

Highlands

Indicator CL7: The environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning.

Tasks:

- Research and develop implementation plan for school wide social-emotional programs.
- Evaluate existing practices (Bully Backpack, hallway expectations, etc.).
- Rising Star Team book study of *Mindset* by Dweck and *Mindset in the Classroom* by Ricci.
- Staff presentation no mindset.
- Establish common, clear, and consistent expectations, rules, and consequences in school settings.
- Share common expectations and core values with support staff.
- Create professional library of children's books related to social-emotional topics.
- Ask staff to share how they build classroom community at beginning of and throughout year.
- Rising Star Team will develop systematic program to select student ambassadors to make announcements of importance to core values.
- Rising Star Team will develop surveys for staff, students, and parents to monitor effectiveness of social-emotional initiative.
- Rising Star Team will develop a family contract to communicate the clear, consistent expectations outlining rules and consequences in school settings.
- Parents will be made aware of social-emotional initiative through coffees, presentations, etc.
- Rising Star Team will develop protocol for staff to participate in classroom walkthroughs.
- Rising Star Team will survey staff on past/present social emotional practices that were effective and analyze data for future improvement.

Indicator IID08: Instructional Teams review student learning data (academic, physical, social, emotional, behavioral) to assess and make decisions about curriculum and instructional strategies.

Tasks:

- Initiate data cycles targeting key content student need to know.
- Offer PLC opportunities throughout the school year arising from teacher interest and inquiry of best practice.
- Research and establish walkthrough protocol to offer opportunities for best practice in action.
- Collaborate with Assessment and Analytics to disaggregate state and local assessment data.
- Professional learning on formative assessment and learning targets to meet individual student needs.