

*Our* ***Mission*** *is that we will work collaboratively to ensure every child in our care becomes a lifelong learner prepared for academic and social success.*

*Our* ***Vision*** *is “A dream for the future, the skills and experiences to get there.”*

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| **Target/Goal:** *Through our established “Bracelet Reward Program”, 100% of DICS staff will be delivering Monday morning mini lessons based on specific themes to reinforce the pillars of “Safety, Respect, and Responsibility.”* | | | |
| **SPECIFIC STRATEGIES** | **MEASURABLE RESULT / EVIDENCE** | | **TIMELINE** |
| * *Continue our “Bracelet Reward Program” with a monthly celebration recognizing those students who demonstrate safety, respect and responsibility on a daily basis.* * *Meet with teachers to outline the lessons and brainstorm ideas for themes for the remainder of the year.* * *As a staff, brainstorm areas of concern around behavior and target those areas by making them the weekly bracelet themes.* * *‘High Tide’ Awards – recognizing students for going above and beyond behaviorally and/or academically as nominated by a staff member.* | *Review office referrals for behavior. Data tracking of the Bracelet Program (how many students have all 3 bracelets at month end?) Input from teachers and students.* | | *Program and data reviewed on a monthly basis at staff meeting.* |
| **Target/Goal**: *Through bi-weekly math fact assessments 80% of students grades K-8 know their corresponding math facts with 90% accuracy by June 2018.* | | | |
| **SPECIFIC STRATEGIES** | **MEASURABLE RESULT/EVIDENCE** | | **TIMELINE** |
| * *Students will be assessed on a bi-weekly basis for math facts only.* * *Flash card games/activities to promote the importance of math facts.* * *Timely interventions for struggling students including the use of multiplication/addition tables.* * *Students will self-assess. Results will be displayed in their data notebooks to show progress and room for growth.* * *Continue communication with parents regarding the importance of math facts practice at home via flash cards and practice tests.* * *Formative assessment.* * *Team coaching/planning.* | *Tracking of assessment results through students graphing on a monthly basis.* | | *June 2018* |
| **Target/Goal:** *By June 2018, 70% of DICS students will have missed less than 10 days.* | | | |
| **SPECIFIC STRATEGIES** | | **MEASURABLE RESULT/EVIDENCE** | **TIMELINE** |
| * *Review existing Attendance Policy with both students and parents via assembly, agendas, newsletter, and Synervoice and website.* * *Have attendance as part of our “Responsibility” Pillar and recognize students’ good attendance through the PBIS model we have adopted. (Monthly recognition – random monthly draws for movies/sub). Promote half days over full days.* * *Call-home system in place to track student absenteeism. (teachers responsibility after 5 days missed) Mary Anne will print a monthly report.* * *Parent Education – Give PD dates so to promote strategic planning and booking for appointments.* | | *Monthly comparison of attendance data from previous year.*  *Compare, in June 2018, the current year’s attendance data with the previous year.* | *End of each month.*  *June 2018* |
| **Target/Goal:** *90% of K-5 students will either be at grade level or move up 2 guided reading levels as measured by running records by June 2018. Also by June 2018, 100% of grade 6/7/8 students will be reading at grade level or have moved up 1 level based on the Fontas and Pinnell Assessments administered in October, February and May.* | | | |
| **SPECIFIC STRATEGIES** | | **MEASURABLE RESULT/EVIDENCE** | **TIMELINE** |
| * *Grade K-8 literacy groups based on the “Café” model utilizing literacy teachers, EA, and Resource teacher with timely interventions for struggling students.* * *Monthly literacy team meetings.* * *Implementation of the ‘Daily 5’ with all grade levels as well as using a Balanced Literacy approach.* * *Implementation of data notebooks and data walls to track student progress.* * *Grade 6/7/8 Fontas and Pinnell assessment administered in Oct, Feb, May.* * *Purchasing of new guided reading materials* * *Use of a grade-specific ‘Dashboard’ developed by literacy lead* * *BLNA* * *Formative assessment.* * *Coaching/team planning.* | | *Running records administered prior to each reporting period.*  *Year-end running records to determine if goal is met.* | *Tri-Monthly*  *June 2018* |