



STRATEGIC & PROFESSIONAL LEARNING PLAN

2025-2026

COVER PAGE

CAPITOL REGION EDUCATION COUNCIL

CREC 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.

Culture and Climate: If students are provided with time and resources to support their social and emotional development and experience learning communities where they feel safe and connected, then they will experience improved attendance, decreased behavioral challenges, and increased student wellness.

Student Academic Outcomes: If educators are provided continuous professional learning and targeted feedback to improve their practice, then students will receive high quality instruction and acquire the skills and knowledge to be academically successful.

School Goals and Professional Learning Plan:

Directions: Using data and stakeholder feedback, create one goal in the areas of **Student Academic Outcomes** and one goal in the area of **Culture and Climate**. **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:

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

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

School Vision: Discovery Academy provides a collaborative, safe learning environment that nurtures scientific curiosity, encourages innovations, empowers critical thinkers and challenges students to explore the unknown.

School Theory of Action for Culture and Climate: If we foster a safe, inclusive and equitable learning environment through Social Emotional Learning, Community Circles, and Restorative Practices, then all members of our school community will be safe and comfortable in our spaces, able to achieve their highest potential and access optimal learning. As a result, our school will demonstrate continuous improvement on our NSCC culture and climate survey and take actionable steps.

School Measurable Goal for Culture and Climate: To cultivate a safe, inclusive, and equitable learning environment, we will foster the highest potential and optimal learning for all members of our school community through the implementation of Social-Emotional Learning (SEL), Community Circles, and Restorative Practices. By the end of the academic year, our school will maintain or improve our overall scores on the National School Climate Center (NSCC) culture and climate survey. Specifically, we will focus on maintenance and/or growth in the areas of rules and norms, sense of social emotional security, and peer relationships. These areas all scored a 3.6 or higher. We will work to promote growth in these areas and ensure that the scores do not fall below 3.6. We will identify and implement at least three actionable steps to enhance the school climate further.

Culture & Climate

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Method	HQI Element	C&C Domain	Person(s) responsible
Implement community and restorative circles in all classrooms during daily Morning Meeting. Provide refresher training to start the school year.	<div data-bbox="802 1019 1054 1058" style="background-color: #4CAF50; color: white; padding: 2px; border-radius: 5px; display: inline-block;">Student Agency ▾</div> <div data-bbox="751 1101 1108 1140" style="background-color: #00796B; color: white; padding: 2px; border-radius: 5px; display: inline-block;">Representation & Vali... ▾</div>	<div data-bbox="1138 1019 1474 1058" style="background-color: #2196F3; color: white; padding: 2px; border-radius: 5px; display: inline-block;">Interpersonal Relati... ▾</div>	Administration Culture and Climate Team Teachers
Measurement	Resource(s) Needed		Timeline (initiate - monitor - review)
Semi-formal observations feedback protocols from staff	<i>Circle Forward</i> Second Step		September- initiate October/April- monitor May/June- review

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Method	HQI Element	C&C Domain	Person(s) responsible
<p>Ensure that master schedule provides blocks of time during the week for specific SEL instruction and the reinforcement of restorative circles.</p>	<p>Shared Power ▾</p>	<p>Interpersonal Relati... ▾ Institutional Enviro... ▾</p>	<p>Leadership team Culture and Climate team</p>
Measurement	Resource(s) Needed		Timeline (initiate - monitor - review)
<p>Master Schedule Observations</p>	<p>Master Schedule <i>Circle Forward</i> text</p>		<p>September- initiate October/April- monitor May/June- review</p>

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Method	HQI Element	C&C Domain	Person(s) responsible
<p>Celebrate/acknowledge student success with following school BEES rules and norms through culture and climate assemblies and respect rallies.</p> <p>“Caught Beings” to contain area for specific acknowledgment of “Expect the Best” and “Encourage Others.” These correlate closely with social/emotional security and peer relationships.</p>	<p>Defined Success Criteria ▾</p>	<p>Interpersonal Relati... ▾</p>	<p>Culture and climate team</p>

Measurement	Resource(s) Needed	Timeline (initiate - monitor - review)
Schedule of events Canva presentations	Culture and Climate team meeting training	September- initiate October/April- monitor May/June- review

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Method	HQI Element	C&C Domain	Person(s) responsible
-Professional learning for staff around the importance of community, using Zaretta Hammond’s book, <i>Culturally Responsive Teaching in the Brain</i>	Growth Mindset ▾	Interpersonal Relati... ▾	Leadership Team Equity Team Discovery staff
Measurement	Resource(s) Needed		Timeline (initiate - monitor - review)
Teacher Evaluation narratives and ratings on Danielson’s Framework, Domains 2 & 3	Copies of chapters 2 & 3 from <i>Culturally Responsive Teaching in the Brain</i> on Collectivism		

Method	HQI Element	C&C Domain	Person(s) responsible
Professional learning for Leadership team around using common language, using the book, <i>Unconscious Bias in Schools</i> .	Culturally Relevant ▾	Interpersonal Relati... ▾	Leadership Team Equity Team
Measurement	Resource(s) Needed		Timeline (initiate - monitor - review)
Qualitative anecdotes from Leadership Meeting Discussions	Select chapters from <i>Unconscious Bias in Schools</i>		

School Vision: Discovery Academy provides a collaborative, safe learning environment that nurtures scientific curiosity, encourages innovations, empowers critical thinkers and challenges students to explore the unknown.

School Theory of Action for Student Outcomes: If we provide access to academic rigor for all students, then we can expect high student achievement and increased academic outcomes on district and state assessments, thereby reaching continuous improvement on SBA assessments. Academic Rigor for our purposes is defined as creating an environment in which each student is expected to learn at high levels, each student is supported so he or she can learn at high levels, and each student demonstrates learning at high levels.

School Measurable Goal Student Outcomes: Our goal is to ensure all students have access to rigorous Tier 1 grade-level instruction with specific knowledge of high expectations that will promote high achievement and improve outcomes on district and state assessments. By the end of the academic year, we aim for at least 70% of our students to meet or exceed the grade-level standards on the Smarter Balanced Assessment (SBA), with a minimum 10% increase in the number of students achieving proficiency compared to the previous year.

Student Academic Outcomes

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Method	HQI Element	C&C Domain	Person(s) responsible
Provide weekly collaborative planning for teachers with a focus on setting high expectations and rigorous learning goals for all students. Provide teachers with daily common planning time to reflect on student learning goals and plan lessons with clear expectations and learning objectives.	Shared Power ▾ Growth Mindset ▾ Defined Success Criteria ▾	Interpersonal Relati... ▾ Leadership & Profe... ▾	Administration
Measurement	Resource(s) Needed		Timeline (initiate - monitor - review)
Master Schedule Grade Level Planning Meeting notes	Master Schedule		September- initiate October to April- monitor

Student surveys		May/June- review
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Method	HQI Element	C&C Domain	Person(s) responsible
<u>Math</u> Tier I - Develop teachers' understanding of how visual models deepen conceptual understanding for all students and make student thinking visible. Tier II/III - Direct instruction aligned to grade level content with an equity lens. <u>Literacy</u> Tier 1-Develop teacher proficiency with explicitly teaching student discourse strategies using EL Protocols Tier II/III-Directly teaching content skills in small groups	<div style="background-color: #2e8b57; color: white; padding: 2px; border-radius: 5px; display: inline-block;">Grade Level Content ▾</div> <i>Building Thinking Classrooms</i> EL Discourse protocols on <i>Kiddom.com</i>	<div style="background-color: #d3d3d3; padding: 2px; border-radius: 5px; display: inline-block;">NA ▾</div>	Leadership Team Math, Lit & STEM Coaches Teachers
Measurement	Resource(s) Needed		Timeline (initiate - monitor - review)
Teacher, staff and student observations	Planning time Visual models examples/rationales		October- initiate October to April- monitor May/June- review

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Method	HQI Element	C&C Domain	Person(s) responsible
WIN Block (“What I Need”) Twice daily (literacy and math) for all students in grades 1-5.	Student Agency ▾ Grade Level Content ▾	Interpersonal Relati... ▾ Institutional Enviro... ▾	Leadership Team Intervention coordinator
Measurement	Resource(s) Needed		Timeline (initiate - monitor - review)
Schedule Prioritization of AI Schedules to support WIN # of students receiving Tiered supports during WIN Growth data for students students in intervention	Master Schedule		September- initiate Ongoing- monitor June- review

Method	HQI Element	C&C Domain	Person(s) responsible
Reset and refocus instruction around student discourse and critical thinking through professional development for teachers and staff.	Student Agency ▾	Institutional Enviro... ▾	Leadership team Teachers
Measurement	Resource(s) Needed		Timeline (initiate - monitor - review)
Professional development planning Classroom observations	Discourse strategy presentations Equity centric classroom EL Protocols Talk moves		September- initiate Ongoing- monitor June- review

Method	HQI Element	C&C Domain	Person(s) responsible
<p>Increase students' organization and task completion to improve academic performance and independence. This will be done through implementation of lessons in executive functioning.</p>	<p>Transferable Skills ▾</p>	<p>Institutional Enviro... ▾</p>	<p>Administrators Coaches Teachers</p>
Measurement	Resource(s) Needed		Timeline (initiate - monitor - review)
<p>Growth targets on SBA DIBELS historical growth</p>	<p>SLP/teacher created lessons in executive functioning</p>		<p>September- initiate Ongoing- monitor June- review</p>

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 2025-26 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.

[*Feel free to use this PD Calendar template for your own planning.](#) NOTE: You will need to “Make a Copy” to edit.

PL FOCUS AREA 1: School norms, sense of social emotional security, and peer relationships

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<p>Session(s) description: methodology, frequency, outcomes</p> <p>Restorative practices refresher, August 2025 Community circles refresher, August 2025 Review of master schedule, August 2025 Culturally Responsive Teaching, October 22</p>	<p>HQI Element</p> <p>Student Agency ▾</p>	<p>C&C Domain</p> <p>Interpersonal Relations... ▾ Institutional Environment ▾</p>
<p>Facilitator(s): Administration, culture and climate team, mental health team</p> <p>Participants: All staff</p>	<p>Timeline</p> <p>Fall '25 ▾</p>	

PL FOCUS AREA 2: High quality Tier I instruction

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<p>Session(s) description: methodology, frequency, outcomes</p> <p>Incorporating visual models in math: grade level meetings, ongoing Executive functioning lessons for students: September 17 Strategies/Practices for targeted small group instruction: grade level meetings, ongoing</p>	<p>HQI Element</p> <p>Student Agency ▾ Grade Level Content ▾</p>	<p>C&C Domain</p> <p>Institutional Environment ▾</p>
<p>Facilitator(s): Coaches, Administrators</p> <p>Executive functioning: SLP/teacher team</p> <p>Participants: all certified staff</p>	<p>Timeline</p> <p>SY '25-'26 ▾</p>	

PL FOCUS AREA 3:

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<p>Session(s) description: methodology, frequency, outcomes</p>	<p>HQI Element</p> <p>Student Agency ▾</p>	<p>C&C Domain</p> <p>Interpersonal Relations... ▾</p>
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Facilitator(s): Participants:	Timeline <div style="text-align: right; border: 1px solid green; border-radius: 10px; padding: 2px 10px; display: inline-block;">SY '25-'26 ▾</div>	

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 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.