

Board of Directors Retreat July 29, 2016

Members

Renee Alsop	Lee Keel	Jennifer McClave
Manish Mittal	Katherine Pair	Brenda Romanoff
Makila Scruggs	Jack Wagler	Rob Watson
Jessica Cuneo (<i>ex-officio</i>)		

In Attendance: Lee Keel, Renee Alsop, Manish Mittal, Makila Scruggs, Katherine Pair, Brenda Romanoff, Jack Wagler, Rob Watson, Jessica Cuneo, Ari Pieper, Toni Hemming

Call to Order and Mission Statement. The meeting was called to order at 8:50 a.m. and all members of the Board read and reflected on the mission statement.

Announcements & Adoption of the Agenda.

Action:Ms. Alsop moved to approve the agenda. Mr. Watson seconded the motion and the Board approved.

Approval of Prior Minutes.

Action:Mr. Wagler moved to approve the minutes from the June 27, 2016 Board meetings. Mr. Mittal seconded the motion and the Board approved.

Officer Election

Action:Mr. Wagler moved to approve the following slate of officers: Mr. Keel for Board Chair, Ms. Alsop for Board Vice Chair, Mr. Watson for Treasurer and Ms. Pair for Secretary. Mr. Mittal seconded the motion and the Board approved.

Governance & Development

- The Board discussed new Board member training and onboarding and potential improvements

- The Board reviewed and signed the annual board documents of confidentiality, conflicts of interest, and expectations
- The Board discussed and reviewed the mission, vision, values, charter document and by-laws
- The Board discussed and reviewed meetings, the meeting schedule, committees and the committee structure
- The Board discussed and reviewed the pre-work for the session after lunch
- The Board discussed community engagement including planning of current year town hall

Policy

- Discussion of new policies for this coming year and how they can be proposed
- Discussion of proposed policies
- Discussion of policy manual led by Ms. Scruggs. Ms. Scruggs will work on compiling the policies so they can be posted on the website
- Board conducted its annual review of policies

Action: Ms. Alsop moved to approve the attached policies, which contain changes as discussed in session. Ms. Pair seconded the motion and the Board approved.

Motion to Convene in Closed Session pursuant to the following statutes was made by Mr. Watson and seconded by Ms. Alsop, and approved by the Board:

- a. Pursuant to N.C.G.S. §143-318.11(a)(1), to prevent the disclosure of information that is privileged or confidential pursuant to the law of this State or of the United States, or not considered a public record within the meaning of Chapter 132 of the General Statutes, such privilege or confidentiality arising under the Family Educational Rights and Privacy Act (20 U.S.C. §1232g) or N.C.G.S. Ch. 126, Art. 7, and
- b. to consider the qualifications, competence, performance, character, fitness, conditions of appointment, or conditions of initial employment of an individual public officer or employee or prospective public officer or employee pursuant to N.C.G.S. §143-318.11 (a)(6).

Motion to Return to Open Session: Mr. Watson moved to resume in open session. Ms. Alsop seconded the motion and the Board approved.

Open Session

Action:Ms. Alsop moved to approve the recommendation of Jiamin Yue as part-time Chinese teacher and Alisha Kowsky as part time Counselor for the 2016/17 school year contingent upon passing all criminal background checks. Ms. Romanoff seconded and the Board approved.

Finance Committee Update

- Mr. Watson led a review and discussion of the finances, including ways to continue to be more efficient and save money

Executive Director Discussion

- Ms. Cuneo and Ms. Pieper led discussion on prior year test scores, goals for 16/17 school year and implementation plan, professional development plan for staff.

Governance Training #2

- Tom Miller led discussion and reflection on how we can improve as a Board. Question and answer session followed.

Meeting Adjourned

Action:Ms. Pair moved to adjourn the meeting at 4:15pm, Mr. Keel seconded, all approved.

Documents attached:
Policies discussed and voted upon
Draft of 2016-17 Objectives and Implementation Plan

DRAFT



METROLINA REGIONAL
SCHOLARS
ACADEMY

2016-2017 Objectives and Implementation Plan

Vision Statement

Our learning environment celebrates individuality and supports the distinctive intellectual, social, and emotional needs of gifted children. We are dedicated to the development of the whole child and aspire to equip our graduates to be confident by fostering intellectual engagement, social awareness, and emotional confidence.

Mission Statement

Metrolina Regional Scholars Academy provides a differentiated and challenging learning environment that supports the distinctive intellectual, social, and emotional needs of highly gifted children and enables them to form meaningful relationships with their intellectual peers.

Shared Beliefs

We provide a differentiated and challenging education so our students are:

- Insightful thinkers who are innovative and creative; able to productively challenge the status-quo and persevere when faced with failure or adversity.
- Lifelong learners who understand the value of hard work and find joy in the learning process.
- Thoughtful communicators who collaborate and organize effectively to make positive contributions.

Through the partnerships between students, teachers, parents and alumni, our students are:

- Compassionate, respectful, honest, demonstrating empathy and integrity.
- Self-aware with a realistic understanding of their own talents and limitations; able to understand their role in a global society.
- Flexible and able to embrace diversity of thought and ability; able to balance independence and positive social engagement with their peers.

We nurture and guide students in a safe learning environment so our students are:

- Secure in themselves; willing to show and explore their unique intellect and character.
- Prepared to handle success with humility and failure with grace.
- Balanced with the tools to self-regulate.

2016-2017 MRSA Objectives

1. Develop math instructional strategies using the Singapore curriculum to build a strong math foundation for our students.
2. Develop differentiation strategies across grade levels and content areas to provide a strong core curriculum for our students of various ability levels, developmental levels, and learning style needs.
3. Implement a social and emotional learning program into our K-8 students' school day to specifically develop their social and emotional health and skills to positively impact their academic achievement and well-being.
4. Develop a collaborative learning community among staff members where teaching and learning together is a norm of our school culture.
5. Complete a thorough evaluation of the mathematics program; including standards, scope and sequence, curriculum, resources, best practices, budget and charter alignment.
6. Complete a thorough evaluation of the foreign language program; including standards, scope and sequence, curriculum, resources, best practices, budget, and charter alignment.
7. Strengthen the overall student support process including communication, use of student data, differentiation and intervention strategies.
8. Develop a beginning teacher and new staff member induction and support plan in order to educate staff on the shared mission, charter and vision and provide individualized levels of support for success.
9. Provide resources to our parent population about the academic, social and emotional needs of gifted children.
10. Develop and implement a coordinated communications plan that meets the needs of our stakeholders while maintaining a cohesive voice.
11. Create a realistic development plan in accordance with the school's strategic plan.

3rd Grade Terra Novas	66%	29%	5%	3rd Grade EOG	50%	48%	2%
4th Grade Terra Novas	86%	9%	5%	4th Grade EOG	48%	40%	12%
5th Grade Terra Novas	75%	20%	5%	5th Grade EOG	43%	40%	16%

3-5 Reading Data

	>90th percentile	70th-89th percentile	<70th percentile		>90% correct	70-89% correct	<70% correct
3rd Grade Terra Novas	64%	19%	17%	3rd Grade EOG	55%	43%	2%
4th Grade Terra Novas	81%	19%		4th Grade EOG	58%	37%	5%
5th Grade Terra Novas	74%	18%	8%	5th Grade EOG	39%	59%	2%

6-8 Math Data

	>90th percentile	70th-89th percentile	<70th percentile		>90% correct	70-89% correct	<70% correct
6th Grade Terra Novas	93%	7%	93%	6th Grade EOG	51%	44%	5%
7th Grade Terra Novas	95%	5%	95%	7th Grade EOG	35%	51%	14%

8th Grade Terra Novas	89%	11%	89%	8th Grade EOG	39%	39%	21%
				Math I EOC	36%	42%	22%

6-8 Reading Data

	>90th percentile	70th-89th percentile	<70th percentile		>90% correct	70-89% correct	<70% correct
6th Grade Terra Novas	81%	17%	2%	6th Grade EOG	53%	44%	2%
7th Grade Terra Novas	80%	15%	5%	7th Grade EOG	42%	53%	5%
8th Grade Terra Novas	89%	11%		8th Grade EOG	50%	47%	3%

5,8 Science Data

	>90th percentile	70th-89th percentile	<70th percentile
5th Grade Science EOG	25%	61%	14%
8th Grade Science EOG	9%	72%	
Biology EOC	61%	39%	

MRSA Goal Committee Team Membership

Objective #	Committee	Name
1	Singapore and elementary math instructional committee	Beth Gutt, Ari Pieper, Sara Crowther
2	Differentiation committee	Jessica Cuneo, K-4 opening, content area openings, enrichment opening
3	Social and emotional learning committee	Jessica Cuneo, Nikki Melago, Robyn Benitz, Deven Havner, Karen King, Suzanne Tans, Ari Pieper
4	Collaborative learning community committee	Jessica Cuneo, Toni Hemming, Ari Pieper, K-4 opening, 5-8 opening, enrichment opening, support staff opening
5	Math curriculum evaluation committee	Ari Pieper, Beth Gutt, Sara Crowther, Tracy Miller, Tim Chavel
6	Foreign language curriculum evaluation committee	Sandra Bell, Illiana Bolz, Jessica Cuneo, linguistics instructional

		expert, Lisa Hu
7	Student support committee	Shandra Moss, Laura Skvoretz, Karen King, Jessica Cuneo, Ari Pieper, K-4 opening, 5-8 opening, new counselor
8	Beginning teacher and new staff induction committee	Melissa Bernard, Jessica Cuneo, 2 more staff openings
9	Parent Resources About Support Our Students Committee	Ari Pieper, Jessica Cuneo, Toni Hemming, 1 more staff opening
10	Communication committee	Toni Hemming, Julie DiBella, PTO Communications rep, Faculty opening
11	Development Committee	Jen McClave, Toni Hemming, Jack Wagler, Nilgun Trogdon, Sarah Schroeck, Brandie Turner, 4 more openings

MRSA Profile

In 1999, a small group of parents of highly gifted children and experts in gifted education pooled their time, talent, and resources to start up a public charter school to help meet the unique needs of highly gifted children. In fall 2000, Scholars Academy leased an 8400 square foot former daycare center in North Charlotte and opened its doors to 60 students from over five counties. We are now located in central Charlotte, serving 372 students grades K-8.

The student population of MRSA is comprised of (add demographics here). All students are highly gifted, which has been identified by either an IQ test or group test through the admissions process. Although our students are labeled highly gifted, their gifts are extremely diverse and cover a wide range of academic, developmental, and social/emotional abilities. Our students come to us from 5 surrounding counties, some traveling as far as 1 hour each way to come to school. The majority of our students come from middle to upper-middle class homes where one or both parents are professionals. Most of our students come from families with two parents at home and who work in strong collaboration with the school environment.

Metrolina Regional Scholars Academy

5-year Strategic Plan

2016-2020

Strategic Planning Committee

Rob Watson, Board Member, Parent, Chair

Jen McClave, Board Member, Parent

Makila Scruggs, Board Member, Parent

Jessica Cuneo, Executive Director

Ari Pieper, Associate Director

Toni Hemming, Development Director, Past Parent

Curt Atkins, Teacher

Christy Hinkelman, Teacher

Tammra Granger, Parent

Sat Pillai, Parent

Craig Wheeler, Parent

Lee Keel, ex-Officio, Board Chairman, Parent

The purpose of this Strategic Plan is to develop the themes needed to realize our 2020 Vision while living by our Mission and Values. The Strategic Plan and all efforts around these themes are accomplished with an assumption of a financially stable model, which is based on routinely prioritizing our school's initiatives against available financial and human resources.

Theme #1: A Gifted Student-Centered Curriculum

Owner: School Improvement Team¹

Scholars Academy will strengthen its curriculum as it continues to meet the unique intellectual, social and emotional needs of highly gifted children.

Goal #1: On-going re-alignment of the curriculum to the Mission and Vision of the Scholars Academy.

- On a cyclical basis, perform complete standards evaluation for both alignment and content for each core and enrichment area.
- Intentionally integrate curriculum to develop social and emotional wellness that is specific to the needs of gifted children.
- Evaluate program offerings through parent, student and faculty input, and make adjustments to curriculum offerings that enhance the program.
- Ensure students and parents are well informed and prepared for successful transition from middle school to high school and beyond including the development of a high school transition package.

Goal #2: Implementation of innovative curriculum practices that improve the learning environment and increase student engagement.

- Develop new units in each curriculum area using educational best practices and strategies for gifted learners.
- On a cyclical basis, assess our core and enrichment course offerings to assess their effectiveness and determine any program or curriculum changes using best practices and up-to-date knowledge around new innovative course offerings and teaching practices.
- Implement a Scholars program at the Discoverers, Investigators and Apprentice Scholars level including self-selected independent study and real world learning experiences.
- Identify and implement creative solutions for scheduling, differentiation and flexible groupings to meet the needs of students of various ability levels.

Goal #3: Advancement of the abilities of all students using social and emotional learning programs, assessment data and strategic intervention.

- Using the Multi-Tiered System of Supports ("MTSS") framework, efficiently identify and support students who are either advanced or struggling in any intellectual, social, or emotional area.
- Use assessment data to monitor student progress throughout the school year.
- Improve communication about the unique needs of individual students by using a team approach to intervention that includes all subject area teachers, administrators, parents, and specialty service providers.

¹ The School Improvement Team will be comprised of Scholars Academy administration and teachers, with as needed involvement from Board members, parents and outside experts.

Theme #2: A Focus on Social and Emotional Learning for Gifted Students

Owner: [School Improvement Team](#)

Scholars Academy will provide an integrated, educational program that meets the social and emotional (SEL) needs of highly gifted children. (Note that Goal #3 of Theme #1 is a joint objective of this Theme).

Goal #1: Enhanced parent and student awareness of the social and emotional needs of highly gifted children.

- Create a full-time role for school counselor, whose responsibilities would include educating current and incoming students and their parents on the SEL needs of highly gifted children. Develop program for ongoing, deeper education of parents and students about SEL challenges that highly gifted children may face. This would include programs offered during new student orientation as well as in-school and after-school presentations.
- Identify and implement programs designed to prepare graduating students and their parents for transition to high school with respect to SEL needs.

Goal #2: Strengthened teacher leadership around meeting the social and emotional needs of highly gifted children.

- Create a teacher SEL needs “champion” in both the elementary and the middle school, who will become the leading expert within the school around specified SEL challenges through professional development.
- SEL champions would develop programs around their areas of expertise and provide programs for parents, students and other teachers around those areas.
- Develop program to disseminate conference / seminar learning from SEL champions or any staff / faculty member to Scholars Academy staff and faculty.

Theme #3: Exemplary Recruitment and Retention of Great Teachers of Gifted Students

Owner: [Educational Excellence Committee²](#)

Scholars Academy will be a premier employer for teachers who love to teach, inspire, nurture, and guide gifted students. We will recruit and retain talented, passionate, and innovative faculty members (i.e. high-performers) who are aligned with our Mission, Vision and Values.

Goal #1: Recruitment of high-performing teachers to come to Scholars Academy.

- Assess the drivers that led to bringing our highest performing teachers to Scholars Academy through focus groups and direct discussions.
- Develop a recruitment plan (through various resources including online, targeted conferences, and referral incentives).
- Develop interview process and hiring committee which will aid in the identification of high-performing teachers.

Goal #2: A great place to work for inspired teachers and staff that perform to their best with camaraderie and spirit.

- Consistently provide professional development opportunities for teachers to participate, attend and lead, including increased communication around upcoming programs and a process for making available time for teachers to attend.
- Develop mentorship program to inspire veteran teachers to share their knowledge with newer teachers and enhance internal relationships.

Goal #3: Removal of any barriers to teacher retention.

- Assess the drivers that led to teachers leaving or choosing to stay at Scholars Academy through focus groups and direct discussions with existing and former teachers.
- Identify barriers to retention which we can remedy.
- Develop an action plan to address the barriers through additional resources or programs.

² The Educational Excellence Committee of the Board is comprised of Board members, staff, parents and outside experts.

Theme #4: A Collaborative School Community

Owner: Administration / Parent Teacher Organization (PTO) / Development Committee³

Build a collaborative school culture where stakeholders share a unity of purpose and strong learning partnerships.

Goal #1: A collaborative school community with students and staff.

- Ascertain our current culture as a school community through a relevant, effective annual survey for key constituents.
- Educate our students and staff on collaborative school cultures.
- Develop an infrastructure to help support our collaborative school community model.
- Intentionally incorporate our school's collaborative community model into our immediate and long range rituals, traditions, and practices.

Goal #2: A collaborative school community with current Scholars' families.

- Ascertain our current culture as a school community through a relevant, effective annual survey for key constituents.
- Educate our families on collaborative school cultures.
- Develop an infrastructure to help support our collaborative school community model.
- Intentionally incorporate our school's collaborative community model into our immediate and long range rituals, traditions, and practices.

Goal #3: A collaborative school community with external constituents.

- Identify meaningful, relevant opportunities for external community members to contribute to the school's Mission. Opportunities may include, but are not limited to: guest speakers, field trips, corporate partnerships, and sponsorships.
- Identify meaningful, relevant community outreach opportunities for students and staff. Opportunities may include, but are not limited to: partner with another school, partner with a local and/or global community project.
- Identify meaningful, relevant opportunities to share and/or exchange knowledge and information with the greater community, including, but not limited to: other gifted schools, programs, groups and organizations, and other charter schools, and local colleges & universities.
- Develop an infrastructure to help support our collaborative community model.
- Intentionally incorporate our school's collaborative community model into our prospective relationships with external constituents.

³ The Development Committee of the Board is comprised of Board members, staff, parents and outside experts.

Theme #5: Become a Trusted Resource of Information about Giftedness and Best-Practices in Gifted Education

Owner: [School Improvement Team](#)

Scholars Academy will disseminate resources and knowledge to the gifted community, both within our school and externally. We will be a trusted resource for parents and teachers who are seeking innovative means to meet their students' needs.

Goal #1: An integrated strategy to share information about giftedness and trends in gifted education with internal stakeholders.

- Enhance Scholars Academy website to provide resources about gifted education, including social and emotional challenges.
- Increase use of Facebook page, community newsletter, and other social media where possible, to share new resources as they become available.
- Develop calendar of educational events targeting Scholars parents (i.e., guest speakers, teacher presentations, staff presentations).

Goal #2: Dissemination of information with external gifted educators.

- Ensure our school is on the agenda for site visits during the 2017 National Association for Gifted Children ("NAGC") convention being held in Charlotte.
- Continue encouraging interested teachers to attend and apply to present at education conferences such as the NAGC and North Carolina Association for the Gifted and Talented.
- Expand programming and promotion of our annual gifted conference.
- Build collaborative relationships with area schools, allowing for site visits and on-site training opportunities.
- Partner with colleges of education to ensure all new teachers, whether in AIG program or not, have access to most accurate and up-to-date information regarding gifted students and their unique traits and needs.

Goal #3: Share knowledge externally so gifted children at other schools can benefit.

- Increase promotion and outreach of our annual gifted conference.
- Invite external families to participate in educational events.
- Share online resources through social media and other channels so external families can access our insights.

Objective 1:	Develop math instructional strategies using the Singapore curriculum to build a strong math foundation for our students. (see professional development plan for more details)
Strategic Theme Goal:	Theme #1: A Gifted Student-Centered Curriculum Theme #3: Exemplary Recruitment and Retention of Great Teachers of Gifted Students Theme #4: A Collaborative School Community
Strategic Plan Goal Area:	<p>Theme #1/Goal #2: Implementation of innovative curriculum practices that improve the learning environment and increase student engagement.</p> <ul style="list-style-type: none"> • Develop new units in each curriculum area using educational best practices and strategies for gifted learners. • On a cyclical basis, assess our core and enrichment course offerings to assess their effectiveness and determine any program or curriculum changes using best practices and up-to-date knowledge around new innovative course offerings and teaching practices. <p>Theme #3/Goal #2: A great place to work for inspired teachers and staff that perform to their best with camaraderie and spirit.</p> <ul style="list-style-type: none"> • Consistently provide professional development opportunities for teachers to participate, attend and lead, including increased communication around upcoming programs and a process for making available time for teachers to attend. <p>Theme #4/Goal #1: A collaborative school community with students and staff.</p> <ul style="list-style-type: none"> • Develop an infrastructure to help support our collaborative school community model. • Intentionally incorporate our school's collaborative community model into our immediate and long range rituals, traditions, and practices.
Data Used:	Peer observations, PD survey feedback, lesson plans, student data on summative assessments, walkthroughs

Strategies	Point Person (title/name)	Evidence of Success	Resources Needed	Personnel Involved	Timeline (Start—End) • Interim Dates
1.Create a “champion” teacher in the Singapore math instructional strategies	Beth Gutt	PD survey feedback	\$2000 for Singapore conference	Cuneo, Pieper, Gutt	July 2016
2.Develop five 1.5 hour Singapore math PD sessions throughout the school year using the “champion” lead teacher	Beth Gutt	Peer observations, PD survey feedback, lesson plans, student data on summative assessments	Coverage for teachers	Cuneo, Pieper, Gutt, K-4 math teachers, assistants	Aug 2016-June 2017
3. focus common planning around Singapore math instructional strategies and planning 1x each quarter	K-4 teachers	Lesson plans, walkthroughs	Master schedule	k-4 teachers/admin	Sept 2016-May 2017
4. peer observations and feedback sessions 2x a year	K-4 teachers	Peer observations, PD survey feedback, lesson plans	Peer observation training	K-4 math teachers	Oct 2016-April 2017

Objective 2:	Develop differentiation strategies across grade levels and content areas to provide a strong core curriculum for our students at all ability levels, and learning style needs. (see professional development plan for more details)
Strategic Theme Goal:	Theme #1: A Gifted Student-Centered Curriculum Theme #3: Exemplary Recruitment and Retention of Great Teachers of Gifted Students Theme #4: A Collaborative School Community
Strategic Plan Goal Area:	Theme #1/Goal #1: On-going re-alignment of the curriculum to the Mission and Vision of the Scholars Academy. <ul style="list-style-type: none"> Evaluate program offerings through parent, student and faculty input, and make adjustments to curriculum offerings. Theme #1/Goal #2: Implementation of innovative curriculum practices that improve the learning environment and increase student achievement. <ul style="list-style-type: none"> Develop new units in each curriculum area using educational best practices and strategies for gifted learners. On a cyclical basis, assess our core and enrichment course offerings to assess their effectiveness and determine best practices and up-to-date knowledge around new innovative course offerings and teaching practices. Theme #1/Goal #3: Advancement of the abilities of all students using social and emotional learning programs, assessment, and intervention. <ul style="list-style-type: none"> Using the Multi-Tiered System of Supports (“MTSS”) framework, efficiently identify and support students with intellectual, social, or emotional area. Use assessment data to monitor student progress throughout the school year Theme #3/Goal #2: A great place to work for inspired teachers and staff that perform to their best with camaraderie and collaboration. <ul style="list-style-type: none"> Consistently provide professional development opportunities for teachers to participate, attend and lead in upcoming programs and a process for making available time for teachers to attend. Theme #4/Goal #1: A collaborative school community with students and staff. <ul style="list-style-type: none"> Develop an infrastructure to help support our collaborative school community model. Intentionally incorporate our school’s collaborative community model into our immediate and long range rituals and traditions.
Data Used:	Lesson plans, walkthroughs, peer observations, classroom assessments, intervention data, feedback data

Strategies (determined by what data)	Point Person (title/name)	Evidence of Success	Resources Needed	Personnel Involved	Timeline (Start—End)
1. Plan ½ day PD on differentiation with all staff through Richard Cash, an	Cuneo	PD survey feedback, lesson plans	\$4500	Cuneo, Cash, all instructional staff	August 22, 2016
2. plan ½ day during teacher work days on differentiation strategies and purpose-use teacher experts to help with	Cuneo	PD survey feedback, lesson plans	\$1000 for materials	All instructional staff, teacher expert team committee	August 2016
3. four in-service sessions throughout the school year at 1 hour each	Cuneo	PD survey feedback, lesson plans, walkthroughs, classroom assessments, intervention data	During teacher work days	All instructional staff, teacher expert team	September 2016-May 2017
4. focus common planning around differentiation instructional strategies and	Cuneo	lesson plans, walkthroughs, classroom assessments,	Master schedule	All instructional staff, teacher expert team	September 2016-May 2017
5. peer observations and feedback sessions 2x a year	Cuneo	lesson plans, walkthroughs, classroom assessments,	Peer observation training	All instructional staff, teacher expert team	Oct 2016-April 2017

Objective 3:	Implement a social and emotional learning program into our K-8 students’ school day to specifically develop their social and emotional skills, which will positively impact their academic achievement and well-being. (see professional development plan for more details)
Strategic Theme Goal:	Theme #1: A Gifted Student-Centered Curriculum Theme #2: A Focus on Social and Emotional Learning for Gifted Students Theme #4: A Collaborative School Community
Strategic Plan Goal Area:	Theme #1/Goal #1: On-going re-alignment of the curriculum to the Mission and Vision of the Scholars Academy. <ul style="list-style-type: none"> Intentionally integrate curriculum to develop social and emotional wellness that is specific to the needs of gifted students. Evaluate program offerings through parent, student and faculty input, and make adjustments to curriculum offerings.

	<p>Theme #1/Goal #3: Advancement of the abilities of all students using social and emotional learning programs, assessments</p> <ul style="list-style-type: none"> Using the Multi-Tiered System of Supports (“MTSS”) framework, efficiently identify and support students intellectual, social, or emotional area. Use assessment data to monitor student progress throughout the school year. <p>Theme #2/Goal #1: Enhanced parent and student awareness of the social and emotional needs of highly gifted children.</p> <ul style="list-style-type: none"> Identify and implement programs designed to prepare graduating students and their parents for transition to higher education. <p>Theme #2/Goal #2: Strengthened teacher leadership around meeting the social and emotional needs of highly gifted children.</p> <ul style="list-style-type: none"> Create a teacher SEL needs “champion” in both the elementary and the middle school, who will become the leader in addressing SEL challenges through professional development. SEL champions would develop programs around their areas of expertise and provide programs for parents, students, and staff. Develop program to disseminate conference / seminar learning from SEL champions or any staff / faculty members. <p>Theme #4/Goal #1: A collaborative school community with students and staff.</p> <ul style="list-style-type: none"> Develop an infrastructure to help support our collaborative school community model. <p>Intentionally incorporate our school’s collaborative community model into our immediate and long range rituals, traditions, and practices.</p>
Data Used:	PD feedback surveys, walkthroughs, student feedback, parent feedback

Strategies	Point Person	Evidence of Success	Resources Needed
1. Plan ½ day PD on SEL with all staff through Richard Cash, an expert on SEL with gifted students	Cuneo	PD feedback, SEL lesson plans	\$4500
2. plan ½ day during teacher work days on SEL program implementation -use committee to help with the PD	Cuneo	PD feedback, SEL lesson plans, walkthroughs, student/staff/parent feedback	\$5000 for materials
3. Provide 20 minutes daily for SEL focused lessons in homeroom settings with co-teachers-one day a week will be whole school SEL time	Cuneo	Walkthroughs, SEL lesson plans, student/staff/parent feedback	Planning time with co-teachers
4. four in-service sessions throughout the school year at 1 hour each	Cuneo	PD survey feedback, lesson plans, walkthroughs, student/staff/parent feedback	During teacher work days
5. focus planning around SEL instructional strategies and planning 1x each quarter	Cuneo	lesson plans, walkthroughs, student/staff/parent feedback	Master schedule
6. 1x a month staff meeting focus on SEL implementation	Cuneo	Lesson plans, walkthroughs, student/staff/parent feedback	Staff meeting schedule

Objective 4:	Develop a collaborative learning community among staff members where teaching and learning together is a norm of our school culture (see professional development plan for more details)
Strategic Theme Goal:	Theme #3: Exemplary Recruitment and Retention of Great Teachers of Gifted Students Theme #4: A Collaborative School Community
Strategic Plan Goal Area:	<p>Theme #3/Goal #2: A great place to work for inspired teachers and staff that perform to their best with caring and respect.</p> <ul style="list-style-type: none"> Consistently provide professional development opportunities for teachers to participate, attend and lead around upcoming programs and a process for making available time for teachers to attend. Develop mentorship program to inspire veteran teachers to share their knowledge with newer teachers. <p>Theme #4/Goal #1: A collaborative school community with students and staff.</p> <ul style="list-style-type: none"> Ascertain our current culture as a school community through a relevant, effective annual survey for students, staff, and parents. Educate our students and staff on collaborative school cultures. Develop an infrastructure to help support our collaborative school community model. Intentionally incorporate our school’s collaborative community model into our immediate and long range rituals, traditions, and practices.
Data Used:	PD feedback surveys, collaborative meeting notes, walkthroughs, lesson plans, peer observations, staff/student/parent surveys

Strategies	Point Person	Evidence of Success	Resources Needed
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1. . plan ½ day during teacher work days on CLC implementation -use committee to help with the PD	Cuneo	PD feedback, staff/student/parent survey data	Lunch collaboration
2. develop a survey to receive pre and post data on MRSA's CLC	Cuneo	Survey data	
3. 4. four in-service sessions throughout the school year at 1 hour each	Cuneo	PD feedback, collaborative meeting notes	Teacher work days
6. 1x a month staff meeting focus on CLC implementation	Cuneo	PD feedback, collaborative meeting notes	Staff meeting schedule
5. focus planning around CLC 2x a semester	Cuneo	Collaborative meeting notes, survey data	Master schedule
6. develop an effective and informative instructional walkthrough tool	Cuneo	Walkthrough tool, teacher feedback, observations	Time and sample tools

Objective 5:	Complete a thorough evaluation of the mathematics program; including standards, scope and sequence, curriculum, and alignment.
Strategic Theme Goal:	Theme #1: A Gifted Student-Centered Curriculum (see curriculum analysis plan)
Strategic Plan Goal Area:	<p>Theme #1/Goal #1: On-going re-alignment of the curriculum to the Mission and Vision of the Scholars Academy</p> <ul style="list-style-type: none"> On a cyclical basis, perform complete standards evaluation for both alignment and content for each Intentionally integrate curriculum to develop social and emotional wellness that is specific to the needs of the program. Evaluate program offerings through parent, student and faculty input, and make adjustments to the program. <p>Theme #1/Goal #2: Implementation of innovative curriculum practices that improve the learning environment</p> <ul style="list-style-type: none"> Develop new units in each curriculum area using educational best practices and strategies for gifted students On a cyclical basis, assess our core and enrichment course offerings to assess their effectiveness and make changes using best practices and up-to-date knowledge around new innovative course offerings and strategies Identify and implement creative solutions for scheduling, differentiation and flexible groupings based on student ability levels. <p>Theme #1/Goal #3: Advancement of the abilities of all students using social and emotional learning practices and interventions</p> <ul style="list-style-type: none"> Using the Multi-Tiered System of Supports (“MTSS”) framework, efficiently identify and support students who are struggling in any intellectual, social, or emotional area. Use assessment data to monitor student progress throughout the school year. Improve communication about the unique needs of individual students by using a team approach involving classroom area teachers, administrators, parents, and specialty service providers.
Data Used:	Scope and sequence, completed math units, thorough resource list, itemized budget

Strategies	Point Person	Evidence of Success	Resources Needed
1. plan four ½ days throughout the year for the math analysis committee to meet and work	Pieper	Completion of curriculum analysis plan	Subs for teachers, food supplement
2. create goals and timelines for math analysis committee	Pieper/Cuneo	Completion of curriculum analysis plan	
3. provide training for all math teachers on standards, assessments, and developed units	Pieper	Lesson plans, students assessment data	Coverage for teachers, planning time in 2017-2018 school year
4. develop community communication plan for math analysis	Pieper	Presentation at board meeting/parent education night	

Objective 6:	Complete a thorough evaluation of the foreign language program; including standards, scope and sequence, curriculum, alignment.
Strategic Theme Goal:	Theme #1: A Gifted Student-Centered Curriculum (see curriculum analysis plan)
Strategic Plan Goal Area:	<p>Theme #1/Goal #1: On-going re-alignment of the curriculum to the Mission and Vision of the Scholars Academy</p> <ul style="list-style-type: none"> On a cyclical basis, perform complete standards evaluation for both alignment and content for each Intentionally integrate curriculum to develop social and emotional wellness that is specific to the ne Evaluate program offerings through parent, student and faculty input, and make adjustments program. <p>Theme #1/Goal #2: Implementation of innovative curriculum practices that improve the learning environment</p> <ul style="list-style-type: none"> Develop new units in each curriculum area using educational best practices and strategies for gifted On a cyclical basis, assess our core and enrichment course offerings to assess their effectiveness changes using best practices and up-to-date knowledge around new innovative course offerings an Identify and implement creative solutions for scheduling, differentiation and flexible groupings ability levels. <p>Theme #1/Goal #3: Advancement of the abilities of all students using social and emotional learning p intervention.</p> <ul style="list-style-type: none"> Using the Multi-Tiered System of Supports (“MTSS”) framework, efficiently identify and support struggling in any intellectual, social, or emotional area. Use assessment data to monitor student progress throughout the school year. Improve communication about the unique needs of individual students by using a team approach area teachers, administrators, parents, and specialty service providers.
Data Used:	Scope and sequence, completed instructional units, thorough resource list, itemized budget

Strategies	Point Person	Evidence of Success	Resources Needed
1. plan four ½ days throughout the year for the foreign language analysis committee to meet and work	Cuneo	Completion of curriculum analysis plan	Subs for teachers, food supplement
2. create goals and timelines for curriculum analysis committee	Cuneo	Completion of curriculum analysis plan	
3. provide training for all foreign language teachers on standards, assessments, and developed units	Cuneo	Lesson plans, students assessment data	Coverage for teachers, planning time in 2017-2018 school year

4. develop community communication plan for foreign language analysis	Cuneo	Presentation at board meeting/parent education night	
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Objective 7:	Strengthen the overall student support process including communication, use of student data, differentiation and intervention.
Strategic Theme Goal:	Theme #1: A Gifted Student-Centered Curriculum Theme #3: Exemplary Recruitment and Retention of Great Teachers of Gifted Students
Strategic Plan Goal Area:	<p>Theme #1/Goal #2: Implementation of innovative curriculum practices that improve the learning environment.</p> <ul style="list-style-type: none"> Identify and implement creative solutions for scheduling, differentiation and flexible groupings at various ability levels. <p>Theme #1/Goal #3: Advancement of the abilities of all students using social and emotional learning interventions.</p> <ul style="list-style-type: none"> Using the Multi-Tiered System of Supports (“MTSS”) framework, efficiently identify and support students struggling in any intellectual, social, or emotional area. Use assessment data to monitor student progress throughout the school year. Improve communication about the unique needs of individual students by using a team approach involving classroom teachers, administrators, parents, and specialty service providers. <p>Theme #3/ Goal #2: A great place to work for inspired teachers and staff that perform to their best with caring and respect.</p> <ul style="list-style-type: none"> Consistently provide professional development opportunities for teachers to participate, attend and lead around upcoming programs and a process for making available time for teachers to attend.
Data Used:	Intervention data, classroom assessment data, lesson plans, walkthroughs, teacher/parent feedback, standardized assessments

Strategies	Point Person	Evidence of Success	Resources Needed
1. Develop cohesive and concise process for referrals, communication, follow up and meeting protocols for student support.	Cuneo	Completed and active processes	Planning time
2. create a pre/post survey to determine effectiveness of processes	Intervention staff	Surveys data	
3. develop and plan information sessions regarding the support process	Intervention staff	Survey data	Planning time/presentation time
4. identify, develop and implement effective student assessment tools and interventions for various levels of need and content areas	Intervention staff	Assessment tools and data from implementation of interventions	Planning
5. work with teachers on identifying and implementing differentiation strategies to support students within the classroom setting	Cuneo	Student data, observations, lesson plans, feedback	Differentiation PD, tools, planning time

Objective 8:	Develop a beginning teacher and new staff member induction and support plan in order to educate staff on the shared and individualized levels of support for success.
Strategic Theme Goal:	Theme #3: Exemplary Recruitment and Retention of Great Teachers of Gifted Students

Strategic Plan Goal Area:	Theme #3/ Goal #2: A great place to work for inspired teachers and staff that perform to their best with camaraderie <ul style="list-style-type: none"> Consistently provide professional development opportunities for teachers to participate, attend and learn from around upcoming programs and a process for making available time for teachers to attend. Develop mentorship program to inspire veteran teachers to share their knowledge with newer teachers.
Data Used:	Teacher/new staff/mentor feedback, informal observations, mentor meeting notes

Strategies	Point Person	Evidence of Success	Resources Needed
1. develop an orientation program for new staff- including an orientation packet	Cuneo	Orientation plan program	Planning time
2. have 2 days of orientation for new staff to implement the orientation program	Cuneo	Survey from new staff orientation	Planning time
3. partner new staff with mentors or “buddy” staff to support their individual needs throughout their first year	Cuneo	Staff feedback, meeting notes	Shared planning time- master calendar
4. develop a cohesive beginning teacher support plan for our teachers in their first 3 years of teaching	Cuneo	Beginning teacher support plan and feedback from partner school, teacher feedback	Planning time
5. schedule quarterly check in meetings with new staff in their first year in order to provide individual support	Cuneo	Meeting notes, staff feedback	Quarterly meetings

Objective 9:	Provide resources to our parent population about the academic, social and emotional needs of gifted children.
Strategic Theme Goal:	Theme #1: A Gifted Student-Centered Curriculum Theme #5: Become a Trusted Resource of Information about Giftedness and Best-Practices in Gifted Education
Strategic Plan Goal Area:	Theme #1: Goal#1: Ensure students and parents are well informed and prepared for successful transitions beyond including the development of a high school transition package. Theme 5: Goal #1: An integrated strategy to share information about giftedness and trends in gifted education <ul style="list-style-type: none"> Enhance Scholars Academy website to provide resources about gifted education, including social and digital media. Increase use of Facebook page, community newsletter, and other social media where possible, available. Develop calendar of educational events targeting Scholars parents (i.e., guest speakers, teacher presentations, etc.)

Data Used:	Surveys, website, gifted education resources
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	Point Person	Evidence of Success	Resources	Personnel Involved	Time
...ni and parents about the high schooless	Pieper	Data collected	Survey Monkey	Alumni, parents	July-5 2016
...n school transition packet that includesout the logistics of choosing a newas FAQs based on survey results.	Pieper	Parents have a document to use in preparing for the transition to high school.	Area school websites, survey results	Pieper, Cuneo	Octo
...content and layout of the school website	Pieper	All outdated information removed and site is easier to navigate	Edlio, staff time to edit	Pieper, Chapman, Hemming	July-5 2016
...are links to articles and current researchncerning gifted children on the school	Pieper	Tuesday Facebook posts	NAGC, NCAGT, other gifted education sites	Pieper, Cuneo	Sept 2017
...parent education session once each	Pieper	Parents receive information specific to gifted children and SA curriculum	Time to prepare	School counselor, teachers	Sept 2017

Objective 10:	Develop and implement a coordinated communications plan that meets the needs of our stakeholders while maintaining
Strategic Theme Goal:	Theme #4: A Collaborative School Community Theme #5: Become a Trusted Resource of Information about Giftedness and Best-Practices in Gifted Education
Strategic Plan Goal Area:	<p>Theme #4/Goal #1: A collaborative school community with students and staff.</p> <ul style="list-style-type: none"> Develop an infrastructure to help support our collaborative school community model. Intentionally incorporate our school's collaborative community model into our immediate and long <p>Theme #4/Goal #2: A collaborative school community with current Scholars' families.</p> <ul style="list-style-type: none"> Develop an infrastructure to help support our collaborative school community model. Intentionally incorporate our school's collaborative community model into our immediate and long <p>Theme 5/Goal #1: An integrated strategy to share information about giftedness and trends in gifted education</p> <ul style="list-style-type: none"> Enhance Scholars Academy website to provide resources about gifted education, including social an Increase use of Facebook page, community newsletter, and other social media where possible, available. <p>Theme #5/Goal #3: Share knowledge externally so gifted children at other schools can benefit.</p> <ul style="list-style-type: none"> Increase promotion and outreach of our gifted conference. Share online resources through social media and other channels so external families can assess our
Data Used:	Stakeholder feedback, industry best practices, survey data, communication tool analytics

	Point Person	Evidence of Success	Resources	Personnel Involved	Time
...urrent communication including purpose,ent, delivery method, timing, owner and	Hemming	Recorded on excel spreadsheet	Time	Hemming	July 2

Current communications	Hemming	Survey data using targeted questions	Survey Monkey	CLC Cte Communications Cte	August May
Current functionality of existing communication methods	Hemming	Incorporated in to communication plan	Time to research/assess/implement	Communications Cte	September June
Develop and implement an overall communications plan including purpose, audience, delivery method, timing/schedule, owner and	Hemming	Stakeholders receiving necessary information in accordance with communications plan	Staff time to create and implement	Pieper, Cuneo, DiBella, Hemming, PTO	August 2017

Objective 11:	Create a realistic development plan in accordance with the school's strategic plan
Strategic Theme Goal:	Theme #1: A Gifted-Student-Centered Curriculum Theme#2: A Focus on Social and Emotional Learning for Gifted Students Theme #3: Exemplary Recruitment and Retention of Great Teachers of Gifted Students Theme #4: A Collaborative School Community Theme #5: Become a Trusted Resource of Information about Giftedness and Best Practices in Gifted Education
Strategic Plan Goal Area:	Theme #1/Goal #2: Implementation of innovative practices that improve the learning environment and increase student experiences <ul style="list-style-type: none"> Implement a Scholars program at the Discoverers, Investigators, and Apprentice Scholars level including social experiences Theme #2/Goal #2: Strengthened teacher leadership around meeting the social and emotional needs of highly gifted children <ul style="list-style-type: none"> Develop a program to disseminate conference/seminar learning from SEL champions or any staff/faculty members Theme #3/Goal #3: Removal of any barriers to teacher retention <ul style="list-style-type: none"> Develop an action plan to address the barriers through additional resources or programs Theme #4/Goal #3: A collaborative school community with external constituents. <ul style="list-style-type: none"> Develop an infrastructure to help support our collaborative community model Intentionally incorporate our school's collaborative community model into our prospective relationships with external stakeholders
Data Used:	Free online resources, internal expertise, informal feedback

	Point Person	Evidence of Success	Resources	Personnel Involved	Timeline
Components of the Strategic Plan that may be added to the long-range Development Plan (Partnerships/Sponsorships, Special Events)	Hemming	Recorded on excel spreadsheet	Goal Ctes, Board, ED, AD Time for discussion	Development Cte including sub-ctes	September May
Professional training for Development Cte	Hemming	Training complete, cte feedback	Varies (online, internal expertise, external expertise)	Development Cte including sub-ctes	October 2017
Board of Directors on board's role in	Hemming	Session complete, board feedback and engagement	30 minutes during January board mtg Reference materials	Development Cte	January
Communication with school community on development work (Community giving campaign)	Hemming	Informal feedback	Newsletter, FB, Orientation, New Scholars Day	Development Cte rep	August 2017

