indicators* <ul style="list-style-type: none"> ▪ Provide multiple means of Engagement ▪ Provide multiple means of Representation ▪ Provide multiple means of Action & Expression

	<i>*Five Core Skills from the CASEL Competencies</i>	<i>*Universal Design for Learning Guidelines, CAST, Inc.</i>
Progress Monitoring	<p><u>Fall:</u></p> <ul style="list-style-type: none"> ▪ Conduct a universal screening using DESSA for all students. Building-based school improvement teams will analyze and develop action plans based on student data. ▪ School Social Worker will collaborate with building administration and staff to meet student needs. ▪ Establish and continue building-based Social and Emotional Committees to meet the needs of all students. <p><u>Winter:</u></p> <ul style="list-style-type: none"> ▪ Second universal screening using DESSA. ▪ Monitor progress and adjust as needed. <p><u>Spring:</u></p> <ul style="list-style-type: none"> ▪ Third universal screening using DESSA. ▪ Review cumulative results from DESSA screenings. ▪ Evaluate progress. 	<p><u>Fall:</u></p> <ul style="list-style-type: none"> ▪ Administrators and Social and Emotional District Committee Members will share information about Collaboration for Academic, Social, and Emotional Learning (CASEL) competencies, use of Tier 1 toolbox and UDL. ▪ Minutes will be posted after each meeting. <p><u>Winter:</u></p> <ul style="list-style-type: none"> ▪ Based on student data, buildings will identify a small/target group of students for whom UDL strategies could make a difference. <p><u>Spring:</u></p> <ul style="list-style-type: none"> ▪ Administrators and staff will assess UDL pilot results within their buildings and begin preparation for 2020-2021 implementation.