

Hillview School First 90 Day Plan

Major Improvement Strategy 1

Major Improvement Strategy (One memorable sentence)	CULTURE: Build a strong school-wide community which engages every student every day through 6 common student engagement strategies: the Hillview 6.				
Description of Major Improvement Strategy	Over the past year, Hillview School has been focusing on the foundation of this effort by improving student culture to ensure students have a safe learning environment. School-wide student routines and procedures for lunch, recess, transitions, and arrival have been established. The next step is to focus on building a strong culture of limit-pushing performance across all classrooms by focusing on key instructional strategies to engage all students in every lesson by implementing the Hillview 6: No Opt Out, Cold Call, 100%, SLANT, Show Call, and Everybody Writes. These strategies will provide the backbone for strong, engaging instruction which can push our scholars to their highest potential.				
End of Year Goals (What will be different if you are successful in this strategy? What is your destination?)	Every classroom will implement the Hillview 6 strategies appropriately to engage all students. 90+% of students are on task at all times. Student referrals out of classrooms will decrease by 50%.				
Root Cause(s) to Address (What do you believe is at the heart of this problem? What evidence do you have to support this hypothesis? How does your chosen strategy alleviate the root cause?)	Hillview has struggled with a lack of consistent student engagement in classrooms due to a lack of a clear, defined set of strategies and expectations for students in classrooms. Naming targeted strategies to engage students and providing training and follow up support to ensure all teachers are confident and skilled in the use of each strategy, we will build a system which allows all students to engage fully and learn from bell-to-bell instruction.				
Implementation Benchmarks	Benchmarks	Mid-Plan Reflection	End-of-90-Day Reflection	Notes for Second 90 Day Plan	Status
	All teachers will have mastered No Opt Out, 100%, and SLANT as shown by observation and feedback tracker.				-
	40% of teachers will have mastered Cold Call, Show Call, and Everybody Writes and be trained as leaders for coaching during the the rest of the year.				-
	Classroom referrals will be decreased by 50% from last year's totals at the same time.				-
					-

Key Action Steps to Implement the Major Improvement Strategy				
Dates/Timeline	Action Steps	Resources Needed	Teams and/or Team Members Involved	Completed?
August 20	Opening PD to set purpose of strong school culture, celebrate culture system wins, practice common spaces procedures, name why focus on common engagement strategies in classrooms. Follow with rest of the day to train all teachers in the Hillview 6. Ensure extra practice and focus on initial 3 strategies.	- PD plan - TLAC plug n play videos of strong practices	- Lead: Principal - Support: AP, coach	<input type="checkbox"/>
September 3-6	ILT to complete joint walk-through during first week to calibrate on expectations and norm on feedback	- Walk-through reflection sheet	- Lead: Principal - ILT members	<input type="checkbox"/>
September 9-20	Observation/Feedback with all teachers focused on initial 3 strategies	- O/F tracker created	- Lead: All teacher coaches (Principal, AP, coach)	<input type="checkbox"/>
Weekly on Tuesday mornings starting September 10	ILT to complete weekly quick walk-throughs to spot check strategy use and % of students engaged. Follow with debrief on next steps for both individual teachers and school-wide.		ILT	<input type="checkbox"/>
September 23-27	Identify bright spot teachers to record, struggling teachers for follow up PD		Coach	<input type="checkbox"/>
October 10	Follow up PD for teachers still struggling to implement first 3 strategies; PD on other 3 strategies for teachers who have mastered initial strategies		Coach	<input type="checkbox"/>
October 14-November 1	Follow up Observation/Feedback with struggling teachers. Analyze if any really struggling teachers need extra support and switch to principal as primary coach.		All teacher coaches	<input type="checkbox"/>
November 1	Identify 3 teacher leaders to lead new strategy work and develop their skills		Principal	<input type="checkbox"/>
Weekly November 12-December 10 (after school on Tuesdays)	Meet weekly with identified teacher leaders and develop roll out plan with teacher leaders for final strategies including training and coaching for them on the strategies and coaching fellow teachers for January roll out.	- Stipends for teacher leaders for after school time (Network funds)	- Lead: Coach - Support: Principal, AP	<input type="checkbox"/>
				<input type="checkbox"/>

Major Improvement Strategy 2

Major Improvement Strategy (One memorable sentence)	DATA-DRIVEN INSTRUCTION: Use the weekly data meeting structure with real-time student data to ensure every scholar has the exact right instruction and supports every day.				
Description of Major Improvement Strategy	In the last school year, Hillview established a formative assessment cycle which allowed for high quality interim assessments in ELA and math to be given every six weeks to all scholars with a half day for teachers to analyze and create reteach action plans to fill in specific student gaps with instruction immediately. The next step is to shorten the cycle considerably by introducing a weekly data meeting format. Weekly PLC time for each grade level will be utilizing a tight protocol from Leverage Leadership to deeply understand content standards and what students need to know and be able to do, analyze student gaps in understanding from exit tickets, quizzes or other student work, action plan to address gaps, and practice the follow up instruction together as a team. By tightening the cycle, increasing our collective expertise in both knowledge of our content and knowledge of student gaps in understanding, and crafting and practicing our instructional moves together, instruction in all classrooms will not only be timely and best fit students needs but also increase in effectiveness.				
End of Year Goals (What will be different if you are successful in this strategy? What is your destination?)	All teachers will meet in weekly PLCs and complete cycles of analyzing standards, creating exemplars, identifying student gaps, crafting high quality reteach plans, and practicing delivery. All teachers will deliver high quality modelling and guided discourse reteach lessons weekly All teachers will utilize aggressive monitoring during all independent practice times to best support students and collect data in real time. All teacher reteach plans will result in 80% student mastery of identified gaps.				
Root Cause(s) to Address (What do you believe is at the heart of this problem? What evidence do you have to support this hypothesis? How does your chosen strategy alleviate the root cause?)	In order for every scholar at Hillview to reach their full potential, daily instruction must meet their needs on a consistent basis including content which addresses learning gaps and scaffolds and supports to allow them to each reach and exceed grade level expectations. Hillview scholars in all classrooms vary greatly in their current skill levels and understandings which creates great difficulties for all teachers in best meeting the needs of their students. Our current assessment system has allowed teachers to see the exact gaps students have in their understandings from interim assessments every six weeks. While this has allowed for more targeted instruction and greater student gains, the time delay between these data points has been too lengthy. By using a weekly cycle to analyze real-time student data not from lengthy holistic assessments but from targeted in class checks such as exit tickets and weekly quizzes, teachers will be able to scaffold instruction quickly and meet students needs on a daily basis.				
Implementation Benchmarks	Benchmarks	Mid-Plan Reflection	End-of-90-Day Reflection	Notes for Second 90 Day Plan	Status
	All PLC's completing full WDM cycles in math weekly				-
	Classroom observations show all teachers effectively using modelling and guided discourse for reteach				-
	December interim shows >+20% mastery in identified math standards over last year				-
	20% of teachers will master aggressive monitoring and train as teacher leaders for second semester				-

Key Action Steps to Implement the Major Improvement Strategy				
Dates/Timeline	Action Steps	Resources Needed	Teams and/or Team Members Involved	Completed?
August 5-16 (Before school year)	ILT establish system for teachers to submit student work samples, weekly assessment expectations, reteach plan template		Lead: Principal Support: ILT	<input type="checkbox"/>
August 21	Weekly Data Meetings PD: Celebrate successes of DDI last year, set purpose and understanding of WDMs, turnkey training from Paul Bambrick-Santoyo on weekly data meetings. establish expectations for weekly PLCs.	- Principal, AP, Coach to attend WDM PD (Network funds)	Co-Lead: Principal and AP Support: Coach	<input type="checkbox"/>
September 9-13	Principal to lead all first WDMs, ILT to observe, debrief after.		Principal, ILT, All teacher teams	<input type="checkbox"/>
Weekly: September 16-December 13	ILT members lead their weekly data meetings, principal to observe at least bi-monthly (either in person or recorded) and provide face-to-face feedback		ILT	<input type="checkbox"/>
September 23-October 11	Observation and Feedback focused on reteach delivery - modelling and guided discourse		All teacher coaches	<input type="checkbox"/>
October 3	Reinforcement PD: Record bright spots to highlight, revisit purpose of WDMs, train on any missing components as seen by ILT, remind and practice interim analysis and reteach expectations		Lead: AP Support: Principal	<input type="checkbox"/>
October 11	Interim analysis day: Teachers analyze interim results and create full reteach plans based on identified student gaps, follow up with their coach in next week's O/F		Lead: AP Support: ILT (All ILT to support their grade levels)	<input type="checkbox"/>
October 14-December 6	Identify 3 teacher leaders to lead aggressive monitoring work (Different from culture leaders). Provide aggressive monitoring PD to these leaders after school. Follow up with O/F	- Identify aggressive monitoring training if available (use Title 2)	Principal	<input type="checkbox"/>
Weekly November 14-December 12 (After school on Thursdays)	Follow up weekly meetings with WDM teacher leaders on preparing aggressive monitoring rollout PD in January		Principal	<input type="checkbox"/>
				<input type="checkbox"/>