School Improvement Plan 2019-2020

Action Step	Who is Responsible	Evidence of Activities, Progress	Results and Outcomes
Strategic Goal 1: Family and Community Engagement Increase the number of partnerships with community organizations and parents to support students' academic, social, and emotional needs.			
1.1 Establish a study team to research grant opportunities for K-8, create a living resource document, and create an impact log by June 2020 Feedback- Need an Example of a Monthly Impact Log (**example below, see Annah if questions**)		1-2 teachers attend a grant writing PD by June 2020 1 shortened PD offered by above trainees to staff interested in grant writing Study team establishes a working/living document of available grant opportunities (large and small) that identifies how grants fit in with grade level curriculum or with need (ex. tech) by June 2020 and a record of previously applied for/received grants (create an impact log) *in hopes that in June 2021 1-2 grants would be applied for each trimester	
1.2 Establish continuing partnerships with at least 2 local universities/community colleges to further education for teachers in training and for Exploris students by May/June 2020. *(See also 4.4)*		Teachers in training apprentice, shadow, and receive help with curriculum planning at least once annually by May 2020 At least 2 Explorations/service learning/electives are led by university/community college staff by June 2020Identify o Each campus has identified staff	

		to help mentor/support teachers in training	
1.3 Plan and host 4-6 Parent Universities or Town Halls to increase access to community programming and increase family knowledge about the Exploris philosophy, community programming, and supports by May 2020 **(see also 5.4)**	Admin team + SEL team/teachers with other expertise Study teams (teachers taking ownership of a PU, etc.)	Identify 1-2 new organizations in addition to pre-existing partners (Poe Center, Fletcher, CIS, PTO) to partner with by December 2019 Develop resource list (in partnership with Diversity team) for families with limited access to resources by January 2020 *(see also 5.4)* Grade levels knowing and identifying families that need support and sending home communications about PUs, resources, PTO, etc. through accessible means (ex. In Tuesday folders, language translations available, flyers, outreach)	

Strategic Goal 2: Facilities
Transition successfully to a new K-8 facility that aligns with our core values and expansion needs

2.4a Building Transition Team meets at least monthly to finalize the building design by Feb 2020. **[Begin after groundbreaking.]** The plan will include:
   (a) Physical layout of classroom space, offices, common spaces, outdoor spaces, break out spaces, and storage.
   (b) Space utilization - define who uses spaces, when it is used, and how (grade
		Finalized - Design Plan
		Finalized - Space Utilization Plan	

levels, GA, EDEx, Testing (storage), EC, & support staff), etc.			
2.4b Building Transition Team meets at least monthly to identify furniture and fixtures vendor(s) and finalize interior and exterior selections by May 2020. **[Begin after groundbreaking.]**		Finalized-Design Plan	
2.4c In preparation for the move to our new building, teams will inventory storage need and begin organizing and purging physical resources by June 2020.		Finalized - Storage Plan	

2.5 External experts to finalize technology migration plan to include:
    (a) Inventory
    (b) Replacement plan/leasing
    (c) Infrastructure
        (i)   Including online EOG/EOC testing
		Finalized - 3-Year Technology Strategic Plan	

Strategic Goal 3: Faculty and Staff Attract and retain innovative and collaborative educators who are involved in shared decision making about issues that impact the success of Exploris and its students.			
3.1a Conduct a salary and benefits audit by the end of the first quarter of the fiscal year (Oct.) to determine how salaries are allocated. *See also 3.1*		● completed audit is communicated to staff and includes a breakdown of percentage by role types	

3.1b Before 2020-21 offer letters are sent, use the results of the audit along with the state and local salary guides to establish and publish an Exploris guide that outlines compensation for each role (not person) at Exploris accounting for experience and certification. **(see also 6.4)**		● completed salary guide published in handbook for the 20-21 school year	
3.2 At the beginning of the 2019-2020 school year, ensure that PD money is allocated transparently and strategically in alignment with school needs and Handbook Policies 2.4 and 7.5 (see below) which allow funding for off-site PD and associated travel costs and expenses. Create, maintain, and communicate a professional development plan with a lens on innovation and cultural competencies that is reviewed monthly.		● a professional development plan including the number and types of PD staff engages in is shared on a monthly basis ● new learning from PD shared with students and staff **(linked to impact log in goal 1.1)**	
3.3 During the 2019-20 school year, educate the staff on a 360-evaluation process to gain staff buy-in (What is it? Why is it beneficial?) and craft a timeline for full implementation for the 360-evaluation process beginning in the 2020-2021 school year.		● Agenda from and presentation Staff Meeting Calendar ● Completed timeline for implementation ● Full staff buy-in as measured by survey	

Strategic Goal 4: Student Success
Strengthen K-8 curriculum and instruction to embrace diversity and differentiation for achieving academic, social, emotional, and cultural growth.

4.1 Complete a full analysis of academic growth across all sub-groups including a needs assessment and gap analysis by November 2019.		- Completed analysis - Analysis shared with staff - Stand Up and Kid Talk conversations informed by the data - Adjustments to instruction - Improvement in proficiency and growth across subgroups	
4.2 Establish living curriculum plan records for ELA, math, and Expedition in all grade levels K-8. Initial plans created by August 2019.		- Completion of documents - Survey of staff regarding effectiveness, helpfulness, and elements needed	
4.3 Articulate processes for behavior data collection and faculty actions for student behaviors by Jan 2020. Elements to include: consider the behavior's antecedents, factors, context, trends; what the teacher does; what admin does; when to refer; who contacts parents		- Creation of process doc - Survey results including improvement in lost instructional time - Decrease in office referrals - PD held around behavior	
4.4 Hold an Academic Partnership Event for faculty to get to know additional organizations, speakers, and experts and inspire innovation and increase community partnerships to include DFC and Citizen Science projects by March 2020.		- Fair held - Number of partners participating - Number of current partnerships - Log of current and new partners - Staff survey - Student work/culminating	

(See also 1.3)		● events ● Student impact on local community via new partnerships	
Strategic Goal 5: Diversity Increase the racial and socio-economic diversity of Exploris educators and students to reflect that of Wake County.			
5.1, 5.2 Publish and present 2-3 years of demographic data patterns to staff of the past 2-3 years including the rate of change in the following areas: EDS, EC, race, gender, enrollment numbers, how many entered the weighted lottery, how many entered the lottery overall		● Information gathered ● Published and presented to staff during August workdays	
5.2, 5.3, 5.4 By September 15th of 2019, a team will examine our current school needs and create an asset map of what is working well and determine where the gaps are (recruitment plan, wrap around support partnerships, programs, resources, and personnel). Asset Map: Gathering data about what supports we currently have to support racial diversity and educationally disadvantaged students and determine what is working well and where are the gaps. This data will help drive decisions around what services needed and what potential grant funding sources and partnerships are needed.		● Asset map created ● Number of partnerships identified ● Number of gaps identified	
5.3 , 5.4 Create and maintain a process-oriented resource guide for teachers and families to access school/community resources and educate all staff on		● Guide created **(in partnership with Goal 1 team, see also 1.3)** ● % of Staff educated ● Key stakeholders	

how to engage families in conversations utilizing the guide by January 2020. (counseling/therapy, financial support, tutoring, ADHD, learning differences, AU, summer camps etc)		identified to maintain this resource ● Monthly check-ins during kid talk	

Strategic Goal 6: Finance
Acquire adequate financial resources to ensure long-term financial sustainability of Exploris.

6.4 Create a salary and benefits structure for all staff that ensures the long-term financial stability of Exploris by Jan 2020. *See also 3.1*		Revised Salary Structure Presented to the school board for approval, to be implemented in 2020-2021.	

6.4 Create a five-year staffing plan by January 2020. Staffing plan includes projections for:
    (a) Crew Teachers/Partners
    (b) Global Arts
    (c) EC
    (d) Support Staff
		Finalized - Staffing Plan	

6.5 Defining the roles and capacity of internal and external sources of funding by Jan 2020.
    (a) State and Federal Funds (ADM & grants)
    (b) School Board Development Committee
    (c) Foundation Board
    (d) Annual Fund
    (e) Capital Campaign
    (f) EDEx
    (g) PTO
		Finalized - Funding Plan
		
		Raise funds: Annual Fund ($100,000) and Capital Campaign (100% board, 100% faculty, and 100% family participation)	

2.4   Travel And Business Expenses

Reasonable expenses incurred by an employee while on business for Exploris such as copying, transportation, parking, meals, and lodging will be reimbursed in accordance with procedures and standards as set forth in The Exploris School's financial policies.. All expenses must be pre-approved using an Expense Reimbursement Authorization Form signed by the Associate Director and Executive Director. If a pre-approval is not completed, then the school may not reimburse the employee for their travel and business expenses. In addition, all reimbursement requests must be accompanied by receipts.

7.5   Work Plan, Training, And Staff Development

The Exploris School is committed to the career development and training of all employees. To the extent that organizational resources allow, The Exploris School may provide reimbursement for professional learning received in connection with employment at The Exploris School and that furthers the Exploris mission. All reimbursement requests must be pre-approved by the Executive Director.

Impact Log example from Kenan Fellows (See Annah for more information):

Do you have an additional activity to report out?

ACTIVITIES YOU MAY REPORT IN THIS FORM:

- Visit of mentor to classroom;
- Field trip or visit to mentor's workplace;
- Implementation of KFP product developed during fellowship year;
- Implementation of new instruction learned during KFP fellowship year;
- Delivery of presentation/workshop to a school, district, state, or national audience;
- Hosting of an event engaging the community;
- Receipt of an award;
- Receipt of a grant;
- Acceptance of new leadership role ;
- Receipt of press/media recognition; or
- Student receipt of award or recognition.