

**Vestavia Hills Elementary East School Goals 2021-22 (Developed by Leadership Team on 7/20/21)**

<b>Goals</b>	<b>Supporting Data/ Rationale</b>	<b>Action Plan(s)</b>	<b>Timeline</b>	<b>Persons Responsible</b>	<b>Method(s) of Evaluation</b>
<p><b>To implement an effective and meaningful character education program focused on our core values.</b></p>	<p>--This goal aligns with our district objective.</p> <p>--Over the past three years we implemented our “Friendship Initiative” with the goal of ensuring that every child has positive connections within their classroom. After analyzing various measures (SSRS, Sociograms), we saw that there was significant growth during the first two full years we were able to take data (we were unable to take data during the shortened 2019-2020 school year). Our school was honored in the summer of 2021 with a “Promising Practice” award by the Character Education Partnership for our efforts with the Friendship Initiative. We would like to make sure that this emphasis continues and grows.</p> <p>--With COVID-19 causing significant changes in how we interact at school and increasing isolation of students over the past two years, we want to provide support to each of our students and increase a sense of belonging and classroom community.</p>	<p>--Emphasize EAGLE core values through a phase 1 roll-out of new school-wide character houses as well as classroom writing projects (Imaginings book), creation of an EAGLE book, and teacher/ counselor lessons.</p>	Fall 2021	Classroom Teachers/ Administrators	Documentation of meetings with counselors and morning meetings
		<p>--Implement morning meetings within classrooms to facilitate communication of social/emotional concerns.</p>	Fall 2021	Classroom Teachers	Creation of Character Houses Analysis of Ci3T SRSS screeners
		<p>--Expand morning broadcasts to include more character education content.</p>	Fall 2021- Winter 2022	Broadcast Sponsor/Teachers	Student surveys
		<p>--Continue individual counselor meetings with every student.</p>	Fall 2021- Winter 2022	School Counselors	Creation of displayed expectations
		<p>--Continue use of Ci3T SRSS student screeners two times a year in order to monitor students in the affective domain.</p>	Fall 2021- Winter 2022	Classroom Teachers	Discipline data
		<p>--Continue to incorporate schoolwide “Friendship Initiative.” Create a visual representation of individual student connections/ friendships in each class (eg: sociogram). Develop new strategies (including the implementation of character houses) to help students build positive relationships.</p>	Fall 2021- Winter 2022	Classroom Teachers	Creation of sociograms/ comparison of beginning and end of year sociograms
		<p>--Continue two Hope Institute cohorts and add a third Year 1 cohort, as well as</p>	Fall 2021- Spring 2022	Admins/ Counselors/	Creation of friendship strategies

		<p>Powerful Conversations Network (Social-Emotional Learning).</p> <p>--Explore Ron Clark Academy Professional Development opportunities.</p> <p>--Develop a list of picture books to use in the classrooms</p> <p>--Three for Me program to help student connectedness</p>	<p>Winter 2022</p> <p>Fall 2021- Spring 2022</p> <p>Fall 2021</p>	<p>Teachers</p> <p>Administrators</p> <p>Admins/ Counselors/ Teachers</p> <p>Counselors</p>	
<p><b>To improve student learning by implementing professional learning teams.</b></p>	<p>--Our District Goal # 1 states that we will “ensure that students learn and demonstrate a profound understanding of knowledge and skills consistent with expectations of teachers, parents and the community, and ensure that students find value and meaning in the work provided to them.”</p> <p>District “Pictures of Success” for this goal include: --Teaching, learning, assessing, and grading are aligned. --A wide range of assessment processes, variety, and choice that show mastery in learning is evident.</p> <p>District “Expectations” for this goal include: --Teachers adjust instruction based on what students say and need.</p>	<p>Identify and train PLC facilitators</p> <p>Create shared agendas</p> <p>Provide framework training, tools and expectations for PLC meetings</p> <p>Teams meet one embedded hour/week</p> <p>Identify essential standards</p> <p>Create common assessments</p> <p>Identify standards not mastered</p> <p>Develop creative team groups for those students not mastering standards</p> <p>Plan to reassess for mastery</p>	<p>Fall 2021- Spring 2022</p>	<p>Admins/ Teachers/ District Admins</p>	<p>Documentation of professional training.</p> <p>Documentation and observation of PLCs in action</p> <p>PLC agendas and notes</p> <p>Feedback from Solution Tree consultant(s)</p> <p>Student achievement data</p>

	--Teacher collaboration is evident through common assessments and projects.				
<b>To successfully implement the Bridges math curriculum.</b>	The school district adopted the Bridges math curriculum to be used starting in the 2021-2022 school year.	<p>Develop scope and sequence in each grade</p> <p>Schedule time for teacher organization of materials and sharing ideas</p> <p>Revisit standards-based report cards</p> <p>Communication with parents</p> <p>Materials set up and organization, and consider purchase of additional materials – laminating film and additional need for copies</p> <p>Set up social media groups for Bridges grade levels</p>	Fall 2021-Spring 2022	Admins/Teachers	<p>Documentation of scope/ sequence, social media opportunities, parent communication, etc...</p> <p>Student achievement data</p>

School Improvement Plan Correlation to Vestavia Hills City Schools' Strategic Plan	School Improvement Plan Correlation to Cognia Standards
<b>School Improvement Goal #1: To implement an effective and meaningful character education program focused on our core values.</b>	<b>School Improvement Goal #1: To implement an effective and meaningful character education program focused on our core values.</b>
<p>Strategy V: We will create a culture of inclusivity and respect.</p> <p>Our School District Goal #2 states, "Assume a leadership role in developing common understandings of the problems and challenges that confront the system, the community, youth and families." One of the items listed under "Picture of Success" states "Students and staff are safe, healthy, and well."</p>	Standard 2.3: The learning culture develops learners' attitudes, beliefs and skills needed for success
<b>School Improvement Goal #2: To improve student learning by implementing professional learning teams.</b>	<b>School Improvement Goal #2: To improve student learning by implementing professional learning teams.</b>
<p>District "Pictures of Success" for this goal include:  --Teaching, learning, assessing, and grading are aligned.  --A wide range of assessment processes, variety, and choice that show mastery in learning is evident.</p> <p>District "Expectations" for this goal include:  --Teachers adjust instruction based on what students say and need.  --Teacher collaboration is evident through common assessments and projects.</p>	Standard 1.3: The institution engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.
<b>School Improvement Goal #3: To successfully implement the Bridges math curriculum</b>	<b>School Improvement Goal #3: To successfully implement the Bridges math curriculum</b>
Our District Goal # 1 states that we will "ensure that students learn and demonstrate a profound understanding of knowledge and skills consistent with expectations of teachers, parents and the community, and ensure that students find value and meaning in the work provided to them." One of the items listed under "Picture of Success" states, "Students are engaged in interactive, hands-on experiences and can apply learning to skills outside of school.	Standard 2.6: The institution implements a process to ensure the curriculum is aligned to standards and best practices.

**Listing of data analyzed for the development of 2019-20 school goals:**

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| <ul style="list-style-type: none"> <li>• <b>End of Year State Assessment Scores</b></li> <li>• <b>EasyCBM Scores</b></li> <li>• <b>ELEOT Observations</b></li> <li>• <b>Other Assessments</b></li> <li>• <b>AdvancED Parent/Student/Faculty Surveys</b></li> <li>• <b>Outcome of previous year's goals and action plans</b></li> <li>• <b>Affinity Diagram ("Describe characteristics of an effective classroom")</b></li> <li>• <b>District Strategic Plan</b></li> <li>• <b>Research related to best practices (body of knowledge shared in our professional learning community obtained from professional books and articles, conferences, the Alabama Best Practices Center,...)</b></li> <li>• <b>Special Considerations (Is this a textbook adoption year? What new policies are we being asked to implement by the Board/ State Department/ etc...)</b></li> <li>• <b>Anecdotal Data (such as input provided from meetings with teachers and/or parents)</b></li> </ul> |
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