

**Lewiston Public Schools Comprehensive P–3 Action Plan
Initiative Summary Page**

Initiative #1
Develop and improve the focus of social-emotional and trauma-informed teaching/learning to better meet the needs of socially maladjusted students
Initiative #2
Build partnerships to promote and improve family engagement and support for children and families
Initiative #3
Improve access to high-quality early childhood education and care, with an initial focus on ages 3-5
Initiative #4
Improve transitions, alignment, collaboration and coordination across B-3 continuum for educators and children and families

Community and/or District Goals		
Safe & Engaging Environment	Student Success	Collaborative Teaching & Learning
Steam Education	Differentiated Learning	Families & Community as Partners
	Aligned Instruction	

Initiative #1			
Develop and improve the focus of social-emotional and trauma-informed teaching/learning to better meet the needs of socially maladjusted students			
Which community and/or district goal(s) does this initiative align to?			
Student Success	Differentiated Learning	Aligned Instruction	
Early Evidence of Impact (monthly):	Short Term Evidence of Impact (quarterly):		Long Term Evidence of Impact (annually):
Strategy 1 <ul style="list-style-type: none"> Walkthroughs demonstrate teachers use presented strategies Strategy 2 <ul style="list-style-type: none"> Survey teachers RE: self-care techniques 	Strategy 1 <ul style="list-style-type: none"> Fewer behavior referrals to the office Strategy 2 <ul style="list-style-type: none"> Teacher report lower stress levels 		Strategy 1 <ul style="list-style-type: none"> Lower incidence of behavior, increased academic achievement Strategy 2 <ul style="list-style-type: none"> Reduce teacher turnover
Strategies	Lead	Resource Requirements	Completion Date
1. Provide school staff with usable strategies for classroom implementation to strengthen student-staff relationships; expand accountability for student behaviors	Monica Miller	Funding, scheduling, equipment, training and workshop sessions	Spring 2020
2. Design and implement opportunities and expectations for staff to prioritize self-care and teacher wellness through the acknowledgement of <i>compassion fatigue</i>	Monica Miller	Meeting minutes, staff sharing site for information	Spring 2020

Strategy #1: Provide school staff with usable strategies for classroom implementation				
When Will It Start?	Actions	Who Will Lead?	When Will It Be Complete?	What Resources Are Needed?
Winter 2019	Train school personnel with yoga teacher training	Vickie Lailer	Spring 2019	Training calendar, funds
Fall 2019	Initiate culturally-sensitive, trauma-informed classroom training/mindfulness strategies for students and teachers	Monica Miller	Winter 2020	Lee Sowles training workshop sessions, funding
Fall 2019	Implement ongoing classroom yoga sessions	Vickie Lailer	Spring 2020	Schedule

Strategy #2: Design and implement opportunities and expectations for staff to prioritize self-care and teacher wellness				
When Will It Start?	Actions	Who Will Lead?	When Will It Be Complete?	What Resources Are Needed?
Fall 2019	Provide and ensure school-wide access to information on resources available	Monica Miller	Winter 2020	Database of resources, team of individuals to access when seeking resources
Fall 2019	Complete Core Competencies training: Attachment, Trauma, Resiliency, Self-Care	Monica Miller	Spring 2020	Eileen Fair training sessions, schedule, minutes

Initiative #2			
Build partnerships to promote and improve family engagement and support for children and families			
Which community and/or district goal(s) does this initiative align to?			
Student Success		Safe & Engaging Environment	STEAM Education
Early Evidence of Impact (monthly):	Short Term Evidence of Impact (quarterly):		Long Term Evidence of Impact (annually):
Strategy 1 <ul style="list-style-type: none"> Outreach materials and database created for resources Strategy 2 <ul style="list-style-type: none"> Outreach materials given to families; record number of family contacts as a result of recruiting (trying to reach 10% of families in need) 	Strategy 1 <ul style="list-style-type: none"> Families recruited at school-wide events Strategy 2 <ul style="list-style-type: none"> Increased percentage of families accessing services and engaging with school 		Strategy 1 <ul style="list-style-type: none"> Increased parent referrals for services Strategy 2 <ul style="list-style-type: none"> Increase in family well-being; increase in basic needs being met
Strategies	Lead	Resource Requirements	Completion Date
1. Establish the position of an on-site family services coordinator at Robert V. Connors Elementary School to expand access to family service work	Monica Miller	Funding, establishing the value and importance of family service work, Family Development Credential (FDC)	2019-2020 School Year
2. Identify and implement ways to foster greater communication and partnerships with parents and the community while incorporating best practices in family engagement	Monica Miller	Meeting minutes, schedules, agendas, community group participation, interpreters, physical space, needs assessment	Ongoing

Strategy #1: Expand access to family service work for the newest elementary school in the district				
When Will It Start?	Actions	Who Will Lead?	When Will It Be Complete?	What Resources Are Needed?
August 2019	Create job description and hire candidate to uphold this position	Monica Miller	August 2020	Funding, Family Development Credential (FDC)
August 2019	Implement ways to establish relationships and break down barriers with families who have negative memories around school and who lack trust with school bureaucracy	Family Services Coordinator Position Candidate	Ongoing	Administrative support, mentor, funding
August 2019	Conduct needs assessment with families to determine starting point(s)	Family Services Coordinator Position Candidate	Ongoing	Funding, needs assessment program, goal setting/planning
Spring 2019	Provide and share information on available services and resources with families (including early care and learning experiences)	Monica Miller & Monica Redlevske	Ongoing	Information and services available within community, educate staff on resources
Spring 2019	Investigate cost-sharing for available programs	Monica Miller & Monica Redlevske	Ongoing	Feasibility planning, visioning session
Fall 2020	Improve quality, continuity and availability of services	Monica Miller	Ongoing	Monitoring tool, scheduled observations/visits, needs assessment

Strategy #2: Promote best practices in family engagement, encouraging family participation and advocacy				
When Will It Start?	Actions	Who Will Lead?	When Will It Be Complete?	What Resources Are Needed?
Fall 2019	Develop community-wide understanding of family engagement	Monica Miller	Ongoing	Community group participation, interpreters
In Process	Meet with community partners/providers to share best practices (PEEC Program Advisory)	Monica Redlevske	Ongoing	Meeting space, agenda, community conversations
Fall 2018	Provide community partners, families, and students with an avenue to dialogue with administrators and teachers about district policies and practices, provide feedback and questions, and grow leadership as co-decision makers in the school improvement process (Lewiston School Community Integration Project)	Vickie Lailer	Spring 2020	Networking with families; Lewiston School Community Integration Project meeting schedule and minutes; space to welcome families
In process	Seek parent and family input in decision-making processes	Vickie Lailer, Family Services Coordinator Position Candidate, Monica Miller	Ongoing	Meeting minutes, schedules, agendas

Initiative #3			
Improve access to high-quality early childhood education and care, with an initial focus on ages 3-5			
Which community and/or district goal(s) does this initiative align to?			
Collaborative Teaching & Ongoing Learning		Families & Community as Partners	
Early Evidence of Impact (monthly):	Short Term Evidence of Impact (quarterly):		Long Term Evidence of Impact (annually):
Strategy 1 <ul style="list-style-type: none"> Convene group to begin discussions for city-wide quality improvement plan Strategy 2 <ul style="list-style-type: none"> Early Childhood Leadership steering committee developed 	Strategy 1 <ul style="list-style-type: none"> Framework for city-wide plan drafted Strategy 2 <ul style="list-style-type: none"> 50-75% of targeted participants attend leadership meetings 		Strategy 1 <ul style="list-style-type: none"> City-wide quality improvement plan ready for presentation/implementation Strategy 2 <ul style="list-style-type: none"> Increased collaboration among ECE providers
Strategies	Lead	Resource Requirements	Completion Date
1. Develop a city-wide quality improvement plan with stakeholders (public school, local Head Start agency)	Monica Miller & Monica Redlevske	Administrative support	Ongoing
2. Develop an Early Childhood Leadership steering committee	Monica Miller	District support, members committed to the betterment of ECE in the area	Ongoing

Strategy #1: Develop and monitor a quality improvement plan				
When Will It Start?	Actions	Who Will Lead?	When Will It Be Complete?	What Resources Are Needed?
In Process	Develop a plan to improve preschool program quality	Monica Miller, Monica Redlevske & Karen Paquette	Ongoing	Monitoring checklists, needs assessment, plan for growth, data reporting tool
In Process	Develop a city-wide plan for professional development	Karen Paquette, Monica Redlevske & Monica Miller	Ongoing	Calendar, identify required training vs. needs, schedule
Fall 2019	Ensure fidelity of curriculum implementation and monitoring of progress along the quality improvement rubric	Karen Paquette, Monica Redlevske & Monica Miller	Ongoing	Monitoring tool, scheduled visits, debrief session, educating staff on purpose
In Process	Investigate cost-sharing for available programs	Monica Miller, Monica Redlevske & Karen Paquette	Ongoing	Feasibility/visioning/planning sessions, proposed timeline, administrative/district support
2019-2020 Academic Year	Research expanding all day PreK	Monica Miller & Karen Paquette	Ongoing	Enrollment history, contract restraints/allowances, scheduling, transportation, funding

Strategy #2: Develop an early childhood leadership group				
When Will it Start?	Actions	Who Will Lead?	When Will It Be Complete?	What Resources Are Needed?
July 1, 2019	Create position of district Pre-K Coordinator	Karen Paquette	Ongoing	Board approval, job description
In process	Develop communication plan with all stakeholders	Karen Paquette, Monica Redlevske & Monica Miller	Ongoing	Timeline, meeting schedule, new stakeholders added to meeting

Initiative #4			
Improve transitions, alignment, collaboration and coordination across B-3 continuum for educators and children and families			
Which community and/or district goal(s) does this initiative align to?			
Collaborative Teaching & Ongoing Learning		Families & Community as Partners	
Early Evidence of Impact (monthly):	Short Term Evidence of Impact (quarterly):		Long Term Evidence of Impact (annually):
Strategy 1 <ul style="list-style-type: none"> Identify current transition practices and gather input for desired transition processes to be included in city-wide plan 	Strategy 1 <ul style="list-style-type: none"> Draft of transition plan complete 		Strategy 1 <ul style="list-style-type: none"> Implement new transition plan for rising K students at Connors Identify roll-out plan for district-wide PreK transition plan for 2020-2021
Strategies	Lead	Resource Requirements	Completion Date
1. Develop and implement city-wide transition plan for all rising K students from Head Start and district PreK classrooms, beginning with Connors and coordinating with the rest of the city	Monica Miller & Monica Redlevske	Requirements, data looking to share with receiving teacher, education to staff preparing/receiving information	Ongoing

Strategy #1: Support and develop transition plan for Lewiston's students entering Kindergarten				
When Will It Start?	Actions	Who Will Lead?	When Will It Be Complete?	What Resources Are Needed?
Winter 2020	Beginning in 2020, begin to investigate instructional alignment across the PreK-3 span	Monica Miller, Monica Redlevske, Instructional & Curriculum Coaches (PK-3)	Spring 2022	Curriculum maps, grade level expectations, CCSS, coaches, PD
Spring 2020	Children and families will be given the opportunity to participate in a K spring orientation, allowing parents the opportunity to offer feedback/input as well as the option to assist in planning and preparing for the event	Family Services Coordinator Position Candidate, Monica Miller, Monica Redlevske	Ongoing	Staff, event schedule, focus groups
Fall-Winter 2021	Investigate the potential for community-based preschools to participate in the same transition plan for K-bound students (2 years out)	Monica Miller, Monica Redlevske	Spring 2022	Planning session, outreach to city preschools, meeting availability, deadlines