

School Improvement Plan

School Year 2016-2017
School: Ellen R. Hathaway Elementary
Principal: Richard Leeman



Section 1. Set goals aligned to the AIP

Instructions: Analyze EOY Galileo data from last year to help set your end-of-year goals for the current school year. You must set three student learning goals, which are aligned to the student learning goals in this year's AIP:

1. By EOY, the district will realize at least a 40% reduction in students not proficient or advanced in ELA and Math for grades K-5, and in ELA and Math for grades 6-12
2. BY EOY, the district will see at least 10% of students in warning move into needs improvement in ELA and Math
3. By EOY, the district will see at least 10% of students in proficient move into advanced in ELA and Math

Note: Since EOY PARCC scores might not be available yet, please use EOY Galileo scores from last year as a substitute baseline proficiency level for planning purposes. You should have a system to revisit your student data throughout the year, as we get data from BOY Galileo, PARCC, MOY Galileo, and other assessments.

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

Goal 1:

Based on review of the EOY Galileo data from 2015 – 2016 for grades 2 – 5,

- out of 109 students scoring Needs Improvement or Warning in ELA, our goal is to move 44 students to Proficient or Advanced.
- out of 91 students scoring Needs Improvement or Warning in Math, our goal is to move 36 students to Proficient or Advanced.

Based on review of 2016 - 2017 DIBELs,

- out of 82 students scoring Needs Improvement or Warning, our goal is to move 33 students to Proficient or Advanced.

Based on review of 2015 – 2016 PARCC,

- out of 102 students scoring Needs Improvement or Warning in ELA, our goal is to move 40 students to Proficient or Advanced.
- out of 103 students scoring Needs Improvement or Warning in Math, our goal is to move 41 students to Proficient or Advanced

Goal 2:

Of those students in the Warning category of the EOY Galileo data of students in grades 2-5,

- 45 scored in the Warning category in ELA and we will move 5 students to Needs Improvement.
- In Math, out of the 39 students in the Warning category, we will move 5 students to Needs Improvement.

Of those students in the Warning category of the 2016 - 2017 K – 2 DIBELs,

- Of the 63 students are in the Warning category and we will move 6 students to Needs Improvement.

Of those students in the Warning category of the 2015 – 2016 PARCC data of students in grades 3-5,

- 60 scored in the Warning category in ELA and we will move 6 students to Needs Improvement.
- In Math, out of the 62 students in the Warning category, we will move 6 students to Needs Improvement.

Goal 3:

After review of EOY Galileo data,

- 54 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, 52 students were Proficient; our goal is to move 5 students into the Advanced category.

After review of the 2016 – 2017 DIBELs,

- 51 students in K – 2 are in the Proficient category; our goal is to move 5 students from Proficient into Advanced.

After review of the 2015 – 2016 PARCC,

- 33 students in grades 3 – 5 were in the Proficient category in ELA; our goal is to move 4 students from Proficient into Advanced.
- In Math, 28 students were Proficient; our goal is to move 3 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.

- Reading Specialist facilitates Tier III RtI daily , 45 minutes x 5 days a week
- Implement dedicated Target Intervention (Hawk Time) block for every grade into schedule for targeted Tier II& I interventions
- Data meetings will be conducted every week beginning September 22, 2016 to monitor student achievement.
- Meeting with grade level teams will occur the weekly to analysis data and plan next steps.
- At SILT will we review and analyze to determine trends and patterns in student progress indicated by data.
- Weekly the Hathaway Hawk will be used to highlight what was determined at the SILT & review data meetings.
- At CPT, teachers will plan adjustments to practice based on data analysis from SILT findings as evidenced by CPT notes.

- Classroom observations will look for adjustments to practices and instructions strategies.
- Principal will implement a system to track patterns and trends and discuss progress toward change at feedback meeting and plan next steps with teachers.
- Following an observation, principal will look at student work with individual teachers.
- After baseline data has been gathered, each teacher will identify targeted students (40%) who will move into proficiency by EOY.
- Track proficiency levels on weekly and unit assessments by grade level or classroom on spreadsheet for analysis by Principal, TLS, and teachers to be reviewed in the RtI meetings.
- 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 for each AIP objective

(a) What progress did your school make last year in student learning?

Historical Data:

On the 2015 PARCC, Hathaway’s 3 - 5 had only 19% of students proficient in ELA, increasing to 24% on the 2016 PARCC. In addition, in 2015, Hathaway’s 3 - 5 had 21% of student’s proficient in Math, only increasing 24% for 2016 PARCC.

According to the Galileo Pre/Post Assessments from 2015-16, the percent of students reaching benchmark increased in Kindergarten from 2014 – 2015 to 2015 – 2016. In addition,

Gr	Content	PARCC-2015 Proficiency Levels	%	PARCC-2016 Proficiency Levels	%	Percent Difference	Content	PARCC-2015 Proficiency Levels	%	PARCC-2016 Proficiency Levels	%	Percent Difference
3	ELA	1	31	1	28	-3	Math	1	13	1	13	0
		2	26	2	22	-4		2	23	2	34	11
		3	31	3	24	-7		3	33	3	34	+1
		4	13	4	24	+11		4	28	4	15	-13
		5	0	5	2	+2		5	3	5	4	+1
4	ELA	1	24	1	15	-9	Math	1	19	1	10	-9
		2	30	2	32.5	+2.5		2	35	2	25	-10
		3	14	3	32.5	+18.5		3	24	3	31	+7
		4	24	4	20	-4		4	22	4	31	+9
		5	8	5	0	-8		5	0	5	2	+2
5	ELA	1	31	1	12	-19	Math	1	27	1	19	-8
		2	18	2	24	+6		2	40	2	36	+34
		3	38	3	38	0		3	24	3	26	+2
		4	13	4	26	+13		4	9	4	19	+10
		5	0	5	0	0		5	0	5	0	0

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	74%	37%	-37%
2 – Math	70%	63%	-7%
3 – ELA	69%	60%	-9%
3 – Math	71%	71%	0%
4 – ELA	62%	47%	-15%
4 – Math	71%	50%	-21%
5 – ELA	74%	62%	-12%
5 – Math	76%	62%	-14%

**Hathaway 2015 – 2016
Achievement Data**

DIBELS - Percentage of Students @ Benchmark

2015-2016	BOY	EOY	Change	EOY Goal	District	Difference		2014-2015	BOY	EOY	Change	EOY Goal	District	Difference
K	43	69	+26%	66	79	-10		K	45	78	+33%	67	82	-4
Grade 1	63	58	-05%	78	76	-18		Grade 1	30	58	+28%	58	72	-14
Grade 2	56	70	+14%	74	76	-6		Grade 2	57	62	+05%	74	80	-18

**Galileo – ELA
Percentage of Students @ Benchmark**

2015 - 2016	BOY	EOY	Change At H	EOY Goal	EOY District	Difference H/NB		2014 - 2015	BOY	EOY	Change At H	EOY Goal	EOY District	Difference H/NB
Grade 2	26	63	+37	57	72	-6		Grade 2	40	59	+19	64	65	-6
Grade 3	31	40	+9	58	70	-30		Grade 3	45	45	0	67	77	-32
Grade 4	38	53	+15	62	57	-4		Grade 4	21	25	+4	52	48	-23
Grade 5	26	38	+12	55	53	-15		Grade 5	17	26	+9	50	61	-35

**Galileo – Math
Percentage of Students @ Benchmark**

2015 – 2016	BOY	EOY	Change At H	EOY Goal	EOY District	Difference H/NB		2014 - 2015	BOY	EOY	Change At H	EOY Goal	EOY District	Difference H/NB
Grade 2	30	37	+7	58	55	-18		Grade 2	36	38	+2	61	56	-18
Grade 3	29	29	0	56	53	-24		Grade 3	33	19	-14	60	44	-25
Grade 4	29	50	+21	57	59	-9		Grade 4	15	16	+1	49	35	-19
Grade 5	24	38	+14	54	55	-17		Grade 5	19	30	+11	51	44	-14

(b) What did students struggle with last year? Why? Please consider data by grade level and subject. Questions to consider include:

- **Where are the strong classrooms and grades? How can you use them to lift up other grades and classrooms?**
- **What grades/classrooms are of the most serious concern?**
- **What does your data suggest are the reasons why students are struggling?**

Literacy is our principal concern across all grade levels. 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 help these students to achieve in learning the English language and the academic material specified in our content area learning standards simultaneously. Research shows that students who read slowly or stumble to sound out words have difficulty focusing on understanding ideas in text.

Upon review of our DIBELS composite score, 31% of students entering grade 1 and 42% of students entering grade 2 did not meet benchmark. In addition, 30% 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 2015 – 2016 Galileo data, of great concern was the discovery that 37% of the 2nd grade class did not meet benchmark in ELA and 63% in Math. In the 3rd grade class, 60% of students did not meet benchmark in ELA and 71% in Math. In the 4th grade class, 47% of students did not meet benchmark in ELA and 50% in Math.

The data suggests 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 continuing an adjustment to practice will significantly impact student achievement.

Section 3. Develop strategies/actions to address focus areas

Instructions: Based on your analysis of student needs in Section 2, especially question (b), identify 2-4 focus areas for your school to pursue this year. These focus areas should be high-impact levers that you believe will drive student achievement, and should be aligned to the AIP. In the space below, list each focus area and the specific strategies and activities you will complete as part of this focus area to raise student achievement.

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. The chart below lists each focus area and the specific action steps that will raise student achievement.

Our Instructional Focus: *Students at Ellen Hathaway school will improve their comprehension by reading, writing, citing, and discussing text every day.*

Once you have developed these focus areas, identify one benchmark that you will use to measure student progress by November 1, February 1, and May 1. These benchmarks should be based on student work—not adults’ actions. They will be used as part of the focus areas that you discuss with your instructional liaison. You do not need a benchmark for each individual focus area.

(a) List your school’s primary focus areas and 1-3 secondary focus areas for this year. At least one should be ELA/literacy-focused and at least one should be math-focused. These focus areas could be either general (e.g., improve reading comprehension, improve writing) or standard-specific (e.g., improve narrative writing).

<p>Primary Focus Area:</p> <ol style="list-style-type: none"> All students at Ellen R. Hathaway will be proficient readers and writers. <p>Secondary Focus Areas:</p> <ol style="list-style-type: none"> All students will use procedural and conceptual strategies to become fluent in math. Ellen R. Hathaway Elementary School will collaborate with families to create and implement strategies for support and development, both at home and at school.

#1 Primary Focus Area: All students at Ellen R. Hathaway will be proficient readers and writers.

Activities	Person(s) Responsible	By when
Disaggregate data to determine areas of strengths and weaknesses every week.	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	On-going
Utilize Reading Street, DIBELS, and STAR resources during intervention to improve phonics, oral language and decoding skills.	TLS, Teachers	September–End of Year
Provide training on specific SEI literacy strategies. <ul style="list-style-type: none"> Connecting WIDA to the Common Core Building Background Knowledge through EL Reading Street Resources Integrating SEI Strategies While Writing to the Core Vocabulary Acquisition during core instruction 	Principal and TLS	September - 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 for	Principal, TLS, SILT,	On-Going

SILT meetings in order to progress monitor instructional strategies and the impact they have on student learning.	Teachers	
Monitor intervention groups in order to ensure that appropriate strategies are utilized to move students through the learning continuum.	Principal, TLS, Reading Specialist	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 literacy instruction as a result of assessments.	Principal	On-Going
Reading more informational text	Teachers	On-Going
Close Reading <ul style="list-style-type: none"> • Annotating text while reading • Answering questions using evidence from the text 	Principal, Teachers, TLS	On-Going

Secondary Focus Area: All students will use procedural and conceptual strategies to become fluent in math.

Activities	Person(s) Responsible	By when
Disaggregate data to determine areas of strengths and weaknesses.	Principal, TLS, Teachers	On-Going
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, SPED Teachers	On-Going
Provide PD to all staff that support close reading strategies into the math block. <ul style="list-style-type: none"> • How to structure your math block (groups & differentiation) • How to effectively teach students to annotate word problems <ul style="list-style-type: none"> • Developing Graphic organizer • School wide annotation system • How to structure and plan for small groups during math 	Principal, TLS, Staff Support	October - January
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
Collect and review samples of student work for SILT meetings in order to progress monitor instructional strategies and the impact they have on student learning.	Principal, TLS, SILT	On-Going
Monitor intervention groups in order to ensure 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	Principal, TLS	On-Going

include strategies from professional development through higher-order questioning.		
Adjust focus on observations during math instruction as a result of assessments.	Principal, TLS	On-Going

#3 Secondary Focus Area: Ellen R. Hathaway Elementary School will collaborate with families to create and implement strategies for support and development, both at home and at school.

Activities	Person(s) 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, SAC, parent volunteers	September 22, 2016
Staff Professional Development in Growth Mindset	Principal, SAC, TLS	December - February
Teachers will provide supplemental standard based skill instructional templates for parents to take home to use with their children.	Teachers	September 22, 2016
SAC will organize trimester Principal Café Hour to provide parents with clear, user-friendly expectations for student learning and behavior.	Principal, SAC	10/19/16 12/2/16 2/10/17
PTO monthly events School sponsored events such as Holiday & Spring Concerts, 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	Trimester 1 Trimester 2
Student Data Check-ins: Teacher’s will host data meetings every trimester to update parents on curriculum and suggest strategies for supporting learning at school.	Principal, SAC, TLS, Teachers	11/9/16 2/16/17 4/12/17
Community Night – Local community agencies will come together to provide families information about the services their company offers to support their needs.	Principal, SAC, Teachers, PTO	12/1/16

(b) How will you measure student progress along the way? Please list at least one way you will measure student progress by November 1, February 1, and May 1.

	Benchmark
What I will see by Nov. 1 to know that students are on track to meet the end-of-year goal	<ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> ➤ Student work. ➤ Student writing samples. ➤ Results from Weekly & End of Unit Reading Street Assessments.

	<ul style="list-style-type: none"> ➤ Pre & Post Common Formative Assessments. ➤ DIBELS Progress monitoring reports ➤ STAR Progress Monitoring ➤ DRAs ➤ Lexia reports
<p>What I will see by <u>Feb. 1</u> to know that students are on track to meet the end-of-year goal</p>	<ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> ➤ Student work. ➤ Student writing samples. ➤ Results from Weekly &End of Unit Reading Street Assessments. ➤ Pre & Post Common Formative Assessments. ➤ DIBELS & STAR MOY data ➤ DRAs ➤ Lexia reports
<p>What I will see by <u>May 1</u> to know that students are on track to meet the end-of-year goal</p>	<ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> ➤ Student work. ➤ Student writing samples. ➤ Results from Weekly &End of Unit Reading Street Assessments. ➤ Pre & Post Common Formative Assessments. ➤ DIBELS Progress monitoring reports ➤ MOY Data ➤ Access Scores ➤ STAR Progress Monitoring Reports ➤ DRAs ➤ Lexia reports

Note: This year, Office of Instruction liaisons will meet with principals twice monthly to conduct learning walks with an emphasis on monitoring and supporting the implementation of SIPs, including how well teachers are implementing key strategies from recent trainings. Liaisons will help principals develop and execute plans to provide extra support to teachers, as needed.

Section 4. Develop a targeted PD plan to support SIP

Instructions: Identify 2-3 instructional focus areas that are aligned to your school’s SIP. Then, outline goals for teacher practice and how you will monitor changes in teacher practice. Lastly, build out a targeted PD plan to serve as a road map for providing training to teachers in your building. Where appropriate, indicate what support will be needed from the Office of Instruction for each PD activity.

(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
All students at Ellen R. Hathaway will be proficient readers and writers.	<p>Teachers will provide exemplars and explicitly model close-reading strategies and Accountable Talk during core instruction.</p> <p>Students will be able to use close-reading strategies to identify key ideas and details from text dependent questions when reading and writing to the core.</p>	<p>Year 2 of Instructional Focus</p> <p>Year 3 of Focus School PD Cycle and support from the Office of Instruction Liaisons.</p>	<p>Incorporation of PD topics into daily core instruction.</p> <p>Analyzing student work.</p> <p>Targeting and differentiated student instruction.</p>
All students will use procedural and conceptual strategies to become fluent in math.	<p>Teachers will provide exemplars and explicitly model close-reading strategies and Accountable Talk during core instruction.</p> <p>Students will have the ability to apply procedures accurately and efficiently and demonstrate the flexibility to transfer procedures to different problems and contexts.</p>	Year 2 of Envisions math curriculum	<p>As Envision is a language rich program, students will use close reading strategies to develop a deeper understanding of the content being taught.</p> <p>Vertically align math strategy from K-5.</p>

	Students will be able to use close-reading strategies to identify key ideas and details from text dependent questions when reading and writing to the core.		
Ellen R. Hathaway Elementary School will collaborate with families to create and implement strategies for support and development, both at home and at school.	<ul style="list-style-type: none"> • Morning Meeting will occur with fidelity • Families will receive grade level instructional packets every trimester to review at home with their child. 	Knowledge of grade level requirements.	<p>Proactive strategies implemented and managed by classroom teachers in order to meet academic and SEL needs</p> <p>Change in staff & student mindset about students abilities</p>

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

This section should be a year-long plan for teacher learning, analogous to a year-long plan that you might make for units and lessons when teaching a class. Each focus area is like a unit, where individual PD sessions and meetings are the lessons within that should build skills on top of previous lessons.

EXAMPLE

Focus area 1:	#1 Primary Focus Area: All students at Ellen R. Hathaway will be proficient readers and writers.		
Instructional strategy:	Close Reading Strategies	Approximate dates:	November 1 st – January 1st
Meeting	Learning objectives for teachers		Support needed
SILT	Roles, Responsibilities, School Wide Instructional Focus		n/a
PD – November 2 nd	Part 1 - Explore different strategies of close reading - ELA		
PD – November 8 th	Part 2 - Explore different strategies of close reading - ELA		
SILT – November 9 th	Review STAR Progress Monitoring		
PD – November 9 th	Teachers will develop standard based lessons to accurately differentiate to the needs of the students based of their STAR assessment data.		
PD – November 16 th	Part 1 - Explore different strategies of close reading - Math		
PD – November 22 nd	Part 2 - Explore different strategies of close reading - Math		
SILT - November 23 rd	Review student work from close-reading PD's		
SILT – December 6 th	Analyzing Student Work & correlating to progress monitoring in power standards		
PD – December 7 th	Entire staff will analyze close reading student work & student achievement.		
PD – December 14 th	Correlating close reading strategies with Reading Street curriculum		
SILT – December 20 th	Analyzing CFA open response questions for exemplars		
PD – December 21 st	How to incorporate higher order thinking with close reading.		

Focus area 2:	Secondary Focus Area: All students will use research-based strategies of close reading, use academic vocabulary language, and Accountable Talk to accurately answer word problem question types.		
Instructional strategies:	Close Reading, Vocabulary Acquisition Accountable Talk	Approximate dates:	January 4 – March 1 st
Meeting	Learning objectives for teachers		Support needed
Synopsis of Envisions Lesson with Differentiated Lessons	Teachers will apply knowledge to differentiate centers.		Tammy Greene
SILT	Analyze STAR math to determine strengths and areas of need.		
PD How to break down a multi-step word problem	Teachers will be able to effectively instruct students in answering multi-step word problem		Tammy Greene
PD - Aligning Math Language	Teachers will create vertical common academic language for math vocabulary.		
SILT	Collect and review samples of student work in order to progress monitor the instructional strategies that have been implemented in order to monitor student learning.		
SILT	Analyze STAR math to determine strengths and areas of need.		
PD Accountable Talk	Teachers will implement effective Accountable Talk strategies into their math block		
PD Accountable Talk	Teachers will create Accountable Talk Anchor Charts & Sentence Stems		
PD Core Based Math Activities	Teachers will engage students in core based math activities		
PD STAR	Professional development will be provided on looking at student work and data, determining progress, and redefining targeted instruction.		
PD	Teachers will have resources to build/create math activities		
SILT	Determining expectations and the “look fors” during RTI instruction		

Focus area 3:	#3 Secondary Focus Area: Ellen R. Hathaway Elementary School will collaborate with families to create and implement strategies for support and development, both at home and at school.		
Instructional strategies:	Accountable Talk, CPS Conferencing,	Approximate dates:	October - June
Meeting	Learning objectives for teachers		Support needed
PD – Morning Meeting	Teachers will have a clear understanding on how to engage students during Morning Meeting – Bringing SEL & Academics together		
PD – Analyzing Morning Meeting	Teachers will engage in discourse to review Morning Meeting objectives and begin to plan weekly Morning Meeting topics.		
PD – Brain Malleability & Growth Mindset	Teachers will be able to deliver lesson focusing on brain malleability and student learning to students.		
PD – Making Connections with students exhibiting difficult behaviors – Part 1 PD – Making Connections – Part 2 – Case Studies	Teachers will display proactive and restorative behavioral management strategies. Teachers will be able to implement BIP’s for students in their classroom.		
PD – Behavioral Matrix Referral	Teachers will develop an understanding of the RtI SEL referral process.		
PD – Class Climate Check	Teachers will share strengths and weakness of systems in place.		