

High Rock School
School Improvement Plan
Progress Update June, 2019

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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.

Goal 1: 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.

2018-19 Progress toward Goal 1:1

- Math teachers engaged in ongoing professional development with our literacy specialists to incorporate Accountable Talk practices in our classrooms. During this year, we have maintained emphasis on the implementation and alignment of these practices to support all students.
- The Social Studies Curriculum Coordinator, Literacy Coordinator, ELA Coordinator, and new Literacy Coach met several times throughout the year to continue refining the "Literacy for Learning" class to incorporate more rigorous texts across disciplines to build a foundation of disciplinary literacy for students.

Goal 1: 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.

2018-19 Progress toward Goal 1:2

- Educators continued and refined use of MyHomework, Google Classroom and PowerSchool to communicate with students and families.
- Clusters increased the creation and distribution of cluster newsletters. Integrated explicit reference to Concepts and Practices (relevant themes & skills) during science content instruction.
- ELA classrooms posted explicit learning goals and performance objectives at the start of instruction.

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.

Goal 2: 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.

2018-19 Progress toward Goal 2:1

- The Student School Leadership Team successfully integrated CSL and SEL activities that focus on citizenship, community, character, identity and purpose
- Guidance personnel worked through cluster consult, small group lunch groups, as well as with individual students to develop student social skills and apply them in structured and unstructured settings throughout the year.
- The assistant principal has worked with lunch supervisors to develop, teach and implement norms of behavior for lunch and recess time. Seating in the cafeteria has transitioned over the course of the year from structured advisory tables, to teacher-created cluster group tables, to supported open seating in order that students might practice and develop social skills for independence and autonomy.
- An all-school Veterans' Day assembly hosted a WWII Veteran. This was a powerful experience for students. The veteran's presentation related to character, resilience, compassion and citizenship.

Goal 2: 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.

2018-19 Progress toward Goal 2:2

- Educators engaged in a two- year PD on Culturally Responsive Practices. This work focused on community building and self-identity. Educators gained an understanding of white privilege, implicit bias, and microaggressions. They engaged in role playing difficult conversations, and identified intersectionality and applying those ideas to our lives and practice. Staff self-selected groups were formed for further work to examine gender and sexual orientation bias, implement more powerful equity curriculum, and to engage in self-reflection around white privilege.
- Teachers examined and diversified text to responsive to student interests and providing voice and perspectives beyond the Euro-centric themes and authors
- The school held a MLK Celebration as an all-school program for the first time.

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.

Goal 3: 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.

2018-19 Progress toward Goal 3:1

- The assistant principal led continued review and refinement of ALICE protocol with staff and students.
- The District SRO, guidance counselors and administrators had strong collaboration that supported school safety, student education and student/family needs.
- The school worked with the district to manage the installation of a new phone system. Building leaders trained all staff to ensure the new communication system was in place and successful.

Goal 3: 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.

2018-19 Progress toward 3:2

- Administration increased the required collaboration time with guidance and special education providers.
- The assistant principal attendance at consult meetings was increased and it has proactively supported students, staff and families.

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.

Goal 4: Objective 1

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.

2018-19 Progress toward 4:1

- The Technology Instructional Teacher, guidance counselors and administrators hosted parent programs to support their understanding of the use of MyHomework and Powerschool.
- The PTC hosted a parenting conference
- The principal held school based meetings with grade 5 teachers and principal during placement process.
- The METCO staff and administration formalized a spring meeting to engage in transition articulation.
- Administration scheduled additional consult days embedded in calendar for guidance staff to meet with clusters.
- The assistant principal at consult meetings has been an addition in supporting students and families during transition.

Goal 4: Objective 2

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.

2018-19 Progress toward 4:2

- The Eliot grade 5 teachers visited High Rock to gain understanding of student experience in grade 6.
- The elementary and High Rock Guidance department held meetings with administration regarding student experience and supports at High Rock.
- High Rock English teachers visited two elementary schools to observe literacy practices and learn about the Units of Study in Reading and Writing to better understand vertical alignment in literacy.
- HR English teachers visited Pollard to observe class discussion expectations in 7th grade ELA classrooms.
- Grade 6 and Grade 7 Social Studies teachers analyzed the new Social Studies Framework and designed a 2 year program to meet the needs of students at each grade level; identified common expectations and content across both grades.