

SP2.0 Draft Goals

CHARACTER EDUCATION

By the 2018-2019 school-year, each CG school will participate in a unified district-wide character education program around pre-designated social-emotional issues (i.e. bullying) that respond to students' identified needs reported through a student and/or parent/teacher survey.

CONNECTED LEARNING

We will increase the efficacy of connected learning.

- By January 1, 2016, Center Grove will develop a process or system that measures the effectiveness of its connected learning initiatives K-12.
- 100% of students and teachers will elevate connected learning opportunities based on the SAMR model by the end of the 2016-2017 school-year.

CULTURAL, SOCIAL, EMOTIONAL and ECONOMIC DIFFERENCES

All staff and students will increase their capacity to understand and appreciate cultural, social, emotional and economic differences.

- Increase the positive opportunities for diverse cultural/ethnic exposure for students and staff

FACILITIES ALIGN TO PROGRAM NEEDS

By the beginning of the 2018 school year, all of the CGCSC facilities will meet the curriculum and program needs identified by the SP2.0 in 2015.

FUNDING COMMUNICATIONS

We will increase the community's understanding of the value they receive in their investment in Center Grove Schools

- Measured via community surveys/polling

LEARNING NEEDS OF DIVERSE STUDENT BODY

By the end of the 2018/2019 school year, we will meet the learning needs of our diverse student body.

- Increase personalization through the use of high-level differentiated instruction
 - Knowledge of student abilities / areas for growth is an integral part of implementing Differentiated Instruction
- Provide opportunities for parent input to teachers regarding student strengths and weaknesses

STEM INTEGRATION

100% of K-8 students will receive project-based experiences with intentional STEM integration, including exposure to STEM careers (as appropriate) by the year 2017-2018.

TEACHER CAPACITY BUILDING

Each year, 100% of CG teachers will increase their instructional capacity by showing growth, or maintaining a highly effective rating (3.75) in the domain of *Purposeful Planning and Instruction* on the teacher evaluation rubric.

- Implementing a new best instructional practice through purposeful planning and instruction as designed in the Goal Action Plan process.