Green Bay Area
Public School District

2023-24 Leonardo da Vinci School Success Plan

Principal: **Vicki Leisgang**

BLT Members and Position: Megan Carlsen (Primary Instructor), Dan Dennis (Middle Level Science), Katelyn Larson (Middle Level ELA/Base), Lane Braun (ELA/Base), Jolene Becker (Intermediate Instructor), Megan Gonnering (Primary Instructor), Jamie Steinbrinck (Primary Instructor), Allison Hockers (PE/Health Instructor), Allison Davister (Primary Instructor), Leah Novak (GTRT/Instructor), Sue Soleski (GTRT/Instructor)

Section I: Reflection & Analysis

District Mission: *We ensure that all students graduate college, career and community ready; inspired to succeed in our diverse world.*

School Mission/Vision Statement: Leonardo da Vinci School for Gifted Learners provides the appropriate level of challenge for academically gifted students in a rigorous, student-centered and diverse learning environment that prepares them to be world leaders.

Beliefs:
1. The Common Core Curriculum Standards and 21st Century Learning Skills prepare students for college and career.
2. Instruction is designed to meet the needs of academically gifted students in a diverse learning community.
3. Global education includes the study of world language and culture.
4. Lifelong skills and dispositions are cultivated.
5. Respectful and responsible behavior is expected and affirmed in all situations.
6. Community connections and technology allow students to extend their learning beyond the walls of the school facility.
7. Belonging and a sense of community among staff, students and families is valued and nurtured.
8. Parents/guardians play a vital role in a student's education.
9. Ongoing professional development prepares staff members to improve student learning.

Beliefs In Action

1. **The common core curriculum standards and 21st century learning skills prepare students for college and career.**

a. Common Core Curriculum Standards   The common core standards are the foundation of the rigorous academic program that provides strong connections between subjects.

b. Critical Thinking and Problem Solving: Students reason effectively, use systems thinking, make judgments and decisions and solve problems using a variety of tools.

c. Communication: Students engage in active listening and articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.

d. Creativity and Innovation: Students combine skills, knowledge and resources to solve problems in new ways and act upon them

e. Collaboration and Leadership: Students work effectively and respectfully as a team (collaboration). Students use interpersonal and problem solving skills to influence, inspire and guide others toward a goal (leadership).

f. Cross Cultural Understanding: Students honor cultural differences and work effectively with people from a range of social and cultural backgrounds.

g. Communications and Technology Literacy: Students are technologically adept (computers, cameras, video and other multimedia tools)

h. Career Learning and Self Reliance Students are able to navigate the complex life and work environments in the globally competitive information age.

2. **Instruction is designed to meet the needs of academically gifted students.**

Assessment and academic goal setting drive instruction and academic clustering. Students learn in large and small groups, as well as, individually to achieve the established goals. Pace, depth and rigor are a part of unit development and daily instruction.

3. **Global education includes the study of world language and culture.**

Students study a world language. The curriculum provides global connections through integrated units of study.

4. **Lifelong skills and dispositions are cultivated.**

Students believe that they can accomplish any goal. They are self-reliant and have an internal locus of control. They are outwardly confident and are appropriately self-reflective. To cultivate such behavior, students are taught to set goals, affirm goals, use positive self-talk, self-reflect, self-assess and self-advocate.   Students are involved in activities, take healthy risks and solve problems. They strive for excellence, have high expectations for themselves and take pride in their accomplishments. They challenge and verify one another's beliefs.

5. **Respectful and responsible behavior is expected and affirmed in all situations.**

Students, staff and parents exhibit respectful and responsible behavior at all times. They honor differences, display honesty and demonstrate good citizenship.

6. **Community connections and technology allow students to extend their learning beyond the walls of the school facility.**

Students take part in learning experiences in community businesses and organizations and work with other students throughout the world using technology.

7. **Belonging and a sense of community among students, staff and families is valued and nurtured.**

Emphasis is placed on creating a safe, warm, inviting environment where students, staff and parents feel comfortable and welcome. Students' interests are acknowledged and students are

encouraged to take healthy risks to reach their full potential through academic learning opportunities and enrichment activities before, after and during the school day.

8.   Parents/guardians play a vital role in a student's education.
Parents are a key part of the school team. They support their children's education by making sure their children abide by the established behavioral and academic performance expectations and play an active role in academy extracurricular activities.

Section II: Planning

Student Outcome Goals: (*Goals should be **S**pecific, **M**easurable, **A**ssignable/Achievable, **R**ealistic/Rigorous/Relevant, and **T**ime-bound.*)

Literacy:
One hundred percent of our K-1 instructional groups will demonstrate growth in the area of reading. Growth will be achieved if a student:
- Meets one year's worth of growth and meet grade level proficiency on the Benchmark Assessment System (BAS)

2022-23 Results: 61 out of 62 met goal, **98%**

One hundred percent of our students in grades 1-8 will demonstrate growth in the area of reading (only grade 1 students who are eligible to take STAR). Growth will be achieved if a student meets one or more of the following assessment targets:
- K-8 STAR or Early Literacy SGP of 50 or higher
- The projected scale score growth target on the May STAR test
- Trend line meets or exceeds the EOY STAR scale score goal
- Started and remained in the 99th percentile on the beginning and end-of-year STAR test
- Meets one year's worth of growth and meet grade level proficiency on the Benchmark Assessment System (BAS)

2022-23 Results: K-5 204 out of 223 91%   6-8 93 out of 130 72% **Total: 84%**

One hundred percent of our K-7 instructional groups will demonstrate writing proficiency by scoring within the grade level range on the informational and persuasive writing assessments. The rubric reflects the rigor at each grade level for advanced writers. The two scores will be averaged to determine a final score and that score needs to be in the grade level point range in order to achieve the da VInci writing goal.
2022-23 Results: K-5 212 out of 223 = 95%   6-7 69 out of 88 = 78%   **Total: 90%**

One hundred percent of our grade 8 instructional groups will demonstrate proficiency in literary analysis writing assessment using the AP scoring rubric.
2022-23 Results: 41 out of 41 **100%**

Math:
100% of our students will demonstrate growth in the area of mathematics. Growth will be achieved if a student meets one or more of the following assessment targets:
- STAR SGP of 50 or higher when comparing beginning and ending year scores (1-8)
- Met the projected scale score growth target on the STAR test by May (1-8)
- Trend line meets or exceeds the EOY SS goal (1-8)
- Started and remained in the 99th percentile on the beginning and end of year STAR test (1-8)

- Scored 83% or higher on the end of the year math assessment at their math instructional level
- Scored 83% or higher on all unit assessments
- Scored 83% or higher on each of the district semester one and two benchmark exams (middle and high school courses only)

2022-23 Results: 333 out of 353 = **94%**

Engagement:

We will work to remove barriers to learning and successful social interactions by addressing the social, emotional, and executive functioning needs of students. Our students will reflect on their growth and development as they strive to become learners and leaders in the classroom, community and world.

Goals: 100% of the students will demonstrate growth in two areas (move one level higher) on the Learner/Leader reflection tool by June of 2023. 100%

Baseline Data: *Please describe the baseline data that you collected to set your achievement goals.*

Literacy:

One hundred percent of our K-1 and 1-2 instructional groups will demonstrate growth in the area of reading. Growth will be achieved if a student:
- Meets one year's worth of growth on the Benchmark Assessment System (BAS)

Result: 96% met this goal

One hundred percent of our students in grades 1-8 will demonstrate growth in the area of reading (only grade 1 students who are eligible to take STAR). Growth will be achieved if a student meets one or more of the following assessment targets:
- STAR SGP of 50 or higher **59%**
- The projected scale score growth target on the May STAR test **36%**
- Trend line meets or exceeds the EOY STAR scale score goal **61%**
- Started and remained in the 99th percentile on the beginning and end-of-year STAR test **n/a**
- One year's worth of growth on the BAS **91%**

Result: 86% met one or more of the reading assessment targets

Math:

100% of our students will demonstrate growth in the area of mathematics. Growth will be achieved if a student meets one or more of the following assessment targets:
- STAR SGP of 50 or higher when comparing beginning and ending year scores (1-8) **77%**
- Met the projected scale score growth target on the STAR test by May (1-8) **59%**
- Trend line meets or exceeds the EOY SS goal (1-8) **70%**
- Started and remained in the 99th percentile on the beginning and end of year STAR test (1-8) **77%**
- Scored 83% or higher on the end of the year math assessment at their math instructional level **82%**
- Scored 83% or higher on all unit assessments **44%**

Result: 96% of students met one or more of the math assessment targets

Indicators of Success:				
What will we use to progress monitor the goals throughout the school year?	*When/How Often?*	*How will results be shared?*	*Who is responsible?*	*Status*
STAR Math	Monthly 3 Times in September to establish baseline	SSP Data Document Parent reports and trendline reports shared in January and June	Math Teacher	
STAR Reading	Monthly 3 Times in September to establish baseline	SSP Data Document Parent reports and trendline report shared with parents in January and June	Literacy Teacher	
Unit post-assessments	At the end of each unit	Class Summary Sheet (K-5) Individual summary shared with parent/guardian (K-5) Reported in IC and reflection form home to parents (6+)	Math Teacher	
District Common Assessments	As designated by level/district	SSP Data Document Reported in IC and reflection form home to parents (6+)	Math Teacher	
Writing Assessments	At the end of each assessment	SSP Data Document Writing assessment piece and writing report shared with parents at the end of each assessment	Literacy Teacher	
Pre and post writing assessment for literary analysis (gr. 8)	2 times per year	SSP Data Document Writing assessment piece and writing report shared with parents at the end of each unit	Gr. 8 ELA Instructors	
BAS	1 time per year	Assessment given in May, recorded in data document	ELA Instructors	

Learner Leader Assessment Tool	3 times per year October, January, May	SSP Data File	Base Team Instructors Students	

9. Ongoing professional development prepares staff members to improve student learning.

Professional development provides staff the skills needed to monitor student growth, advance student learning and foster the social and emotional development of academically gifted students.

District Priorities: *Academic Excellence, Personalized Pathways, Engagement, Thriving Workforce*
Refer to the **District Strategic Plan** *for more information.*

Needs Assessment: *(Please describe and link the information determined to highlight the needs of your school, including gaps in achievement, gaps in professional knowledge, skill, practice and other important needs of your school.)*

Our data analysis continues to confirm that the needs of gifted learners are varied and unique. Social/emotional developmental needs typical of gifted learners (general anxiety, test anxiety, perfectionism, reluctance to take healthy risks, etc) can easily impact growth and achievement. In addition, our students' writing levels (although at grade level lag behind their high reading levels. Many are easily frustrated by the challenge of writing when compared to the ease of their reading skill acquisition. We will continue our successful past practices engaging our learners by implementing units that incorporate all levels of Bloom's taxonomy and Collaborative Learning Structures. Base Team time will continue to be used to address social/emotional and executive functioning needs at all instructional levels. Formal and informal assessments will allow us to monitor student growth and differentiate as needed. We will continue to use our Professional Learning Time and CLT time to focus on student data review, unit development, writing assessment analysis, collaborative learning structures and winning strategies for classrooms.

High Leverage Action Steps:
- *What specific actions will adults learn and do to accomplish the goal?*
- *When will these actions be completed?*
- *What resources are needed to complete these actions?*

	Action Steps	How will the action step be monitored or measured for impact on continuous school improvement? (LEA ESSA Plan CIPR)	Timeline	Who is Responsible	Priority Area(s) Addressed			
					AE	**PP**	**E**	**TW**
1	Assess and cluster all new students.	Placement Doc	June/July 2023	Teachers, GTRT,	X	X		

#		Task	Resource	Timeframe	Responsible				
		● Use assessment data to cluster students (BAS and Math EOY assessments)	SSP Data Doc		Principal				
2		**Review and modify all academic units to ensure the following:** ● Integration of higher levels of thinking (Bloom) ● Collaborative Learning structures (Kagan) ● Essential questions and concept development (Cash) ● Academic Career Planning ● Cross curricular connections ● Unit plan template		Sept 2023 - June 2024		X		X	
3		**Monitor student growth using STAR (K-8)** ● Administer three times in September to establish an accurate baseline ● NOTE: Consider scheduling earlier in May ● Students may retake the May STAR assessment based on CLT approval and principal approval. ● Set scale score goal in STAR and monitor growth ● Administer monthly to create a trend line, monitor trend line ● Include students in data analysis - appropriate to grade level ● Analyze STAR reports		September 2023- May 2024	ELA and Math Teachers	X			
4		**Monitor student growth using BAS** ● Spring or summer BAS is used as baseline for fall ● All students who have not achieved a level Z are tested in spring		September 2023- May 2024	K-5	X			
5		**Utilize the William & Mary language arts curriculum (instructional levels 2-8)** ● Complete all lessons by the end of the year ● Incorporate extension activities ● Supplement as necessary after incorporating extension activities (speaking, listening, literature circles, writing, projects) **Establish a strong foundational reading program that incorporates some of the William and Mary models and language. (K-2)** Reading, writing, and language		September 2023- May 2024	ELA Teachers	X	X		
6		**Communicate with parents/guardians** ● Communicate student progress with parents/guardians ○ Writing assessments ■ Score the writing piece using the rubric, comment on the rubric ■ Copy the writing piece and complete parent report		September 2023- May 2024	Teachers			X	

		■ Send home K-7 parent report and a clean copy of writing piece: Informational/Expository and Opinion/Persuasive ■ Parent signs and returns ONLY the parent report ■ Grades 6-8 will also use a grading rubric and enter scores into Infinite Campus ■ Grade 8 writing assessment sent home with rubric ○ STAR trendline and parent report sent home in January and June - Communicate upcoming novels before you start ○ Informational - NOT a permission slip ○ Include Principal in email communication - K-5 Math: Send home 'Family Connection' note, if relevant - Grade 6 student/parent orientation, (September, 2023) - New family orientation (August 22, 2023) - Communicate homework expectations with parents in September ○ Homework is practice, not assessment ○ Assigned homework must be reviewed by teacher (checked by teacher, reviewed during class)							
7		**Student writing conventions are expected and reflected in scoring rubrics in all academic areas** - Capitals, end marks, spelling (high-frequency, words you can steal from the question) 6-8 staff members include developed rubric categories for conventions in their project/paper rubrics - First and last name on all papers turned in to any teacher (all grades) - Awareness level for K-1		September 2023- May 2024	All Teachers	X		7	
8		**Writing Assessments procedures and RUBRICS** - Meeting held to review writing assessment procedures and scoring - Administer grade 8 literary analysis pre-assessment in September, post assessment by the end of May. Informational/Expository 6-7 Informational practice essay completed in science by Thanksgiving - Administered by 12/15/22 - Score pieces on 12/16/22 (K-5) Scores entered and parent reports sent on 12/23/22 (6-7) Scores entered and parent reports sent by date 1/20/22 - Teacher/Student Roles Persuasive		September 2023- May 2024	K-8 ELA Teachers GTRT Principal	X		8	

		<mark>● 6-7 Persuasive practice essay completed in social studies by Spring Break</mark>
		<mark>● K-5 Administered by 4/28/2023</mark>
		<mark>● (K-5) Scores entered and parent reports sent by 5/12/2023 (Within 2 weeks of assessment completion date)</mark>
		<mark>● (6-7) Administered by 5/5/2023</mark>
		<mark>● (6-7) Scores entered by 5/19/2023</mark>
		
		● Genre Writing Assessment:
		   ○ Administer genre summative assessment after finishing each unit
		
		Writing Assessment Procedures:
		   ○ Share writing assessment directions ahead of assessment date
		      ■ K-7 directions
		      ■ students gather resources if needed
		      ■ students can use binders/folders as resource, but may not have access to former writing pieces
		   ○ Students have access to writing checklist (based on rubric) while they write
		   ○ K-1 teachers will create a writing checklist based on the rubric for student use during the assessment
		   ○ Teacher directions for K-1 teachers will be updated
		   ○ K-8 uses the literacy block to plan, write, revise and edit their writing piece
		   ○ K-2 hand write
		   ○ 3-8 choose - write or type
		   ○ Teachers may choose to cross-score with partner teaching the same band
		   ○ Student completes piece 100% independently
		● Link to rubrics
		   ○ Informational/Expository
		   ○ Opinion/Persuasive							

9		**Strengthen student ability to use technology for use in the writing process** ● Teach and review technology expectations ● Weekly keyboarding skills - should be in lesson plans 2-5 ● Model and teach research skills		September 2023- May 2024	All staff	X		X	
10		**Administer end of unit K-5 math assessments** ● Score and analyze assessments using scoring key developed by CLT		September 2022- May 2023	K-5 Math Cluster Teachers	X			

		• Teacher grades and puts percentage on test • Teachers collect, document, and analyze data demonstrated in unit assessments ○ K-5 uses the end of unit standards form ○ Proficiency is decided based on point values per standard (83%) • Parent sign and return test with student summary sheet • Reteach skills based on student need and reassess until student reaches proficiency							
11		**Administer math module/unit quizzes and district common assessments (6+)** • Grading categories and weights (6-8 instructional level) ○ Work completion 5% ○ Quizzes 25% ○ Tests & Projects 70% • Grading categories and weights (9-12 instructional level) ○ Work completion 5% ○ Quizzes 25% ○ Tests & Projects 60% ○ Exams 10% • Grading categories and weights (Pre-Calculus Only) ○ Work completion 5% ○ Chapter Tests 65% ○ Midterm Exam 15% ○ Semester Exam 15% **Middle Level Math: Administering DCA and Module Quizzes** • Students will be given 3 fifty minute periods for any DCA ○ Level 1: Ask base team teacher ○ Level 2: Have teacher solve on their own • Students must show their work (2 points for the correct answer, 2 points for showing work, ½ point for label) ○ Point values will be written on the DCA and the Module Quizzes for students ○ We will differentiate for students that do not need to show work. This would be a strategy for extremely advanced math students who do all or most of their math work in their heads. • Go Math Quizzes ○ Instructors will alter the Form B (both front and back) to include an adequate number of points and differing levels of questions.		September 2023- May 2024	Math Teachers Levels 6+	X			11

- Quizzes should be able to be finished in one class period by most students in your class. See above if a select few students need more time.
- Students DO NOT have the option to retake module quizzes, unless the whole class needs reteaching and a retake.
- Score as quiz in IC
  - Use K-5 Points Scoring Rubric
  - In IC - score as percent out of 100
    - Ex: 14/15 points = 93/100
- Fill out blue reflection sheet for DCAs
- Calculator Use:
  - Tests and quizzes that have both calculator and non calculator problems will be given separately.
  - Students are expected to show work for all 4 and 4 ½ point problems, regardless of calculator use (see above).
  - Calculators will NOT be used in numbers sense units
- Administer DCA after completing the appropriate units (different at each level)
  - Score using district scoring guide
    - Pre-teach the level of precision needed on DCAs - very few points create very little margin of error
  - Score with a final percent
    - Use district scoring guide written on test
    - In IC - score as percent out of 100
      - Ex: 14/15 points = 93/100
  - Fill in percent using SSP Data Sheet
  - In grades 6-8, students are able to retake DCA if their score is below 75%. Retesting can result in a maximum score of 83%.
    - *Retake scores will be entered for SSP Data*
  - CLT will monitor student retakes and assistance will be provided once a student has reached their third request.
    - *Use this retake form*
    - *Staple behind blue reflection form if student is eligible for retake*
    - *Modify first section ("before you are eligible…") as needed*
    - *Student's responsibility to fill out, turn in, and advocate for retake*

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- Keep physical tests throughout the year - send home to sign and return
  - Do not have to be saved for next year's teacher
- Reteach skills based on student need and reassess until student reaches proficiency
- If a student is not reaching proficiency - bring them up at CLT/LST
- 6+ math teachers will meet at the beginning of each school year to review DCAs for updates, assign point values, etc.
- Middle Level Math Grading
  - Approach each problem holistically
    - 1 point = simple, yes/no, true/false, fill in the blank
    - 2 points = one step, could do in your head, minor computation, explain your thinking
    - 4 points = more complex, show your work, multi-step
    - 6 points = most complex, lots of steps
    - Add ½ point for label
  - Teacher deducts points using professional discretion

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Administer math end of the year assessment
- To be completed by June , 2024
- Review skills before administering
- Provide age-appropriate amount of time to take the test
  - Break test into smaller sections that can be completed in one class period
- Use the common scoring points guide
- Score with percent
- Original score is reported out in end of year document

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Increase math fact fluency through a timed challenge program:
Fact Targets:
1. Addition secure by end of first grade math level
2. Subtraction secure by end of second grade math level
3. Multiplication secure by end of third grade math level
4. Division secure by end of fourth grade math level

Dragon Dash
- Two levels for each operation. (Third level eliminated beginning 2021-22 school year.) As of the 2023-2024 school year, K-2 students earn two gems. 3-5 students will earn three gems.
- Students will begin with the first level of each operation; however, students may begin with "all" facts, if passed with 93% they all earn 3

</td><td></td><td>September 2023- May 2024</td><td>K-5 Math Cluster Teachers</td><td>X</td><td></td><td></td><td></td></tr>
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		gems and are marked for both levels on the Dragon Dash form. This would be especially helpful for new students.
		● Teachers will lead students in monitoring their progress on the Dragon Dash.
		● CLT will monitor Dragon Dash progress. Students who are not on track to meet their math level goal will be supported with a CLT plan.
		● Not required of 6th-8th grade students
		● Optional: have students set smaller goals
		● Track student progress in the shared document
		● Dragon Dash Locker Card Template
		  ○ To be completed in base team for new students AND students that would like to "upgrade" their character in 3rd grade base team (optional)
		  ○ Card powers/description should have a math focus
		  ○ Cards are placed on the inside or outside of the locker, based on student preference.
		  ○ Students take cards home at the end of 5th grade
		● If a student changes math classes - the NEW teacher is responsible for changing that student in the shared placement doc in the Dragon Dash tab - that tracks levels all students are currently at. This tab is updated by June 2020.
		● Printable Practice Website (Addition/Subtraction)
		● Printable Practice Website (Multiplication/Division)							

14		**Teach and develop executive functioning, social/emotional skills, and leadership skills.** ● During base team, teachers will target one skill per week, based on classroom need, with review activities throughout the week **(Learner/Leader assessment tool)**		September 2023- May 2024	K-5 and 6-8 Team Documented in lesson plans		X	X	
15		**Introduce, model and practice the Learner/Leader expectations** ● Define the words ● Student examples with pictures ● Skits ● Practice expectations in all areas of school (see Winning strategies sheet) ● Practice lunchroom procedures with monitors on first day ● Refer back to expectations when a student demonstrates a need ● Read aloud books to show examples ● Learner/Leader awards ● Discussions at assemblies ● Reinforce expectations with Leader Loot, school store and bank ● Relate to TED Talks ● Display LL and THINK poster in each classroom		September 2023- June 2024	All staff	X	X	X	

		- Set up "Antarctica" in each classroom and introduce/model for all students - Social worker/counselor work with the students in unstructured situations helping them problem solve (lunchroom/recess).							
16		**Differentiate for student social/emotional and executive functioning needs.** Use of timers, hand tools, etc. - Students stand while working - Varied seating options - Other minor differentiations		September 2023- May 2024	All staff		X		
17		**Teacher and CLTs monitor student growth and achievement.** CLT/LST Framework		September 2023- May 2024	All staff		X		
18		**Provide opportunities and resources for students to demonstrate our expectations and leadership skills (to include but not limited to)** - Dragon Council (Principal and Rider 6-8) - Middle Level pin program (6-8) - Bank & Store (6-8 Students) - Carnival (6-8 run games) 4th and 5th grade theater program (Rider) - Theater and Art (Riders and Intramural hours) - PI Day Walk/Run (Teachers and Gr. 5 Team) - Assemblies (6-8 Students) - Announcements (6-8 Students) - Yearbook (Rider, September to April) - Basketball (Volunteer Coaches - November to February) - Destination Imagination (Volunteer Team Leaders , K-8) - Forensics (Riders, 6-8) - SeaPerch (Intramural Hours, 6-8) - Running Club (Intramural Hours, 3-8) - Junior National Honor Society (Intramural Hours, 6-8) - Show Choir (Rider 5-8)		September 2023- May 2024	All staff		X	X	
19		**Students will reflect on the Learner/Leader expectations by creating artifacts that synthesize what they have learned and how they have changed as a result of specific experiences.** - Create multiple artifacts each year according to grade level - K-1 - creates an artifact that demonstrates all the components of the LEARNER/LEADER expectations		First and Second Semester	Literacy and Base Team Teachers		X		

#		Description		Timeline	Staff				
		○ 2-5 - 2 artifacts and formal reflections per year (include dates or grade level) ○ 6-7 - demonstration of LEARNER/LEADER characteristics will be determined by middle level CLT; CLT plan will be presented to BLT by end of November. ○ 8 -8th Grade reflection project ● Encourage students to choose different learner/leader expectations each time an artifact/reflection is completed.							
20		**Continue to research best practice in social skill and executive functioning skill development.** ● Attend NAGC conference		November 2022	Selected staff members	X	X	X	

21		**Incorporate student goal setting**
		● K-5 integrates informal goal setting. Examples:
		  ○ Writing goals
		  ○ Dragon dash goals
		  ○ Behavior goals
		  ○ Physical Education
		● 6-8 - set goals
		  ○ Base team time allocated for goal check ins, revisions, celebrations, new goals as needed
		  ○ Creates action steps to attain the goals
				September 2023- May 2024	Base Team Teachers GTRTs				

22		**Connect learning to careers and future planning so students see the need for both academic excellence and necessary "soft" skills in their future**
		● Google survey parents to utilize parent careers/skills.
		  ○ What do they do?
		  ○ What can they share?
		  ○ Contact information, best way to connect (SKYPE, FaceTime)
		● Content Units (K-8)
		  ○ K-5 - exposure to careers that exist in content related fields
		  ○ 6-8 - deeper exploration of specifics (qualifications, education, salary, lifestyle, availability, etc.)
		● Middle level guidance
		  ○ Surveys and careers of interest in Xello
		  ○ KI Center trip - Inspiration
		  ○ Empower
		  ○ Academic Career Planning Conferences, grade 8
				September 2023- May 2024	All Staff		X		

23		Provide real world applications to learning so students understand the relationship between what they are learning in school and the world around them ● Bank (one time per month, night deposit always available) ● Store (one time per month, online ordering available) ● Financial Literacy ● Three year rotations (K-2, 3-5, 6-8) ○ Time Period study (2022-2023) ○ Resident Expert (2023- 2024) ○ Future Me (2024-2025) ● At-home project paired with each rotation (K-5) ○ Invention history, inventor, changes, etc. (2022-2023) ○ Great learner/leader (2023-2024) ○ Career focus (2024-2025) ● Science Fair rotations ○ Invention-based (2022-2023) ○ Develop a solution for a given problem - similar to DI (2023-2024) ○ Traditional science fair (2024-2025)	September 2023- May 2024	All Staff			X		
24		Incorporate collaborative learning and movement into daily lessons ● Cooperative learning and/or brain break will be modeled at large staff gatherings ● Cooperative learning posters displayed in classroom	September 2023- May 2024	All Staff				X	
25		Celebrate achievements at school assemblies ● Leader Awards ● Silver Quill Awards ● Carnival K-8	September 2023- May 2024	All Staff				X	
26		K-8 students will receive at least one positive postcard. ● Sent by March 2024	September 2023- March 2024	All staff				X	
27		6-8 students will have the opportunity to collaborate and provide input on expectations and rewards.	First week of school	6-8 Team				X	
28		6-8 students will compose a weekly e-mail to parents updating them on their academic progress (grades and any missing work)	Weekly September 2023- May 2024	Base Team Teachers				X	

| 29 | | **Promote community health wellness, love of math and student leadership by organizing and facilitating Pi Day 5K** | October 2023 - March 2024 | Allison Hockers, Student Leaders and staff | | | | X | |
| 30 | | **Encourage wellness by offering the Walking/Running Club** | April 2024 - May 2024 | Teacher Leaders-Allison Hockers & Allison Davister | | | | X | |

2022-23 Leonardo da Vinci Professional Learning Plan

Section III: Formative Feedback from Supervisor

School Success Plan Process Rubric

Beg. of Year Review:
Beginning of year Reflection (To be filled out by admin.)   Reviewed SSP with BLT. All parts of the plan that can be in progress are being implemented. Other parts of the plan will be implemented based on the school calendar/timeline. Making good progress, students seemed to have overcome the closure challenges we experienced last year. STAR trendlines will be reviewed in December. Greatest challenges at this time: staffing shortage (monitor, teacher and upcoming FMLA in January), lack of daily subs.   We are short subs quite often requiring team members to sub for one another frequently.   PPG is going well. Have one book read and am now sharing snippets that will guide unit development in Staff Weekly Notes.

Questions and Comments (To be fill out by Executive Director)   None at this time

Review Date: _____   **11/17/2022**

Executive Director's Signature:__Renee Every_____Date Reviewed w/Principal: 11/17/2022

Mid Year Review:
Mid year Reflection (To be filled out by admin.)

Questions and Comments (To be fill out by Executive Director)

Review Date: _____ 2/23/2023

Executive Director's Signature: _ Renee Every   **Date Reviewed w/Principal: 2/23/2023**

End of Year Review:
End of year Reflection (To be filled out by admin.)   Results entered in the SSP document. Will be reviewed by SSP team on 6/16/2023.

Questions and Comments (To be fill out by Executive Director)

Review Date _____

Executive Director's Signature: _____**Date Reviewed w/Principal**_____