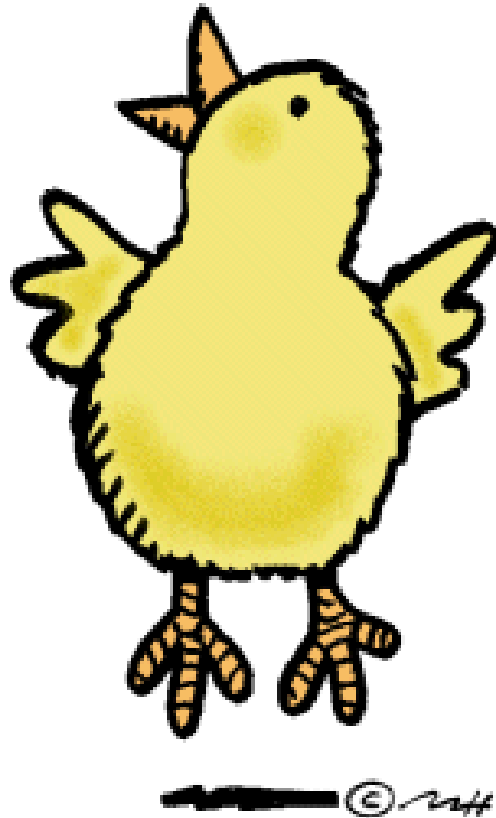


School Plan of Excellence
September 15, 2022 - June 30, 2023



**Wintonbury Early Childhood
Magnet School**

We aspire to have 100% of our students meeting state performance goals.

2022-2023 Goals

1. At least **80%** of students will meet or exceed their widely held expectations for preschool development and learning objectives for language and literacy. (P2)
2. At least **80%** of students will meet or exceed their widely held expectations for preschool development and learning objectives for mathematics. (P2)
3. At least 95% of students will meet graduation requirements. (P1)
4. At least 95% of students will have no disciplinary events (OSS/ISS). (P3) (P1)
5. At least 95% of students will have attendance rates at 95% or better. (P3) (P1)
6. 100% of students will engage in culturally relevant, anti racist, equity-based curriculum and instruction. (P3)(P1)
7. 100% of students will feel Socially and Emotionally supported in their learning environment. (P3)(P1)
8. Adopt and implement a Portrait of the Graduate. (P2)
9. Community partnerships will be sustained and expanded. (P4)

Each priority has a role in supporting the goals.

Students will progress as adults increase their skills and expertise in addressing the needs of children.

Priority 1: Holistic Accountability <i>Vision Statement: All Wintonbury staff will support students to progress through the Teaching Strategies GOLD widely held expectations (standards based objectives for development and learning) by working in collaborative structures to plan, analyze data, and select appropriate and intentional strategies for classroom implementation resulting in student learning over time.</i>			
Core Strategies High-leverage priorities: limited in number; coherently inter-connected	Action Steps Specific implementation steps: prioritized; sequenced (where appropriate); limited in number	Fidelity Indicators Evidence we will use to demonstrate completion of action steps within established timelines	Indicators of Adult Progress How we will determine changes in adult practices over time
1. Effectively support and respond to student attendance	Staff to create protocols for responding to attendance at various levels that are aligned to K-12 attendance regulations and strategies to improve attendance. Collaboration with Bloomfield Early Childhood Committee, Laurel Elementary School and the Bloomfield School District on attendance protocols and response efforts.	a. Drafted protocol by October 14th b. Attendance tracking document (ongoing) c. Strategies visible to community monthly in one of the forms below (monthly newsletter, brochure, other informational display/other media such as technology/weekly principal messages) yearly plan developed by October 14th e. Attendance meetings (weekly through October 14th then biweekly over the year)	Increase in student attendance. Evidence of communication. Meeting notes. Attendance data.

<p>2. Effectively monitor student disciplinary data (Problem Solving Forms)</p>	<p>Educate teaching staff on the new Problem Solving Form.</p> <p>Monitoring Problem Solving Forms that are submitted via the google form.</p>	<p>a. August PD and September 7th Faculty Meeting to discuss forms and use.</p> <p>b. Notifications monitored by Instructional Coach and Principal.</p> <p>c. Monthly Student Support Team meetings with members of the team to review data in submitted Problem Solving Forms.</p>	<p>PD & Faculty Meeting Schedule.</p> <p>Excel Summary sheet of referrals.</p> <p>Meeting team schedule and minutes.</p> <p>Data imputed to PowerSchool.</p>
--	--	---	--

Progress Assessment	Mid-Year Reporting Period Rating (1/30/2023)	End of Year Reporting Period Rating (6/13/2023)
<p>How well are we meeting expectations</p>	<p><input type="checkbox"/> Below</p> <p><input type="checkbox"/> Approaching</p> <p><input type="checkbox"/> Meeting</p> <p><input type="checkbox"/> Exceeding</p>	<p><input type="checkbox"/> Below</p> <p><input type="checkbox"/> Approaching</p> <p><input type="checkbox"/> Meeting</p> <p><input type="checkbox"/> Exceeding</p>

Core Strategy	Middle of Year Progress Report - Actions taken to date	End of Year Progress Report - Actions taken to date

Priority 2: Rigorous Curriculum, Instruction, and Assessment <i>Vision Statement: Environments, materials, adult actions, and assessments engage students through intentional play-based experiences and are culturally relevant, anti-biased and equity based, supporting the developmental continuum of widely held expectations for all preschool students.</i>			
Core Strategies High-leverage priorities: limited in number; coherently inter-connected	Action Steps Specific implementation steps: prioritized; sequenced (where appropriate); limited in number	Fidelity Indicators Evidence we will use to demonstrate completion of action steps within established timelines	Indicators of Adult Progress How we will determine changes in adult practices over time
1. Teachers will intentionally design environments, select materials, and engage students with learning experiences that reflect students' identity and promote diversity	1. Teachers will participate in school wide events that promote cultural identities 2. All teachers will implement parts of the All About Me Unit that are meaningful to their classrooms and/or expand on the unit in their own way 3. A school created family cultural survey will be distributed to all families to elicit information to bridge homeschool connections to best support a meaningful curriculum that is responsive and reflective of each classrooms children & families.	1. Documentation and plans of events (Hispanic Heritage Month, Black History Month) 2. Evidence of the All About Me Unit is visible in student work and the environment. 3. Survey distributed by October 7th. Families will return the survey by October 14th. <i>Survey is optional and can be handed in at any time.</i>	Participation in events is 100% of classrooms. Fall and Spring artifact placed in shared drive for Wintonbury. The Leadership team will reflect on the survey at a Leadership team Meeting.
2. Implement & assess curriculum with fidelity for Pk3 and Pk4	1. Unpacking specific Teaching Strategies GOLD objectives including scoring calibration in data teams. 2. Share resources and professional development opportunities with "The Nest" Preschool at Laurel Elementary .	a. At data teams staff will calibrate scoring of the data team objectives (dates TBD). b. Invites to professional development. c. Resources shared on google drive.	Agenda and meeting notes regarding the discussion towards common understanding.
3. Addressing student's social and emotional development as a priority for learning	1. Teachers will prioritize social emotional learning.	a. Evidence of Second Step used in classrooms. b. Evidence of self-regulation strategies in classrooms (zones, planning for executive functioning, peace place use, ect). c. Professional Development provided to staff on SEL (August PD, Community of Learners PD Track 3x/year).	Evidence documented during walkthroughs. PD sign-in. PD Planning Shared Drive.

Progress Assessment	Mid-Year Reporting Period Rating (1/30/2023)	End of Year Reporting Period Rating (6/13/2023)
How well are we meeting expectations	<input type="checkbox"/> Below <input type="checkbox"/> Approaching <input type="checkbox"/> Meeting <input type="checkbox"/> Exceeding	<input type="checkbox"/> Below <input type="checkbox"/> Approaching <input type="checkbox"/> Meeting <input type="checkbox"/> Exceeding

Core Strategy	Middle of Year Progress Report - Actions taken to date	End of Year Progress Report - Actions taken to date

Priority 3: Positive School Climate <i>Vision Statement: All members of the Wintonbury community contribute towards effective, responsive, and welcoming environments that focus on building, maintaining, and fostering relationships for students, staff, and families with specific focus on social emotional wellbeing for all students to promote access to learning across the day.</i>			
Core Strategies High-leverage priorities: limited in number; coherently inter-connected	Action Steps Specific implementation steps: prioritized; sequenced (where appropriate); limited in number	Fidelity Indicators Evidence we will use to demonstrate completion of action steps within established timelines	Indicators of Adult Progress How we will determine changes in adult practices over time
1. Improve the implementation of Collaborative and Proactive Solutions to build up the strong teacher – student’s relationships and the social emotional skills of students.	1. Community of Learners Professional Development Track (final group to complete this year) - CPS embedded into this 3 series training. 2. The Principal and Instructional Coach will participate in refresher training. 3. As needed CPS training for select staff (new staff or refresher training for other staff).	a. Sign-in for PD (3x/year). b. PD schedule. c. PD materials on shared drives (PD PLC and Wintonbury Learning Bank).	Survey staff for CPS implementation to gauge next steps for staff implementation.
2. Continue to gather data on school climate through (surveys, parent meetings, staff meetings, school climate committee meetings, surveys) to inform next steps for the school.	1. Analyze Climate Data gathered from district survey and other Wintonbury specific assessments. 2. Ongoing school climate committee meetings focused on the needs in the building.	Climate data analyzed at Leadership Team, Climate Committee Meeting, Staff Meeting to identify strengths and opportunities and plan for necessary outcomes. Climate data shared with staff and families. Climate committee to report out at Leadership Team Meeting.	Maintain positive District Climate Data survey results. Actions planned for and to improve areas of opportunity are taken and documented. Weekly Principal’s email and monthly school newsletters highlight happening at Wintonbury and necessary information to maintain and reinforce a positive school climate.

Progress Assessment	Mid-Year Reporting Period Rating (1/30/2023)	End of Year Reporting Period Rating (6/13/2023)
How well are we meeting expectations	<input type="checkbox"/> Below	<input type="checkbox"/> Below

	<input type="checkbox"/> Approaching <input type="checkbox"/> Meeting <input type="checkbox"/> Exceeding	<input type="checkbox"/> Approaching <input type="checkbox"/> Meeting <input type="checkbox"/> Exceeding
--	--	--

Core Strategy	Middle of Year Progress Report - Actions taken to date	End of Year Progress Report - Actions taken to date

Priority 4: Family & Community Engagement <i>Vision Statement: All Wintonbury staff will cultivate and sustain relationships with families and community partners to enhance the connection between home, school, and community - fostering a sense of belonging for all preschool learners, families, and staff in support of student achievement and anti-bias education for young children.</i>			
Core Strategies High-leverage priorities: limited in number; coherently inter-connected	Action Steps Specific implementation steps: prioritized; sequenced (where appropriate); limited in number	Fidelity Indicators Evidence we will use to demonstrate completion of action steps within established timelines	Indicators of Adult Progress How we will determine changes in adult practices over time
1. Effectively Engage Families and parents as partners.	1. Provide families with learning opportunities targeting topics such as attendance at monthly Second Cup of Coffees and other parent meetings (PTO) 2. Provide families with ways to engage with the school including classroom and school wide opportunities (volunteering, events, other related to student learning and school experiences) 3. Create home school connections (family projects that relate to the learning at school) 4. Parent/guardian representation in schoolwide decision making platforms (PTO, committees, other)	1. Scheduled events, communications to families, survey for topic interest/community needs, attendance data/sign-in 2. Family Engagement Committee meets regularly throughout the school year to discuss and plan for family engagement 3. Family participation in school wide family projects.	Increase in family engagement with school evident by tracking participation in opportunities
2. Re-establish community partnerships.	1. Auerfarm - continue to build in programming 2. Contact community partners for ways to collaborate (Porsser library, reading volunteers, dental health, vision health with Lion’s Club, fire department other) 3. Establish what programming looks like with these partners in the community 4. Continuation of collaboration with Early Childhood Committee under the Portrait of the Graduate (meeting with local community child care providers)	1. Programming schedules, plans and other documentation as seen in newsletters 2. ECE committee notes and meeting dates	Tracking the involvement in events/meeting/other opportunities and participation in regards to who is present at them (staff and families and community members).

Progress Assessment	Mid-Year Reporting Period Rating (1/30/2023)	End of Year Reporting Period Rating (6/13/2023)
How well are we meeting expectations	<input type="checkbox"/> Below <input type="checkbox"/> Approaching <input type="checkbox"/> Meeting	<input type="checkbox"/> Below <input type="checkbox"/> Approaching <input type="checkbox"/> Meeting

	<input type="checkbox"/> Exceeding	<input type="checkbox"/> Exceeding
--	------------------------------------	------------------------------------

Core Strategy	Middle of Year Progress Report - Actions taken to date	End of Year Progress Report - Actions taken to date