School Improvement Plan

School Year 2015-2016
School: Hathaway School
Principal: Andrea Curtis

Section 1. Set goals aligned to the AIP

This table is used to set the end-of-year goals for the current school year. The three student learning goals are aligned to the student learning goals in the year's AIP.

1. *By EOY, Hathaway School will realize at least a 40% reduction of students who did not score proficient or at Benchmark on BOY in ELA (K – 5) and Math for grades 2 -5 as evidenced by Galileo and DIBELs Assessments.*
2. *By EOY, Hathaway School will see at least 10% of students who scored in the Warning category on BOY move into Needs Improvement in ELA and Math.*
3. *By EOY, Hathaway School will see at least 10% of students who scored in the Proficient category on BOY move into Advanced in ELA and Math*
   .

a) **Describe the goals you have for student outcomes, in terms of approximate <u>number</u> of students that you need to move to meet each of the three goals listed above.**

Based on review of the EOY Galileo data for grades 2 – 5, out of 108 students scoring Needs Improvement or Warning in ELA, our goal is to move 43 students to Proficient or Advanced. In addition, out of 92 students scoring Needs Improvement or Warning in Math, our goal is to move 37 students to Proficient or Advanced.

Of those students in the Warning category on the EOY Galileo data in grades 2-5, 43 scored in the Warning category in ELA and we will move 5 students to Needs Improvement. In Math, out of the 51 students in the Warning category, we will move 6 students to Needs Improvement.

After review of EOY Galileo data, 48 students in grades 2 – 5 were in the Proficient category in ELA; our goal is to move 5 students from Proficient into Advanced. In Math, 48 students were Proficient; our goal is to move 5 students into the Advanced category.

(b) Describe the process or system you will use to revisit student data throughout the year and track progress toward your goals as new data become available.

- After baseline data has been gathered, each teacher will identify targeted students (40%) who will move into proficiency by EOY.

- Data binders will be collected every four weeks beginning October 2, 2015 to monitor student achievement. There will be 8 submissions throughout the year.

- Meetings with grade level teams will occur the week following submission to analyze data and plan next steps.

- At SILT, will we review the analysis to determine trends and patterns in student progress indicated by data.

- The *Hathaway Herald* will be written and circulated to all staff members to highlight what was determined at the SILT meeting.

- At TCT, teachers plan with their grade level teams to make adjustments to practice based on data analysis from SILT findings as evidenced by TCT notes.

- During classroom observations Principal will look for adjustments to practices as a result of the data.

- Principal will implement a system to track patterns, trends and changes in instructional practices.

- Principal and individual teachers will discuss progress toward instructional changes, look at student work, and plan next steps to improve students' mastery of concepts at feedback meetings.

- Teachers will track all proficiency levels on weekly and unit assessments on spreadsheet for review by Principal, TLS, and SILT to be submitted in the Data Binder.

- Principal, TLS and teachers will track student progress from BOY – MOY – EOY across achievement levels based on benchmark assessment data.

Section 2. Use data to determine school-specific strengths and weaknesses

    a. **What progress did your school make last year in student learning?**

According to the DIBELs Pre/Post Assessments from 2014-15, the percent of students reaching benchmark increased in Kindergarten from 2013 – 2014 (45%) to 2014 – 2015 (78%). In addition, at grade 1 although the end of year percentage of students at benchmark was similar to 2013 – 2014, the percent of change in 2014- 2015 there was a growth of 18%, from the previous year. On EOY Galileo Math assessment, grade 2 data displayed more students at the proficient level with an increase of 19% from BOY to EOY. (40% -- 59%).

DIBELS

Percentage of students @ benchmark

2014-2015	BOY	EOY	change	District	2013-2014	BOY	EOY	change	district
K	45	78	+ 33%	82	**K**	25	45	+ 20%	80
Grade 1	30	58	+ 28%	72	**Grade 1**	47	57	+10%	72
Grade 2	57	62	+05%	80	**Grade 2**	60	62	+02%	74

At grade 2 DIBELs data indicated that there was minimal growth from BOY to EOY which was consistent with previous year and was not consistent with the growth of the district. In addition the ELA Galileo data displayed minimal growth between BOY and EOY and was again not consistent with district average.

Galileo ELA data indicate a decline from BOY to EOY in grade 3, and minimal change in grade 4. However, in grade 5 there was an increase in the level of proficiency. It is noted that all grades scored below the district average in ELA.

Percentage of students @ proficiency

Galileo – ELA

2014-2015	BOY	MOY	EOY	EOY district
Grade 2	36	40	42	56
Grade 3	33	24	20	44
Grade 4	15	18	17	35
Grade 5	19	14	31	44

Galileo Math data indicate no growth from BOY to EOY in grade. However, in grade 4 and grade 5 there was an increase in the level of proficiency for 4 % and 9% respectfully. There was no evidence of a consistent pattern of growth at any grade from BOY – MOY – EOY. For Hathaway, the data strongly suggests an urgency to focus on improving instructional practices to meet the needs of our students.

Galileo Math

2014-2015	BOY	MOY	EOY	EOY District
Grade 2	40	41	59	65
Grade 3	45	52	45	77
Grade 4	21	12	25	48
Grade 5	17	27	26	61

Family Survey

Topic	Favorable school/district	Focus areas
School Climate	**76%/75%**	**Create a welcoming environment**
School Fit	**72%/71%**	**Improve how we meet students' academic needs**
Parent Engagement	**12%/16%**	**Improve purposeful family engagement**

b. **What did students struggle with last year? Why? Please consider data by grade level and subject.**

Literacy is our focus area across all grade levels. The adoption of the language-rich program such as enVisions Math will require a literacy focus as well. Students with English as a second language constitute a significant percentage of the population of our school. This presents a unique challenge for us as we strive for these students to achieve learning the English language and the core curriculum simultaneously.

Upon review of our DIBELs composite score, 22% of students entering grade 1 and 42% of students entering grade 2 did not meet benchmark. In addition, 38% of students entering grade 3 did not meet benchmark. These students struggled with the main components of the DORF, (fluency, accuracy and retell).

After analyzing the 2014 – 2015 Galileo data, of great concern was the discovery that 58% of the 2nd grade class did not meet benchmark in ELA and 40% in Math. In the 3rd grade class, 80% of students did not meet benchmark in ELA and 54% in Math. In the 4th grade class, 83% of students did not meet benchmark in ELA and 75% in Math.

That data indicate that the percentage of students not proficient at Hathaway displayed an area of need in all of the standards tested in Galileo. The primary focus at Hathaway will then be to provide explicate instruction on **standards:**

RL.1 – Key Ideas and Details (citing text)

RL.4 – Craft and Structure (vocabulary acquisition)

RI.7 – Integration of Knowledge and Ideas (text structures & features)

The instruction will be supported by the **strategies**:

Vocabulary Acquisition through accountable talk,

Close reading

Writing to the common core

The data additionally suggest the urgency to improve instructional practices in literacy to develop a solid foundation in phonics, comprehension, vocabulary development, and fluency at Hathaway. An improvement in instructional practices with a specific focus on literacy all the while continuing adjustments to practice will significantly impact student achievement.

Grade Level and Subject	% of Students at Risk for Pre-Test	% of Students at Risk for Post-Test	Decreased percentage of students at Risk by…
2 – ELA	64%	58%	**-6**
2 – Math	60%	40%	**-20%**
3 – ELA	67%	80%	**+13%**
3 – Math	55%	59%	**+4%**
4 – ELA	85%	83%	**-2%**
4 – Math	79%	75%	**-4%**
5 – ELA	81%	69%	**-12%**
5 – Math	83%	73%	**-10%**

Section 3. Develop strategies to address focus areas and benchmarks

Based on the analysis of student needs in Section 2, we have identified 3 focus areas for our school to pursue this year. These are high-impact levers that we believe will drive student achievement and are aligned with the AIP.

Last year, SILT reviewed data biweekly and utilized the LASW (Looking at Student Work) protocol. The expectation was that at TCT meetings the thread of review and adjustment to practice occurred. Principal met individually with teachers to review student work and give feedback that focused on student learning.

We expanded the review and analysis of data at MOY when we compared progress from BOY to MOY on Galileo and DIBELs. From that analysis, we made mid-course corrections and progress monitored more frequently.

Conversely, this year, we will monitor early and often. The first data submission was October 2, 2015 and baseline data was reviewed at grade level meetings. Teachers identified their target students for ELA and Math. We will continue to review progress at grade level meetings every four weeks and plan adjustments to practice accordingly.

Last year, many unannounced observations were focused on Standard II of the Teacher Rubric, *Teaching All Students*. Principal looked for evidence of student engagement, meeting diverse needs, and safe and respectful learning environments due to Hathaway's cultural diversity, all the while, monitoring how the instructional practices met those needs.

The shift for the current year in observations will be the targeted focus on Standard 1: *Curriculum, Planning and Assessment* to ensure Bell-to-Bell instruction and adjustments to instructional practices that align to our school's focus to accelerate student learning.

In daily instruction, the Principal will look for evidence of changes in these best practices:

- An increase in student discourse throughout the lesson
- Improved guided practice and less time spent in teacher direct instruction
- The differentiation of instruction and materials to meet the needs of our diverse population

In all content areas the Principal will look for evidence of these instructional strategies as reflected in our PD plan:

- Vocabulary Acquisition for ELLs – use of accountable talk
- Writing to the common core
- Deep analysis of text – use of close reading

Post –observations, Principal will follow-up with feedback to ensure the identified practices are part of daily instruction. Principal will provide recommendations and resources to improve instruction of the focus standards and strategies.

TLS will model lessons, provide resources and facilitate coaching cycles to support the instruction at Hathaway.

Our Instructional Focus:

Every day we will read. We will discuss and write about what we read.
We will cite evidence from text when we talk and write.

a.   **School's primary focus areas,**

Primary Focus Area:
1. All students will use research-based strategies of close reading, accountable talk and will cite textual evidence when writing to support conclusions drawn from the text.

Secondary Focus Areas:
2. All students will utilize the strategies of accountable talk and close reading to deconstruct word problems to demonstrate a deeper understanding of mathematical concepts.
3. All families will be invited to participate in school sponsored events to establish an environment of engagement and support for students at school.

Primary Focus Areas #1: Literacy

Activities	Person Responsible	By When
Disaggregate data to determine areas of strengths and weaknesses every four weeks.	Principal, TLS, SILT	September
Develop a schedule which includes the ability for teachers to provide specific interventions during the school day.	Principal, TLS	September
Support teachers during TCT time in their own disaggregation of data by utilizing data binders and data walls, observed on rotating schedule..	Principal, TLS, ESL, Special Education Teachers	Ongoing first and third Wednesday of the month
Utilize Reading Street and DIBELS resources during intervention to improve phonics, oral language and decoding skills.	TLS, Teachers	November – End of Year
Provide training on specific literacy instruction strategies such as close reading and annotating text. Establish a PLC book study on Accountable Talk.	Principal and TLS, Teachers	November - December
Provide training on specific writing instruction strategies such as using mentor texts.	Principal and TLS	November - December
Bi-weekly instructional focus observing strategies provided to teachers during professional development. Provide specific, actionable, and growth-producing feedback to teachers on how to improve instruction.	Principal	On-Going
Focus on literacy instructional strategies during coaching cycles.	TLS	On-Going
Collect and review samples of student work and Data Binders for SILT meetings in order to progress monitor instructional strategies and the impact they have on student learning.	Principal, TLS, SILT, Teachers	On-Going
Monitor intervention groups in order to be sure that appropriate strategies are utilized to move students through	Principal, TLS	On-Going

the learning continuum.		
Monitor lesson plans in order to ensure that lesson plans include strategies from professional development through higher-order questioning.	Principal, TLS	On-Going
Adjust focus on observations during literacy instruction as a result of assessments.	Principal	On-Going

Focus Area #2: Mathematics

Activities	Person Responsible	By When
Disaggregate data to determine areas of strengths and weaknesses.	Principal, TLS, SILT	September
Develop a schedule which includes the ability for teachers to provide specific interventions during the school day.	Principal, TLS	September
Support teachers during TCT time in their own disaggregation of data by utilizing data binders and data walls.	Principal, TLS, Teachers	Ongoing first and third Wednesday of the month
During the coaching cycle, guide teachers to utilizing enVision curriculum and the strategies of close reading and accountable talk to deconstruct word problems..	TLS, Teachers	Year-Round
Provide training on the progression of enVisions curriculum from K-5.	Principal and TLS	
Provide training on creating purposeful math independent stations which allow teachers to move students along the mathematical landscape using developmentally appropriate models.	Principal and TLS	
Bi-weekly instructional focus observing strategies provided to teachers during professional development. Provide specific, actionable, and growth-producing feedback to teachers on how to improve instruction.	Principal	On-Going
Focus on literacy instructional strategies during coaching cycles.	TLS	On-Going
Collect and review samples of student work for monthly data meetings in order to progress monitor instructional strategies and the impact they have on student learning.	Principal, TLS, SILT, Teachers	On-Going
Monitor intervention groups in order to be sure that appropriate strategies are utilized to move students through the learning continuum.	Principal, TLS	On-Going
Monitor lesson plans in order to ensure that lesson plans include strategies from professional development through higher-order questioning.	Principal, TLS	On-Going
Adjust focus on observations during math instruction as a result of assessments.	Principal	On-Going

Focus Area #3: Parent/ Community Engagement

Activities	Person Responsible	By When
Open House/Scholastic Book Fair Invite families to school to meet the Principal & staff members. Provide families with the opportunity to purchase books for their children to support literacy at home.	Principal, PTO, parent volunteers	September 17, 2015
Garden Grow-Community Garden at Hathaway Increase accessibility to locally grown food for teachers, their students and the New Bedford community through the creation of school-based gardens	Committee Chairpersons-Manuela Abouchanab, Melissa Morin, Principal	On-Going
PTO monthly events School sponsored events such as Holiday Hope, Movie Night, and Valentine's Dance will provide families the opportunity to be involved in their children's school.	Principal, PTO, staff members	On-Going
Family Night/Afternoon-Focus on ELA and Math Schedule and conduct curriculum nights with families	Principal, SAC, TLS, staff members	October 28, 2015 (K – 2) November 10, 2015 (3 – 5)
Assessment Night for Families in the West End District Schedule and conduct an informational night to establish academic expectations. Review DIBELS and Galileo Parent Reports. Review ACCESS and PARCC Assessments.	West End District Principals	
Parent Contact Logs Teachers will keep a Parent Contact Log to document all communication with families regarding student performance.	Principal, staff members	On-Going
Monitor parent attendance at school wide events using an excel spreadsheet to review to enhance participation.	Principal, TLS, secretary, staff members	On-Going

b. Measurement of Student Progress

	Benchmark
What we will see in November to know that students are on track to meet the end-of-year goal	• During intervention block explicit instruction that meets the needs of students as a result of data analysis. • Principal & teacher will review of classroom data binder that includes ➢ Student work. ➢ Student writing samples. ➢ Results from Weekly &End of Unit Reading Street Assessments. ➢ Pre & Post Common Formative Assessments. ➢ DIBELS Progress monitoring reports ➢ Galileo ➢ DRAs ➢ Lexia reports
What I will see in February to know that students are on track to meet the end-of-year goal	• During intervention block explicit instruction that meets the needs of students as a result of data analysis. • Principal & teacher will review of classroom data binder that includes ➢ Student work. ➢ Student writing samples. ➢ Results from Weekly &End of Unit Reading Street Assessments. ➢ Pre & Post Common Formative Assessments. ➢ DIBELS & Galileo MOY data ➢ DRAs ➢ Lexia reports
What I will see in May to know that students are on track to meet the end-of-year goal	• During intervention block explicit instruction that meets the needs of students as a result of data analysis. • Principal & teacher will review of classroom data binder that includes ➢ Student work. ➢ Student writing samples. ➢ Results from Weekly &End of Unit Reading Street Assessments. ➢ Pre & Post Common Formative Assessments. ➢ DIBELS Progress monitoring reports ➢ Galileo ➢ DRAs ➢ Lexia reports

Section 4. Develop a targeted PD plan to support SIP

(a) **What are the changes in teacher practice that need to occur to reach the goals set out in this plan?**

Focus Area	What exemplary practice will look like after PD (describe for teachers and students)	Current strengths in teacher practice related to this focus	Desired changes in teacher practice related to this focus
Literacy/Math	Accountable talk & close reading strategies modeled by teacher during instruction. Evidence of students citing text when reading, writing and during discussions in all content areas.	All teachers participated in a close reading PD in 2014 - 2015 as a result of a PLC. Teachers will be able to conduct another PLC.	Teachers adjust their practice to strengthen & increase guided instruction. Teachers improve how and how often they engage with students. Students actively engage in their work. Students are provided the opportunity to take more ownership of their learning.
Parent/Community	The participation of families attending school sponsored events increases to 70%. Evidence of family members participating in classroom activities to support learning	Hathaway School sponsored a very successful Family Math Night in April of 2015. We will be able to facilitate more family nights.	Increase the opportunities to involve parents in not only school-wide events but also their child's learning. We will coordinate three family learning event this year.

(b) **Outline, by topic and by month, the PD programming and sequencing that will help your staff make the necessary changes in practice.**

Focus area 1:	To strengthen the core instruction we will increase purposeful discourse in the classrooms by connecting oral and written language when citing text based evidence.		
Instructional strategies:	Vocabulary Acquisition for Ells using Accountable Talk	**Approximate dates:**	September – December (approx.. 10 weeks)
Meeting	**Learning objectives for teachers**		**Support needed**
September 23, 2015 PD 2	Bell-to-Bell Instruction, Our Commitments at Hathaway		
October 2, 2015 SILT	Define what Bell-to-Bell is at Hathaway. Review the LASW protocol.		
October 7, 2015 TCT	Optional: Review district writing CFAs using the LASW protocol and plan action steps.		
October 14, 2015 PD 1	Introduce the purpose of Accountable Talk		
October 16, , 2015 SILT	Review results of benchmark data overview from data binders and set protocols for adjustments to		

	practice.	
October 21, 2015 TCT	Optional: Benchmark Data Binder review – plan next steps, adjustments to practice	
October 28, 2015 PD 2	Explore different strategies of implementing Accountable Talk to improve vocabulary acquisition for ELLs	
October 30, 2015 SILT	As a result of PD in October establish non-negotiable strategies of accountable talk to improve vocabulary acquisition. Review results of data binders to plan next step for adjustments to practice.	
November 4, 2015 TCT	Optional: Review student writing samples from data binders using LASW protocol	
November 12, 2015 PD 1	Explore how Accountable Talk can be used to enhance student writing when citing from text.	
November 13, 2015 SILT	As a result of district wide PD on October 29, 2015, establish must dos in enVisions math instruction with accountable talk and vocabulary development.	
November 18, 2015 TCT	Optional: review/discuss must dos in Envisions math strategies and adjustments to practice	
November 19, 2015 PD 2	What does Accountable Talk look like for ELLs?	
December 2, 2015 TCT	Optional: Review student work in preparation for report cards.	
December 4, 2015 SILT	Review samples of data binders in preparation for MOY to determine patterns and trends.	
December 9, 2015 PD 1	Collaborative inquiry to identify patterns and trends by using data to reflect on our implementation of Vocabulary Acquisition through accountable talk	
December 16, 2016 TCT	Optional: Collaborate on adjustment to practice due to identified patterns and trends from data review.	
December 17, 2015 PD 2	Vocabulary Acquisition for Ells.	
December 19, 2015 SILT	SIP check-in: Review and reflect on professional development to strategize next steps.	

Focus area 2:	To strengthen the core instruction we will increase purposeful discourse in the classrooms by connecting oral and written language when citing text based evidence.		
Instructional strategies:	Writing to the Common Core	Approximate dates:	December – March (approx.10 weeks)
Meeting	**Learning objectives for teachers**		**Support needed**
January 6, 2016 TCT	Optional: LASW to prepare for data binder submission and adjustment to practice		
January 8, 2016 SILT	Review district writing CFAs using the LASW protocol and plan action steps.		
January 13, 2015 PD 1	Writing focus: Connecting to Text and Writing to Sources		
January 20, 2016 TCT	Option: adjustments to practice for writing		
January 22, 2016 SILT	Review DIBELs and Galileo ELA MOY to BOY to determine progress		
January 27, 2016 PD 2	As a result of district wide PD on January 25, 2016 revisit must dos in envisions math instruction with writing		
February 3, 2016 TCT	Optional: Adjustments to practice based on MOY data		
February 5, 2016 SILT	Review DIBELs and Galileo ELA MOY to BOY to determine mid-course corrections		
February 10, 2016 PD 1	Writing in Math part 1		
February 24, 2016 PD 2	Writing in Math part 2		
February 26, 2016 SILT	Determine "look fors" in our instructional strategies during math instruction.		
March 2, 2016 TCT	Optional: Review student work in preparation for report cards		
March9, 2016 PD 1	Enhance student writing.		March9, 2016 PD 1
March 11, 2016 SILT	Review writing CFA data determine mid-course corrections		March 11, 2016 SILT
March 16, 2016 TCT	Optional: LASW, Adjustments to Practice based on data binders		March 16, 2016 TCT
March 23, 2016 PD 2	Writing focus: Connecting to Text and Writing to Sources Core		March 23, 2016 PD 2

Focus area 3:	To strengthen the core instruction we will increase purposeful discourse in the classrooms by connecting oral and written language when citing text based evidence.		
Instructional strategies:	Deep Analysis of Text through Close Reading	Instructional strategies:	March – June
Meeting	Learning objectives for teachers	Meeting	
April 1, 2016 SILT	Review writing Galileo Math data determine mid-course corrections		
April 6, 2016 TCT	Optional: planning next steps as result of MOY math data		
April 13, 2016 PD 1	PARCC Assessment protocols		
April 15, 2016 SILT	As a result of MOY data, revisist "look fors" using Accountable Talk in all content areas.		
April 27, 2016 PD 2	Deep Analysis of Text through Close Reading		
May 4, 2016 TCT	Optional: LASW, Adjustments to Practice based on data binders		
May 6, 2016 SILT	SIP check-in: Review and reflect on professional development to strategize next steps.		
May 11, 2016 PD 1	Deep Analysis of text through Close Reading		
May 18, 2016 TCT	Optional: Review data binders to adjust practice		
May 20, 2016 SILT	Collaborate and plan instruction focus for 2016-2017 school year based on PD		
May 25, 2016 PD 2	Deep Analysis of Text through Close Reading		
June 1, 2016 TCT	Optional: Review student work in preparation for report cards		
June 3, 2016 SILT	SIP check-in: Review and reflect on meeting school based goals.		
June 8 & 15, 2016 PD 1	Vertical teaming/Planning for 2016 – 2017 school year		