

**2018-19 Stratton School Improvement Plan**

**APS Goal 1: Student Achievement:** The Arlington Public Schools will ensure that every graduate is prepared to enter and complete a post-secondary degree program, pursue a career, and be an active citizen in an ever-changing world by offering a rigorous, comprehensive, standards-based and data-driven K-12 system of curriculum, instruction, and assessment that integrates social, emotional and wellness support.

**APS Goal Objective 1.2:** Students will develop their social and emotional (SEL) skills through age-appropriate SEL instruction that includes an awareness of cultural bias, and by learning in classrooms where responsible decision making, empathy, and the importance of positive relationships are the norm.

**School Goal #1:** Increasing authenticity, regularity and impact of Responsive Classroom best practices

**Rationale (or Objective):** RC practices has emerged as best practice internationally and locally for achieving goals articulated in APS Goal Objective 1.2.

<b>Key Actions</b>	<b>Person(s) Responsible</b>	<b>Success indicators</b>	<b>Evidence &amp; Progress</b>
Schoolwide 1 <sup>st</sup> 6 weeks designed with Leadership Team	Michael, leadership team, faculty	Productive and positive relationships established school-wide; norms and routines unambiguous and universal	
Faculty learning walks and feedback on RC practices including positive teacher language, academic choice, and other indicators established as RC best practice	Faculty, leadership team	Growth in practice documented in post learning walk reflection and feedback of principal	
External audit of RC practice by engaging Kaleidescope framework from RC	Faculty, Michael	Summative report from RC at the beginning and end of the year demonstrating improved practice.	

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**Goal Objective 1.1** Students will engage in curricula that are designed in response to the district's vision of student as learner, remain in alignment with state standards, and coherent within each discipline.

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**School Goal #2:** All students will attain proficiency in all disciplines in all grades.

**Rationale (or Objective):** Resources and programming has been advanced enough to expect this level of proficiency.

<b>Key Actions</b>	<b>Person(s) Responsible</b>	<b>Success indicators</b>	<b>Evidence</b>
Progress monitoring protocol and process refined to best practices	Michael, Leadership Team	All students brought to proficiency by year end in all learning areas	
Data team meeting calendar aligned to formative assessment schedule	Michael, faculty	Complete calendar of relevant formative assessments and data team meetings to design responses for students not yet proficient	
Identification and more frequent and effective progress monitoring of every high need student	Michael, faculty	All high need students identified by name, monthly progress monitoring and response plan designed by relevant case managers and principal	

**APS Goal 2: Staff Excellence and Professional Development:** To ensure the success of all students, Arlington Public Schools will continue to enhance, refine and communicate its comprehensive multi-tiered system of supports as a framework to improve student outcomes PK-12 in academics, social emotional competencies, cultural competency and college and career readiness. This will provide universal high-quality core educational experiences in a safe and supportive learning environment with supplemental and targeted interventions/supports for students who experience academic and/or behavioral difficulties identified through a refined student support team process.

**Goal Objective 2.1** Professional learning for educators will reinforce targeted components of the academic curriculum, social emotional competencies and pedagogy, and will emphasize culturally responsive and data-informed instructional practices that support student learning and growth

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**Stratton Goal #3:** Growth in learning and implementation of culturally responsive teaching that emphasizes equity, inclusion and diversity.

**Rationale/Objective:** Imperative for most effective, best practice instruction must include awareness and infusion of culturally responsive teaching.

<b>Key Actions</b>	<b>Person(s) Responsible</b>	<b>Success indicators</b>	<b>Evidence</b>
Collaboration with Carlos Hoyt (Design framework TBD)	Michael, faculty, Leadership Team	Self reported and principal evaluated improved practice by faculty	
Collaboration with parent advisory group around practice influenced by equity, inclusion and diversity	Michael, faculty,	Survey results demonstrate improved awareness and infusion equity, inclusion and diversity	