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| Vision | | A high-quality education is the fundamental right of every child. All children will receive the respect, encouragement, and opportunities they need to build the knowledge, skills, and attitudes to be successful, contributing members of a global society. | |
| Where do we want to be? (In 3-5 years) | | | |
| Mission | | The mission at Coburn School follows the mission of the district which is to provide all students with the best possible education to enable them to experience the joy of reaching their full potential. A collaborative approach to educating the whole child is at the forefront of this undertaking. We strive to ensure that each student: | |
| What are we going to do to get there? (In 3-5 years) | | Comes to school healthy and learns about and practices a healthy lifestyle; Learns in an intellectually challenging environment that is physically and emotionally safe; Is actively engaged in learning and is connected to the school and broader community; Has access to personalized learning and is supported by qualified, caring adults; Is challenged academically and prepared for success. By providing our students with the necessary knowledge, skills and expertise, we commit to preparing them to thrive in this global 21st century economy. Among the essential skills for success are critical thinking and problem solving, creativity and innovation, and communication and collaboration. | |
| Strategic Objectives (1 year action steps relating to the mission) | | District Level Objectives [1] | |
| | Sub-Title | | |
| District Level Objectives [2] | 1 ELL alignment | The English Learner program will be aligned to comply with policies and laws while ensuring that programming and curriculum are consistent with established standards relative to Special Education, rigorous instruction, and non-traditional pathways. | |
| | 2 Student support model | The District will design a systematic student support model which encompasses the five core competencies to addresses the social-emotional, behavioral, academic, and language needs of all students. | |
| | 3 Inclusion for rigor and engagement | The District will expand the implementation of the inclusionary model in West Springfield that emphasizes both a common understanding of rigor and strategies to increase student engagement. | |
| | 4 Alternate Pathways | The District will implement programs to provide alternative pathways for students to complete diploma requirements. | |
| | 5 SPED model and alignment | The District will develop and articulate a Special Education model that includes a comprehensive breadth of services through alignment of special programs. | |
| | 6 Family engagement | The District will expand modes of communication and outreach to families and community partners in order to enhance student success. | |
| | Sub-Title | School Level Objectives [3] | DIP Connection? (List Number and Title from above) [4] |
| School Level Objectives [5] | 1 Effective Instruction | Teachers will utilize instructional practices that reflect high expectations regarding content and quality of effort and work; engage all students; and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness. | 2. Student Support Model, 3. Inclusion for rigor and engagement |
| | 2 Professional Development and Structures for Collaboration | Teachers will engage in professional development and collaborative learning opportunities that improve practice and build expertise of self and other educators in instruction and leadership. | 1. ELL alignment, 3. Inclusion for rigor and engagement |
| | 3 Student's Social, Emotional, and Health Needs | To create a learning environment that maintains a safe and collaborative learning community that motivates students to take academic risks, challenge themselves, and claim ownership of their learning. To promote student development in the core social and emotional competencies of self-awareness, self-management, social awareness, responsible decision-making, and relationship skills, which will significantly increase academic achievement, improve attitudes and behaviors, decrease negative behaviors, and reduce emotional distress*. (*as defined by CASEL) | 2. Student support model |
| | 4 Family/School Engagement | Attenuate identified barriers to help Increase the amount of parent/family involvement at Coburn School. | 6. Family Engagement |
| | 5 | | |
| | 6 | | |

[1] These objectives would directly connect to the district improvement plan's. We don't have those official until the beginning of June this year, but you can assume for the sake of moving forward that they will be very similar to the last round. We can worry about formatting them in the right order after.

[2] These objectives would directly connect to the district improvement plan's. We don't have those official until the beginning of June this year, but you can assume for the sake of moving forward that they will be very similar to the last round. We can worry about formatting them in the right order after.

[3] These would be any additional objectives that the school may choose to work on besides the required district objectives. They do not need to align directly to the district level objectives.

[4] Making connections to data teams' Data Wise training.

[5] These would be any additional objectives that the school may choose to work on besides the required district objectives. They do not need to align directly to the district level objectives.