

Vision for Success

Our current-state story is that academic learning time is impacted by the need to address Social Emotional issues. This pattern tracks to our literacy data which reveals approximately 20% of students meeting grade level expectations, K - 3. Specifically students with disabilities and English language learners continue to perform below the aggregate on district and state-wide assessments in both ELA and Math.

Equity Imperative: We commit to supporting staff to develop a safe and welcoming school and classroom culture that promotes engagement, rigorous learning, and high expectations for ALL students. We will utilize our school-wide resources so students receive appropriate and adequate SEL and academic instruction that increases the percentage of students meeting or exceeding expectations at each grade level in ELA and Math.

Guiding Principles

- 1) We believe that teaching social and emotional skills is as important as teaching academic content.
- 2) We will develop a student-centered schedule and utilize Title I and ESL staff so opportunities for intervention are included at each grade level.
- 3) We will devote significant time to professional collaboration and targeted, data-driven professional learning..
- 4) We will support staff in providing rigorous Tier 1 educational experiences for all students while implementing strong support structures when needed.

Must-Dos		
<i>Strengthen academic and instructional programming to support student needs , talents, interests, and cultural diversity</i>	<i>Support the development of the whole child through social and emotional programming</i>	<i>Establish collaborative partnerships to support the academic, instructional and SEL programming</i>
<i>1) Develop a Student Support Team that will utilize Learning Walks as a vehicle to identify, share, and implement the most effective instructional practices for all students.</i>	<i>4) Develop and implement a school-wide positive behavior recognition plan.</i>	<i>7) Continuously communicate to families how they can support student learning at home.</i>
<i>2) Utilize Instructional Coaches to support teachers in delivering rigorous Tier 1 instruction and developing, implementing and monitoring tiered SEL, ELA, and Math interventions.</i>	<i>5) Use SEL data to implement and continuously monitor Tier 2 and 3 SEL interventions.</i>	<i>8) Utilize family and community volunteers to support student learning.</i>
<i>3) Continue to use Hyannis West Problem Solving process to support staff in meeting the academic and behavioral needs of the most at-risk students.</i>	<i>6) Foster a larger sense of community by developing school “families” that consist of one classroom from each grade level, K - 3.</i>	

Action Plan

Must Do #1: Develop a Student Support Team (SST) that will utilize Learning Walks as a vehicle to identify, share, and implement the most effective instructional practices for all students.					
Action Steps	Leaders	Resources	Data Use	Metrics	Quarterly Progress
<i>What steps must be taken?</i>	<i>Who will lead which pieces of the work?</i>	<i>What specific supports are needed to implement?</i>	<i>What data will we collect?</i>	<i>How we will know if we have made progress?</i>	<i>Are we on track, off track, or haven't implemented?</i>
Choose members of Student Support Team that represent all grade levels or departments	Principal	Time for Student Support Team to meet	Meeting notes	Educators will remain on the SST throughout the school year	
Develop Learning Walk Tool	Student Support Team	DESE and CITW resources re: instructional practices/student learning		Learning Walk tool will be implemented	
Conduct weekly Learning Walks w/ members of the SST	Each LW will be conducted w/ an administrator, a Coach, and an educator	Time for LWs and substitutes to cover educators while on LWs	LW data using the developed tool	LWs will be conducted weekly	
Provide LW feedback to staff	SST and Principal	LW Tool, meeting time	Data from LW tool	Ongoing LW data will be shared with staff	

Must Do #2: Utilize Instructional Coaches to support teachers in the development, implementation and monitoring of tiered SEL, ELA, and Math interventions.

Action Steps	Leaders	Resources	Data Use	Metrics	Quarterly Progress
<i>What steps must be taken?</i>	<i>Who will lead which pieces of the work?</i>	<i>What specific supports are needed to implement?</i>	<i>What data will we collect?</i>	<i>How we will know if we have made progress?</i>	<i>Are we on track, off track, or haven't implemented?</i>
Present Barnstable Instructional Coaching Model Powerpoint to educators	Principal will present powerpoint with Coaches present	Powerpoint and PLC Time		Educators will understand the Instructional Coaching Model	
Create Google form re: Coaching, disseminate to educators, and collect responses	Principal creates form, principal and coaches collect and analyze educator responses	Google form	Educators will identify a first and second choice for areas which they would like coaching support	Forms will be completed and responses analyzed	
Coaching Cycles will be completed with educators on an ongoing basis	Principal monitors, coaches and educators collaborate	Co-planning time	Coaching cycle notes, student work and performance data	Student achievement will improve and staff will utilize coaching model to improve practice	

Must Do #3: Continue to use Hyannis West Problem Solving process to support staff in meeting the academic and behavioral needs of the most at-risk students.

Action Steps	Leaders	Resources	Data Use	Metrics	Quarterly Progress
<i>What steps must be taken?</i>	<i>Who will lead which pieces of the work?</i>	<i>What specific supports are needed to implement?</i>	<i>What data will we collect?</i>	<i>How we will know if we have made progress?</i>	<i>Are we on track, off track, or haven't implemented?</i>
Review Hy West Problem Solving Process and referral form with Staff	Principal	Staff Meeting		Staff will understand the steps of the PS Process	
Review referrals, schedule PS meetings, and assign appropriate staff member to assist	Principal reviews referrals and assigns staff member, Special Ed AA schedules meetings	Time for Special Ed AA to develop calendar and send out invites		Initial PS meeting will be scheduled within two weeks of the referral	
PS meetings will be held every Wednesday and notes will be shared via Google with all staff involved	Staff assigned will attend meetings, Principal or designee will take notes	Substitutes to cover educators during PS meetings	PS notes via Google, specific data collection dependent on PS plan and interventions implemented	Students will demonstrate progress w/ academic and/or social-emotional lagging skills, or special education referral may be required	

Must Do #4 : Develop and implement a school-wide positive behavior recognition plan.					
Action Steps	Leaders	Resources	Data Use	Metrics	Quarterly Progress
<i>What steps must be taken?</i>	<i>Who will lead which pieces of the work?</i>	<i>What specific supports are needed to implement?</i>	<i>What data will we collect?</i>	<i>How we will know if we have made progress?</i>	<i>Are we on track, off track, or haven't implemented?</i>
Meet with Staff to develop school-wide plan to acknowledge positive behaviors	Principal, Asst. Principal and School Counselor	Meeting time	Staff input	Plan will be developed	Completed
Bulletin board will be designed to identify target behavior and display model students	School Counselor	Bulletin board and supplies to decorate		Board will be designed and updated weekly	On track
Using PBIS matrix, identify a school-wide target expectation every two weeks	Principal, Asst. Principal and School Counselor	PBIS Matrix	DESSA, daily behavior log, ODRs	Common language re: target expectation, more students following matrix expectations, positive school climate	
Students who consistently demonstrate target expectation are acknowledged weekly	Classroom teachers nominate students, Administration will acknowledge, Counselor will update bulletin board	Names of students provided to School Counselor and Administration weekly	DESSA, daily behavior log, ODRs	Common language re: target expectation, more students following matrix expectations, positive school climate	

Must Do #5: Use SEL data to develop, implement, and continuously monitor Tier 2 and 3 SEL interventions.

Action Steps	Leaders	Resources	Data Use	Metrics	Quarterly Progress
<i>What steps must be taken?</i>	<i>Who will lead which pieces of the work?</i>	<i>What specific supports are needed to implement?</i>	<i>What data will we collect?</i>	<i>How we will know if we have made progress?</i>	<i>Are we on track, off track, or haven't implemented?</i>
Create and utilize Daily Behavior Log to track daily calls for behavior support	Behavior Response Team (BRT) - School Administration, Multiage Teacher, and School Counselor	Google Spreadsheet, time to input data daily	Student name, time, location, specific behavior, and action taken	Log will be developed and utilized by BRT daily	On track
Revise and provide staff with SEL Support and Intervention Guide	School Administration and CPS Team	SEL Guide		Guide is utilized as a tool for staff to implement tiered SEL interventions	On track
BRT meets weekly to review SEL data and develop and/or revise interventions, as needed	BRT	Meeting time, DESSA data, Daily Behavior Log data	Meeting notes, DESSA data, Daily Behavior Log data	Decrease in daily calls and in students requiring SEL interventions	On track
Multiage Classroom will provide Tier 3 targeted intervention to identified students	School Administration and Multiage Teacher	Behavior Intervention Plans and data collection tools	Specific for each students' target behavior	Decrease in frequency and severity of behaviors, integration into larger homeroom setting	On track

Must Do #6 : Foster a larger sense of community by developing and implementing school “families” that consist of one classroom from each grade level, K - 3.					
Action Steps	Leaders	Resources	Data Use	Metrics	Quarterly Progress
<i>What steps must be taken?</i>	<i>Who will lead which pieces of the work?</i>	<i>What specific supports are needed to implement?</i>	<i>What data will we collect?</i>	<i>How we will know if we have made progress?</i>	<i>Are we on track, off track, or haven't implemented?</i>
Develop 4 school “Families” with one classroom from each grade, K - 3	Principal			Families will be developed	Completed
“Families” meet to plan community building activities	Educators	Staff meeting time	Meeting notes	Families will meet on an ongoing basis	On track
“Families” engage in community building activities together throughout the school year (Book Buddies, Project-based learning, Morning Meetings, etc)	Educators, paraprofessionals, and specialists	Time and space		Families are engaging in activities, students building positive relationships w/ cross-grade peers	On track
Create a bulletin board to display pictures of each family engaging in activities	Paraprofessionals	Bulletin board space and materials		Bulletin board will be created and pictures of activities displayed on an ongoing basis	

Must Do #7 : Continuously communicate to families how they can support student learning at home.

Action Steps	Leaders	Resources	Data Use	Metrics	Quarterly Progress
<i>What steps must be taken?</i>	<i>Who will lead which pieces of the work?</i>	<i>What specific supports are needed to implement?</i>	<i>What data will we collect?</i>	<i>How we will know if we have made progress?</i>	<i>Are we on track, off track, or haven't implemented?</i>
Information regarding chronic absenteeism will be provided to families	Asst. Principal, School Nurse, and School Counselor	District attendance policy, tiered interventions for attendance	Attendance data via Aspen and Edwin Analytics	% of students chronically absent will decrease	
Ongoing communication with families regarding student absences	Nurse sends daily automated call, Asst. Principal calls individual families and sends home attendance letters	Time for phone calls, Spanish/Portuguese translation, attendance letters	Daily attendance data via Aspen	% of students chronically absent will decrease	
School, Classroom and Department news will be communicated on a biweekly basis	Principal and educators will develop newsletters	Technology Assistant to post newsletters on school website, School Assistants to copy and send home	Hits on website, parent/guardian feedback, Title I parent survey	Favorable results on Title I Spring Parent Survey, increased attendance at school-wide events	
Develop monthly reading and math school-wide challenges to encourage learning at home and at school	Literacy and Math Coaches	Dreambox data, School Assistants	Star data, student work, and district and school assessments	More students demonstrate joy for learning based on staff and family feedback, student achievement improves	

Must Do #8 : Utilize family and community volunteers to support student learning					
Action Steps	Leaders	Resources	Data Use	Metrics	Quarterly Progress
<i>What steps must be taken?</i>	<i>Who will lead which pieces of the work?</i>	<i>What specific supports are needed to implement?</i>	<i>What data will we collect?</i>	<i>How we will know if we have made progress?</i>	<i>Are we on track, off track, or haven't implemented?</i>
Share FCEC/volunteer information w/ Staff	Principal	Video		Staff will understand how volunteer program looks in Barnstable	
Utilize Barnstable Volunteer form to enlist and place school volunteers	Title I Family/Community Liaison	Barnstable Forms	Collection of forms	Forms will be utilized and volunteers will be placed appropriately	
Track volunteer hours	Administrative Assistant and Title I Family/Community Liaison	Raptor program	Volunteer hours	Increase in volunteer hours, positive feedback from staff, students, and volunteers	On track
Conduct initial walk-through w/ volunteers to welcome them, discuss expectations and school policies, and connect them to staff and students	Title I Family/Community Liaison	Barnstable volunteer guidelines and Hyannis West policies and procedures, time for walk-throughs	Calendar of appointments	Positive feedback from volunteers	On track