

Eli Whitney Elementary School



Strategic Planning for Years 1-3/Implementation - Fall 2019						
Key Result Area	Goal	Tasks/Projects	Measurements	Completion Time (Year)	Person/People Responsible	Notes
Systems	<p>The development and maintenance of appropriate systems that will reflect RAP Philosophy, including new understandings of roles and responsibilities, and accountabilities. This includes:</p> <ul style="list-style-type: none"> • Classroom management strategies • Removal from class • Detentions • Suspensions • Disciplinary flow charts • Use of Community Service • Other Protocols including other Restorative measures or referrals services 	<p>Use and integrate data from the school climate survey, character data, SIP, SLO's, referral data, restorative circles, etc. to plan next steps</p>	<p>-SWIS/Discipline referral data (ODR) -Chronic absenteeism data -School Climate Survey Data -Collect data on how many restorative circles we are doing and outcomes Collect data on "How Restorative Am I" questionnaire - School-Connect Needs Assessment for Students...administered 5x throughout the year</p>	Years 1-3	<p>- Instructional Leadership Team (ILT) - MTSS Team - PTO - BAT - SAT</p>	
Learning and Growth (Professional Development)	<p>A definition of and outline of necessary development of our people so that their behaviors are consistent with our school values that also underpin RAP. PD should be focused around the 5 skills of restorative and the Expanded Continuum of RAP. Possible topics include:</p> <ul style="list-style-type: none"> • Five Skills of Restorative (bi-monthly/Counselor) <ul style="list-style-type: none"> ○ Empathy (Aug-Sept) ○ Honest Expression (Oct-Nov) 	<p>Purchase: Reaching and Teaching Children Exposed to Trauma & Circle Forward: Building a Restorative School Community books for Grade Level Teams <i>(Paper copies to be distributed in the interim)</i></p>	<p>-SWIS/Discipline referral data (ODR) -Chronic absenteeism data -School Climate Survey Data -Collect data on how many restorative circles we are doing and outcomes</p>	Years 1-3	<p>- Instructional Leadership Team (ILT) - MTSS Team - BAT - SAT - PTO - District support</p>	

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	<ul style="list-style-type: none"> ○ <i>Asking Questions (Dec-Jan)</i> ○ <i>The Art of Requests (Feb-March)</i> ○ <i>Mindfulness (April-May)</i> ● Collaborative & Proactive Solutions (CPS) ● Healing Circles/Advanced Circle Keeping ● Respect Agreements ● Nonviolent Communication & Restorative Dialogue ● Positive Classroom Management ● Mindfulness Meditation ● Development of (PLC) professional learning communities based on CASEL's SEL Competencies <p><i>.In fact, anything and everything that can build, maintain and repair relationships needs to be on the list.</i></p>	<p>Present at Open House (tables with specials, PBIS, Mindfulness, RAP, SPED, etc.)</p> <p>Weekly meetings with ILT, BAT & MTSS team members</p>	<p>Collect data on "How Restorative Am I" questionnaire</p> <p>- School-Connect Needs Assessment for Students results</p>			
Resourcing	<p>Ensuring that MTSS Team and Admin adapt budgetary plans that allow us to achieve our vision. This includes a 1-3 plan for funding:</p> <ul style="list-style-type: none"> ● Yearly costs for PD for staff (<i>bringing in experts, sending staff to outside courses, internal PD</i>) ● Operation costs (<i>Subs or other costs associated with staff attending trainings or community conferences</i>) ● Staff visits to other schools ● Sending staff to professional forums or conferences ● Costs associated with setting up coaching and performance management 	<ul style="list-style-type: none"> - Joe Brummer - Dr. Christopher Emdin - RAP/Trauma Informed "Toolkit" (singing bowl/chime, Circle Forward, The Boy Who Was Raised as a Dog, stress balls, pens & journal) 	<ul style="list-style-type: none"> -SWIS/Discipline referral data (ODR) -Chronic absenteeism data -School Climate Survey Data -Collect data on how many restorative circles we are doing and outcomes Collect data on "How Restorative Am I" questionnaire 	Years 1-3	<ul style="list-style-type: none"> - ILT - Grade Level Team Leads - MTSS Team - PTO - District support 	

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	•		- School-Connect Needs Assessment for Students results			
Policy	<p>Adaptation/rewriting of policies that are in line with the RAP philosophy, our learning, and best practice where possible. This includes review of rules/policies around:</p> <ul style="list-style-type: none"> • Student/Staff Handbook • Classrooms • Off Campus Activities (<i>field trips, excursions, sporting events</i>) • Online behaviors and social media • Handling common issues like tardiness, chronic absenteeism, homework, bullying, etc. 	<ul style="list-style-type: none"> • Include RAP into the Staff and Student Handbooks • Daily Time in Schedules for School-Wide Community Building/Circles (8:30-8:50) (non- classroom staff will push into classrooms; consistent members) • Introduce 5 Skills of Restorative and build a new skill bi-monthly • Creating a School Wide Vision; Common Language: Circles are Conducted to Build a Positive Culture and Community (i.e. P.A.C.K. team building, repair HARM, problem solve) Align 	<ul style="list-style-type: none"> -SWIS/Discipline referral data (ODR) -Chronic absenteeism data -School Climate Survey Data -Collect data on how many restorative circles we are doing and outcomes Collect data on “How Restorative Am I” questionnaire - School-Connect Needs Assessment for Students results 	Years 1-3	<ul style="list-style-type: none"> - Restorative Practice Team - Leadership Team - Team Leads - MTSS Team - BAT - PTO - District support 	

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		Character, RAP and Mindfulness, PBIS, <i>Calm Rooms-Joe will support building calm rooms in year 3</i>				
Culture & Climate	<p>There is a growing body of research supporting the effectiveness of restorative practices in schools. Evidence2 shows that restorative practices can result in:</p> <ul style="list-style-type: none"> • Reductions in disciplinary referrals to administrators • Reductions in suspensions and expulsions • Reductions in amount of instructional time lost to managing student behavior challenges • Improved teacher morale • Improved teacher retention • Improved academic outcomes • Reductions in disproportionate referrals of minority students 	<ul style="list-style-type: none"> - PBIS/RAP - Monthly Newsletter - Weekly email blast - School Messenger 	<ul style="list-style-type: none"> -SWIS/Discipline referral data (ODR) -Chronic absenteeism data -School Climate Survey Data -Collect data on how many restorative circles we are doing and outcomes Collect data on "How Restorative Am I" questionnaire -Survey monkey on student participation 	Years 1-3	<ul style="list-style-type: none"> - ILT - Team Leads - MTSS Team - BAT - PTO - District support 	