**Action Plan Evaluation**

**2017-2018**

**Pillar I: Every Child, Every day with Healthy Minds, Healthy Bodies**

| ***Strategic Objective*** | 1. Foster a learning environment that provides social, emotional, and academic growth for all students |
| --- | --- |
| ***Strategic Initiative***  | 1.1. Develop a PK-12 social/emotional framework and vision |

**Monitoring Annual Progress**

| **Process Benchmark** | **Person Responsible** | **Date** | **Status** |
| --- | --- | --- | --- |
| Wellness Committee explore implementation of Massachusetts System of Tiered Support to address social/emotional needs; Reports out to Administrative team | Wellness Committee | 6/30/18 | No |
| Staff participation in Calm Classroom PD and implementation | PrincipalsCentral Office | 6/30/18 | Partial |
| District Participation in exSEL Network – Year 1 | exSEL Team | 6/30/18 | Yes |
| Explore South Bay Partnership  | Central Office | 6/30/18 | Pilot at Maquan |
| Participation in Whitman-Hanson WILL | Central Office | 6/30/18 | Yes |

| **Accomplishments/Challenges** | **Evidence** |
| --- | --- |
| District-wide PK - 12 trauma sensitive classroom professional development and exSEL network roll-out | All district PD – February/March 2018 |
| Growth Mindset | Book Discussion – Carol Dweck: 5/30/18, 6/13/18School-wide MeetingsJo Boaler |
| CASEL Social Emotional Competency Posters  | Posters in all classrooms |
| District Participation in exSEL Network year 2 | Contract with Rennie Center |
| A cohesive vision PK-12 for Wellness Committee | Not yet |
| Calm Classroom Training  | Sporadic Implementation |
| South Bay Partnership | Minimal success due to insurance issues |
| Whitman-Hanson Will partnership | Funding for folders, programs, surveys for middle schools. |
| SOS (Signs of Suicide) & SOS Second Act | SOS delivered in all grade 9 students via health class.  SOS Second Act was added for all grade 12 students as they transition to life after high school. |
| Responsive Classroom | Where Responsive Classroom is being used effectively, there is noticeable positive school climate for students and staff. |
| Elementary School Counselors/Support | Not Yet |
| NRC Social Work Interns | Positive impact for elementary school students and staff |
| SEPAC - Special Education Parent Group | Parents and students with special needs  |

**Resources Supporting Implementation**

*The staff and financial resources allocated to support this initiative*

| **Resources** |
| --- |
| HS transition room |
| NRC Social Worker and Intern Program  |
| ABA/BCBA staff |
| Wellness Steering Committee |
| Food Services  |
| Youth Health Connection – South Shore Hospital |
| Safe and Supportive Schools Grant Plan |
| exSEL network |
| CASEL Resources |
| South Bay Mental Health Pilot program |
| Survey Data – Substance Use |
| Whitman-Hanson WILL |

**Whitman-Hanson Action Plan 2017-18**

PILLAR II – A Cohesive Prek-12 System of Teaching and Learning

| ***Strategic Objective*** | 2. Establish a cohesive PK-12 standards-based curriculum that is aligned vertically and horizontally3. Enhance instruction to improve student learning |
| --- | --- |
| ***Strategic Initiative***  | 2.2 Provide ongoing professional development that supports the curriculum.3.2 Provide quality professional development to improve instruction.  |
| ***Strategic Objective*** | 2. Establish a cohesive PK-12 standards-based curriculum that is aligned vertically and horizontally |
| ***Strategic Initiative***  | 2.1 Conduct ongoing curriculum review and evaluate effectiveness  |
| ***Strategic Objective*** | 3. Enhance instruction to improve student learning  |
| ***Strategic Initiative***  | 3.5 Utilize specific data to make instructional decisions to improve student learning  |

| **Process Benchmark** | **Responsible** | **Date** | **Status** |
| --- | --- | --- | --- |
| Analyze staff feedback from PD survey  | Directors | 6/30/2018 | Done |
| Develop Opening Day PD workshop including offerings, presenters and logistics | Directors | 6/30/2018 | Done |
| Update District Professional Development Plan | Directors | 6/30/2018 | Done |
| Develop and communicate early release day PD plans for the academic year  | Directors | 6/30/2018 | Done |
| Assess content needs and develop PD in accordance | Directors | 6/30/2018 | Partial |
| Create a schedule for directors to meet and work with grade-level and course-alike (high school) PLC teams  | Directors | 6/30/2018 | Done |
| Clarify the role of elementary lead teachers | Directors | 6/30/2018 | Done |
| Conduct an elementary curriculum inventory * ELA: Grade 5
* Math: Grade 5
* Social Studies: Grade 2
 | Directors  | 6/30/2018 | Done |
| Analyze and update existing curriculum against required content standards and update as needed. | Directors Principals | 6/30/2018 | Partial |
| Research, identify, create and then implement appropriate resources to support the curriculum as necessary. | DirectorsPrincipals | 6/30/2018 | Partial |
| Evaluate effectiveness of curriculum through classroom walkthroughs and feedback from staff  | DirectorsPrincipals | 6/30/2018 | Partial |
| Inventory the models in each school building, identify strengths and weaknesses already in place  | Principals  | 6/30/2018 | Partial |
| Develop common understanding, language, and process for Response To Intervention within District buildings | Principals | 6/30/2018 | Partial |
| Define common understanding and language for Student Teacher Assistance Team  |  Principals | 6/30/2018 | Partial |
| Connect Response To Intervention to STAT process | Principals | 6/30/2018 | Partial |
| Provide professional development to staffs on RTI and STAT process  | Principals /Assistant Principals  | 6/30/2018 | Partial |

**Monitoring Annual Progress** *Process Benchmarks:**What will be done, when, and by whom?*

| **Accomplishments/Challenges** | **Evidence** |
| --- | --- |
| 2017-2018 PD program | PD half days throughout the school year: Content, Technology, SEL, MCAS |
| Multiple curriculum meetings | Late starts, PLCs, Teacher Leaders, Grade level, Departmental  |
| Inventory and Analysis | Elementary ELA and Math Pilots, SS Curriculum (grade 2), Phonics, Know Atom. Common writing |
| Deep and Wide Reading | Note and Notice (6-120 Reading strategies |
| Atlas Rubicon | Increased use at elementary level |

**Resources Supporting Implementation**

*The staff and financial resources allocated to support this initiative.*

| **Resources** |
| --- |
| PD survey |
| District partnerships (North River Collaborative, Primary Source) |
| Whitman-Hanson staff |

| LEA Professional Development budget for curriculum work |
| --- |
| Title IIA budget for teacher leader stipends |
| Gelfand Grant for elementary science |

PILLAR III – Safe and Secure Schools

| ***Strategic Objective*** | 4. Establish a safe and secure learning environment |
| --- | --- |
| ***Strategic Initiative***  | 4.1. Develop, review and maintain a comprehensive emergency management plan (CEMP) |
| ***Strategic Initiative***  | 4.3. Educate Staff & community about safety and security protocols |
| ***Strategic Initiative***  | 4.5. Include safety & security need in the FY 19 budget creation |

**Monitoring Progress**

*Process Benchmarks:**What will be done, when, and by whom?*

| **Process Benchmark** | **Responsible** | **Date** | **Status** |
| --- | --- | --- | --- |
| Establish district Safety and Security Steering Committee—rep from each building, town reps, fire, police | Safety Team | 6/30/2018 | Yes |
| CEMP review – revised plan | Safety Team | 6/30/2018 | Partial |
| Exterior elementary school entrance safety enhancements | Safety Team | 6/30/2018 | Yes |
| Updating Duval and High School camera systems | Safety Team | 6/30/2018 | Yes |
| Expansion of the district technology security systems  | Safety Team  | 6/30/2018 | YES |
| Exterior doors district wide  | Safety Team  | 6/30/2018 | Partial |

| **Accomplishments/Challenges** | **Evidence** |
| --- | --- |
| Funding for secure entrances for Conley, Duval, and Indian Head Schools, roadway at WHRHSSecurity cameras, Door numbering | Funding was approved at Town Meetings in 2017-2018 |
| Revised CEMP  | Meetings with Police & FireTabletop ExercisesRestructuring of District Team |
| Restructuring of District Team | Includes internal/external members: Police, Fire, SROs, 3 principals, site-based staff, Facilities Director, Technology Director, Central Office |
| Training Opportunities | ALICE, Safety Drills, and shooter demonstration, Restraint Training |
| School-based and district communication  | Not yet – 2018-2019: NIMS training, on-line ALICE training |
| Site-specific maintenance plan | Not yet – in progress |