

# 2018-19 School Plan of Excellence

## Implementation Work Plan

### Bloomfield Public Schools Theory of Action

*The Bloomfield Public Schools will successfully implement a comprehensive and collaborative accountability system characterized by data-supported planning and decision-making practices at every level, leading to strengthened adult work throughout the district. As a result, learning for all students substantially improves, and is sustained over time.*

### Bloomfield Public Schools Vision

The Bloomfield Public Schools will be a high-performing district with a positive climate of inclusion, an expectation of competitive academic achievement and a culture of meaningful parent and community engagement.

### Wintonbury Early Childhood Magnet School Mission

Our mission is to develop the character of young children and create a sense of wonder about their environment, culture, and world. We foster the growth of our caring community of learners through strong relationships with children and families. By providing developmental appropriate experiences based on theory and research, we address the needs of the whole child and prepare them to be life-long learners.



*Nourishing the Seeds of Knowledge Through Wonder and Discovery*

### Vision Statement

Wintonbury Early Childhood Magnet School provides a nurturing climate which delivers authentic experiences where children are actively engaged in meaningful constructive learning. A dedicated team of highly qualified professionals instruct through respectful interactions and implementation of best practices.

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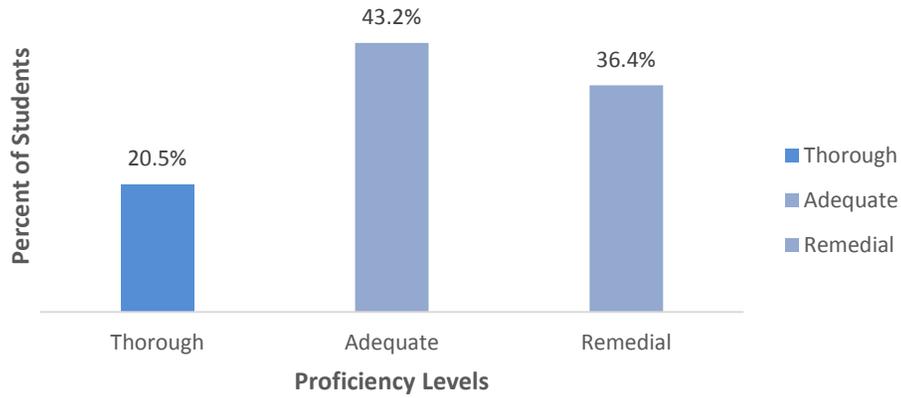
School Data Team Members: Lisa Eells, Magnolia Coates, Rebecca Cole, Kathleen Johndrow, Jenny Levinson, Tara Lynch, Mary Munson, Lisa Smith-Horn, Samantha Straker, Jennifer Treado.

**Wintonbury Target Setting using Next Generation Accountability Report: 2016-17**

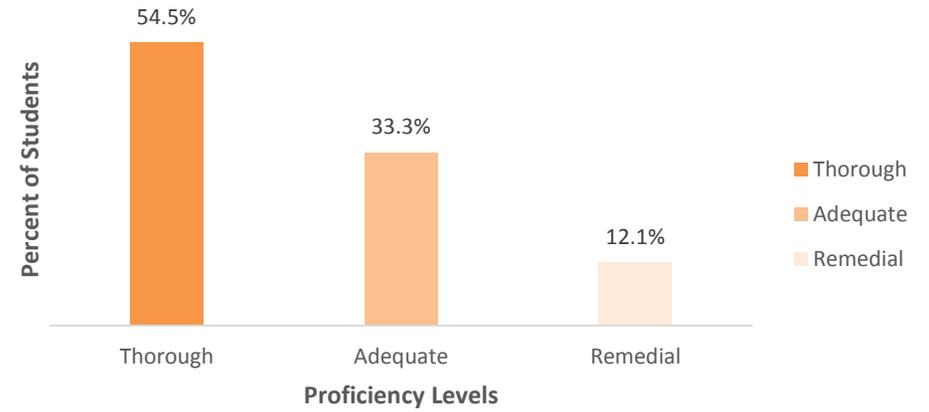
No:	Indicator	Index/ Rate	Target	Points Earned	Max Points	% Points Earned	State Avg Index/Rate	Distance to State Target	Annual Change to meet State Target in 3 Years	BPS Target	Distance to Bloomfield Target	Annual Change to meet Bloomfield Target in 3 Years
1a.	ELA Performance Index – All Students		75	0.0	0		67.1			80		
1b.	ELA Performance Index – High Needs Students		75	0.0	0		55.9			80		
1c.	Math Performance Index – All Students		75	0.0	0		62.2			80		
1d.	Math Performance Index – High Needs Students		75	0.0	0		50.5			80		
1e.	Science Performance Index – All Students		75	0.0	0		55.3			80		
1f.	Science Performance Index – High Needs Students		75	0.0	0		45.2			80		
2a.	ELA Avg. Percentage of Growth Target Achieved – All Students		100%	0.0	0		55.4%			100%		
2b.	ELA Avg. Percentage of Growth Target Achieved – High Needs Students		100%	0.0	0		49.8%			100%		
2c.	Math Avg. Percentage of Growth Target Achieved – All Students		100%	0.0	0		61.7%			100%		
2d.	Math Avg. Percentage of Growth Target Achieved – High Needs Students		100%	0.0	0		53.7%			100%		
4a.	Chronic Absenteeism – All Students	9.4%	<=5%	41.1	50	82.3%	9.9%	-4.5%	-1.5%	4.9%	-4.5%	-1.5%
4b.	Chronic Absenteeism – High Needs Students	12.5%	<=5%	35.0	50	70.0%	15.8%	-7.6%	-2.5%	4.9%	-7.6%	-2.5%
5	Preparation for CCR – % taking courses		75%	0.0	0		70.7%			100%		
6	Preparation for CCR – % passing exams		75%	0.0	0		43.5%			100%		
7	On-track to High School Graduation		94%	0.0	0		87.8%			100%		
8	4-year Graduation All Students (2015 Cohort)		94%	0.0	0		87.4%			100%		
9	6-year Graduation - High Needs Students (2013 Cohort)		94%	0.0	0		82.0%			100%		
10	Postsecondary Entrance (Class of 2015)		75%	0.0	0		72.0%			95%		
11	Physical Fitness (estimated part rate) and (fitness rate)		75%	0.0	0		92.0% 51.6%			100%		
12	Arts Access		60%	0.0	0		50.5%			100%		
<b>Accountability Index</b>				<b>76.1</b>	<b>100</b>	<b>76.1%</b>		<b>23.9</b>	<b>8.0</b>			

M = Met

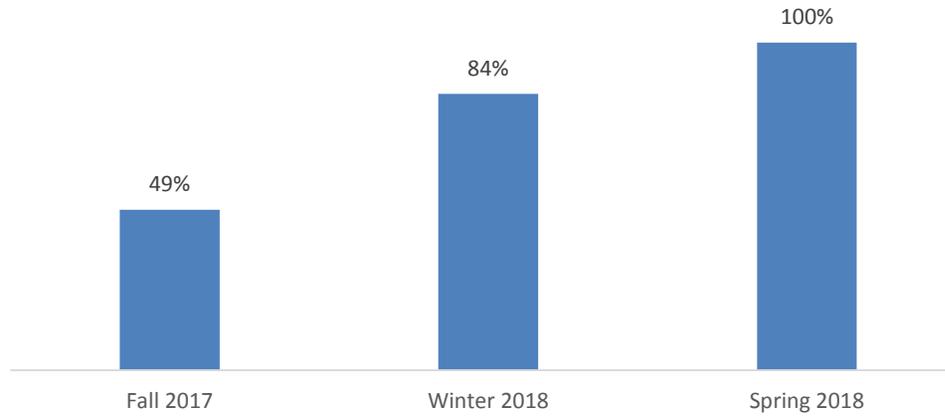
Wintonbury - Fountas and Pinnell  
Kindergarten 2018 Cohort



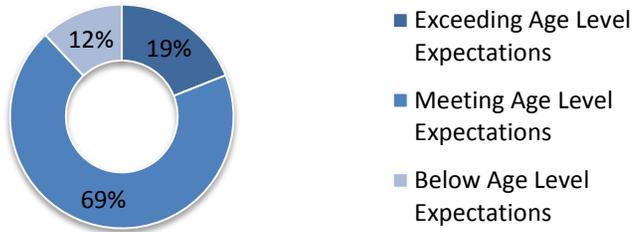
Wintonbury - Go Math  
Kindergarten 2018 Cohort



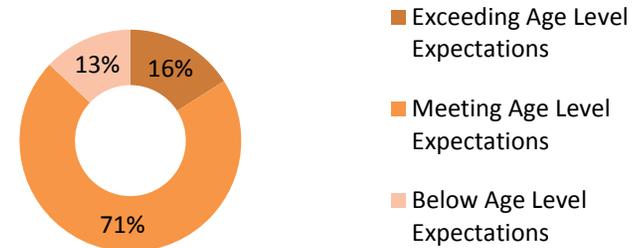
Wintonbury - STAR Early Literacy Kindergarten  
2018 Cohort



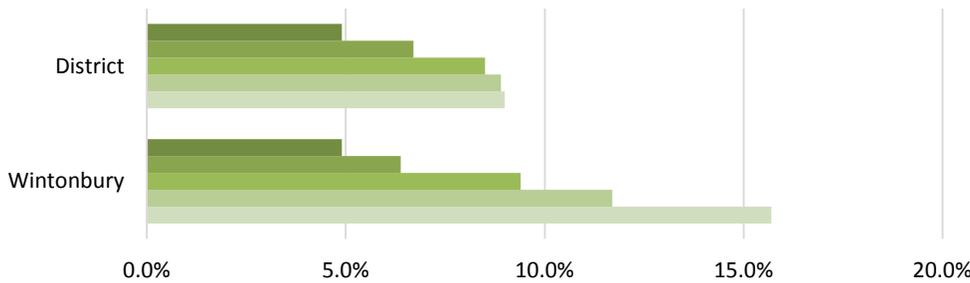
### Spring 2018 TSG Literacy Percent of Age Level Skill Attainment PK 3 and 4



### Spring 2018 TSG Numeracy Percent of Age Level Skill Attainment PK 3 and PK 4

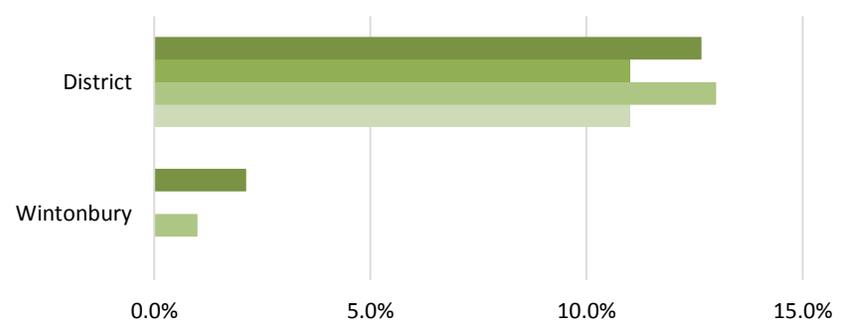


### Wintonbury Chronic Absenteeism



	Wintonbury	District
Target	4.9%	4.9%
2018	6.4%	6.7%
2017	9.4%	8.5%
2016	11.7%	8.9%
2015	15.7%	9.0%

### Wintonbury - Percent of Students with at Least One Suspension or Expulsion



	Wintonbury	District
2018	2.1%	12.7%
2017	0.0%	11.0%
2016	1.0%	13.0%
2015	0.0%	11.0%

<b>Area of Strategic Work: Holistic Accountability</b>						
<i>Vision Statement: By June 2019, all educators at Wintonbury Early Childhood Magnet School will work collaboratively across all school level and grade level data teams levels to analyze data, engage in rich discourse around monitoring progress towards achieving district and school accountability goals, and develop high leverage strategies that lead to changes in adult practices, which result in increased student achievement.</i>						
Targets:						
1: 100% of students will have “On-Track-for-Graduation” information shared regularly within their school setting.						
2: 100% of students will have performance data analyzed by instructional data teams.						
<b>Core Strategies</b> High-leverage priorities: limited in number; coherently inter- connected	<b>Action Steps</b> Specific implementation steps: prioritized; sequenced (where appropriate); limited in number	<b>Fidelity Indicators</b> Evidence we will use to demonstrate completion of action steps within established timelines	<b>Staff/Team Leading the work</b>	<b>Indicators of Adult Progress</b> How we will determine changes in adult practices over time	<b>Resources Needed</b>	<b>Intended Outcomes</b> Early evidence of progress; short-term impact; longer-term outcomes
Strengthen standards and practices within all levels of the district’s three tiered Holistic Accountability System.	Using a rubric-based instrument, data teams will self-assess the quality of the implementation of the data teaming standards for each data team level ( <b>SAP</b> )	At least three self-assessments are completed at each of the three levels on an annual basis according to the designated time frames.	Principal with Instructional Coach	Rubrics will be filled out in November, January and May	Links to surveys  Review PowerPoint tying survey questions to standards	Improvement in staff practices aligned with data teaming standards
<u>Tier 1</u> Benchmark assessments will be reviewed three times a year to track progress of the PK 3 and PK 4 students at the school	The Wintonbury PreK Data teams will review benchmark assessment data and create plans for whole school progress that will feed smaller group data teams	Data Team agendas and minutes will be kept for each team meeting	Principal with Instructional Coach	Whole school data team agendas and minutes – 4 times a year	TSG Benchmark Reports for PreK	Improved student achievement
<u>Tier 1</u> Benchmark data in class profile reports, will be reviewed by smaller data teams by grade level	Groups of 6 teachers at a time will meet to review recommendations from the Leadership Team to craft CFAs in educational domains that require growth for their students in their classrooms.	CFAs will be created and reviewed in 4 to 6 week cycles to monitor progress of all students in the school	Principal and/or Instructional Coach	Ongoing CFA data tables marking growth kept; 5-step plans reviewed throughout the year for students below goal, close to goal and at/above goal	Profile Reports from TSG	Improved student achievement

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<p><u>Tiers 2 and 3 - Response to Intervention (RTI)</u> SRBI teams will meet weekly to create individual student plans to be reviewed on 4 to 6 week cycles to monitor individual student progress <b>(Effect Size 1.07)</b></p>	<p>A core team of teachers will meet at least weekly to review individual student progress for students who are below benchmark for their age or grade level across academic and social emotional areas domains</p>	<p>Team minutes will be recorded, kept, and reviewed in an ongoing cycle</p>	<p>Instructional Coach</p>	<p>Teams will meet weekly on a rotating basis throughout each school year</p> <p>Differentiation strategies for all students will be marked on the 5 step that reviews the Benchmark Data</p>	<p>SRBI data from teachers</p>	<p>Improved student achievement</p>
<p><u>Tiers 2 and 3 - RTI Attendance Data</u> reviewed monthly by the principal and the Assistant Superintendent for Accountability <b>(Attending Preschool Effect Size .45; Peer Influences .52))</b></p>	<p>A core team of teachers will meet monthly to attend to building a positive school climate, including attending to any attendance issues brought to the committee by the School Social Worker for review (School Climate Committee)</p>	<p>Team minutes will be recorded, and kept, and reviewed in an ongoing cycle</p>	<p>Principal and School Social Worker</p>	<p>School Social Worker will keep notes on families contacted, reasons for absences, and interventions as implemented</p>	<p>Monthly reports on students who are averaging 2 or more absences in a month</p>	<p>Improved student achievement</p>
<p><u>Data Teams:</u> 100% of Wintonbury Early Childhood Magnet School classroom teachers will participate in literacy and mathematics data teams. <b>(Effect Size .90; Teacher Clarity.75)</b></p>	<p>Each Data Team will complete the five step process for results:</p> <ul style="list-style-type: none"> <li>o Collect and Chart Data</li> <li>o Analyze Data and prioritize needs</li> <li>o Set, review, and revise SMART Goals</li> <li>o Select common instructional strategies</li> <li>o Determine results indicators</li> <li>o Monitor and Evaluate results</li> </ul>	<p>Schedule and minutes of all Data Team Meetings for the school year will be available to the Chief Academic Officer</p>	<p>Principal and Instructional Coach</p>	<p>All classroom teachers meet on the average of two times per month to track and discuss student data and best practices.</p> <p>Notes on the five step data team process for results</p>	<p>Schedule of data teams for all teachers; 5 step format for teachers to follow and enter data and notes</p>	<p>Improved student achievement</p>

**Area of Strategic Work: Rigorous Curriculum, Instruction, and Assessment**

*Vision Statement: Wintonbury Early Childhood Magnet School will implement a standards-based literacy and numeracy curriculum, research-based instructional practices, and a rigorous and relevant assessment program across all content areas.*

**Targets:**

- 1: 100% of students will meet the graduation requirements.\*
- 2: 100% of students will meet their annual academic growth targets.

<b>Core Strategies</b> High-leverage priorities: limited in number; coherently inter-connected	<b>Action Steps</b> Specific implementation steps: prioritized; sequenced (where appropriate); limited in number	<b>Fidelity Indicators</b> Evidence we will use to demonstrate completion of action steps within established timelines	<b>Staff/Team Leading the work</b>	<b>Indicators of Adult Progress</b> How we will determine changes in adult practices over time	<b>Resources and Learning Needed</b>	<b>Intended Outcomes</b> Early evidence of progress; short-term impact; longer-term outcomes
Align classroom instruction to Connecticut Standards and Frameworks with a focus on the Preschool Creative Curriculum/Teaching Strategies Gold (TSG) Standards.	Effectively implement instructional strategies throughout the school year.	Determination of the effectiveness of instructional strategies will take place on a systematic schedule over the course of the current District Plan, using TEVAL observations; classroom walkthroughs and Instructional Rounds.	Principal and Instructional Coach	Lesson plans aligned to Standards	Time for visitations of teachers to each other's classroom	Percent of Students Meeting or Exceeding Standards in ELA and Numeracy
Objectives from TSG for literacy and math will drive specific standards based learning for students	Review and revise lesson planning structures based on Benchmark and CFA Data through discussions regarding requirements and feedback from teachers during initial grade level meetings for the year.	Grade Level and Data Team meeting minutes; walkthrough check of posted lesson plans; TEVAL feedback.	Principal and Instructional Coach	Lesson Plan Explicitly Align to Standards or Frameworks	Frame for Units of Study focused on TSG Standards based on an Emergent, Personalized Curriculum that follows children's interests	Increased student engagement

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<p>Identify, create, and / or revise common formative assessments and benchmarks aligned to content standards / frameworks for Pre K to measure and monitor student performance. <b>(Formative Evaluation .90 Effect Size)</b></p>	<p>Utilize data team process to instruct teachers in vetting CFAs and performance tasks for content validity and reliability and assessment question clarity.</p>	<p>Periodic (3 - 4 times per year) use of data teams to collaborate on creating and vetting assessments.  Alignment of questions to content standards/ frameworks</p>	<p>Principal and Instructional Coach</p>	<p>Completion of assessments aggregated into a bank on S Drive</p>	<p>Professional Development time for teams to do this work.</p>	<p>Increased focus on standards based learning that improves student achievement</p>
<p>Align outcomes of CFAs through professional discussions and Feedback</p>	<p>Collaboratively score student responses to check fidelity and calibration.</p>	<p>TSG Rubric Continuum Data profile sheet; Data Team and Grade level team minutes</p>	<p>Instructional Coach</p>	<p>Percentage of students meeting or exceeding standards</p>	<p>Use Data Teaming time to collaboratively score and come to consensus on scoring</p>	<p>Improved student achievement</p>
<p>Instructional Core Strategy  Implement research based metacognitive strategies based in DOK levels in all PreK classrooms.</p>	<p><b>Action Steps:</b> Provide PD and embedded coaching as well as observational feedback on implementation of targeted strategies:</p> <ul style="list-style-type: none"> <li>● Trauma Sensitive Classrooms</li> <li>● Powerful Interactions <b>(Teacher-Student Relationships Effect Size .72)</b></li> <li>● Integrating Music and Movement</li> <li>● Questioning Strategies related to DOK levels</li> <li>● Early Reading Strategies</li> </ul>	<p>Strategies will be discussed in Data Team Meetings and implemented by teachers in the classroom</p>	<p>Principal and Instructional Coach</p>	<p>85% of PreK students will attain <u>literacy scores within their age level color band on Teaching Strategies GOLD.</u>  85% of PreK students will attain <u>numeracy scores within their age level color band on Teaching Strategies GOLD.</u></p>	<p>Ongoing professional development, peer feedback, and feedback on observations as well as teamwork in the areas of creating inquiry based Units of Study based on children’s interest and standards</p>	<p>Improved student achievement</p>

	<ul style="list-style-type: none"> <li>● Vocabulary <b>(Vocabulary Program .67)</b></li> <li>● Evidence – based literacy and numeracy - PreK</li> <li>● Units of Study and Performance Assessments</li> <li>● Experiential Learning Centers</li> <li>● Marzano Strategies</li> <li>● Early Numeracy Strategies</li> <li>● Problem solving processes <b>(Problem Solving Teaching Effect Size .61)</b></li> <li>● Intentional Practices for Scientific Inquiry such as Project Approach and the use of Wonder Walls</li> <li>● Positive Behavioral Supports and Tier 1, 2, and 3 teaching of behavioral objectives <b>(Classroom Behavior Effect Size .68; Classroom Management Effect Size .52)</b></li> </ul>					
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	<ul style="list-style-type: none"> <li>Emergent Curriculum grounded in Early Childhood principles of developmental progressions and student led learning <b>(Piagetian Program Effect Size 1.28)</b></li> </ul>					
<p>The Auer Farm lesson plans will be reviewed by the principal, instructional coach, and farm committee (including the Farm Educator) and will continue to be revamped to include an inquiry approach to learning that cycles through student questions, student learning, and back to student questions in order to provide personalization, individualization, and differentiation by age for students.</p>	<p>Action Steps: Meet monthly (Farm Committee within the District’s Priority Committee Format)  Continue to create changes to the established lesson plans for the upcoming month topics to allow for more exploration by students Create Changes in format of Farm lessons. Teachers will set a preview for topics [view videos of farm topics in advance], (establish a KWL) format and adding the creation of a “Wonder Wall” for</p>	<p>Evidence of Ongoing Investigations and Projects in classrooms (Wonder Walls, Student Work, KWL Charts, Webs of student ideas  Minutes of monthly School Based Priority meetings  Documentation panels from each classroom  Found on documentation panels, student “research” undertaken during the school day</p>	<p>Principal and Instructional Coach</p>	<p>Walkthrough data regarding inquiry learning (KWLs present, wonder walls present in/near classrooms)</p>	<p>Use of faculty meetings for teams of teachers to conduct “District Priority Committee” work once a month</p>	<p>Teacher Expertise used to Align current work with District focus by District Priority Ongoing monthly At least three times a year, for current school year</p>

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	each lesson cycle using input from each student, and come back to the school with documentation that the students' questions have been addressed (What they learned) and then allow students to ask more questions (The Inquiry or Project Cycle).	Eventually, wonder walls and anecdotal notes will show a deepening of student questions and student answers through evidence in student work.				
All staff at Wintonbury will continue to meet teaching standards related to the NAEYC Accreditation protocols and process	Maintain standards and practices established by NAEYC	Self-monitoring and Walkthroughs, TEVAL Rubrics	Principal and Instructional Coach	Teacher Observations	No added resources needed	Continual monitoring cycle

Area of Strategic Work: Positive School Climate						
Vision Statement: Wintonbury Early Childhood Magnet School is creating a supportive community that demonstrates enthusiasm for learning and respect toward all students and staff.						
Targets						
1: 100% of students will engage in supportive communities of learners who demonstrate enthusiasm for learning and respect toward one another.						
2: 100% of students will participate in a Social-Emotional Learning/Kindness Curriculum.						
Core Strategies <i>High-leverage priorities: limited in number; coherently inter-connected</i>	Action Steps <i>Specific implementation steps: prioritized; sequenced (where appropriate); limited in number</i>	Fidelity Indicators <i>Evidence we will use to demonstrate completion of action steps within established timelines</i>	Staff/Team Leading the work	Indicators of Adult Progress <i>How we will determine changes in adult practices over time</i>	Resources and Learning Needed	Intended Outcomes <i>Early evidence of progress; short-term impact; longer-term outcomes</i>
Utilize data gathered from the Bloomfield Schools Climate Walkthrough Rubric Tool to create positive social/emotional environments	Standards in need of improvement will be discussed at Leadership Team Level and then strategies to improve those areas will be developed with teachers.	Staff will receive training on conducting climate walkthroughs.  The climate walkthrough data will be reported twice annually for every district site.	School Climate Specialist with Wintonbury Priority Workgroup	Percentage of favorable responses will increase for all sites.	Work in Priority Committee to train staff in using the walkthrough tool	Feedback for staff regarding positive school climate
Utilize data gathered from the District Climate Survey to define areas of need in order to create positive social/emotional environments.	<ul style="list-style-type: none"> <li>· Define and track data related to physical aggression, mean-spirited and bullying behavior by using data collection of Conduct Referrals</li> <li>· Implement Positive Behavior Supports for students who require individualized plans through SRBI</li> <li>· Implement Second Step as a Tier I Social Emotional instructional curriculum and positive problem solving</li> </ul>	<ul style="list-style-type: none"> <li>· 100% of staff members will follow the Wintonbury Early Childhood Magnet School PBS School Wide Expectations. <b>(Expectation Effect Size .43)</b></li> <li>· 100% of the classroom teachers will implement Morning Meetings and the Second Step Curriculum for Social</li> </ul>	School Climate Committee	<p>There will be a decrease in the number of students involved in incidents of major physical aggression during the current school year.</p> <p>Climate Goal: 1.) Under the District's Family and Community Engagement Priority:</p>	Time in School Priority Work Groups to analyze data and make recommendations to staff	Focus regarding how to improve school climate

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	<p>process in both PreK and K.</p> <p>Teachers will contact families 10 times a year to report good work the student has done in school as well as to keep parent updated on student progress. Using a tracking sheet developed by the Wintonbury Leadership Team.</p> <ul style="list-style-type: none"> <li>· Continue to develop the Student and Family Assistance Center model (SFAC) for Tier 1 and Tier 2 interventions with interns regarding positive climate.</li> </ul>	<p>Emotional Learning in their classrooms.</p> <p><b>(Direct Instruction Effect Size .59; Problem Solving Effect Size .61)</b></p> <ul style="list-style-type: none"> <li>· School Social Worker will take on interns who can assist with students in both large (classroom based) and small groups (resource based) to carry out the goals of the Second Step Curriculum</li> </ul>		<p>The percentage of families responding favorably that their “child has been recognized by this school for the good work that he/she has done” will maintain at 90% or higher.</p> <p>2.) Under the District’s Rigorous Curriculum, Instruction, and Assessment Priority: The percentage of families responding favorably that their “child’s teacher(s) keep me informed about my child’s progress by telling me how well he/she is doing and what he/she needs to work on will maintain at 90% or higher.as measured by the Parent Survey given in Spring 2019.</p>		
<p>Teachers will engage in team meetings with the goal of</p>	<ul style="list-style-type: none"> <li>· 100% of staff will implement techniques to decrease “physical aggression”</li> </ul>	<ul style="list-style-type: none"> <li>· Implement Positive Behavior Supports for students</li> </ul>	<p>Principal leading Positive</p>	<ul style="list-style-type: none"> <li>· 100% of staff will implement techniques to</li> </ul>	<p>Time for staff to team with parents to brainstorm</p>	<p>Improved Positive School Climate</p>

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<p>resolving student emotional regulation and behavioral issues based on student strengths and individual plans, when needed <b>(Response to Intervention 1.07)</b></p>	<p>problems with the students who are aggressive using Positive Behavior Support Plans.</p>	<p>who require individualized plans through SRBI <b>(Formative Evaluation .90)</b></p> <p>One PTO meeting scheduled in Spring 2019 will discuss the anti-bullying laws and goals for Wintonbury <b>(Parent Involvement .49)</b></p> <ul style="list-style-type: none"> <li>· Student Office Referrals will be tracked and reviewed at monthly positive behavior support meetings between social worker, instructional coach, and principal</li> </ul>	<p>Behavior Support problem solving sessions</p> <p>Parent Participation in CPS Team Meetings as appropriate</p>	<p>decrease “physical aggression” problems with the students who are aggressive using Positive Behavior Support Plans.</p> <p>IA training schedule will be implemented based on survey from IAs regarding educational topics about which they would like to learn.</p>	<p>solutions</p> <p>Collaborative and Proactive Solutions (CPS) Training (Ross Greene Model) for Teachers and IAs</p> <p>Time for teachers to conduct ALSUP meetings (CPS model format)</p>	
<p>Wintonbury teachers previously identified <b>Second Step</b> as their CASEL approved Social Emotional Learning program targeted to the needs of Wintonbury Early Childhood Magnet School students</p>	<ul style="list-style-type: none"> <li>· 100% of staff members will follow the Wintonbury Early Childhood Magnet School PBS School Wide Expectations (posters distributed around the building for behavioral expectations by locations.</li> <li>· 100% of the classroom teachers will implement Morning Meetings and the <b>Second Step</b></li> </ul>	<p>Evidence of Second Step in lessons plans and as seen in mini observations</p>	<p>School Social Worker with classroom teachers</p>	<ul style="list-style-type: none"> <li>· 100% of staff will implement techniques to decrease “physical aggression” problems with the students who are aggressive using Positive Behavior Support Plans.</li> </ul>	<p>Use of Second step during morning meetings</p>	<p>Improved Positive School Climate</p>

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	<b>Curriculum</b> for Social Emotional Learning in their classrooms.					
Wintonbury staff will work to create supportive communities of learning that demonstrate enthusiasm for learning and respect toward one another by identifying and implementing research based school climate strategies targeted to the needs of Wintonbury	The Wintonbury Early Childhood climate team meets monthly will analyze school disciplinary data, including anecdotal information brought to the table to determine impact of school climate on discipline, as applicable for the whole school.	Reduced office referrals and suspensions	School Climate Specialist with Principal	Data will be gathered and analyzed to assess impact on referrals and suspensions.	Time to meet to analyze data	Ongoing  Improved student behavior resulting in improved student achievement
The Wintonbury Early Childhood Magnet School attendance accountability team will analyze school attendance data to address needs of students and reduce absenteeism for the preschool population	<p>Monthly meetings between School Social Worker and Principal to analyze data</p> <p>Social Worker will take action with children who are chronically absent such as, phone calls home, letters, home visits, etc.</p> <p>Nurse will call home when a student is absent to check on absentee reason</p> <p>Professional Development regarding the impact of attendance on absences will be undertaken</p> <p>Parent workshop regarding impact of absences on education of</p>	Reduced absenteeism. (Goals addressing Attendance / Chronic absenteeism)	Assistant Superintendent for Accountability with Principal and Social Worker	Data will be gathered and analyzed to assess impact on absenteeism.	Attendance data	Ongoing  Improved student attendance

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	<p>students will be undertaken.</p> <p>During the monthly Second Cup of Coffee, the school social worker will have displays regarding the impact of attendance on the education of students.</p> <p>Disseminate information to families and staff regarding the impact of attendance on the education of students through the Wintonbury Newsletter.</p>					
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<b>Area of Strategic Work: Parent and Community Engagement</b> <b>Vision Statement:</b> <i>Wintonbury Early Childhood Magnet School will enhance PARENT AND COMMUNITY ENGAGEMENT by promoting community advocacy and support for all Wintonbury Early Childhood Magnet School students to contribute to the quality of life in the community.</i>						
<b>Targets:</b> <b>1:</b> 100% of schools will annually implement the Welcoming Walkthrough Tool Kit. <b>2:</b> 100% of staff will engage families in the Dual Capacity Framework, fostering meaningful community and family partnerships.						
<b>Core Strategies</b> High-leverage priorities: limited in number; coherently interconnected	<b>Action Steps</b> Specific implementation steps: prioritized; sequenced (where appropriate); limited in number	<b>Fidelity Indicators</b> Evidence we will use to demonstrate completion of action steps within established timelines	<b>Staff/Team Leading the work</b>	<b>Indicators of Adult Progress</b> How we will determine changes in adult practices over time	<b>Resources and Learning Needed</b>	<b>Intended Outcomes</b> Early evidence of progress; short-term impact; longer-term outcomes
Wintonbury Early Childhood Magnet School will continue to engage teachers and at least one parent in a Community and Family Engagement Committee that will meet approximately monthly to brainstorm, discuss, and bring to fruition school activities that will engage parents.	PTO Meetings and additional Parent workshop events will be used to engage families and create educational activities for parents and their children to enjoy (such as, PJ Literacy Night, Math and Science Night, Art Night, Informational POD Casts created by topics of interest to parents (parent survey) and posted on Website, and parent workshops with examples such as, Who's The Boss?, Impact of Screen Learning vs. Person to Person Interactive Learning on Development, depending on family interests based on survey.)	<p>Parent workshops will be scheduled and promoted to all Wintonbury Early Childhood Magnet School families and pictures will be shared with the Director of School Improvement.</p> <p>Wintonbury School Teacher Committees held approximately once a month during faculty meeting times will include one committee that is focused on Parent/Community Engagement.</p>	School Parent and Community Engagement Lead – Jen Treado	<p>Teacher Goals on TEVAL: <b>Under Family and Community Engagement:</b> The item on the school climate survey, “My child has been recognized by this school for good work that he/she has done” will maintain 90% or higher favorable responses from parents. WECMS will also conduct outreach to parents to ensure that parents are aware of ways in which students’ good work recognition will be communicated to them.</p> <p><b>Under Rigorous Curriculum, Instruction, and Assessment:</b> The items on the school climate survey, “My</p>	<p>Time in Faculty Meetings for teachers to team</p> <p>Time to record and track communications to parents</p> <p>Time to research and perhaps purchase a communication app for families</p>	Improved or maintained high engagement at family events

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				child's teacher keeps me informed about my child's progress by telling me how well he/she is doing and what he/she needs to work on will maintain 90% or higher favorable responses from parents.		
<p>Actively continue to engage community partnerships at the school level, with a minimum of 4 local agencies and businesses.</p> <ul style="list-style-type: none"> <li>o Auer Farm</li> <li>o Prosser Library</li> <li>o Child First</li> <li>o Hartford Reading Partners</li> <li>o University of Hartford</li> <li>o Muscular Dystrophy Association</li> <li>o Dental Hygienist Organization</li> <li>o PTO – Family Literacy Night, Family Math Night, Fall Festival, etc.</li> <li>o Fire Department and</li> </ul>	<ul style="list-style-type: none"> <li>· Every child at Wintonbury School will have a morning learning experience at Auer Farm every three weeks throughout the school year.</li> <li>· Every child at Wintonbury School will interact with a librarian from Bloomfield's Prosser Public Library and as many partner towns who are willing to participate for story time and music and movement literacy connections on a rotating schedule throughout the school year.</li> <li>· Every child and adult at Wintonbury School will participate in the annual Muscular Dystrophy</li> </ul>	<ul style="list-style-type: none"> <li>· Schedule of Field Trips to Auer Farm</li> <li>· Schedule of Librarians visiting classrooms at Wintonbury</li> <li>· Connections with Child First for individual students and families documented through School Social Worker</li> <li>· Schedule of literacy volunteers from the Hartford Reading Partners</li> <li>· Schedule of partnership meetings with the University of Hartford</li> <li>• Family PJ Literacy Night – held in January</li> </ul>	Principal with Instructional Coach and teachers	A listing of all community partnerships will be shared with the Central Office	School Events Calendar	Enrichment for students through community partnerships

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<p>Police Department (children workshops, security presence)</p>	<p>Association Hop A Thon.</p>	<ul style="list-style-type: none"> <li>• Family Math and Science Night held in March/April</li> <li>• Family Art Night held in May/June</li> </ul>				
<p>Wintonbury will hold its annual “Kindness Day” on December 14th, which is the anniversary of the Sandy Hook Massacre in order to spread kindness and joy throughout our community</p>	<p>Every child and teacher will participate in “Kindness and Sharing activities” with each other as well as the wider community such as Central Office staff, Bloomfield First Responders and Community workers (Post Office, Public Works)</p>	<p>Teachers will brainstorm with students regarding kindnesses for the classroom name that is drawn at random as well as kindnesses to share with the wider community.</p>	<p>Haley Ryan and Rebecca Murphy with Principal and Instructional Coach</p>	<p>Student enthusiasm for the project as well as feedback from the school community and wider community</p>	<p>Day set aside for sharing kindnesses (December 14<sup>th</sup>)</p> <p>Time for Ms. Ryan and Mrs. Murphy to organize the name draw for the “secret” kindness partners</p> <p>Time for compilation of Kindness Baskets for donation to community partners with donations from families</p>	<p>A more positive school community and wider community focused on kindness</p>