



# Strategic Plan

Goal 1: To make fiscally responsible, student-centered decisions regarding finances and allocate resources to ensure excellence.

Completed	In Progress	Not Started
33% fund balances	Allocate resources to school SIP plans	Present to community organizations
	Alternative revenue sources	
	Transparent financial plans at BOE meeting	

# Strategic Plan

Goal 2: By SY24-25 ALL students in kindergarten will receive an equal number of instructional minutes for ELA and Math.

Completed	In Progress	Not Started
ELL inside the classroom	Tier II and Tier III interventions for half day students outside of day	Summer work for families
	Parent questionnaire	Promote full day program
	Evening event to support learning at home	
	Study on half day minutes	

# Strategic Plan

Goal 3: To provide safe, secure and well maintained facilities that support 21st century programs and promote learning.

Completed	In Progress	Not Started
	Ten Year Facilities Plan	
	Ongoing assessment for safety	
	Modern & welcoming environment	
	Upgrade lighting	
	Technology infrastructure	
	Appropriate space for preschool program	

# Strategic Plan

Goal 4: By SY25-26 We will provide teachers with individual preparation time while providing space and time for collaborative meetings to meet the needs of the students which we serve.

Completed	In Progress	Not Started
Standard agenda for plan times	Co-planning opportunities	
Time for admin to meet with teams		
Define data days		
Schedule for data days		
Team planning time		

# Leigh School Improvement Plan

**Goal 1: 60% of our students will meet or exceed expected gains on the Math NWEA/MAP Measure of Academic Progress from Winter 21-22 to Winter 22-23.**

Completed	In Progress	Not Started
Each PLC will identify a LEAD who will participate in PLC professional development	PLC leads will participate in ongoing professional development and continue to lead their PLCs.	Tier 2 and Tier 3 Academic Intervention Committee will develop a professional learning opportunity once per trimester.
August Institute Days - All Staff participation in the PLC process	Co-teaching teams will receive ongoing coaching support based on the co-teaching model.	Teachers and staff will engage in professional learning focused on Universal Design for Learning and Specifically Designed Instruction (SDI).
Form a committee on Tier 2 and Tier 3 academic interventions	Develop a professional learning plan.	
Grade Level Problem Solving meetings (GLPS) will be scheduled on a consistent basis.	Academic Intervention Committee will craft an action plan based on the data through the fidelity check to improve the RtI system.	
Academic Intervention Committee will self-assess the functioning of the school response to intervention system.	Create Parent University/parent workshops	

# Goal 1: Where are we now?

**Goal 1: 60% of our students will meet or exceed expected gains on the Math NWEA/MAP Measure of Academic Progress from Winter 21-22 to Winter 22-23.**

**Actual: 64% of our students will meet or exceed expected gains on the Math NWEA/MAP Measure of Academic Progress from Winter 21-22 to Winter 22-23.**

**We exceeded our goal by 4%!**

**We exceeded our three year average MEG by 18%!**

# Leigh School Improvement Plan

**Goal 2: 60% of our students will meet or exceed expected gains on the Reading NWEA/MAP Measure of Academic Progress from Winter 21-22 to Winter 22-23.**

Completed	In Progress	Not Started
Each PLC will identify a LEAD who will participate in PLC professional development	PLC leads will participate in ongoing professional development and continue to lead their PLCs.	Tier 2 and Tier 3 Academic Intervention Committee will develop a professional learning opportunity once per trimester.
* August Institute Days - All Staff participation in the PLC process	Increase informal, non-evaluative classroom visits across the school.	
Form a committee on Tier 2 and Tier 3 academic interventions	Teachers and administrators will receive further professional development in the implementation of instructional best practices and curricular alignment to the CCSS.	
Develop a school wide schedule that accommodates interventions in native language and ELL support.	PLCs will collaborate to plan for instructional units.	
	Teachers will participate in professional learning opportunities focused on teaching strategies for ELLs.	
	Academic Intervention Committee will self-assess the functioning of the school response to intervention system.	
	Create Parent University/parent workshops	
	Academic Intervention Committee will craft an action plan based on the data through the fidelity check to improve the RtI system.	

# Goal 2: Where are we now?

**Goal: 60% of our students will meet or exceed expected gains on the Reading NWEA/MAP Measure of Academic Progress from Winter 21-22 to Winter 22-23.**

**Actual: 54% of our students will meet or exceed expected gains on the Reading NWEA/MAP Measure of Academic Progress from Winter 21-22 to Winter 22-23.**

**We maintained our three year average of 54% of students making expected gains in ELA. We did not meet our goal.**

# Leigh School Improvement Plan

**Goal 3: Each October, February and May, 90% of students who are identified as needing additional support are accessing relevant evidence based interventions to support their SEB growth. Each month 70% of students participating in evidence based tier 2 or tier 3 SEB interventions will be on track to meet their individual goal.**

Completed	In Progress	Not Started
All staff will receive further professional development based on Responsive Classroom approach and strategies.	Develop a plan for selecting, implementing and monitoring of evidence based SEB interventions. Present plan to all staff	
BSAT will determine and implement a system for identifying which students are at risk for SEB or in need of intervention.	All staff will receive further professional development in the area of SEB, including selecting, implementing and monitoring of evidence based SEB interventions.	
Assess current systems, data and practices across a multi-tiered system of support for SEB.	All staff will receive tier 1/universal training focused around positive behavior interventions and supports	

# Where are we now?

**Goal:** Each October, February and May, 90% of students who are identified as needing additional support are accessing relevant evidence based interventions to support their SEB growth. Each month 70% of students participating in evidence based tier 2 or tier 3 SEB interventions will be on track to meet their individual goal.

**Actual:** 100% of students identified as needing additional support through the SAEBRS screening process have been accessing an intervention through a social emotional behavioral group, or check in check out. However, we are continuing to develop our procedures for determining goals and whether students are on track towards meeting their goals.

**We met part 1 our goal.  
We did not meet part 2 of our goal.**

# Giles School Improvement Plan

**Goal 1: 70% of students will meet or exceed expected gains on Math NWEA/MAP Measure of Academic Progress from Winter 21-22 to Winter 22-23.**

Completed	In Progress	Not Started
August Institute Days - All Staff participation in the PLC process	Admin/PLC Leads & BLT participate in ongoing professional development.	
Form a committee focused on Tier 2 and Tier 3 academic interventions	Tier 2 and Tier 3 academic intervention committee will create an action plan	
GLPS will be scheduled on a consistent basis to focus on problem solving individual students	Tier 2 and Tier 3 academic intervention committee will develop 1 PD per trimester	
Develop a professional learning plan for the year	Co-teaching teams will receive ongoing coaching	
Tier 2 and Tier 3 academic intervention committee will self assess the functionality	Promote differentiated instruction	
	Admin and Teachers will receive ongoing pd for instructional best practices	
	Create a Parent University to support parents on different topics	

# Goal 1: Where are we now?

**Goal 1: 70% of students will meet or exceed expected gains on the Math NWEA/MAP Measure of Academic Progress from Winter 21-22 to Winter 22-23.**

**Actual: 68% of our students will meet or exceed expected gains on the Math NWEA/MAP Measure of Academic Progress from Winter 21-22 to Winter 22-23.**

**Our goal was not attained, however, we made double digit growth of 14%**

# Giles School Improvement Plan

**Goal 2: 70% of our students will meet or exceed expected gains on the Reading NWEA/MAP Measure of Academic Progress from Winter 21-22 to Winter 22-23.**

Completed	In Progress	Not Started
Each PLC will identify a LEAD who will participate in PLC professional development	All teachers will participate in professional learning opportunities focused on teaching strategies	
August Institute Days - All Staff participation in the PLC process	PLC's will collaborate to plan for instructional learning opportunities	
Form a committee on Tier 2 and Tier 3 academic interventions	Tier 2 and Tier 3 academic intervention committee will create an action plan	
Develop a school wide schedule that accommodates interventions in native language and ELL support	Tier 2 and Tier 3 academic intervention committee will develop 1 PD per trimester	
Develop a professional learning plan for the year	Admin and Teachers will receive ongoing pd for instructional best practices	
Tier 2 and Tier 3 academic intervention committee will self assess the functionality	Create a Parent University to support parents on different topics	
Increase informal, non-evaluative classroom visits		

# Goal 2: Where are we now?

**Goal 2: 70% of students will meet or exceed expected gains on the Reading NWEA/MAP Measure of Academic Progress from Winter 21-22 to Winter 22-23.**

**Actual: 64% of our students will meet or exceed expected gains on the Reading NWEA/MAP Measure of Academic Progress from Winter 21-22 to Winter 22-23.**

**Our three year average for students making expected gains in Reading is 58%. This year, 64% made expected gains.**

# Giles School Improvement Plan

**Goal 3: The percentage of major referrals in cheating, defiance/disrespect and inappropriate behavior/language will decrease 20% by the end of the 2022-2023 school year.**

Completed	In Progress	Not Started
All staff will receive tier 1/universal training focused around positive behavior interventions and supports	All staff will receive further professional development based on PBIS approach and strategies.	
BSAT will determine and implement a system for identifying which students are at risk for SEB or in need of intervention.	Develop a plan for selecting, Fall 2022 BSAT implementing and monitoring of evidence based SEB interventions. Present plan to all staff	
Assess current systems, data and practices across a multi-tiered system of support for SEB.	All staff will receive further professional development in the area of SEB, including selecting, implementing and monitoring of evidence based SEB interventions.	

# Goal 3: Where are we now?

**Goal 3:** The percentage of major referrals in cheating, defiance/disrespect, and inappropriate behavior/language will decrease by 20% (2019-2020 data); from 141 to 133.

**Actual:** Over the past three years, the percentage of major referrals in cheating, defiance / disrespect, and inappropriate behavior decreased by 67%.

**Our three year average goal was achieved with our percentage of major referrals decreasing by 67%**

