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| **Worksheet #4 – Action Planning Template** |
| **Objective*** **Goal Statement**

(Including sub-goals) | **Increase the percentage of trusted adults in the building that students can seek out and talk to for help.** |
| * **Definition of the Need**
 | School climate data showed that 71% of the student body feels that there are trusted adults in the building that they can go to for help. 23% of those students were not sure and 5% said that there was no adult they trusted. In terms of parents perception of the same question, 83% stated “yes.” 18% stated they were “not sure” and 2.4% said “No.”  |
| * **Measures of Current Status**
* **Measures of Future Success**
 | Data from the survey administered in Spring 2016 provided the data for this. Follow up survey scheduled for Spring 2017 |
| **Strategy*** **Rationale**

*(How it should work and why)* | We believe that providing ongoing, consistent positive reinforcement by staff of pro-social behaviors and integration of the Dag Hammarskjold Middle School values and beliefs will foster increased attention to the idea that all staff are here for the students to meet not just their academic goals but their social and emotional ones also. Data will be collected to identify areas that are successful and to identify areas requiring improvement.  |
| **Tasks** |  | **Who** | **When** |
| **Responsive Advisory** | Advisory will be held twice per month. A committee of teachers attended Responsive Classroom training in July of 2016 and have contributed to a shared folder of engaging activities that all advisors can have access to. A recursive theme of making sure that all students have at least 1 adult that they feel comfortable talking to will be communicated throughout advisories as well as classes. | All Staff | 2X/month |
| **Communicate Panther Pride vision** | Connect with school resources and parents to communicate this endeavor.  | Committee members via PTAC | Fall 2016Spring 2017 |
| **Faculty meetings** | Communicate effectively the goal of this plan to staff for staff support and buy in. | Administration | Late spring 2013/Fall 2013 |

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| **Worksheet #4 – Action Planning Template** |
| **Objective*** **Goal Statement**

(Including sub-goals) | **Increase opportunities for shared leadership.** |
| * **Definition of the Need**
 | Based on feedback from the Spring 2016 survey and informal discussions/interviews conducted in the Fall of 2016, teachers indicated a desire for more involvement in decision making. |
| * **Measures of Current Status**
* **Measures of Future Success**
 | While 57% of the staff feels that they are part of the school community all or most of the time, 43% of the staff feels otherwise.Follow-up survey in 2017Increase in staff participation on committees and extra curricular activities.  |
| **Strategy*** **Rationale**

*(How it should work and why)* | In order to address concerns revealed in the Spring 2016 survey and interviews conducted by the leadership committee in the Fall of 2016, the tasks below were created. These tasks should be successful because they directly relate to areas of need revealed by the survey and interviews. By providing opportunities for shared leadership, teachers will feel that their contributions are valued and important. |
| **Tasks** |  | **Who** | **When** |
| **Provide opportunities for shared leadership** | Invite staff from all teams to participate in climate committee. In addition, allow for team Leaders and Subject Area Coordinators (SAC) to take on instructional leadership opportunities as it relates to student data and Mastery Based Learning (MBL).  | Todd Snyder | SY 16-17 |

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| **Remind staff of support systems within the school** | Develop a list of teachers who will mentor at-risk students. Utilize this strategy at EIP meetings and remind at faculty and team meetings. | EIP | Currently being used |
| **Remind staff of support systems within the school** | Provide teachers with information and description of roles for all PPS personnel. | School Counseling | SY 16-17 |
| **Provide more training, support, and materials to adequately meet the needs of student sub-groups** | Establish a teacher leadership committee to investigate support needed for student sub-groups. (Teachers generally feel that they need more support, training, and materials to adequately meet the needs of sub-groups including at-risk, special education, 504, and ELL students.). | Todd Snyder |  |
| **Provide clear parameters for student behavioral expectations** | Write a statement of integrity to be included in the 2017-2018 student handbook. | Shared leadership sub-committee | April/May 2017 |
| **Provide clear parameters for student behavioral expectations** | Explore strategies to address teacher concerns about inappropriate language in hallways. (Almost 100% of the staff indicates hearing students using profanity) | Administration |  |
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