

High Rock School School Improvement Plan 2016-2019

Committee Members:

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Goal 1

Advance Learning for All Students (Learning)

To refine and continue to put into practice a system of curriculum, instruction, and assessment that enables each student to be engaged in challenging, creative, and rigorous learning experiences that are grounded in clearly defined standards.

Objective 1

Develop a Comprehensive Understanding of Disciplinary Literacy Teaching and Learning

School leadership, literacy coach, and educators will engage in high quality professional development to build a shared understanding of disciplinary literacy, and incorporate and align instructional practices to meet the needs of all students.

Action Steps

- Articulate essential literacy skills, practices and expectations within and across disciplines (i.e., the essential skills of reading, writing, thinking, speaking).
- Identify excellent Tier I instructional methods that support students' development of disciplinary literacy
- Institute strong professional development that includes coaching and collaboration.
- Develop an articulated intervention plan for students aligned with the district RTI guidelines.
- Articulate and strengthen the roles of the Reading For Research and Reading courses at High Rock in supporting student learning in conjunction with Tier I instruction.
- Design and utilize ongoing assessments that inform instruction and monitor growth.

Objective 2

Communicate Learning Goals

Educators will identify and communicate learning goals and performance objectives in all disciplines, so students have a clear understanding of what they are expected to know and demonstrate as a result of the lesson and instruction they participate in and experience.

Action Steps

- Identify the essential knowledge and skills for learning in all disciplines using the Common Core Standards, content-area guidelines and shared professional understanding.
- Publish broad learning goals for students at the start of each new unit. These learning goals will use age-appropriate language and be common across department classrooms.
- Design and use a school-wide visual that identifies what students are expected to know and demonstrate as a result of the daily lesson. This visual will use age-appropriate language and be displayed in all classrooms.
- Create and publish exemplars across all disciplines in the areas of reading, writing, and math for students and families. These exemplars will assist in understanding grade level skills and learning expectations for students at High Rock.
- Share student work with families on a regular basis.

Goal 2

Develop Social, Emotional, Wellness, and Citizenship Skills (Self-Discovery & Caring for Others)

To ensure students develop the knowledge and skills that empower healthy, resilient, engaged, and culturally proficient global citizens who act with integrity, respect, and compassion.

Objective 1

Develop Student Resilience

Students will develop social competence, problem solving skills, a positive sense of identity, autonomy, and a sense of purpose through consistent, layered, and effective instruction of social and emotional skills.

Action Steps

- Provide facilitated focus groups and other opportunities to examine and refine advisory, cluster practices, school programming, and common expectations in order to best support students' social and emotional development.
- Identify and communicate the continuum of the social and emotional, physical, and cognitive development of a 10-12 year old.

Objective 2

Understand and Apply the Tenets of Cultural Proficiency

Educators will develop competencies that enable them to understand and effectively address matters with students, such as: diversity, racism, homophobia, gender bias, and socioeconomic disadvantage.

Action Steps

- Provide professional development to support educators' learning, awareness, and skills.
- Develop a Cultural Proficiency Round Table Group with educators to facilitate ongoing conversations on cultural proficiency.
- Examine programming, curriculum, and materials to integrate more culturally proficient and diverse perspectives and learning opportunities.

Goal 3

Ensure Infrastructure Supports School and Department Values and Learning Goals

To develop, promote, and implement a sustainable plan for financial, building, technological, and human resources that supports learning for all and is responsive to school and student needs.

Objective 1

Enhance School and Student Safety

School administrators will implement modern and efficient systems and training opportunities to manage school operations, enhance communication, and ensure students and school safety.

Action Steps

- Maintain adequate and efficient school safety resources, protocols, and procedures.
- Develop, train, and implement enhanced lockdown procedures using ALICE protocols.

Objective 2

Ensure Effective Guidance and Administrative Model

School and district leadership will examine current delivery of services and design a model that provides greater connection with students, families, and staff, increases support for educators, and facilitates the RTI process for students as they transition from elementary through middle schools.

Action Steps

- Clearly articulate and communicate to the school community the roles and responsibilities of the assistant principal and guidance staff.
- Examine opportunities for social curriculum to be integrated through a guidance/administration model.
- Increase opportunities for student growth and connections through additional lunch groups, affinity groups, and school based programming.
- Provide regular and consistent access and support to all clusters and enrichment teachers in order to support the various developmental needs of students, both socially and academically.

Goal 4

Ensure Student Transition Supports the Varying Developmental Needs of 10-12 Year Old Students

To adjust and refine practices to best address the needs of students as they transition from elementary program experiences through the middle school program.

Objective 1

Improve Practices for Student Transition

Students will feel connected to a community and prepared for the expectations and experiences as they transition from elementary to High Rock and then High Rock to Pollard.

Action Steps

- Examine and refine methods of connecting to students prior to entering High Rock.
- Build opportunities for students to participate in programming that is designed to support the transition of students from building to building.

Objective 2

Improve Practices for Family Transition

Families will feel confident that appropriate information for their child's success is communicated during the transition process at each grade. Families will gain an understanding of the middle school experience, feel supported by the school community, and develop a better understanding to support the academic, social, and emotional needs of 10-12 year olds.

Action Steps

- Examine and refine methods of communicating, supporting and educating families during the transition process of the students.
- Collaborate with the PTC organization to enhance family-to-family support during the transition periods.

Objective 3

Improve Understanding of Student Needs from Grade 5 to 6 and then Grade 6 to 7

Staff will have an understanding of the previous school experience along with identified academic and social needs of the incoming students.

Action Steps

- Examine and refine methods of communication around student strengths and needs between sending schools and receiving schools staff.
- Staff will visit sending and receiving schools to gain a perspective of the student experience and school expectations.
- Staff will welcome into their classrooms other staff from sending and receiving schools to gain a perspective of students' experiences and school expectations.
- Staff will debrief their observations and determine opportunities to build coherence from grades 5 through 7.