School Improvement Plan (SIP) 2015-2017

New Haven Public Schools seeks to engage all schools in the district in collaborative cultures of data-informed decision-making with the aim of improving student learning. The purpose of the School Improvement Plan is to support schools in:
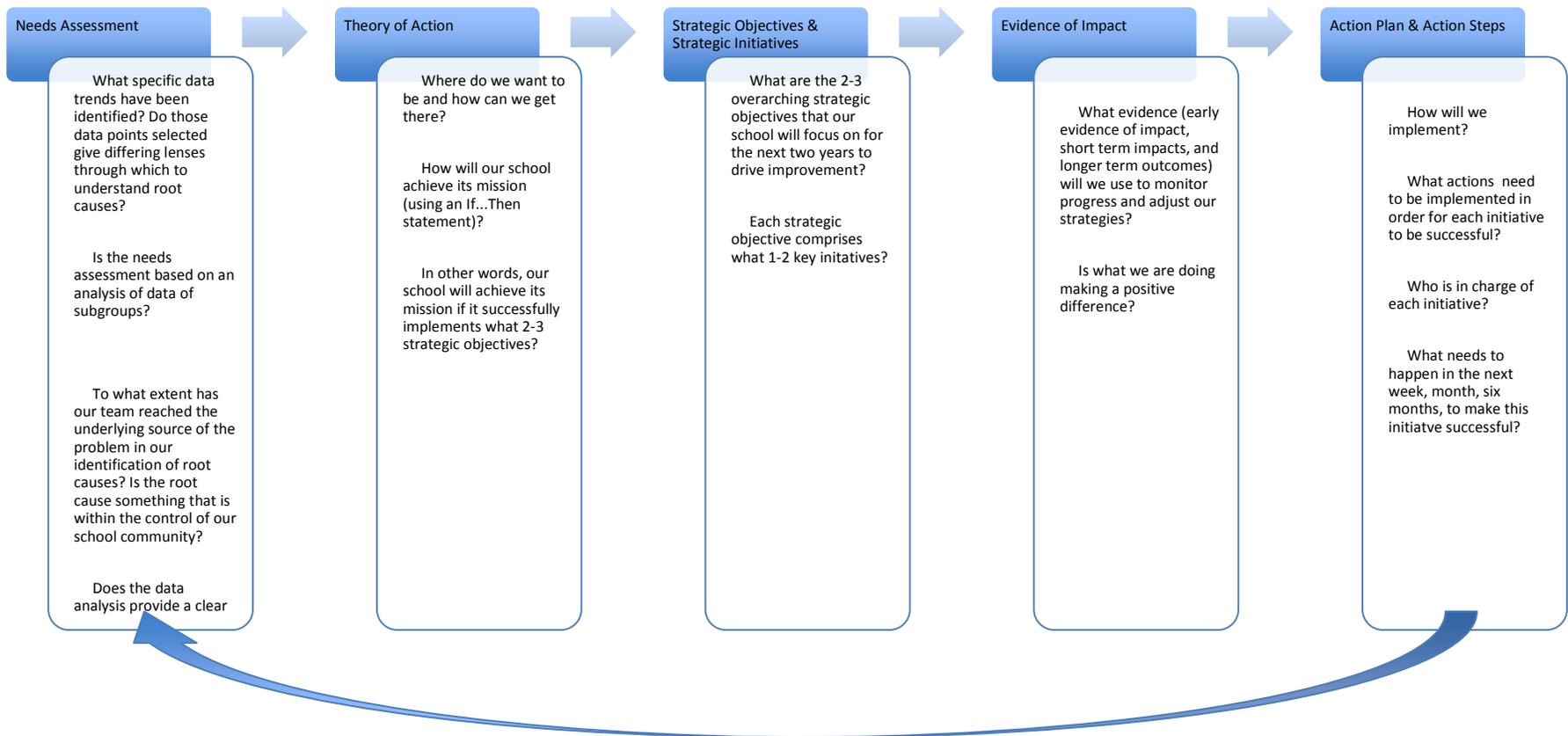
1) Using an inquiry process to examine quantitative and qualitative data to identify and prioritize needs,
2) Developing a few high-leverage strategic objectives that will drive a coherent plan of work,
3) Identifying a limited set of strategic initiatives within each objective that will lead to improved student learning
4) Developing a set of actions for achieving the strategic initiatives, and
5) Creating a plan to measure progress and impact against collaboratively-identified benchmarks.

While the School Improvement Plan document is due September 15, 2015, schools will be encouraged to revise/add to the plan as needed along the way (strategic objectives, strategic initiatives, action plan, plans to assess progress). This should not be viewed as a static document, but rather an ongoing effort to document and encourage continuous learning and improvement at the school level.

School Improvement Planning Timeline		
CYCLE OF PLAN-ACT-ASSESS		
Due Date	**Section**	**Feedback Provided By**
April 1 – May 1, 2015	In collaboration with your school team and central office support, complete SIP Section 1 (needs assessment)	April 25 – May 15, 2015
May 15 – June 5, 2015	In collaboration with your school team and central office support, complete Section 2 (Theory of Action, Core Values, 1-3 intended Strategic Objectives)	May 20 – June 1, 2015
June 5 - June 15, 2015	In collaboration with your school team and central office support, complete Strategic Initiatives, Early Evidence of Impact, Short Term Evidence of Impact, Annual Outcomes and Long Term Outcomes (first part of Section 3)	June 30, 2015
September 30, 2015	In collaboration with your school team and central office support, complete Action Steps. **Turn in completed School Improvement Plan**	October 15, 2015
September - Ongoing	Analyze your school's progress towards the early evidence and short term evidence of impact identified in your Action Plan and revise Action Plan as needed.	Ongoing
February – March 2016	Mid-year school self-review	February - March 2016

OVERVIEW OF THE SCHOOL IMPROVEMENT PLANNING PROCESS

The recommended steps to be taken during the development and implementation of a school improvement plan mirror the steps of a cycle of continuous improvement and the NHPS collective responsibility framework of *Plan-Act-Assess*. The goal is that the school improvement plan is a vital part of an ongoing process of reflection and refinement of educational practice that will lead to substantial and ongoing student learning gains. The phases include:

Needs Assessment

What specific data trends have been identified? Do those data points selected give differing lenses through which to understand root causes?

Is the needs assessment based on an analysis of data of subgroups?

To what extent has our team reached the underlying source of the problem in our identification of root causes? Is the root cause something that is within the control of our school community?

Does the data analysis provide a clear

Theory of Action

Where do we want to be and how can we get there?

How will our school achieve its mission (using an If...Then statement)?

In other words, our school will achieve its mission if it successfully implements what 2-3 strategic objectives?

Strategic Objectives & Strategic Initiatives

What are the 2-3 overarching strategic objectives that our school will focus on for the next two years to drive improvement?

Each strategic objective comprises what 1-2 key initatives?

Evidence of Impact

What evidence (early evidence of impact, short term impacts, and longer term outcomes) will we use to monitor progress and adjust our strategies?

Is what we are doing making a positive difference?

Action Plan & Action Steps

How will we implement?

What actions need to be implemented in order for each initiative to be successful?

Who is in charge of each initiative?

What needs to happen in the next week, month, six months, to make this initiatve successful?

SECTION 1, PART 1: SCHOOL STRENGTHS

SECTION 1: NEEDS ASSESSMENT		
Step #1: Review school **trend data** and identify up to 5 of the school's greatest strengths. List these strengths below, citing specific data points.	**Step #2 (Optional):** Using a tool for school self-reflection (e.g. State Needs Assessment Audit tool, Global Best Practices tool, etc.), align strengths to particular indicators or dimensions of an effective school.	**Step #3:** Identify strategies, programs, or initiatives contributing to the strength. What are your **hypotheses** regarding what contributes to this as a strength?
	Indicator	
1. High academic expectations (e.g., 28 credits to graduate with successful Capstone project completion, 8 credits per year, high AP enrollment 168, 4-year graduation rate 88%, high college enrollment 84% and persistence rate 85.4%); integration of magnet themes: Health & Science and Business & Technology	School-wide needs assessment process encompassed an extensive review of school data with BLDT, individual departments, and whole school data day meetings.	● Student plan of study ● Capstone program ● AP program policy on open enrollment of AP courses ● College Summit/Peer leader program ● Extended day program with academic, athletic, and social programs ● Internships with outside organizations
2. Climate of collaboration among staff (e.g., minutes and agendas from BLDT, Comer committees, departments, faculty meetings, data days)		● Instructional rounds ● Purposeful interdisciplinary groupings during staff/faculty meetings and workshops ● Full departmental representation at building level committees (ie., SPMT and BLDT)
3. Diversity of student population (e.g., over 20 towns represented; culture of respect and acceptance among the students in regards to ethnic groups, religious affiliation, sexual orientation, gender identity, socio economic status)		● Student-built culture of acceptance ●

SECTION 1, PART 2: SCHOOL GROWTH AREAS

Step #1: Review school **trend data** and identify up to 5 of the school's most significant growth areas. List these growth areas below, citing specific data points.	Step #2 (Optional): Using a tool for school self-reflection (e.g. State Needs Assessment Audit tool, Global Best Practices tool, etc.), align growth areas to particular indicators or dimensions of an effective school.	Step #3: What are the **root causes** of this growth area? Specifically, what factors contribute or lead to the school's challenges in this area?
	Indicator	
1. **Standards of student practice:** The school does not systemically develop the foundational skills that lead to college and career readiness as defined by having the following: ● High academic prowess ● Academic integrity ● Basic skills for learning/studying (e.g., note-taking, study habits) ● Executive functioning skills (e.g., time management, goal-setting, self-advocacy) ● Social & Emotional functioning as a student (e.g., managing emotions, conflict resolution) ● Student engagement – commitment to learning ● Reading comprehension **Specific data points:** ● Low academic performance (any final D or F) 2013-2014; freshmen: 56.8%; Gr 10-12: 38.9% ● Chronic absenteeism: 24.1% ● Percentage meeting SAT College Board Benchmark: 17.3%	School-wide needs assessment process encompassed an extensive review of school data with BLDT, individual departments, and whole school data day meetings.	The most prominent root cause for all factors associated with students not achieving their potential is that a focus on addressing the individual needs of the learner is not accomplished by all. Career does not have in place a school-wide system to identify and address the needs of struggling students. We believe a lack of a systemic approach to building student skills contributes to low student performance as identified in the data. During instructional rounds and numerous BLDT meetings, staff identified student engagement as the problem of practice, or "focus area." We believe increasing student engagement during instruction will lead to an increase in student academic performance. Another root cause is the fact that Career does

● SAT/PSAT READING DATA ● Social & Emotional: LES Student 2014: 69% say there is at least one adult in the school that knows them well; 68% say there is at least one adult in school that they trust ● Engagement: LES Student 2014: 51% say their teachers inspire them to want to learn; 46% say they like to go to school; BLDT identified *Student Engagement* as the focus area after multiple Instructional Rounds		not receive all cumulative records nor do all teachers review the records for in-coming students. We believe by devoting time to review the records, the faculty will begin to identify the needs of students.
2. **Career Reads**		
3. **Collaboration:** The amount of collaboration among stakeholder groups does not adequately give voice to each group including staff, students, parents, and community partners. ● Staff – Staff (2-week timeframe: common planning, dept. data meeting, departmental meeting, 1-2 whole staff meetings, 1-2 building-level meetings (ie., BLDT, SPMT), ● Staff – Parents ● Staff – Students **Specific data points:** ● Number of formal occurrences where collaboration is evident in a 1-month timeframe: o Staff – Staff (2 common planning, 2 dept. data meetings, 2 departmental meetings, 1 whole staff meeting, 1 Comer meeting, 2 BLDT, 1 SPMT); **LES Teacher 2014**: 72% agree teachers work well together; 87% agree teachers learn from each other; 74% agree teacher interaction is constructive and professional; 74% agree teachers trust teachers o Staff – Students – **LED Students 2014**: **54% say they**		Collaboration among staff is generally positive with multiple methods to engage in that collaborative time. Interdisciplinary collaboration is an area that faculty has identified as needing to increase. We believe if we increase the amount of interdepartmental collaboration time, teachers will increasingly share **best** practices, develop connections between content areas, and increase relevancy for students. Collaboration between staff and students is an area of growth and again centers on the idea that all members of the school need to meet the needs of the individual learner. Increasing consideration of student voice has the potential to influence many factors in the school community (e.g., classroom activities, curricular elements, school-wide events, etc.) The need for relationship building appears to be

have a voice in classrooms and/or school decisions; 60% agree the school helps students develop challenging academic goals; 41% believe teachers are available to talk about academic problems; 40% believe teachers are available to talk about a peer problem; 33% believe teachers are available to talk about something else that is bothering you o Student – Student – **LED Students 2014:** 40% agree that they encourage each other to be successful; o Staff – Parents (0-1 Meet the teacher night, conferences); **LES Parents 2014**: 80% agree teachers communicate about academics; 63% agree they are contacted when there's a concern; 94% Students believe their families think school is important		a common theme or factor that prevents true collaboration between staff and students. There is a need for increased communication between the school and families.

4. **Diversity and cultural competence:**
Developing strong relationships is paramount in schools; to that end, educators must focus on knowing the whole child. Diversity awareness and cultural competence includes the perspective of under-represented groups in schools to ensure they have a voice (Orbe & Spellers, 2005).
 	
Specific data points:
● Number of occurrences of diversity training for staff: 0
● Number of occurrences of diversity celebration: 3
● Low academic performance data by subgroup: 2013-2014 M4 (D+, D, D-, F); this data is representative of the student population:
  o Asian 2.7%
  o Black 52.7%
  o Hispanic 34.8%
  o White 9.5%
		The whole child includes aspects of identity (e.g., race, color, religion, sex, sexual orientation, gender identity/expression, national origin, ancestry, disability, age, etc.) and is not sufficiently explored in the current system at Career.

o Two+ 0.3%
- Retention data by subgroup SY2013-SY2014:

(M/F)	Black	Hispanic	White
9th	10 (7/3)	5 (5/0)	2 (1/1)
10th	3 (2/1)	2 (1/1)	
11th	2 (2/0)	1 (1/0)	
12th			
TOTAL	15 (11/4)	8 (7/1)	2 (1/1)

- AP enrollment by subgroup – this data is not representative of the student population

Asian	Black	Hispanic	White
11.1%	30.0%	33.3%	25.6%

- LES Student 2014: **44% agree their opinions are respected in this school**; 72% say my teachers respect me; 71% say my teachers treat me with respect; 85% agree teachers believe I am capable of learning; 73% feel welcome; 48% say my teachers are role models;

SECTION 2: SCHOOL VISION, CORE VALUES AND THEORY OF ACTION

VISION STATEMENT
Where are we going? *Describes in clear, compelling terms the preferred future reality of what the school must become to help all students learn.*

Through a culture of collaborative responsibility we will ensure that EVERY student is successful and has an opportunity to reach his/her full potential. We will become a culture that embraces the achievement of ALL learners by allowing the developmental facets of the learner, as a whole child, to inform our instruction. Collaboration among stakeholders and the incorporation of student voice will augment the sharing of best practices in order to increase relevancy for students and support their success in higher education, career, and life.

CORE VALUES
How do we travel? *The values that underlie our work, how we interact with each other, and which strategies we employ to fulfill our vision*

- Knowing the whole child allows us to identify, recognize, and counteract the barriers that prevent success.
- Students of all backgrounds are capable of academic and personal growth.
- Collective Responsibility is integral to our success in preparing our students.
- Teaching and learning require self-discipline, commitment, and persistence.
- Excellence requires self-reflection and risk-taking.

THEORY OF ACTION
What is our path? *The beliefs and assumptions we hold about why certain actions will lead to the vision we seek. Framed as an "if…then" statement.*

- If we identify, build upon student strengths, and provide opportunities to demonstrate success, then we will effectively support their transformational growth to college and career readiness.
- If we increase student engagement during instruction, through the development of both pedagogy and standards of student practice, then student academic performance will increase.

INTENDED STRATEGIC OBJECTIVES
The coherent group of overarching goals and key levers for improvement that will achieve the vision.

- Build academic standards of student practice to develop the foundational skills that lead to college, career, and life readiness.
- Build student social and emotional skills school-wide in order to foster student independence and maintain a positive learning environment.
- Build an environment in which faculty and staff use insight about students and their backgrounds to allow all students to reach their full potential.

SECTION 3: STRATEGIC OBJECTIVES, STRATEGIC INITIATIVES & ACTION STEPS

Guidelines

Each school will complete the Action Plan Template below for 2-3 strategic objectives.

- The strategic objectives may be decided based on your school's unique needs and your analysis of data.
- The strategic initiatives should lead to substantial gains in student learning.
- Strategic initiatives and action plans should take into consideration gap closure for sub-group populations (e.g. special needs, ELL, etc.).
- Please feel free to add a page for additional details or definitions of terms/acronyms.

Step #1: In collaboration with your school's leadership team and school committees, identify the 2-3 strategic objectives that your school will focus on in the next two years to drive improvement.

Step #2: Identify 1-3 strategic initiatives that the school will implement to achieve the desired outcomes. Specifically, what strategies will the school employ to achieve its objectives?

Step #3: Identify the expected long-term outcomes. Link each initiative to quantifiable early evidence of impact. How will the school monitor the impact of its initiatives and action steps?

Step #4: Determine a set of action steps.
- Identify an owner or lead. Who will be responsible for leading the implementation of the action step and monitoring early evidence of impact?
- Identify the resources required for successful implementation (e.g., staffing, training, technology, funding, materials).
- Identify the timeframe for each action step. When will the school team review evidence of progress?

Element	Definition
Strategic Objectives	The coherent group of overarching goals and key levers for improvement that will achieve the vision.
Strategic Initiatives	The projects and programs that support and will achieve the strategic objectives and lead to substantial gains in student learning.
Long Term Outcomes	The expected results at the end of two years: what they will be, how they will be measured, when they will occur. For example, in Year 2, reduce the Algebra I achievement gap for English language learners by 25% as measured by the end of year proficiency exam.
Evidence of Impact	Identify changes you should begin to see if the plan is having its desired impact while being implemented. Early evidence of impact are indicators of effective implementation rather than measurements of interim results. Early evidence of impact might include changes in practice or attitude from sources such as classroom observation or surveys. For example, an increase in student use of oral language was observed in 80% of these ESL teachers' classrooms between October and May.

Strategic Objective #1
Build academic standards of student practice to develop the foundational skills (vocabulary, reading, writing) that lead to college, career, and life readiness.
Which district goal(s) does this strategic objective align to?
Academic Learning Systems: On-going literacy development
Initiative #1
Develop a school-wide focus on vocabulary preparation
Long Term Outcomes (after year 2)
To increase Career's SAT Skill Category, Critical Reading-1 – Determining the meaning of words score from 46% to 50% as reported by College Board

Early Evidence of Impact (monthly):	Short Term Evidence of Impact (quarterly):	Annual Outcomes (after Year 1):
● Membean online software vocabulary test	● Membean online software vocabulary test ● SAT practice tests	● SAT Skill Category, Critical Reading-1 – Determining the meaning of words

Year 1 Action Steps	Lead	Resource Requirements	Completion Date
1. Tier 2 vocabulary word instruction across all disciplines	All departments	● Common planning time ● Inter-departmental time to share instructional strategies ● Tier 2 words professional development.	On going
2. Use of instructional strategies to support vocabulary (including word walls, visual representations, and/or graphic organizers, etc.)	All teachers	● Materials ● Common planning time ● Inter-departmental time to share instructional strategies	On Going
3. Incorporate Membean into vocabulary instruction and administer Membean vocabulary test	English teachers	Department Training	On Going

Strategic Objective #1
Build academic standards of student practice to develop the foundational skills (vocabulary, reading, writing) that lead to college, career, and life readiness.

Initiative #2
To develop a focus on close reading strategies across all disciplines in order to increase reading comprehension and inference skills

Long Term Outcomes (after year 2)
To increase Career's SAT Skill Category, Critical Reading-3 – Reasoning and inference score from 34.2% to 40.0% as reported by College Board

Early Evidence of Impact (monthly)	**Short Term Evidence of Impact (quarterly):**	**Annual Outcomes (after Year 1):**
Small discrete course specific assessment of reading comprehension	● Scores from non-fiction texts or informational texts-based questions comparing each quarter to the previous ● Scores from text-based questions that ask students to demonstrate their understanding of documents taken from the Social Science department document based questions (DBQs)	Scores from non-fiction texts or informational texts-based questions reviewing whole year data

Year 1 Action Steps	**Lead**	**Resource Requirements**	**Completion Date**
1. Training on Understanding by Design with a focus on incorporating reading comprehension strategies	ACES	ACES facilitator	Training Completed June 2016
2. Implement reading comprehension strategies with students within content areas	All departments	Departmental and inter-departmental time	Training Complete June 2016
3. Administer DBQs in Social Science classes	Social Science teachers	Departmental training	Started June 2016, on going
4. Include a small discrete course specific assessment of reading comprehension in formative assessment	All teachers	ACES facilitator	June 2016, on going

Year 2 Action Steps	Lead	Resource Requirements	Completion Date
1. Implement reading comprehension strategies with students within content areas	All departments	Departmental and inter-departmental time	Including in Department Meetings June 2017
Year 3 Action Steps	**Lead**	**Resource Requirements**	**Completion Date**
1. Training on text-dependent questions; collaboratively develop a process and system for creating strong text-dependent questions	ACES	Article/Book resources: Example: https://www.edsurge.com/n/2014-03-18-how-one-teacher-achieved-insane-reading-growth-last-year	June 2018
2. Non-fiction texts or informational texts with text-dependent questions (multiple choice and open ended responses); administered school-wide during set block, 1-week before the end of quarter. Departments choose non-fiction texts or informational texts that are scored school-wide (scores may be used across disciplines)	Teacher-led facilitators	● Develop rubric for scoring of text-dependent questions linked to Cross Curricular Competency Rubric ● Content-specific non-fiction texts or informational texts for school-wide article review	June 2018

Strategic Objective #1
Build academic standards of student practice to develop the foundational skills (vocabulary, reading and writing) that lead to college, career, and life readiness.
Initiative #3
Implement note-taking strategies appropriate for each discipline and delivery method in freshmen and sophomore year
Long Term Outcomes (after year 2)
Increase in improved student grades

Early Evidence of Impact (monthly)	Short Term Evidence of Impact (quarterly):	Annual Outcomes (after Year 1):
Monthly notebook checks	● Administrative walk-throughs ● Quarterly notebook checks evaluated with Initiative, Self-Direction, and Accountability Rubric.	Instructional Rounds

Years 1 and 2 Action Steps	Lead	Resource Requirements	Completion Date
1. Introduce and practice various note-taking strategies to freshmen and sophomore students	Freshmen and sophomore advisors	● Advisor meeting time ● Book Resources: ● Study Strategies Made Easy: A Practical Plan for School Success by Leslie Davis, Ch. 7	MP1 (End of October 2015)
2. 9th grade skill and organizational preparation at the beginning of the year, across the grade level team.	Freshman team	Team meeting time	End of September 2017
3. Integrate the use of note-taking in all freshmen and sophomore classes	Freshmen and sophomore teachers	Department meeting time	On going
4. Teachers will share best practices for their respective disciplines/grade levels	All teachers	Department meeting time	On going
Year 3 Action Steps	**Lead**	**Resource Requirements**	**Completion Date**
1. Integrate the use of note-taking in all freshmen and sophomore classes	Freshmen and sophomore teachers	Grade level meeting time	On going
2. Teachers will share best practices for their respective grade levels	All teachers	Grade level meeting time	On going

Strategic Objective #2
Build student social and emotional skills school-wide in order to foster student independence and maintain a positive learning environment.
Which district goal(s) does this strategic objective align to?
Build social, emotional, and physical learning systems that address demonstrated challenges for students and schools.

Initiative #1
Create an environment of trust and safety where students are able to verbalize their thoughts and feelings freely and appropriately
Long Term Outcomes (after year 2)
● The number of students who say there is at least one adult in school that they trust will increase from 68% (LES 2013-2014) to 75%. ● The number of students who say they have a voice in classrooms and/or school decisions will increase from 54% to 60%. ● The number of students who believe teachers are available to talk about academic problems, peer problems, or other concerns will all show an increase of 10% from LES 2013-14.

Early Evidence of Impact (monthly):	Short Term Evidence of Impact (quarterly):	Annual Outcomes (after Year 1):
● Placement of students in committees ● Administrative observation of community meetings.	● Regular student attendance in committees ● Mid-year internal student survey administered during advisory	Selected responses on the Learning Environment Survey

Year 1 Action Steps	Lead	Resource Requirements	Completion Date
1. Review developmental psychology of children	Psychology teacher -Brennan	Article (TBD), Faculty meeting time	February 2016
2. Teacher volunteers will pilot Restorative Circles	Teacher volunteers	Training by Restorative Practices School Representative	June 2016
3. Establish a faculty meeting protocol to discuss themes and trends emerging from Restorative Circles	Principal	Faculty meeting protocol	September 2016
4. Involve students in the various working committees of our school such as SPMT	Student Government	Student training	January 2016
Year 2 Action Steps	**Lead**	**Resource Requirements**	**Completion Date**
1. Two 60-minute sessions on cognitive and social development	Brennan	Faculty meeting (self-selected PD)	Jan 2017
2. Social/emotional learning PD	Kristen Penta	Faculty meeting	June 2017
3. Trauma training	Clifford Beers	Faculty meeting	June 2017

4. Student survey on respect, connections to adults in building, safety, engagement in classroom, acceptance	Climate/Culture committee	Advisory session - survey Faculty meeting time - report of findings	May 2017
5. Increase support of current clubs/activities (e.g. multicultural potluck during ONE Club celebration)	ONE Club Advisors & C/C Committee		May 2017
6. Providing targeted students with social/emotional strategies and support	SBHC, Clifford Beers	Release time from class	On-going
Year 3 Action Steps	**Lead**	**Resource Requirements**	**Completion Date**
1.Six developmental pathways & relationship building PD (Comer)	Dr. Fay Brown, SDP	Faculty meeting time	June 2018
2. Develop means of improving culture/climate in building by celebrating students/staff (e.g. Student of the Month, Respect Week, Student Appreciation Week, club meetings during advisory, rewards system, etc.)	Climate/Culture committee	Funding, advisory time, planning time for team, point person	June 2018
3. Embed social/emotional, self-efficacy in advisory program so that students develop skills	Advisory writers Advisors		Summer 2017 June 2018
4. Restorative Circles training for staff to encourage student voice and build trust and regular use in the classroom in order to build positive culture and community	Cameo Thorne RC Trained Staff	● Faculty Meeting time ● Restorative Circles protocols and training ● Support Staff expertise	June 2018
5. Incorporating staff wellness sessions into faculty meeting	Clifford Beers	Faculty meeting time	June 2018

Strategic Objective #2
Build student social and emotional skills school-wide in order to foster student independence and maintain a positive learning environment.

Initiative #2
Provide students with appropriate skill sets to effectively cope and become increasingly independent with life challenges
Long Term Outcomes (after year 2)
● Decrease the low academic performance (any final D or F) by 5% (freshmen 56.8%, Gr 10-12: 38.9% in 2013-2014). ● Decrease daily absenteeism and suspensions

Early Evidence of Impact (monthly)	**Short Term Evidence of Impact (quarterly):**	**Annual Outcomes (after Year 1):**
Advisory qualitative and quantitative data gathered from Administrative Advisory visits	Feedback surveys from faculty and students (polleverywhere.com, Socrative)	Pre and post data from needs assessment

Year 1 Action Steps	**Lead**	**Resource Requirements**	**Completion Date**
1. Establish clear expectations and protocols for Advisory block	Principal & Administrative Team	Advisory Handbook	June 2016
2. Implement specific lessons into advisory to improve student coping, communication, and cooperation skills.	Advisory administrator and advisors	● Study Strategies Made Easy: A Practical Plan for School Success ● Advisory Consultation during Faculty Meeting time.	June 2016
3. Utilize small groups to address identified social/emotional needs	Support Staff	Time within schedule to run small groups	On going
4. Clarify and communicate the referral process for students identified in need of social/emotional support	SSST Chair	Faculty meeting time	February 2016
Year 2 Action Steps	**Lead**	**Resource Requirements**	**Completion Date**
1. Department select one of self-efficacy strategies (e.g. goal setting, student-student discourse, specific feedback w/ positive reinforcement, communicating w/ teachers, responding to students	BLDT	High Expectations Teaching, Critical Friends Group Protocols, Study Strategies Made Easy	June 2017

	Lead	Resource Requirements	
2. Individual and group student meetings to address coping skills related to academics and social/emotional needs	School counselors	Release	On-going
3. Collaboration with YouthStat personnel and SSST to support students social/emotional/basic needs	Admin SSST Chair	Meeting time	On-going
Year 3 Action Steps	**Lead**	**Resource Requirements**	**Completion Date**
1. Increase ways to engage community and other students (grades 9-11) in the Capstone presentation process	Capstone Team		June 2017
2. Continued implementation by departments of self-efficacy strategies (e.g. goal setting, student-student discourse, specific feedback w/ positive reinforcement, communicating w/ teachers, responding to students)	BLDT		On-going
3. Inclusion of School Connect and other soft skills for how to "do high school" in advisory program	Advisory writers Advisors	School Conne	Summer 2017 On-going
4. Group of 18 students will be trained in peer mediation in order to teach conflict resolution skills to peers and conduct 1-on-1 sessions	Westefeld	Peer mediation training materials Release time for students	June 2017 On-going

Strategic Objective #3
Build an environment in which faculty and staff use insight about themselves and students and their backgrounds to allow all students to reach their full potential.
Which district goal(s) does this strategic objective align to?
District priority: Engaging all students in purposeful, supportive, and meaningful learning experiences
Initiative #1
Understand the impact of cultural influences on all members of the school community
Long Term Outcomes (after year 2)

Culturally responsive classrooms			
Early Evidence of Impact (monthly):	**Short Term Evidence of Impact (quarterly):**		**Annual Outcomes (after Year 1):**
Active participation in workshops	● Development of common language for discussing culturally responsive education ● Information gathered from Instructional Rounds		● Increased faculty dialogue ● Highly functioning Professional Learning Communities ● Pre and Post Self-Assessment Data
Year 1 Action Steps	**Lead**	**Resource Requirements**	**Completion Date**
1. Faculty will participate in a self-assessment to explore the impact of environment, communication, values, and attitudes on student achievement	Principal & principal designees	http://www.nasponline.org/resources/culturalcompetence/checklist.aspx	November 2015
2. Faculty will participate in a book study to understand how to better engage urban students	Principal & principal designees	Engaging Students with Poverty in Mind by Eric Jensen	May 2016
Year 2 Action Steps	**Lead**	**Resource Requirements**	**Completion Date**
1. Provide training on Professional Learning Communities (PLCs)	ACES	BLDT Time	Dec 2016-May 2017
2. Implementation of PLC strategies in department meetings (e.g norming activities, success protocol, 4As, etc.)	Dept. Leads	Department meeting time Protocols	On-going
3. Staff recognitions		Faculty meeting	June 19 2017
Year 3 Action Steps	**Lead**	**Resource Requirements**	**Completion Date**
1. Crucial conversations PD	Mrs. Schneider & Team	Crucial Conversations: Tools for Talking Faculty meeting time at start of year	August 2017
2. Teambuilding exercises (Access to Camp Cedarcrest or another off-site location, day of service as a staff, frequent potlucks, staff shout-outs	Admin		On-going
3. Faculty will engage in a variety of "getting to know you" exercises such as Identify Exploration to understand the diversity	Admin		On-going

within			
4. Pairing of new teachers with a building mentor	Admin	Mentor/mentee meeting time	On-going
Year 4 Action Steps	**Lead**	**Resource Requirements**	**Completion Date**
1. Use of grade level meeting period to have book studies on cultural responsibility	Admin	Text – TBD	On-going
2. Use of grade level teams to discuss keys issues and strategies around cultural responsiveness	GLTs	Texts identified by GLT Teaching with Poverty in Mind Texts by C. Singleton	On-going
3. GLTs will define strategies to implement culturally responsive instruction	GLTs	Collaboration time	Quarter 1 2017
4. Teachers will implement strategies into their classroom	All teachers	Collaboration time	Quarters 2-4 2017/18