

Holland Hill School 19-20

Smart Goal #1 In order to implement a manualized math SRBI process, all certified staff will work in collaborative PLC's in order to strengthen and improve teaching and learning in math.

Strategies and Activities	Desired Results	Monitoring (When and How)	Results Indicator	Person Responsible	Timeline (Month/Year)	Resources Needed
Introduce MATH SRBI process with staff members in full faculty meeting, in grade level meetings, and in PD for more targeted conversations.	<i>Enhanced instructional capacity in all Tiers of SRBI/EIP in math</i>	<i>Ongoing: walkthroughs and oversight of SRBI/EIP meetings and overall process</i>	<i>Increased rate of students meeting with success within Tier 1; increased rate of students exiting Tiers 2 & 3</i>	<i>Principal, SRBI Team</i>	<i>August- October</i>	<i>Professional development for SRBI/EIP process, PD to build teacher capacity to identify and address instructional priorities</i>
Create new schedule for SRBI meetings in LA and Math so they are each all on one day, rather than spread out over 6 days.	<i>SRBI meetings are more efficient and less PLC time is taken in order to engage in the SRBI process.</i>	<i>Ongoing</i>	<i>Increased productivity in GLMs and fidelity of pacing guide</i>	<i>Principal, SRBI Team</i>	<i>3 x per year according to SRBI schedule</i>	
Continue to support an organized and regular monitoring system with "SRBI Team," i.e. LAS, EPF, MST, Principal, including implementation of new forms and math domain content.	<i>Identification & monitoring of students who need support in a timely manner.</i>	<i>Administer universal screens and analyze data regularly at SRBI & EIP meetings.</i>	<i>Regularly scheduled "pre-SRBI" Meetings & improved STAR scores</i>	<i>All classroom teachers, SRBI team, Principal</i>	<i>Ongoing</i>	
Continue to support effective communication between classroom teachers, EL and Special education with weekly "Week at a Glance" sheets.	<i>Increased empathy and collaboration for each staff group; an understanding of interconnectedness and responsibility in supporting our neediest students</i>	<i>Grade level meetings, SRBI meetings, Special Ed Team Meetings</i>	<i>Communication and collaboration between staff as evidenced by Staff Survey Results</i>	<i>Principal; Leadership Team; All teachers</i>	<i>Ongoing</i>	
Implement grade level SRBI teams consisting of LAS, MST, EPF, Classroom teachers, Principal and 1 SpEd case manager assigned to grade.	<i>Variety of collaboration and consult options for all teachers and students.</i>	<i>Grade level meetings, SRBI meetings</i>	<i>Communication and collaboration between staff as evidenced in Staff Survey Results</i>	<i>Principal; Leadership Team</i>	<i>September/October 2019</i>	

Smart Goal #2~ As we continue to target our ability to teach responsively in Tier 1, all certified staff will identify student learning needs by evaluating their impact and increasing agency for all.

Strategies and Activities	Desired Results	Monitoring (When and How)	Results Indicator	Person Responsible	Timeline (Month/Year)	Resources Needed
Review student assessment data and identify trends/needs. (i.e. end of year assessments for 18-19 including SBA; and Fall 2019 universal screens.)	<i>Build knowledge of baseline data for Holland Hill.</i>	<i>Grade level meetings, SRBI meetings, Faculty Meeting</i>	<i>Teachers use baseline information from student assessment data and develop Tier 1 strategies and support plans; evidenced in Classroom Support Plans.</i>	<i>Principal; Leadership Team; All teachers</i>	<i>September/October 2019</i>	

Introduce 6-week coaching cycles with LAS in order to support the creation and implementation of SRBI Classroom Support Plans.	<i>Tier 1 instruction is consistent and implemented with fidelity across all classrooms.</i>	<i>Ongoing observations, walkthroughs</i>	<i>Students' needs are met in Tier 1 and they are exited from Tier 1 rather than entered into EIP.</i>	<i>LAS</i>	<i>Every Six Weeks</i>	<i>Coaching cycle schedules for each grade level</i>
Incorporate LAS/MST scheduling and staffing plan- 1.5 LAS's heavy in intervention, 1 LAS heavy in coaching.	<i>Coaching and intervention are both implemented with fidelity</i>	<i>Grade level Meetings, SRBI and EIP meetings</i>	<i>Improved Tier 1 instruction; growth in STAR scores</i>	<i>LAS, MST</i>	<i>Ongoing but review every 6-8 weeks</i>	
Implement cross grade level sharing and communication for each grade level using classroom visits and the <i>Agency Evidence Tool</i> .	<i>Consistent vertical alignment and cross-grade level communication.</i>	<i>1x per year per grade level (minimum)</i>	<i>Improved Tier 1 instruction; growth in STAR scores</i>	<i>Principal; Leadership Team; All teachers</i>	<i>1 x per month</i>	<i>A review of grade level rounds materials and resources</i>
Continue to incorporate pacing guide check ins to GLM's 1x per month; as well as pacing guide reviews in Weekly Friday Update to staff.	<i>Students are accessing the curriculum via multiple modalities, learning styles and instructional groupings.</i>	<i>Ongoing observations, walkthroughs</i>	<i>Fewer students require Tier 1 instruction and monitoring.</i>	<i>Classroom teachers, SRBI team</i>	<i>SRBI/EIP calendar and assessment calendar dates</i>	
Continue "WIN" Time in Grade 3 for instruction of students flagging in SRBI and implement it in Grades 2 and 4	<i>Fidelity of quality and targeted small group instruction for students in SRBI "buckets"</i>	<i>Grade level Meetings, SRBI and EIP meetings</i>	<i>Fewer students entering EIP or Special Education</i>	<i>LAS, MST, Leadership Team; Grades 1-4 teachers</i>	<i>Ongoing</i>	
Implement "Spotlight On" segment of Faculty Meetings in order to target communication and sharing of best instructional practices.	<i>Consistent vertical alignment and cross-grade level communication; Improve Tier 1 instruction</i>	<i>Faculty Meetings</i>	<i>Improved Tier 1 instruction; growth in STAR scores</i>	<i>Leadership Team</i>	<i>Monthly (at least)</i>	<i>Google Doc for planning</i>

Smart Goal #3~ Ensure a respectful, ethical and positive school climate for all school stakeholders.

Strategies and Activities	Desired Results	Monitoring (When and How)	Results Indicator	Person Responsible	Timeline (Month/Year)	Resources Needed
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Continue monthly Town Meetings, with re-occurring pieces such as "Mindfulness Minute"; School-wide recognition for staff and students and social/emotional/civic themes. In 19-20, also add one month per grade level with a curricular share.	<i>Increased sense of community and pride; focus on community contributions and social curriculum.</i>	<i>1x per month</i>	<i>Strong morale and school spirit; Staff Survey Results</i>	<i>Leadership team</i>	<i>1 x per month</i>	
Continue Husky Pride Board.	<i>Increased sense of community and pride; focus on academic accomplishments.</i>	<i>Weekly</i>	<i>Increased pride in work; increased student achievement; Parent and Student Survey Results</i>	<i>Principal, All teachers</i>	<i>Weekly</i>	
Write Holland Hill Weekly and send to parents each Friday afternoon. Continue sending reminder texts, emails as needed.	<i>Increased communication between home and school; increased trust in school operations.</i>	<i>Weekly</i>	<i>School climate survey indicator increase to meet/exceed 95% (2019 result)- "I feel well informed about what is going on at the school."</i>	<i>Principal</i>	<i>Weekly</i>	
Enhance <i>School Climate Committee</i> around book purchased for all certified staff: <i>The Behavior Code</i> by Jessica Minihan and implementation of <i>MindUP curriculum</i> in all classrooms.	<i>Shift in mindset towards working with and responding to our most challenging students.</i>	<i>Monthly</i>	<i>School climate survey, fewer behavioral referrals to office</i>	<i>Principal; School Climate Committee</i>	<i>4xper year</i>	
Work with Wakeman Boys and Girls club, led by HH Social Worker, to support a weekly mentoring program for 20 of our neediest 3-5th graders.	<i>Increased support (academic, social and emotional) for neediest students.</i>	<i>Weekly</i>	<i>Weekly Mentoring Surveys</i>	<i>Social Worker, Principal</i>	<i>Weekly</i>	
Refresh/review Responsive Classroom Practices including daily morning meeting, message, activity/game, greeting.	<i>Increased consistency in all classrooms' implementation of RC routines and structures; improved school connectedness for all students</i>	<i>Daily</i>	<i>School climate survey, fewer behavioral referrals to office</i>	<i>All teachers</i>	<i>Daily</i>	
Implement common greeting and goodbye each day using picture card at door: hug, high five, handshake, fist bump	<i>Improved school connectedness for all students</i>	<i>Daily</i>	<i>School climate survey</i>	<i>All teachers</i>	<i>Daily</i>	

<p>Conduct PD to target effective parent-teacher conferences, as well as daily communication.</p>	<p><i>Increased communication between home and school regarding individual student performance.</i></p>	<p><i>Prior to Fall and Spring Conferences</i></p>	<p><i>School climate survey indicator increase to exceed 84% (2019 result)- "I know how my child is doing in school before I get my child's report card."</i></p>	<p><i>Principal; All teachers</i></p>	<p><i>2 x per year</i></p>	
<p>Welcome Math Academy students and families to Holland Hill by scheduling a summer meet & greet and scheduling a 4th grade "pep rally" for all students to become acclimated to HH and to each other.</p>	<p><i>Seamless inclusion within HH culture for all stakeholders.</i></p>	<p><i>Ongoing</i></p>	<p><i>100% student retention; Growth in Math Academy enrollment</i></p>	<p><i>Principal</i></p>	<p><i>August, September; ongoing</i></p>	