

2020/2021	HCCS SCHOOL LEARNING PLAN	Mid-Year Status	End of Year Status
Goal #1: Comprehensive Distance Learning (CDL) and the Hybrid Model	Ensure that all students attend classes daily, are engaged during synchronous & asynchronous lessons and make measurable progress over time in each of the primary focus areas of Chinese, English and math.		
Action Steps & purpose:	<ol style="list-style-type: none"> <li>1. Monitor attendance and follow up with students who have an unexcused absence</li> <li>2. Measure participation in lessons and completion of assignments with a spreadsheet, checklist, or gradebook. Follow up with students weekly if they are falling behind.</li> <li>3. Teachers will strive to prepare lessons that will be appropriate for the learner's level, interest, and ability to engage.</li> <li>4. Compare teacher assessments for Chinese, English, and math to measure growth by entering student progress in the school wide data system at each quarter.</li> <li>5. Staff will look at student progress data after the quarter to decide if there need to be interventions or changes to the curriculum delivery pace.</li> <li>6. Provide access to online learning by providing Chromebooks for all 4-8th grade and loaning I pads &amp; laptops to all K-3 that need it.</li> <li>7. Intentionally plan for more grade level team time.</li> <li>8. Continue to seek community feedback on the CDL/Hybrid delivery.</li> <li>9. Establish a staff team to talk about the transition and details of a Hybrid learning model.</li> </ol>		
People Involved?	Principal, teachers		
How will it happen?	Daily synchronous and asynchronous lessons for whole and small group instruction		
When it will happen?	Daily engagement & assessment checks by teachers Weekly attendance checks by Principal Quarterly progress checks by Principal		
Support in place?	Weekly staff meetings, grade level team meetings, language team support meetings		
Evidence of progress?	Student's progress will be tracked by quarter to look for evidence of growth		
Goal #2: Diversity, Equity, and Inclusion	Establish an intentional approach to creating a more diverse, equitable, and inclusive school environment by increasing the data collection around diversity and analyze our curriculum, programming, and activities in regards to various cultures and identities. (Identities is defined as: Religion, social, gender, nationality, ethnicity, generational, race, family status, ability/disability, culture)		
Action Steps & purpose:	<p>D = Examine and analyze curriculum materials, classroom libraries, and what is displayed to look for positive representations of diverse races, genders, cultures, and abilities.</p> <p>D = Look for opportunities to showcase the accomplishments of successful role models of different races &amp; genders by having a DEI Committee of staff &amp; students to help plan heritage months and organize events.</p> <p>E = Teachers will strive to involve all students equitably in daily lessons regardless of their gender, race, or ability.</p> <p>E = Teachers will differentiate lessons and use small group instruction to meet student needs</p> <p>I = Staff will not allow any negative racial or gender identity remarks or symbols and encourage more open discussion about these topics.</p> <p>I = Provide opportunities for all staff, students and parents to have a voice on school issues.</p> <p>I = Identify &amp; find solutions to remove social economic barriers that affect our student population.</p>		
People Involved?	Board, DEI Team, Staff, Parents, outside professionals		
How will it happen?	Board training, staff training & discussions, student lessons, best practices in cultural responsiveness.		

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When it will happen?	Board Retreat in October, monthly Team meetings, Staff Development Days, Daily lessons		
Support in place?	Training from Janet Severson, Lewis & Clark, other DEI materials		
Evidence of progress?	Surveys to staff, students, and parents		