

Supporting the Strategic Plan Through School Improvement Planning

ED. BALDWIN ELEMENTARY

School Improvement Indicators:

- A2.03 - The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations. (5093)
- A2.04 - Instructional Teams develop standards-aligned units of instruction for each subject and grade level. (5094)
- B2.03 - The school has established a team structure among teachers with specific duties and time for instructional planning. (5143)
- E1.06 - The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning). (5182)
- A1.07 - ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them. (5088)
- B3.03 - The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers. (5149)
- C2.01 - The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs. (5159)
- B1.03 - A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)
- A4.01 - The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers. (5117)
- A4.05 - ALL teachers teach and reinforce positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions. (5123)
- A4.06 - ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary. (5124)
- A4.16 - The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level. (5134)
- C3.04 - The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff. (5168)

CCS Priorities & Actions:

- 1A: Implement robust learning experiences
1B: Define, understand, and promote educational equity,
2A: Recruit and retain premier professionals
- 1A: Implement robust learning experiences
1B: Define, understand, and promote educational equity
- 2C: Develop educator talent pathways and data-driven professional learning
- 4A: Develop a districtwide family engagement outreach program
4B: Utilize diverse communications and marketing
- 3A: Maintain safe and secure schools
3D: Build the capacity of schools to serve all students
- 2A: Recruit and retain premier professionals
2C: Develop educator talent pathways and data-driven professional learning
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- 2C: Develop educator talent pathways and data-driven professional learning
3D: Build the capacity of schools to serve all students
- 1A: Implement robust learning experiences
1B: Define, understand, and promote educational equity
1C: Develop modern learning environments
1D: Create tiers of services
- 3A: Maintain safe and secure schools
3B: Develop a behavioral and mental health framework
3D: Build the capacity of schools to serve all students
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3D: Build the capacity of schools to serve all students
- 2A: Recruit and retain premier professionals
2B: Develop equitable access to human capital