

## Strategic Plan- Principal's Annual Summary for the 2018-19 School Year Ferndale Early Education Center

At Ferndale Early Education Center, we spend a great deal of time creating a warm, welcoming, caring, and nurturing environment, as we have some of the youngest learners in the county. Our school's teachers and staff create engaging learning opportunities to support the development of our students' social-emotional growth, early literacy, and math skills. As a result, we selected the following Strategic Plan Indicators:

- Increase the use of restorative practices in schools and offices (Indicator 3).
- Increase the percentage of students who read on or above grade level by the end of second grade (Indicator 5).
- Increase the percentage of students in grades 3-8 who meet or exceed expectations on standardized reading, language arts, and mathematics assessments (Indicator 6).

During the 2018-2019 school year, Ferndale has made great strides in our work to not only focus on academics, but also help to build social and emotional learning, to develop care and concern for others, and to establish positive relationships. To accomplish this task, we utilized Restorative Practices - Part A (Community Circles) and Social and Emotional Foundations for Early Learning (SEFEL) lessons and strategies on a daily basis to provide opportunities for students to learn more self-awareness, regulation of emotions, and problem solving (Indicator 3).

Additionally, our staff focused their efforts on providing rigorous and explicit instruction on Common Core (CCSS) Reading and Writing Standards so that students develop proficient skills as readers and writers to meet identified grade-level reading benchmarks (Indicator 6). Through the standardized and diagnostic Fountas and Pinnell (F&P) assessment, 80% of our kindergarten students were able to read at- or above-grade level (Indicator 5). Seventy percent of our kindergarten students were able to demonstrate grade-level expectations for writing conventions for both narrative and persuasive writing.

As we look toward the 2019-2020 school year, Ferndale is staying the course. We plan to continue to incorporate Restorative Practices-Part A (Community Circles) and SEFEL strategies into daily instruction with fidelity (Indicator 3). We will be adding daily lessons and weekly brain breaks this year as well. We want to continue to build a community of learners, where everyone feels cared about, welcomed, and safe. We also plan to stay the course with our academic foci on CCSS Reading, Writing, and

Language Standards (Indicators 5 and 6). Our goal is that our students will not only meet grade-level standards and benchmarks, but also become lifelong learners.

Lisa Rice  
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