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| **Strategic Plan Area** | **Goal(s) – Intended Growth Outcomes** | **Objective(s) – Actions or Strategies to be Implemented** | **Measurement Tool** | **Interim Progress Report (Date and Data)** | **Final Progress Report (Date and Data)** |
| **Curriculum** | ***Literacy***- *Critical Thinking and Research*- To improve students’ ability to analyze, evaluate, and synthesize information from multiple sources and experiences to build upon knowledge, justify reasoning, and transfer knowledge to new situations.  ***Numeracy***- *Creative and Resourceful Problem Solving*- To improve students’ ability to define problems, utilize a range of practical and creative strategies to generate solutions and evaluate and refine the solutions for implementation. | * Establish baseline student performance * Data team meetings and discussions about how to explicitly teach these skills * Look at existing curricula and plan opportunities for students to practice these skills across curricula * Look at existing assessments and plan opportunities to measure and provide feedback to students on progress * Continue to build staff capacity with instructional strategies and matching strategies with student strengths and areas for growth. * Establish baseline student performance * Data team meetings and discussions about how to explicitly teach these skills * Look at existing curricula and plan opportunities for students to practice these skills across curricula * Look at existing assessments and plan opportunities to measure and provide feedback to students on progress * Continue to build staff capacity with instructional strategies and matching strategies with student strengths and areas for growth. | STAR IRL data  Performance Tasks assessed using Cross-Curricular Scoring Criteria for Critical Thinking and Research  STAR SGP data  Performance Tasks assessed using Cross-Curricular Scoring Criteria for Creative and Resourceful Problem Solving | February 2017  February 2017 | June 2017  June 2017 |
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| **Community Outreach / Partnerships** | * To engage in regular, two-way communication about school programs, student progress, and student needs, in a language and format that provides equal access for all participants. * To provide multiple learning opportunities to enable parents/community to navigate the educational system and to support their children’s learning. * To support parents/community as advocates for their own children’s education, the school’s performance, and community issues that affect outcomes for all students. | * Teachers and administration will continue to highlight parent engagement resources, protocols, and ideas that include the techniques, strategies, and materials to implement best practices for promoting open communication between parents/community and schools. * Administration will work with community agencies to address student and family needs including but not limited to:   + Coalition for a Better Wallingford   + SCOW   + WYSS * Administration will conduct “groups” to inform parents of current trends in education which are specific to James H. Moran, Sr. Middle School: * Parent Coffees * PTAC * Administration will expand the use of Power School on all levels of the school to provide timely and useful information to parents. * Daily Bulletin * Parent E-Mail Blasts * Parent Letters * Parent Surveys | * School Climate Survey, specifically, questions relating to:   + Feeling welcome   + Feeling comfortable sharing thoughts and ideas, and   + Feeling like ideas and contributions are valued * Attendance at school events from parent coffees and team academic events to field trips and PTO/PTAC meetings. * Invitation to and presence of community members at building level events and endeavors. * Increased utilization of PowerSchool, Naviance, and other resources listed within the Parent Checklist. | April 2017 | April 2017 |
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| **Climate** | * To improve overall student, staff, and parent morale. | * Incorporate student voice and choice through access to engaging curriculum and curricular and extracurricular opportunities. * Incorporate more opportunities to build and nurture positive relationships, including but not limited to:   + Advisory   + School Flexy Flex   + Field Trips   + Student-Faculty events * Communicate consistent building and classroom practices & expectations of students as citizens and learners through:   + Advisory   + Student Assemblies   + Regular messaging to students via MVP News & Student Government   + Responsive Classroom practices * Combine efforts of School Climate and Sunshine Committees to spread goodwill * Increase opportunities to improve sense of staff autonomy, purpose, and mastery, including but not limited to:   + IGNITE   + Professional Development   + Staff Events   + The Switchboard * Continue to provide opportunities for parents to be involved in their student’s middle school experience, including but not limited to:   + Parent Coffees   + Committee Participation   + PTO/PTAC   + Invitations to team events and student showcases | * School Climate Surveys, specifically, questions relative to:   + Feeling welcome   + Feeling comfortable sharing thoughts and ideas, and   + Feeling like ideas and contributions are valued | February 2017 | June 2017 |
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| **Professional Development** | * To ensure that all faculty members and staff are proficient in their understanding of Mastery Based Learning and its impact on instruction and assessment in preparation for future, full implementation * To better understand the needs of our current learners and match our teaching to their needs. specifically as they relate to mastery-based learning and personalized learning. | * Professional Development Committee will offer differentiated Professional Development to match learner needs w/ instructional strategies. * Administration will partner with administrative counterparts to best support the development of MBL instructional practices. * Professional Development opportunities will build consistency around building and classroom practices & expectations of students as citizens and learners. They will also ensure consistency of staff as facilitators of citizenship and learning. Specific focus on Responsive Classroom practices will address both engaging instructional practices and developmentally appropriate social and emotional learning. | * Walkthrough Data * Personalized offerings for professional development * Staff Professional Development Survey * Student Engagement Survey | Spring 2017 | Spring 2017 |
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| **Technology** | * To promote students who are ready to meet the challenges that await them after they leave the Wallingford Public Schools. Improve student academic achievement through the use of technology. * To ensure that all faculty members and staff are proficient in the use and integration of existing technology and ongoing professional development activities in emerging technologies are provided. * To develop a continuous process of evaluation and accountability for the use of technology as a: teaching and learning tool, productivity tool, measurement and analysis tool for student achievement, fiscal management tool. | * Creation of a forum for continued input from staff regarding technology needs of students and staff. * Leveraging internal expertise to grow student and staff capacity with technology. | * Staff survey to determine staff use of and integration of technology in classroom * Student Engagement Survey * Staff self-reflection on technology use for instruction | Spring 2017 | Spring 2017 |
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