Michael R. Hollis Innovation Academy Strategic Plan (2020-2021) DRAFT 1

District Mission & Vision

With a caring culture of trust and collaboration, every student will graduate ready for college and career.

A high-performing school district where students love to learn, educators inspire, families engage and the community trusts the system

Cluster Mission & Vision

The Washington Cluster will continue the legacy of excellence by supporting students in reaching their highest potential through a whole-child and community-centered approach to ensure college and career preparedness.

Our vison is to utilize the support of parents and community to inspire, expose and prepare students to continue the legacy of greatness by becoming active citizens who advocate for their local and global. community.

School Mission & Vision

We are an innovative school that exposes students to rich experiences that will allow them to dream bigger and lead choice-filled lives.

We equip students with the knowledge and skills needed to tap into their talents and unique purpose.

Signature Program: STEM "Innovation for Change"

	School Priorities	School Strategies	Key Performance Measures
Academic Program	**Cultivate a literacy focused community in which students read and write with clarity and fluency.** **1. Increase the % of all students *(specifically Students with Disabilities)* in grades K-8, scoring at or within "stretch" Lexile Levels** **2. Explicitly teach and actively track student writing products in grades K-8 specifically Students with Disabilities** **3. Continue to establish a rich and embedded STEM Culture that uses the Design Thinking process to solve real-world problems.**	**1A.** Implement EL Education ELA curriculum with fidelity across all grades. **1B.** Implement Tiered Interventions and supports for struggling readers *(i.e. small group instruction, Lexia blended learning reading support, and EIP and REP instruction.)* **1C**. Focus on Accelerated Reader and tracking and monitoring student growth. **1D.** Engage students in goal setting and self-reflection of Oral Reading Fluency. **1E**. Track and monitor K-3 Microphase Phonics and Phonemic Awareness data. **2A.** Implement Writer's Workshop methodology to explicitly teach writing. **2B**. Utilize Write Score Assessment System to track and monitor writing data. **2C**. Make Writing Data visual to support goal setting. **3A.** Implement elementary co-taught science lab classes focusing on school-wide initiative around Computer Science and Technology. **3B**. Launch school-wide Mini-Design Sprints competitions and Expeditions each semester that use the Design Thinking Process. **3C.** Implement STEM Journals in K-4 classes to support Design Thinking.	**1A**. EL Education Mid-Year and End of Year IR Report 60> **1B**. 100% of Student in EIP, REP, SWD groups have a STAR SGP of 40> **1C**. 50% of students in 3rd-8th Grade (General Ed & SWD) read at or within "stretch" Lexile Levels as measure on STAR **1D.** 40% of the students in Grades K-8 are Developing or better on ORF by October. 70% of the students in Grades K-8 are Developing or better on ORF by April. **1E.** Teachers meet their EOY Goal in Microphase data for grade K-3 **2A-2C.** 60% of students score a 2 or higher on Write Score Opinion & Explanatory Essay on Write Score. **3A-3C** – STEM Vision and Culture is scored at Full during STEM Learning Walks
Talent Management	**Foster a culture that supports teacher self-efficacy and leadership.** **4. Improve Teacher Efficacy in Progress Monitoring, Writer's Workshop, and Design Thinking.** **5. Develop leadership pathways that encourage teacher retention and attract high-quality staff.**	**4A**. Provide targeted professional learning for all teachers to improve literacy instruction and assessment for remediation. **4B.** Provide targeted professional learning for all teachers to develop and implement Design Thinking processes. **5A**. Offer high performing teachers opportunities to practice instructional coaching as a Master Teacher. **5B**. Offer High performing teachers opportunities to practice leadership as a recruitment team member, strategy café leader or mentor.	**4A-5B** – Teachers provided positive feedback through survey data on question regarding structures for learning and opportunity for growth on the Georgia Health Survey, Gallup Engagement Survey, and School level surveys.
Systems & Resources	**Create sustainable systems to improve student achievement.** **5. Build systems and resources to support STEM and Design Thinking Integration.** **6. Create academic and cultural structures for a strong Middle School**	**5A.** Build and maintain a STEM school and community advisory CREW. **5B.** Carefully document and track STEM journey and program towards certification. **5C**. Organize Data Room for actively tracking and monitoring writing and Lexile levels by sub group, grade level, and teacher. **5D.** Utilize Data Wise and Data Protocols during PLC to progress monitor goals	**5A.** STEM Advisory and STEM Community CREW has 4 meetings. **5B.** STEM Binder is well maintained. **5C.** Data Room is managed by ILT and up to-date. **5D**. Data Protocols are posted on Google Drive regularly.
Culture	**6. Inform and engage the school community** **7. Foster a positive, informed and engaged school culture**	**6A.** Build community awareness, knowledge and support for STEM through engagement activities (*i.e. STEM Field Day, Parent Design Challenge, Repurpose it Challenge!)* **7B.** Maintain communication streams *(i.e. Calling Post, Social Media, flyers, and school meetings)* **8A**. Implement student attendance initiative **8B**. Implement Social and Emotional Learning (SEL) for school staff	**6A**. At least 60 Parents attend a STEM Parent Night or Celebration of Learning. **7B**. Parent Survey Data on *"I am actively involved in activities at my student's school."* *8A. Student attendance increases from 94.2% to 95%.* *8B. Number of OSS decreases* *8B. Student Survey Question on Climate increases.*