

Talent

Improvement Plan Publishable		
Priority	Strategy	Action Steps
Human Capital Development	Further the implementation of the Instructional Coaching Model	Communicate the logistics and goals of the Coaching Cycle
		Enhance the collaborative relationship between teacher and coach through on-going communication
		Teacher and coach identify a specific teaching practice to focus on for professional growth
	Encourage teachers to take on leadership roles	Provide opportunities to mentor new teachers
		Continue to provide opportunities for all staff to serve on Committees/Teams
		Support teachers in new learning opportunities around best practices (PLC, Climate, Restorative Practices, Inclusion) and sharing new learning with staff
Talent Recruitment and Retention	Partner with Universities to host student teachers	Support student teachers and their cooperating teachers by providing collaborative time
		Immerse the student teachers in the climate and culture of the Buckley School Community
	Recognize staff on a regular basis	Continue Above & Beyond Awards, staff parking spot; Celebrating Success Jar, Social Committee Recognition/Events; Hi-Five Recognition
	Support opportunities for Professional Learning	Budget for Professional Learning Opportunities for Staff

Academics

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Priority	Strategy	Action Steps
Curriculum	Implement District Curriculum aligned to the CCSS with emphasis on using shared resources, best practices and technology to engage students in their own learning	Utilize Unit Planner to support classroom instruction
		Continue to have teachers and coaches participate in Curriculum Academies
		Reflect on curriculum and share feedback with Curriculum Academies
		Incorporate effective use of technology (i.e: chromebooks, iPads, laptops and smartboards)
Instruction	Increase the level of expectations for all learners with emphasis on rigorous, relevant Tier 1 instruction	Utilize best teacher practices through Professional Learning Communities to maximize student learning
		Ensure opportunities with technology that engage and enhance individualized student learning
		Participate in Learning Walks to share best practices and to promote teacher reflection
	Build a community of confident readers, effective writers and clear communicators	Continue to implement Writers' Workshop Model
		Collaborate with LitLife to enhance classroom environment, implement a whole-small-whole model, and build stamina for independent reading
		Provide opportunities for students to engage in effective discourse
	Build a community of fluent mathematicians and critical problem solvers	Incorporate the 8 mathematical practices
		Implement Math Workshop Model, Readers workshop Model and Writer's Workshop Model
		Provide opportunities for students to engage in effective mathematical discourse

Culture and Climate

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Priority	Strategy	Action Steps	
Positive school climate and strong school/family partnerships	Implement a set of district-wide core practices to strengthen positive school climate and family-school partnerships	On-going teaching/reinforcement of school-wide expectations for students with an emphasis on common language and real-world connections	
		Continue school-wide celebrations for recognition of positive behavior	
		Implement restorative practices including circles as well as social thinking to build classroom and school community	
		Adapt Core Practices to the needs of Buckley School	
	Build capacity of families to actively engage as partners in their children's education	Communicate regularly with families through positive calls, emails, texts and newsletters	
		On-going implementation of Parent/Teacher Collaborative Meetings as a Tier 1 approach	
		Partner with FRC to provide parent groups	
	Provide opportunities and skill development for youth leadership development	Provide Buckley students with leadership opportunities such as morning announcers, peer models, student ambassadors, hallway monitors, and book buddies	
	Strengthen Relationships	Develop trust and collaboration among all stakeholders	Implement School-Wide Teacher Exchanges to foster vertical collaboration & school-wide connections
			Plan team building/cooperative activities throughout the year
Review Working Agreement for all staff to embrace			
Provide opportunities for staff to support families and community members in their roles as partners in educating all children		Continue Curriculum Nights, VIP Day, Math Nights and implement other opportunities to partner with families	
Create Opportunities/Reduce Barriers	Capitalize on the strengths and assets of families and community members to support school success.	Continue implementation of Lunch Bunch Groups	
		Use of community members as Mentors	
		Utilize FRC to support families through Outreach, Resource and Referral	

Reduce the impact of barriers on students, families and community members affecting school success	Implement strategies to ensure social/emotional security for our students
	Continue Parent Meetings and home visits as a means to reduce barriers
	Work with FRC coordinator & Adult Education to offer Adult Learning opportunities for families

Systems

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Priority	Strategy	Action Steps
<p>Improvement Planning</p>	<p>Develop our School Improvement Plan with clearly defined goals and strategies to monitor student achievement and other outcomes</p>	<p>Principals, teachers and staff will develop and maintain a high functioning School Improvement Team that analyzes school wide data for the purpose of decision making</p>
		<p>Implement a monthly schedule of School Improvement Team meetings with clear objectives</p>
		<p>School Improvement Team will engage in systematic, frequent monitoring and revision of the School Improvement Plan</p>
<p>Professional Learning Communities</p>	<p>Implement a specific Professional Learning Community cycle around best practices that lead to student and professional growth</p>	<p>Grade Level/Special areas/Service Providers designate time and goals for PLCs</p>
		<p>Develop flexible PLC cycles</p>
		<p>Identify best instructional strategies to support PLC goals</p>
		<p>Monitor the effectiveness of the PLC cycle through professional reflection and review of student artifacts</p>