

Wintonbury Early Childhood Magnet School 1 of 21
School Accountability Plan 2017-18

Area of Strategic Work: Holistic Accountability							
<i>Vision Statement: By June 2018, all educators at Wintonbury Early Childhood Magnet School will work collaboratively across all school level and grade level data teams levels to analyze data, engage in rich discourse around monitoring progress towards achieving district and school accountability goals, and develop high leverage strategies that lead to changes in adult practices, which result in increased student achievement.</i>							
Core Strategies	Staff/Team Leading the work	Resources and Learning Needed	Action Steps	Fidelity Indicators	Timeline	Measures of Adult Progress	Intended Outcomes
Strengthen standards and practices within all levels of the district's three tiered Holistic Accountability System.	Principal with Instructional Coach	Links to surveys Review PowerPoint tying survey questions to standards	Using a rubric-based instrument, data teams will self-assess the quality of the implementation of the data teaming standards for each data team level (SAP)	At least three self-assessments are completed at each of the three levels on an annual basis according to the designated time frames.	2017-2018	Rubrics will be filled out in November, January and May	Improvement in staff practices aligned with data teaming standards
<u>Tier 1</u> Benchmark assessments will be reviewed three times a year to track progress of the school by grade level, PreK and K	Principal with Instructional Coach	TSG Reports for PreK Benchmark Assessment Reports from Performance Plus	The Wintonbury PreK and K Data teams will review benchmark assessment data and create plans for whole school progress that will feed individual data teams	Data Team agendas and minutes will be kept for each team meeting	2017-2018	Teams will meet and create plans using the 5-step process in November, January, and May	Improved student achievement

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<p><u>Tier 1</u> Benchmark data in class profile reports, will be reviewed by smaller data teams by grade level</p>	<p>Principal and/or Instructional Coach</p>	<p>Profile Reports from both TSG and Performance Plus</p>	<p>Groups of no larger than 6 teachers at a time will meet to review recommendations from the Leadership Team to craft CFAs in the educational domains that require growth for their smaller population of students.</p>	<p>CFAs will be created and reviewed in 4 to 6 week cycles to monitor progress of all students in the school</p>	<p>2017-2018</p>	<p>CFA data tables will be kept marking growth on an ongoing basis</p>	<p>Improved student achievement</p>
<p><u>Tiers 2 and 3 - Response to Intervention</u> SRBI teams by grade level will meet weekly to create individual student plans to be reviewed on 4 to 6 week cycles to monitor individual student progress (Effect Size 1.07)</p>	<p>Instructional Coach and Reading Teacher</p>	<p>SRBI data from teachers</p>	<p>A core team of teachers will meet at least weekly to review individual student progress for students who are below benchmark for their age or grade level across academic and social emotional areas domains</p>	<p>Team minutes will be recorded, kept, and reviewed in an ongoing cycle</p>	<p>2017-2018</p>	<p>Teams will meet weekly throughout each school year</p>	<p>Improved student achievement</p>
<p><u>Tiers 2 and 3 - Attendance data</u> Attendance Data will be reviewed monthly by the principal and the Assistant Superintendent for Accountability and</p>	<p>Principal and School Social Worker</p>	<p>Monthly reports on students who are averaging 2 or more absences in a month</p>	<p>A core team of teachers will meet monthly to attend to building a positive school climate, including attending to any attendance issues</p>	<p>Team minutes will be recorded, and kept, and reviewed in an ongoing cycle</p>	<p>2017-2018</p>	<p>School Social Worker will keep notes on families contacted, reasons for absences, and interventions as implemented</p>	<p>Improved student achievement</p>

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<p>Evaluation (Attending Preschool Effect Size .45; Peer Influences .52))</p>			<p>brought to the committee by the School Social Worker for review (School Climate Committee)</p>				
<p><u>Data Teams:</u> 100% of Wintonbury Early Childhood Magnet School classroom teachers will participate in literacy and mathematics data teams. (Effect Size .90; Teacher Clarity.75)</p>	<p>Principal and Instructional Coach</p>	<p>Schedule of data teams for all teachers; 5 step format for teachers to follow and enter data and notes</p>	<p>Each Grade Level Data Team will complete the five/six step process for results:</p> <ul style="list-style-type: none"> o Collect and Chart Data o Analyze Data and prioritize needs o Set, review, and revise SMART Goals o Select common instructional strategies o Determine results indicators o Monitor and Evaluate results 	<p>Schedule and minutes of all Data Team Meetings for the 2017-18 school year will be available to the Chief Academic Officer</p>	<p>September 2017- June 2018</p>	<p>All classroom teachers meet on the average of two times per month to track and discuss student data and best practices.</p> <p>Notes on the five/six step data team process for results</p>	<p>Improved student achievement</p>

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Area of Strategic Work: Rigorous Curriculum, Instruction, and Assessment							
<i>Vision Statement: Wintonbury Early Childhood Magnet School will implement a standards-based literacy and numeracy curriculum, research-based instructional practices, and a rigorous and relevant assessment program across all content areas.</i>							
Core Strategies	Staff/Team Leading the work	Resources and Learning Needed	Action Steps	Fidelity Indicators	Timeline	Measures of Adult Progress	Intended Outcomes
Curriculum Core Strategy: Create and revise all curriculum so that it is vertically aligned to Connecticut Standards and Frameworks in all instructional content-based areas = Units of Study for Kindergarten aligned with Common Core, NGSS, and CT SS Framework	Instructional Coach	Time for teachers to team (substitute coverage)	Provide professional development to Wintonbury and Laurel Kindergarten teachers to strengthen their understanding of the Connecticut Core Standards, the Social Studies Frameworks, and the Next Generation Science Standards to engage them in this work.	Tracking of participation rates in unit development.	2017-2018	Units of Study Lesson Plans for kindergarten will show alignment to Frameworks and Standards	Aligned and efficient units focused on standards will yield improved student achievement
Revise teaching practices in K for literacy to focus on concentrated practices of the Daily Five Literacy Model (Teaching Strategies .62)	Principal and Instructional Coach	Webinars focused on teacher professional development produced by the creators of the Daily Five Model	Provide team time for team discussion of practices related to the Daily Five. Embed videos and training modules from The Daily Five Website into grade level meetings	Grade Level Meeting Minutes	2017-18	Reduced variability in implementation of the Daily Five practice from classroom to classroom	Increased Percent of Students Meeting or Exceeding Standards

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Align classroom instruction to Connecticut Standards and Frameworks.	Principal and Instructional Coach	Time for visitations of teachers to each other's classroom	Effectively implement instructional strategies throughout 2017-2018 school years.	Determination of the effectiveness of instructional strategies will take place on a systematic schedule over the course of the 2017-2018 District Plan, using TEVAL observations; classroom walkthroughs and Instructional Rounds.	2017-18	Lesson plans aligned to Standards	Percent of Students Meeting or Exceeding Standards in ELA and Numeracy
Lesson plans for literacy and math will drive specific standards based learning for students	Principal and Instructional Coach	Frame for Units of Study focused on CT Core Standards with NGSS and CT Social Studies Framework (teacher created) that will yield comprehensive lesson plans	Review and revise lesson planning structures through discussions regarding requirements and feedback from teachers during initial grade level meetings for the year.	Grade level meeting minutes; walkthrough check of posted lesson plans; TEVAL feedback.	2017-18	Lesson Plan Explicitly Align to Standards or Frameworks	

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Identify, create, and / or revise common formative assessments and benchmarks aligned to content standards / frameworks for each grade level Pre K and K to measure and monitor student performance. (Formative Evaluation .90 Effect Size)	Principal and Instructional Coach	Professional Development time for teams to do this work.	Utilize data team process to instruct teachers in vetting CFAs and performance tasks for content validity and reliability and assessment question clarity.	Periodic (3 - 4 times per year) use of data teams to collaborate on creating and vetting assessments. Alignment of questions to content standards/ frameworks	2017-2018	Completion of assessments aggregated into a bank on S Drive	Increased focus on standards based learning that improves student achievement
	Principal and Instructional Coach	Use Data Teaming time to create/share assessments to be administered to students	Administer common formative, summative, and benchmark assessments.	Data teaming calendar	2017-2018	Percentage of assessments administered; Number of CFA assessment cycles completed as recorded on 5 step forms.	Increased student achievement
	Instructional Coach	Use Data Teaming time to collaboratively score and come to consensus on scoring	Collaboratively score constructed and extended responses to check fidelity and calibration.	Anchor/Rubric Data profile sheet; Data Team and Grade level team minutes	2017-2018	Percentage of students meeting or exceeding standards	Improved student achievement

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<p>Instructional Core Strategy</p> <p>Implement research based metacognitive strategies based in DOK levels in all PreK and K classrooms.</p>	<p>Principal and Instructional Coach</p>	<p>Ongoing professional development, peer feedback, and feedback on observations as well as teamwork in the areas of creating Units of Study based on standards</p>	<p>Action Steps: Provide PD and embedded coaching as well as observational feedback on implementation of targeted strategies:</p> <ul style="list-style-type: none"> ● Questioning Strategies related to DOK levels ● Early Reading Strategies ● Vocabulary (Vocabulary Program .67) ● Evidence – based reading and writing ● Units of Study and Performance Assessments ● Experiential Learning Centers ● Powerful Interactions (Teacher-Student Relationships Effect Size .72) ● Guided Reading and Numeracy Groups (Small 	<p>Strategies will be discussed in Data Team Meetings and implemented by teachers in the classroom</p>	<p>2017-2018</p>	<p>Wintonbury Early Childhood Magnet School Elementary School will deliver 80% of Kindergarten students attaining <u>At/Above Goal</u> in Reading on the <i>Fountas and Pinnell Benchmark Assessments</i> from the Fall 2017 to Spring 2018</p> <p>Wintonbury Early Childhood Magnet School Elementary School will deliver 90% of PreK students attaining <u>literacy scores within their age level color band on Teaching Strategies GOLD.</u></p> <p>Wintonbury Early Childhood Magnet School Elementary School will deliver</p>	<p>Improved student achievement</p>
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			<p>Group Instruction .49)</p> <ul style="list-style-type: none"> ● Marzano Strategies ● Daily Five/Café format for literacy block in Kindergarten ● Early Numeracy Strategies ● Problem solving processes <p>(Problem Solving Teaching Effect Size .61)</p> <ul style="list-style-type: none"> ● Intentional Practices for Scientific Inquiry such as Project Approach and the use of Wonder Walls <ul style="list-style-type: none"> ● Positive Behavioral Supports and Tier 1, 2, and 3 teaching of behavioral objectives <p>(Classroom Behavior Effect Size .68;</p>			<p>85% of Kindergarten students attaining <u>At/Above Goal</u> in Math from the 2017 <i>Go Math Pre Assessment</i> to the 2018 <i>Go Math Post Assessment</i>.</p> <p>Wintonbury Early Childhood Magnet School Elementary School will deliver 90% of PreK students attaining <u>numeracy scores within their age level color band on Teaching Strategies GOLD.</u></p>	
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			<p>Classroom Management Effect Size .52)</p> <ul style="list-style-type: none"> ● Emergent Curriculum grounded in Early Childhood principles of developmental progressions and student led learning (Piagetian Program Effect Size 1.28) 				
<p>The Auer Farm lesson plans will be reviewed by the principal, instructional coach, and farm committee (including the Farm Educator) and will continue to be revamped to include an inquiry approach to learning that cycles through student questions, student learning, and back to student questions in</p>	<p>Principal and Instructional Coach</p>	<p>Use of faculty meetings for teams of teachers to conduct "District Priority Committee" work once a month</p>	<p>Action Steps: Meet monthly (Farm Committee within the District's Priority Committee Format)</p> <p>Continue to create changes to the established lesson plans for the upcoming month topics to allow for more exploration by students</p>	<p>Evidence of Ongoing Investigations and Projects in classrooms (Wonder Walls, Student Work, KWL Charts, Webs of student ideas</p> <p>Minutes of monthly School Based Priority meetings</p>	<p>August 2017</p> <p>Ongoing monthly</p> <p>At least three times a year, for 2017</p> <p>By March 2018</p>	<p>Walkthrough data regarding inquiry learning (KWLs present, wonder walls present in/near classrooms)</p>	<p>Teacher Expertise used to Align current work with District focus by District Priority</p>

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<p>order to provide personalization, individualization, and differentiation by age for students.</p>			<p>Create Changes in format of Farm lessons. Teachers will set a preview for topics [view videos of farm topics in advance], (establish a KWL) format and adding the creation of a “Wonder Wall” for each lesson cycle using input from each student, and come back to the school with documentation that the students’ questions have been addressed (What they learned) and then allow students to ask more questions (The Inquiry or Project Cycle).</p> <p>Eventually, deepening questions and deeper answers will be sought back the</p>	<p>Documentation panels from each classroom</p> <p>Found on documentation panels, student “research” undertaken during the school day</p>			
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			school among students led by teaching staff at Wintonbury				
All staff at Wintonbury will engage in meeting teaching standards related to the NAEYC Accreditation protocols and process	Principal and Instructional Coach	Time to collect items for portfolio and to compile portfolio	Examine standards and practices in partnership with the Accreditation Facilitation Project (Office of Early Childhood)	Create and fill documentation folders for the portfolio, monthly faculty meeting time to work in teams	PD and support provided by AFP several times a year until June 2018	Completion of Portfolios by Teams PreK/K	Affirmation of NAEYC Accreditation by June 2018

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Area of Strategic Work: Positive School Climate							
<i>Vision Statement: Wintonbury Early Childhood Magnet School is creating a supportive community that demonstrates enthusiasm for learning and respect toward all students and staff.</i>							
Core Strategies	Staff/Team Leading the work	Resources and Learning Needed	Action Steps	Fidelity Indicators	Timeline	Measures of Adult Progress	Intended Outcomes
Utilize data gathered from the Bloomfield Schools Climate Walkthrough Tool to create positive social/emotional environments	School Climate Specialist with Wintonbury Priority Workgroup	Work in Priority Committee to train staff in using the walkthrough tool	Standards in need of improvement will be discussed at Leadership Team Level and then strategies to improve those areas will be developed with teachers.	Staff will receive training on climate walkthroughs. The climate walkthrough data will be reported twice annually for every district site.	August, 2018 Ongoing	Percentage of favorable responses will increase for all sites.	Feedback for staff regarding positive school climate
Utilize data gathered from the District Climate Survey to define areas of need in order to create positive social/emotional environments.	School Climate Committee	Time in School Priority Work Groups to analyze data and make recommendations to staff	<ul style="list-style-type: none"> · Define and track data related to physical aggression, mean-spirited and bullying behavior by using data collection of Conduct Referrals · Implement Positive Behavior Supports for students who require 	<ul style="list-style-type: none"> · 100% of staff members will follow the Wintonbury Early Childhood Magnet School PBS School Wide Expectations. (Expectation Effect Size .43) · 100% of the classroom teachers will implement Morning Meetings and the Second 	2017-2018	<p>There will be a decrease in the number of students involved in incidents of major physical aggression during the 2017-2018 school year.</p> <ul style="list-style-type: none"> · The percentage of families responding favorably to “My 	Focus regarding how to improve school climate

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			<p>individualized plans through SRBI</p> <ul style="list-style-type: none"> · Implement Second Step as a Tier I Social Emotional instructional curriculum and positive problem solving process in both PreK and K. <p>Teachers will contact families 10 times a year to report good work the student has done in school as well as to keep parent updated on student progress. Using a tracking sheet developed by the Wintonbury Leadership Team.</p>	<p>Step Curriculum for Social Emotional Learning in their classrooms. (Direct Instruction Effect Size .59; Problem Solving Effect Size .61)</p> <ul style="list-style-type: none"> · School Social Worker will take on interns who can assist with students in both large (classroom based) and small groups (resource based) to carry out the goals of the Second Step Curriculum 		<p>child has been recognized in this school for the good work he or she has done” will be maintained at 93% as measured by the Parent Survey given in Spring 2018.</p>	
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			<ul style="list-style-type: none"> · Continue to develop the Student and Family Assistance Center model (SFAC) for Tier 1 and Tier 2 interventions with interns regarding positive climate. 				
<p>Teachers will engage in team meetings with the goal of resolving student emotional regulation and behavioral issues based on student strengths and individual plans, when needed (Response to Intervention 1.07)</p>	<p>Principal leading Positive Behavior Support problem solving sessions</p>	<p>Time for staff to team with parents to brainstorm solutions</p>	<ul style="list-style-type: none"> · 100% of staff will implement techniques to decrease “physical aggression” problems with the students who are aggressive using Positive Behavior Support Plans. 	<ul style="list-style-type: none"> · Implement Positive Behavior Supports for students who require individualized plans through SRBI (Formative Evaluation .90) <p>One PTO meeting scheduled in Spring 2018 will discuss the anti-bullying laws and goals for Wintonbury (Parent Involvement .49)</p>	<p>2017-2018</p>	<ul style="list-style-type: none"> · 100% of staff will implement techniques to decrease “physical aggression” problems with the students who are aggressive using Positive Behavior Support Plans. 	<p>Improved Positive School Climate</p>

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				<ul style="list-style-type: none"> · Student Office Referrals will be tracked and reviewed at monthly positive behavior support meetings between social worker, instructional coach, and principal 			
Wintonbury teachers previously identified Second Step as their CASEL approved Social Emotional Learning program targeted to the needs of Wintonbury Early Childhood Magnet School students	School Social Worker with classroom teachers	Use of Second step during morning meetings	<ul style="list-style-type: none"> · 100% of staff members will follow the Wintonbury Early Childhood Magnet School PBS School Wide Expectations (posters distributed around the building for behavioral locations by area. · 100% of the classroom teachers will implement Morning Meetings and the Second Step Curriculum for Social 	Evidence of Second Step in lessons plans and as seen in mini observations	2017-2018	<ul style="list-style-type: none"> · 100% of staff will implement techniques to decrease “physical aggression” problems with the students who are aggressive using Positive Behavior Support Plans. 	Improved Positive School Climate

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			Emotional Learning in their classrooms.				
Wintonbury staff will work to create supportive communities of learning that demonstrate enthusiasm for learning and respect toward one another by identifying and implementing research based school climate strategies targeted to the needs of Wintonbury	School Climate Specialist with Principal	Time to meet to analyze data	The Wintonbury Early Childhood climate team will analyze school disciplinary data to determine impact of school climate on discipline.	Reduced office referrals and suspensions	Ongoing	Data will be gathered and analyzed to assess impact on referrals and suspensions.	Improved student behavior resulting in improved student achievement
The Wintonbury Early Childhood Magnet School attendance accountability team will analyze school attendance data to address needs of students and reduce absenteeism from 7% in kindergarten (2016-17) to 5% (2017-18)	Assistant Superintendent for Accountability with Principal and Social Worker	Attendance data	Monthly meetings between School Social Worker and Principal to analyze data Social Worker will take action with children who are chronically absent such as, phone calls home, letters, home visits, etc. Nurse will call home when a student is absent to check on absentee reason	Reduced absenteeism. (Goals addressing Attendance / Chronic absenteeism)	Ongoing	Data will be gathered and analyzed to assess impact on absenteeism.	Improved student attendance

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			<p>Professional Development regarding the impact of attendance on absences will be undertaken</p> <p>Parent workshop regarding impact of absences on education of students will be undertaken.</p> <p>During the monthly Second Cup of Coffee, the school social worker will have displays regarding the impact of attendance on the education of students.</p> <p>Disseminate information to families and staff regarding the impact of attendance on the education of students through the Wintonbury Newsletter.</p>				
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Area of Strategic Work: Parent and Community Engagement
Vision Statement: *Wintonbury Early Childhood Magnet School will enhance PARENT AND COMMUNITY ENGAGEMENT by promoting community advocacy and support for all Wintonbury Early Childhood Magnet School students to contribute to the quality of life in the community.*

Core Strategies	Staff/Team Leading the work	Resources and Learning Needed	Action Steps	Fidelity Indicators	Timeline	Measures of Adult Progress	Intended Outcome
Wintonbury Early Childhood Magnet School will design & implement a parent compact aligned to the school accountability plan. (Parent involvement .49)	School Parent and Community Engagement Lead – Jen Treado	District Model of Parent Compact and time for teachers to meet in committees	A team of teachers and parents will be formed to create the Wintonbury Early Childhood Magnet School Parent Compacts that will be aligned to the school accountability plan.	6 times a year, the School Family and Community Engagement committee will meet as evidenced by minutes of the meeting.	2017-2018	Wintonbury Early Childhood Magnet School Elementary School will have a parent compact by the Spring of 2018	Improved Parent Involvement
Wintonbury Early Childhood Magnet School will continue to engage teachers and at least one parent in a Community and Family Engagement Committee that will meet approximately monthly to brainstorm, discuss,	School Parent and Community Engagement Lead – Jen Treado	Time in Faculty Meetings for teachers to team	PTO Meetings and additional Parent workshop events will be used to engage families and create educational activities for parents and their children to enjoy (Family Fitness Nights, Who’s The Boss?, Impact of Screen Learning vs. Person to	Parent workshops will be scheduled and promoted to all Wintonbury Early Childhood Magnet School families and pictures will be shared with the Director of School Improvement.	2017-2018	95% of Families will favorably answer the School Climate Survey Questions: “The school holds social events and fun activities for students” and “I feel welcome in my child’s school.”	Improved or maintained high engagement at family events

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<p>and bring to fruition school activities that will engage parents.</p>			<p>Person Interactive Learning on Development.)</p>	<p>Wintonbury School Planning and Management Team break out sessions held approximately once a month during faculty meeting times will include one committee that is focused on Parent/Community Engagement. Schedule is available to the Chief Academic Officer.</p>			
<p>Actively continue to engage community partnerships at the school level, with a minimum of 4 local agencies and businesses.</p> <ul style="list-style-type: none"> o Auer Farm o Prosser Library o Child First o Jewish Literacy Coalition 	<p>Principal with Instructional Coach and teachers</p>	<p>School Events Calendar</p>	<p>Wintonbury Early Childhood Magnet School Kindergarten students will study “Communities and Community Helpers.” We will engage community helpers (police officers, fire fighters, pediatricians, dental hygienists...)</p>	<ul style="list-style-type: none"> · Schedule of Field Trips to Auer Farm · Schedule of Librarians visiting classrooms at Wintonbury · Connections with Child First for individual students and families 	<p>2017-2018</p>	<p>A listing of all community partnerships will be shared with the Central Office</p>	<p>Enrichment for students through community partnerships</p>

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<ul style="list-style-type: none"> o University of Hartford o Muscular Dystrophy Association o Dental Hygienist Organization o PTO – Family Literacy Night, Family Math Night, Fall Festival, etc. o Fire Department and Police Department (children workshops, security presence) 			<ul style="list-style-type: none"> · Wintonbury Early Childhood Magnet School Kindergarten students in need of literacy supports will work with members of the Jewish Literacy Coalition. · Every child at Wintonbury School will have a morning learning experience at Auer Farm every three weeks throughout the school year. · Every child at Wintonbury School will interact with a librarian from Bloomfield’s Prosser Public Library for story time and music and movement literacy connections on a rotating schedule 	<p>documented through School Social Worker</p> <ul style="list-style-type: none"> · Schedule of literacy volunteers from the Jewish Literacy Coalition · Schedule of partnership meetings with the University of Hartford 			
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			<p>throughout the school year.</p> <ul style="list-style-type: none"> · Every child and adult at Wintonbury School will participate in the annual Muscular Dystrophy Association Hop A Thon. 				
<p>Wintonbury will hold its annual “Kindness Day” on December 14th, which is the anniversary of the Sandy Hook Massacre in order to spread kindness and joy throughout our community</p>	<p>Haley Ryan and Rebecca Murphy with Principal and Instructional Coach</p>	<p>Day set aside for sharing kindnesses (December 14th)</p> <p>Time for Ms. Ryan and Mrs. Murphy to organize the name draw for the “secret” kindness partners</p>	<p>Every child and teacher will participate in “Kindness and Sharing activities” with each other as well as the wider community such as Central Office staff, Bloomfield First Responders and Community workers (Post Office, Public Works)</p>	<p>Teachers will brainstorm with students regarding kindnesses for the classroom name that is drawn at random as well as kindnesses to share with the wider community.</p>	<p>2017-2018</p>	<p>Student enthusiasm for the project as well as feedback from the school community and wider community</p>	<p>A more positive school community and wider community focused on kindness</p>