



Inclusion and Collaboration: Sharing our Journey

Highlights from our Journey

- Our Foundation: “ALL means ALL.” Building the school we would be proud to send our kids to, imagining a school none of us experienced ourselves, the moral imperative of ALL
- Our Celebrations:
 - School culture of shared ownership for all kids... there’s no magic “down the hall”
 - School culture of learning by doing
 - Staff commitment to intentional collaboration: the mission is too big without each other
 - Evolution of Hawk Time-- one step at a time
 - Families and students: consistent reports of sense of belonging, of seeing themselves as part of the story
 - Combination of schoolwide systems and collaborative team systems / structures that all focus on ensuring high learning for all students
 - Creating shared prep time for teacher teams
 - Dedicating the vast majority of our professional development time to teams; relying on distributed leadership model to facilitate team collaboration processes
 - High growth data for students identified for SpEd (particularly math-- Top 5 on 2018 state report card)
- Our Challenges
 - Meeting the needs of students with seemingly wider achievement gaps than ever
 - Meeting social / emotional / behavioral needs of more students who demonstrate higher frequency and severity of dysregulation
 - Each year adapting our continuum of services to meet the needs of the students in front of us
 - Culture work is continual: maintaining high expectations and our belief in students’ ability to learn
 - Imbalances in class demographics
 - Providing staff enough co-planning time
 - What does differentiation look like for all students
 - Consistent implementation of grading practices that are standards-aligned and reflect our priorities for grading: accuracy and confidence
 - System for modified grading that also adheres to the principles of accuracy and confidence

Our Current Areas of Work

- Ensuring teacher clarity: every class has a learning target with language objectives, explicit teaching of vocabulary, the use of sentence stems
- Ensuring classrooms are providing consistent, rich opportunities for student discourse
- Creating instructional structures as a team that allow for differentiation
- Ensuring our Hawk Time is intentional and meaningful, including providing time for work completion
- Ensuring our formative assessment cycle includes: pre-assessment, response / reteach days, and a re-assessment
- Ensuring our teacher teams are anchoring to 4 Critical Questions of a PLC