

Strategic Plan, 2015-2016.

Please complete first draft by August 21st, 2015.

School Name: Hawkins

Principal Name: Sandra Marques

Date:

Principal Practice Goal #1:		
Competency:	School Culture of Excellence	
SMART Goal:	By June 2017 students with severe and chronic absences will decrease by 50% through shared expectations, shared support and shared accountability by all stakeholders (parents, students and school staff)	
Drivers (what must be true to achieve this goal – you need to launch it, build it, monitor it or know how to evaluate it):		
Drivers (FOCUS AREAS)	Tasks to be completed (TO DO)	Metric/Outcome (WHAT'S DONE)
SST- Strategically utilizing Student Support Team to monitor and implement restorative practices that will improve the average daily attendance of the students that fall into chronic and severely chronic attendance. as well as maintaining the overall attendance of 97% or better.	<ul style="list-style-type: none"> · Set protocols for attendance monitoring with SST · Phone Calls Home on a daily basis to students who are absent (teachers, guidance, social worker) · Letters home to students who have three or more absences via parent liaison home visit or parent scheduled conference. · Parent Conferences around attendance with SST members at different points of truancy · Attendance Tracker and Dashboard · Identify students with severe chronic and chronic absences and set individual goals and interventions with students and families <p>Daily monitoring of attendance percentage and student lists by all SST members and Administration</p> <p>Letters home to families highlighting previous years attendance and</p>	SST Referrals and strategies for attendance will result in an increase of attendance and decrease of absenteeism and tardiness. Daily, weekly and monthly attendance of 97% or higher.

		<p>setting goals and expectations for upcoming year.</p>	
<p>School Wide Displays of Attendance Goals will promote the message of “Attend Today, Achieve Tomorrow” Campaign so that all stockholders are aware and involved in achieving our goal of 97% student attendance on a daily basis.</p>		<ul style="list-style-type: none"> · 100% Star Attendance Board will showcase individual students and staff that have perfect attendance each quarter marking period. · Homeroom monthly attendance tracker in front of each classroom will showcase each individual class’s monthly percentage. · Display of District Posters around the school and entrance hall will advertise the campaign and communicate the importance of district and school attendance goals. · Student Made Posters will encourage students to take ownership of their personal attendance and will send a school-wide message communicated by students. <p>Engage Community in Attendance Campaign by displaying flyers throughout the community and in local business, promoting perfect attendance and tardiness. bsp; Homeroom monthly attendance tracker in front of each classroom will showcase each individual class’s monthly percentage.</p> <ul style="list-style-type: none"> · Display of District Posters around the school and entrance hall will advertise the campaign and communicate the importance of district and school attendance goals. · Student Made Posters will encourage students to take ownership of their personal attendance and will send a school-wide message communicated by students. · Engage Community in Attendance Campaign by displaying flyers throughout the community and in local business, promoting perfect attendance and tardiness. <p>Visually tracking attendance in various forms will promote an awareness of our overall attendance goal improve our school data.</p>	<p>Visually tracking attendance in various forms will promote an awareness of our overall attendance goal improve our school data. g our goal of 97% student attendance on a daily basis.</p>

<p>School Wide Message BlackBoard Connect Messages</p>	<ul style="list-style-type: none"> · Regularly Send Blackboard Connect messages to families to promote 100% attendance on half days, days before holidays, and other “target days” · School Newsletter · Quarterly distribution of parent letters with individual student attendance and goals with a focus on students with excessive absences. 2 or more absences per quarter. <p>Student Made Posters will encourage students to take ownership of their personal attendance and will send a school-wide message communicated by students.</p> <ul style="list-style-type: none"> · Engage Community in Attendance Campaign by displaying flyers throughout the community and in local business, promoting perfect attendance and tardiness. <p>Visually tracking attendance in various forms will promote an awareness of our overall attendance goal improve our school data.</p>	<p>Consistently continue to send message about the importance of 100% student attendance throughout the school year.</p>
<p>Promoting School Connectedness to ensure student attendance and promptness</p>	<p>Utilize Restorative Circles to build student trust leading to and promoting school connectedness.</p> <p>High Risk Students Mentoring Program. Match staff and students into a one-on-one mentoring program that will promote attendance, student performance and positive social behaviors.</p> <p>Advisories for middle school students to ensure a middle school connectedness that will promote school pride and promote HAWKS Core Values.</p>	

Rewards and Incentives	<ul style="list-style-type: none"> · Classroom incentives created by teachers · School Wide classroom and individual incentives · Monthly Attendance Awards · Quarterly Marking Period Awards End-of-year Awards 	<p>Various forms of rewards and incentives will motivate students to attend school daily and hold them accountable for personal attendance.</p> <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 10px;"></div>

Principal Practice Goal #2: Data		
Competency:		
SMART Goal:	Analyzing and utilizing data to move instruction	
<p>Drivers: In order to analyze and utilize data teachers will maintain data binders to look at assessment data on an ongoing basis. Data will be analyzed in content meetings as the protocols are followed in order to develop grade level strategies to then be reflected in lesson plans in the form of corrective action plans to increase student achievement.</p>		
Drivers (FOCUS AREAS)	Tasks to be completed (TO DO)	Metric/Outcome (WHAT'S DONE)

<p>ELA</p>	<ul style="list-style-type: none"> ● Set protocols for maintaining the ELA data binder. ● Collect monthly writing tracking sheets as a means to have the Literacy Coach analyze the data prior to grade level meetings. ● Take anecdotal notes during Independent Reading to check in with students and offer strategies to enhance their reading. ● Maintain DRA/SRI trackers to monitor reading growth throughout the year, and maintain strategy grouping to ensure student growth. ● Review Interim assessment data and its correlation with the CCSS to form corrective action plans. ● Utilize CCSS unit checklists to check for understanding and provide corrective instruction as needed. ● Utilize observation survey data to assess foundational skills and determine student needs. ● Utilize mid and end of unit assessment in the Expeditionary Learning curriculum to assess student growth in both units and modules. ● Create and track K - 2 unit checklists to assess student growth in unit plans in relation to the CCSS. 	<p>-consistently check ELA binders during grade level meetings to ensure all staff is consistently utilizing formative assessment data.</p> <p>-teacher coach will create monthly graphs to analyze data within grade level meetings.</p> <p>-Review all formative assessment data with grade level constituents in grade level meetings to reflect, share strategies, and create corrective action plans which will be reflected in student lesson plans.</p> <p>-Utilize formative assessments to implement strategy grouping to differentiate learning to meet all learners needs.</p>
<p>Math</p>	<ul style="list-style-type: none"> ● Set protocols for maintaining Math Data Binder ● Take anecdotal notes daily when checking for understanding ● Utilize NPS Interim assessment results to form corrective action plans ● Utilize Unit pre-test and post-test results to assess student growth for each unit in relation to the Common Core State Standards 	<p>- Teacher Coach will check Data Binder during Grade Level and Vertical meetings to ensure all teachers are using formative assessments data.</p> <p>- Teachers will document</p>

	<ul style="list-style-type: none"> ● Utilize Unit Data Sheets to track mastery of Common Core State Standards to check for understanding and provide corrective instruction as needed. ● Utilize Edulastic to create assessment to prepare students for PARCC ● Utilize Compass Learning to reteach common core state standards and assess mastery ● c ● vcxdfgg ● Collect monthly math exemplars sheets as a means to have the Math Coach analyze the data prior to grade level meetings. 	<p>assessment data and with grade level/vertical colleagues reflect, share strategies, and create corrective action plans which will be reflected in their lesson plans.</p> <p>- Teachers will analyze monthly math exemplars using the three-stack protocol with grade level/vertical colleagues to identify strengths and weaknesses.</p>
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Principal Practice Goal #3 Restorative Practices	
Competency:	

SMART Goal:	As compared to the baseline measure at the end of Sept. 2015, by June 2016 all Hawkins Street School student Behavioral Referrals will reduce by 10% via effective school implementation of the Restorative Practices Continuum.	
Drivers (what must be true to achieve this goal – you need to launch it, build it, monitor it or know how to evaluate it): - Teachers/Staff must consistently utilize the ‘Restorative Practices’ Continuum.		
Drivers (FOCUS AREAS)	Tasks to be completed (TO DO)	Metric/Outcome (WHAT’S DONE)
<p>-Effective response to conflict and behavior infractions using a collaborative problem-solving process that recognizes the impact of one’s actions on the school community and results in solutions that make things as right as possible moving forward</p> <p>Reduction of the overall number of student suspensions</p> <p>Increase of in-class instructional time for students at school</p> <p>Expansion of parent and community involvement and understanding of</p>	<p>· Teachers/students will use Affective Statements when discussing feelings.</p> <p>-Teachers will use Affective Questions to challenge negative behaviors and assist those affected.</p> <p>-Teachers/Staff will use Small Impromptu Conferences to address small negative incidents. (LEVEL 1 NPS Behavior</p>	<p>-Teachers/students will utilize statements such as “I feel ____ when you ____”.</p> <p>-Teachers will maintain an Affective Statements Log to determine how many students are using affective statements and how often (such as a checklist that shows a ‘+’ when a statement is used and a ‘-’ when feelings are expressed in an alternate manner.</p> <p>-When a negative behavior occurs in the classroom, teachers will select questions from their Restorative Practices card in order to address the issue.</p> <p>-Small Impromptu Conferences will take place including a few people that</p>

<p>Restorative Practices</p>	<p>Infractions)</p> <p>Teachers will lead at least three Circles per week within the classroom.</p>	<p>meet briefly to address and resolve a problem.</p> <ul style="list-style-type: none"> -Staff will use Affective Questions to facilitate a short interaction when necessary. -Teachers will conduct a “Check-in” Circle on Monday mornings and a “Check-out” Circle on Friday afternoons. -One additional Circle will be planned and conducted based on class need. -Teachers will employ the use of a “Talking Piece” to denote the speaker and encourage taking turns.
	<ul style="list-style-type: none"> -All staff will be trained to use Affective Statements and Affective Questions in all school settings. -Teachers/Staff will use Formal Conferences (Restorative Conferencing and Family Group Conferencing) to address larger issues. (LEVEL 2 or 3 NPS Behavior Infraction) 	<ul style="list-style-type: none"> -Teachers, Support Staff, Custodians, Paraprofessionals, Cafeteria Workers, Clerks, etc. will receive Restorative Practices training. -When a Level 2 or 3 student misconduct occurs, staff will: <ul style="list-style-type: none"> -Use a Restorative Conference <ol style="list-style-type: none"> 1. A meeting will be held with the student who committed the wrongdoing, those who were affected by the wrongdoing, and the parents/guardians of

		<p>all students included.</p> <ol style="list-style-type: none">2. A “Real Justice” script will be used, as provided by Restorative Practice trainers.3. A formal agreement will be developed and signed by all stakeholders.4. At the close of the conference, refreshments will be served to symbolically “break bread”. <p>-Use a Family Group Conference (FGC)</p> <ol style="list-style-type: none">1. A meeting will be held with the student who committed the wrongdoing, those who were affected by the wrongdoing, and the parents/guardians of all students included.2. The facilitator will outline the problems as well as the various resources available to serve the child and the family.3. The family will have “family alone time”, where the professionals leave the room and the family/community members develop a written plan.4. The plan is presented by the family, and the staff either accepts the plan or amends it.
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	<p>-Administrators will periodically conduct informal walkthroughs to ensure that Restorative Practices are in use in each classroom.</p> <p>School Advisors will implement Circles during Advisory Groups.</p>	<p>5. Once the plan is agreed upon, all parties will sign and implement.</p> <p>- Administrators will conduct monthly “snap-shot” walkthroughs and check for evidence of Affective Statements, Affective Questions, and Circles.</p> <p>-Small groups (4-10) of 7th and 8th grade students will participate in student-led/advisor-facilitated Circles Monday through Thursday from 3:05 until 3:35.</p> <p>-Daily questions will be selected from the Restorative Practices Handbook.</p>
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Principal Practice Goal #4 Curriculum- Planning and Implementation

Competency:		
SMART Goal:	1. By June 2016, all teachers will use the UDL framework to teach the curriculum in a way that challenges and engages 100% of diverse learners by representation, action and expression, and engagement of students.	
Drivers (what must be true to achieve this goal – you need to launch it, build it, monitor it or know how to evaluate it): In order to incorporate the UDL principles, the teachers will collaboratively design lessons that engage diverse learners using the UDL framework in order to minimize barrier and maximize learning for all learners.		
Drivers (FOCUS AREAS)	Tasks to be completed (TO DO)	Metric/Outcome (WHAT'S DONE)
1. Professional development- Strategically utilizing professional development sessions for teachers to incorporate the UDL framework in their planning and instruction in order to maximize learning for all students.	<p>Set professional development sessions to focus on the three UDL principles.</p> <p>Friday PD sessions - View samples of lesson plans utilizing UDL principles and reflecting on instruction and student learning. View videos of samples of how it is utilized in the classroom. Incorporate professional readings on UDL and how it is used.</p>	<p>Constant discussion of UDL to promote frequent awareness of the three principles.</p> <p>Review lessons plans that have incorporated the UDL framework.</p>
2. School wide discussions of UDL during grade level and vertical meetings.	<ul style="list-style-type: none"> Setting grade level and vertical meetings to discuss how to create, implement, and reflect on lesson plans led by teacher coaches. <p>Initiate classroom visits to view how UDL is</p>	<p>Agendas, data, and meeting minutes to ensure all staff are implementing UDL principles.</p> <p>Coaches and teachers will keep a log of</p>

	<p>being incorporated.</p> <p>Coaches first observe lessons and meet with teachers for feedback then coaches will model the incorporation of UDL principles in the classroom.</p>	<p>classroom visits and feedback.</p> <p>Refer to lesson planning to see if feedback was implemented in future lessons.</p>
3. Lesson plans	<ul style="list-style-type: none"> · Reviewing assessment data and anecdotal notes to assess the effectiveness of UDL in lesson planning and instruction. Lesson plans will be created by using the three principles of UDL framework. <p>Working collaboratively with grade level teachers, coaches, inclusion teachers, esl teachers, bilingual teachers, paraprofessionals, reading recovery teachers, academic interventionists, and administration to create lesson plans that reflect the use of UDL principles.</p>	<p>Reviewing data binders and lesson plans to assess the effectiveness of the UDL framework.</p> <p>Consistently checking lesson plans to ensure that they are aligned with the UDL principles.</p>
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