



## STRATEGIC & PROFESSIONAL LEARNING PLAN

2021-22

COVER PAGE

CAPITOL REGION EDUCATION COUNCIL

Discovery Academy

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**Mission** Equity, excellence, and success for all through a high-quality, theme-based education.

**Vision:** CREC Schools will work with families to ensure success for all students. We will eliminate opportunity gaps; provide rigorous, relevant, and engaging instruction; and guarantee schools where students feel connected, achieve their goals, and are empowered to positively impact the world in which they live.

### **Core Values**

- Expect Excellence
- Act with Courage
- Demand Equity
- Embrace Collaboration

**District Goal:**

CREC will become an anti-racist school district, where student outcomes and family experiences are not be pre-determined by race and ethnicity.

**Theories of Action that drive district focus areas:**

**Equity:** If CREC became an anti-racist school district, student outcomes and family experiences would not be pre-determined by race and ethnicity.

**Relationships:** If faculty and staff have healthy relationships with students and families, overall engagement in school will improve.

**Instruction:** If students receive high quality instruction, they will acquire the skills necessary to be academically successful and grow as lifelong learners.

**School Goals and Professional Learning Plan:**

Directions: Using data and stakeholder feedback, create one goal in the areas of **Instruction** and one goal in the area of

**Relationships. These goals must align with the district goal of becoming an anti-racist school district and the equity theory action.** If you have a goal(s) that does not fall within these focus areas please create additional goal(s) as needed.

Each school will then create a professional learning plan that is aligned with the district focus areas of equity, instruction and relationships.

**Resources:**

Chapter 9 of *Unconscious Bias in Schools* - Tracey Benson and Sarah Fiarman

*The Strategy Playbook for Educational Leaders: Principles and Process* - Isobel Stevenson and Jennie Weiner

- consider [Strategy Map](#) as a tool

[Sample goals](#) for reference

**District Theory of Action for Relationships:** If faculty and staff have healthy relationships with students and families and each other, overall engagement in school will improve.

**Potential measures:** Student attendance data, discipline referrals, course grades, school events for families, Domain 2 Flash Feedback data, School Climate Survey data.

**School Goal:** Using the National School Climate Survey (NSCS), increase individual student ratings by 10% (?) for Social Support/Adults and School Connectedness/Engagement.

Measurable Strategies (must be tied to goal)	Person(s) Responsible	Measurement	Resource(s)	Month Due
Implement daily Community Building circles in all classrooms at Discovery.	All Staff	Master schedule with dedicated block for Circles Semi-formal observations Informal observations	<i>Circle Forward</i> , Carolyn Boyes-Watson & Kay Pranis August training powerpoint for staff	Due each month-feedback shared
Implement monthly Community Building Circles	Admin team All staff	Monthly exercise to conduct Community Circle	<i>Circle Forward</i> , Carolyn Boyes-Watson & Kay Pranis	Monthly starting October
Hold student focus groups centered on specific questions of the NSCS to gather further information regarding needed action steps.	Admin Team PBIS and support services team	Sharing of data from focus groups with staff to inform individual and school-wide strategies	NSCS questions and data	End of October
Launch Recognize, Empower, Grow: Pilot program for improving opportunities for paraeducators.	Theme Coach	Achieve at least 10 graduates who attend each session Have three para leaders	Elsie Gonzalez Life Coach	October 2021 January 2022 May 2022

		Beginning and ending survey		
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**District Theory of Action for Instruction:** If students receive high quality instruction, they will acquire the skills necessary to be academically successful and grow as lifelong learners.

**Potential measures:** Academic achievement data, Algebra I grades, Domain 3 Flash Feedback data, observation data of ECC measures

**School Goal:** Increase the average rating on Danielson 3b. Using Question and Discussion techniques to 3.5. Increase the average rating on Danielson 3c. Engaging Students in Learning to 3.5.

Measurable Strategies (must be tied to goal)	Person(s) Responsible	Measurement	Resource(s)	Month Due
All classrooms teach and discuss what engagement looks like. Use of exit tickets and self-reflection rubrics for students to rate engagement.	Teachers Coaches Admin	Examples of engagement (lessons, rubrics, photos) shared by teachers via TEVAL portfolio	CREC Teacher Evaluation Handbook	May 2022
Provide staff release time to observe colleagues and provide feedback to colleagues with the lens on ECC strategy - Random and varied questioning strategies used to promote engagement and equitable participation	Admin Team All Staff	-Calendar of peer observations -Staff survey results of the experience	-Feedback tool -Release time calendar	Calendar established by end of October
Provide further professional development for Equity-Centric Classrooms. Tie to and extend with current practice at Discovery (Talk Moves, Math Practices)	Admin Team Coaches Teachers	Presentation Slides Feedback from professional development	ECC Resources	February 2022



## **School-based Professional Learning Plan**

Highly effective professional learning plans are aligned to school goals and are relevant to teachers, using the [Danielson Framework for Teaching](#).

To support the design of highly effective development opportunities, CREC has adopted [Connecticut's Standards for Professional Learning](#).

### **Steps to Creating an Effective Professional Learning Plan**

Step 1: Using the goals in your strategic plan, identify up to three focus areas for professional learning for the 2021-22 school year. Consider a range of data sources and stakeholders within your school school community in helping you develop a strong plan.

Step 2: For each focus area, use the tables below to outline your plan for professional learning.

Step 3: Use the [professional learning plan rubric](#) as a tool for self-reflection in order to enhance and revise your professional learning plan.

<b>FOCUS AREA 1: Relationships- Social Emotional Learning</b>			
<b>Session Objective(s)/ Learning Outcome:</b>	<b>Learning Design</b> <i>(e.g. workshop, peer coaching, peer observation, book study, action research, study groups, etc.)</i>	<b>Who should be involved?</b> <i>(e.g. vertical teams, departments, grade levels, individual teachers, curriculum specialists, etc.)</i>	<b>Dates/Meeting Type</b> <i>(e.g. ½ days, Faculty meetings, team meetings, etc.)</i>
Relationships/ Social Emotional Learning: staff will learn to implement community and restorative circles in strengthening relationships. Subsequent sessions will be available for feedback, questions, and furthering staff practice and comfort with conducting circles.	Workshop	All staff	½ day August 26 Follow up PD- staff meetings

<b>FOCUS AREA 2: Instruction- the Equity Centric Classroom</b>			
<b>Session Objective(s)/ Learning Outcome:</b>	<b>Learning Design</b> <i>(e.g. workshop, peer coaching, peer observation, book study, action research, study groups, etc.)</i>	<b>Who should be involved?</b> <i>(e.g. vertical teams, departments, grade levels, individual teachers, curriculum specialists, etc.)</i>	<b>Dates/Meeting Type</b> <i>(e.g. ½ days, Faculty meetings, team meetings, etc.)</i>
Teachers will reflect on their practice and that of colleagues in conducting peer observations while referencing the strategies for Equity Centric Classrooms.	Peer Observation	All teachers, coaches, administrators	Team meetings to calibrate for peer observations. Pre-meeting and post-observation debriefs



**FOCUS AREA 3: Data Analysis and Differentiation**

<b>Session Objective(s)/ Learning Outcome:</b>	<b>Learning Design</b> (e.g. workshop, peer coaching, peer observation, book study, action research, study groups, etc.)	<b>Who should be involved?</b> (e.g. vertical teams, departments, grade levels, individual teachers, curriculum specialists, etc.)	<b>Dates/Meeting Type</b> (e.g. ½ days, Faculty meetings, team meetings, etc.)
DIBELS training and implantation grades K-2: teachers will learn to implement, analyze, and use assessment data to guide groupings and instruction	Workshop, team meetings	Teachers, Coaches, Administrators	½ days, team meetings, faculty meetings
IReady Training and implementation grades 3-5: teachers will learn to implement, analyze, and use assessment data to guide groupings and instruction	Workshop, team meetings	Teachers, Coaches, Administrators	½ days, team meetings, faculty meetings

Building Based Professional Learning Days for 2021-2022 school year:

<b>Date</b>	<b>Description</b>
<b>August 25</b>	<b>Building Based (Full Day)</b>
<b>August 26</b>	<b>District &amp; Building Based (Full Day)</b>
<b>August 27</b>	<b>Fallstaff/Building Based (Full Day)</b>
<b>August 30</b>	<b>District &amp; Building Based (Full Day)</b>
<b>August 31</b>	<b>Building Based</b>
<b>September 22</b>	<b>Building Based (Early Release)</b>
<b>February 7</b>	<b>Building Based (Full Day)</b>
<b>June 1</b>	<b>Building Based (Early Release)</b>

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## **TITLE I SCHOOLWIDE PROGRAM ADDENDUM**

### Strategies to attract highly qualified teachers to high-need schools:

As a school district, the Capitol Region Education Council, in collaboration with its magnet schools, conducts staff recruitment fairs, including a minority teacher recruitment fair, advertises on the [www.crec.org](http://www.crec.org) website and in local newspapers, and collaborates with the State's colleges and universities in order to ensure that all teachers who work for CREC Schools are highly qualified. In order to retain our teachers, we have implemented a new teacher evaluation system through which teachers receive relevant feedback and related support to improve their instructional practices. Professional development is tied to school and district improvement goals, and an innovative online professional development site allows for personalized learning for teachers. Finally, leadership and coaching opportunities are available for highly-effective teachers to work with their peers.

### Coordination of Federal, State, and local services and programs:

This plan reflects coordination of all available Federal, State, and local resources.