

Hanscom Primary School



School Improvement Plan 2015-2016 End of Year Report

Beth Ludwig, Principal

Rubric for School Improvement Plan Level of Achievement (Status)

CODE	DESCRIPTOR
NOT YET	Strategies in this category are not yet initiated.
INITIATED	Strategies in this goal are in the beginning stages of implementation. This may include some completed professional development, pilot initiatives planned, plans for next steps in process.
DEVELOPING	Strategies in this category are in the developing stages. This may include basic professional development, continuing professional development planned, initial data collected, pilot projects initiated, teams functioning effectively.
ESTABLISHED	Strategies in the category have been established. This may include an on-going professional development plan, completed cycle of data collection, documented growth in areas of academic achievement.
REFINING	Strategies in this category are in the refining stage. This may include completed School Improvement Plan goal, expansion of successful practices to other grade levels or subjects, more comprehensive or advanced professional development.

District Strategic Objectives

Strategic Objectives			
Educator Growth: Educators demonstrate continual growth and professional collaboration built on a shared vision of effective teaching	Curriculum: Curriculum is engaging, provides appropriate cognitive demand, and supports the academic, creative, social, and emotional development of all students	Instruction: Instruction is student centered and focused on the engagement, achievement, and development of all learners	Assessment and Data: Assessments and data are used in purposeful, meaningful ways to effectively promote and monitor growth

School Improvement Goals Outline

Goal 1:	Instruction: Faculty will develop a shared understanding of the elements of high quality, balanced, targeted, and differentiated small group reading instruction that is evident in small group reading instruction K-3.
Goal 2:	Educator Growth: Faculty will develop a shared understanding of high-quality, school-based collaborative practices.

Goal Detail and Action Plans

District Strategic Objective: Instruction

Instruction is student centered and focused on the engagement, achievement, and development of all learners.

School Based Goal #1: Faculty will develop a shared understanding of the elements of high quality, balanced, targeted, and differentiated small group reading instruction that is evident in small group reading instruction K-3.

What's been done?

The Impact of New Learning: Through the district module and more extensive building-based professional development and individualized coaching (from the literacy coach), dramatic instructional shifts and improved student learning have been observed.

New and more advanced learning about differentiated practice in small group reading has prompted faculty and staff to question former practice and, as a result, inspire instructional change. This is evidenced by higher-level, reflective conversations and questions as well as growth in instruction and student learning. Educators and support staff have individually accessed the literacy coach, which shows self-reflection and desire to consistently improve instruction in student-centered ways. As teachers have grown, they have been able to more deeply investigate the strengths and areas for growth of each reader with a critical lens. Through ongoing professional development, teachers have developed a repertoire of assessment, analysis, planning, and instructional strategies that have helped them more closely match their practice to the array of reading needs in a classroom and/or grade level. Additionally, the literacy coach has been able to provide extended training to classroom assistants and special education tutors, which has increased the school's capacity to provide differentiated support to students.

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Assessment and Analysis: Teachers have refined their assessment administration with the Fountas and Pinnell Benchmark Assessment System (1:1 assessment). As a result, they have been able to work towards calibrating administration practices across the school. Teachers have also learned the value of ongoing progress monitoring through more frequent running records (1:1 assessment) that can provide information on reading accuracy, fluency, strategy application, and comprehension. This year, teachers have been practicing ways to use information from these summative and formative assessments to reflect on student performance, establish individualized learning goals, and design responsive instruction for a group of 3-5 students (minimum expectation). They have also begun to use September assessment data to establish individualized growth goals for students. Beginning in January, teachers began practicing tracking progress on individualized growth charts for. This visual data provides teachers the capacity to closely monitor whether students are on track, not on track, or exceeding growth goals throughout the year. Tracking data this way gives teachers additional indicators of performance that allow them to design timely instructional responses for students. Growth charts have also proven to be useful tools to share with colleagues, students, and parents.

Planning: Planning for instruction is a personal process. Teachers have different strategies for documenting daily planning using backwards design. This year, most teachers have dramatically shifted how they plan for small group reading instruction. Teams have been working collaboratively to design and redesign small group planning formats that incorporate the elements of balanced, small group reading instruction for which we aim (guided reading, fluency, comprehension, vocabulary, writing about reading, and word work). Teachers are also using these planning guides to record small group learning targets, individual look fors, book introductions, and observational notes on each child. This practice ensures that teachers are being thoughtful about group and individualized needs and monitoring progress closely.

Instruction: As a result of extensive professional development, differentiated coaching, team collaboration, and principal feedback, small group, differentiated reading at HPS has grown exponentially within one year. We are observing common practice across all settings and students are receiving instruction that more closely matches their individualized needs. Small group reading has elevated from more traditional guided reading approaches, to contemporary practices in reading instruction. Teachers are executing well structured, comprehensive, flexible small reading groups that include oral reading strategy targets (with consistent teacher prompts and reinforcements), supportive book introductions, whisper reads, fluency practice, running records, comprehension conversations, and word work. Additionally, teachers have begun to integrate written response to reading during differentiated small groups. This has helped grow educator’s practice around how to teach writing conventions (capitalization, grammar, punctuation) and encoding (translating the sounds and meanings of spoken words into spelling) in a deeper, more individualized manner. This has given students opportunities to write more often about reading (with small group support) and practice self-monitoring for encoding and conventions.

What’s next?

- Analyze year-end student learning data (June)
- Gradually increase expectations of practice and implementation from 3-5 students to whole class
- Complete 5-year action plan for small group reading
- Continue ongoing school-based professional development and differentiated support from literacy coach (teams and individual)
- Reflect on the successes and areas for growth of the Grade 3 small group reading pilot and prepare adjustments for next school year
- Receive K-2 faculty feedback after observing grade 3 small group reading model and consider expanding model to other grade level(s)

Goal 1 Action Plan Status

Action What is going to be done to address this goal?	Status	Outcomes
<p>Professional Development: Faculty will participate in a 3-session district module, <i>Small Group Differentiated Reading Instruction</i>, and faculty meetings that reinforce and supplement learning at district module.</p>	Established	<ul style="list-style-type: none"> • HPS faculty have developed a shared understanding of the elements of high quality, balanced, targeted, and differentiated small group reading instruction • Faculty have refined their use of the Fountas & Pinnell Benchmark Assessment System (BAS), running records, comprehension conversations, and observational data to identify specific reading strengths, difficulties, and areas for growth in order to plan small group instruction

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<p>Action What is going to be done to address this goal?</p>	<p>Status</p>	<p>Outcomes</p>
<p>Learning from the District Module has been reinforced with ongoing, building-based professional development and support from the literacy coach and literacy specialist</p>	<p>Developing</p>	<ul style="list-style-type: none"> • Faculty have begun to develop a repertoire of language that supports readers and is consistent across the school/district • 5 additional faculty meetings have been dedicated to deepening learning and practice • Monthly, differentiated team common planning time meetings (lead by literacy coach) have been dedicated to deepening learning and practice • Expanding capacity of support personnel: All classroom assistants received training sessions from the literacy coach • Classroom assistants and tutors in grade 3 received extended training as part of the 3rd grade small group pilot • Principal and literacy coach are collaborating on a 5-year small group reading action plan for HPS
<p>Application of Learning: Educators will apply their professional learning to instruction with one small group.</p>	<p>Developing</p>	<p>The following is evident in instruction:</p> <ul style="list-style-type: none"> • Teachers interpret results of Fountas & Pinnell (F&P) Benchmark Assessment System and running records to identify individual student strengths and skill deficits (principal observations, Common Planning Time, data meetings) • Teachers are beginning to use information from analysis, the F&P Prompting Guide, and the <i>Literacy Continuum</i> to design targeted instruction • Teachers are executing well structured, comprehensive small reading groups that include oral reading strategy targets (with consistent teacher prompts and reinforcements), supportive book introductions, whisper reads, fluency practice, running records, comprehension conversations, word work, and writing practice (principal observations). • Teachers are effectively and efficiently managing and organizing daily lesson plans and student learning data (principal observations). • Grade 3 has implemented grade level flexible groups where students are moving between classrooms (1-hour / day) and all faculty and staff resources have accepted responsibility for the learning and growth of all students in the cohort. • Teachers have evolved their data collection and analysis process by developing individualized growth charts. • Teachers regularly reflect on their practice and ask questions that demonstrate deepened learning and growing expertise (principal observations and conversations). <p>As a result:</p> <ul style="list-style-type: none"> • Kindergarten DIBELS Next: First Sound Fluency: 97% of students have made expected or accelerated growth; Phonemic Segmentation Fluency: 97% of students have made expected or accelerated growth; Nonsense Word Fluency: 96% of students have made expected or accelerated growth • Grade 1 Fountas & Pinnell reading levels: 82% of

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Action What is going to be done to address this goal?	Status	Outcomes
		students have met, exceeded, or are on track to meet their year-end growth goal <ul style="list-style-type: none"> • Grade 3 Fountas & Pinnell reading levels: 80% of students have met, exceeded, or on track to their meet year-end growth goal • Grade 2 (writing goal regarding language conventions): 96% of students have met the goal of improving at least one rubric score on the district writing prompt

District Strategic Objective: Educator Growth

Educators demonstrate continual growth and professional collaboration built on a shared vision of effective teaching

School Based Goal #2: Faculty will develop a shared understanding of high-quality, school-based collaborative practices.

What’s Been Done?

District Professional Development to Build Shared Understanding: All teachers and administrators took part in Dr. McFall’s “Collaborative Practice” module. In this module, educators learned how collaborative practice is defined, the attributes of Professional Learning Communities, and the vision and expectations for collaborative practice moving forward. This module helped to develop a shared understanding of the direction in which collaboration will take.

Administrators, team leaders, curriculum leaders (coaches), and content specialists received common training in the use of School Reform Initiative (SRI) protocols from Gene Thompson Grove. This provided district leadership with common learning and language as well as practical tools that can be used to frame an array of student-centered collaborative meetings and conversations. All administrators and school leaders have exceeded the goal of using at least one protocol during meeting time this school year.

Collaborative Learning Projects and Institute Day: Throughout the school year, educators had three building-based Wednesdays dedicated to Collaborative Learning Projects of their choosing. In addition, Institute Day was used as an opportunity to extend collaborative learning time. The following highlight some of the accomplishments during this time.

- **Team Student Learning Goals at Every Grade Level:** Kindergarten (reading), Grade 1 (reading), Grade 2 (writing), Grade 3 (reading)
- **Kindergarten Social Curriculum, Collaboration between Kindergarten Teachers, School Social Worker, and School Psychologist:** Throughout this school year, all students have been learning about “Whole Body Listening.” Thanks to the Lincoln School Foundation Grant, students are working on strengthening their listening skills in order to become more successful learners. The language and visuals used for “whole body listening” are used by all staff members and can be seen in all classrooms at HPS. Additionally, the kindergarten teachers incorporated the “Incredible Flexible You” series by Social Thinking© into the Responsive Classroom experience. This series is a five-week curriculum, which supports and provides explicit instruction helping to build foundational skills and to prevent social, emotional, behavioral challenges from interfering with learning. Furthermore, this curriculum also supports the Department of Education’s new Standards for Social-Emotional Development and Approaches to Play and Learning.
- **Grade K and Grade 1, Collaboration with Literacy Coach:** One half day at Institute Day was spent on reinforcing the district reading module and developing the capacity of small group reading in a classroom setting.
- **Grade 1 Analyzing and Addressing Student Behavior, Collaboration between grade 1 teachers, behavior specialist, and special education liaison:** On Institute Day, the first grade teachers, the school BCBA and the first grade special education liaison spent the morning engaging in a book study. The team read and discussed The Behavior Code, by Jessica Minahan and Nancy Rappoport. In March, the team also attended Jessica Minahan’s professional development seminar. Educators gained a number of tangible, applicable, and manageable interventions from this multi-faceted look into behavior.
- **Grade 2 Differentiation and Remediation in Writing Instruction (as it pertains to student progress and student learning goal), Collaboration of the Grade 2 Classroom Teachers:** Grade 2 teachers have had a

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team student learning goal related to writing for the past three years. Their extensive data analysis, high-level team reflections, and sharing of instructional resources have yielded tremendous growth in student learning. As they dug deeper in analysis over the years, they recognized students continuously struggling with writing conventions (capitalization, grammar, punctuation) and sentence structure. They have piloted Project Read's *Framing Your Thoughts*© program to target these skill deficits. We look forward to seeing another year of outstanding results in writing!

- **Grade 2 Service Learning Project, Collaboration between classroom teachers, classroom assistants, and tutors:** This year the second grade teachers collaborated on providing students an opportunity to participate in service learning projects. Children were able to choose from six areas of need in their community. This year children were able to participate in two different four-week projects. Topics included children, elderly, environment, military, animals, and hunger/homelessness.
- **Grade 3 Small Group Reading Pilot, Collaboration between classroom teachers, special education, literacy specialist, literacy coach, classroom assistants, and tutors:** This pilot has helped to address a student learning dilemma in 3rd grade. Through this pilot, we have been able to decrease the range of readers in a classroom during small group reading time so teachers have time to get to all readers each day, increase the capacity and scope of instruction by utilizing all of the available teaching resources to support the needs of all readers, and provide one hour of daily, uninterrupted, differentiated reading instruction that meets individual student learning needs.
- **Math Movement Night, Collaboration Between Wellness Teachers and Math Specialist:** This creative collaborative match worked together to create an evening family event that integrated math and movement. The team created about 20 incredibly engaging activities (PreK-3) where students participated in math games through fine and gross motor movement.
- **Language and Learning, Collaboration Between Classroom Teachers and Speech/Language Pathologists (SLPs):** As part of the SLP's professional practice goal during this school year, each of the SLPs worked to collaborate with at least one teacher in order to improve student learning and to facilitate learning and trust among classroom teachers, special educators, and speech-language pathologists. The weekly collaborations helped SLPs understand how language learning impacts student understanding in DESE curriculum updates (math, science, reading, writing, speaking, and listening). It has also offers strategies and support to classroom teachers as they consider the impact of language deficits on learning.
- **The Oaxacan Weaver, Collaboration Between the Art, Library, and FLES:** Porfirio Gutierrez, Zapotec Indian, Weaver from Oaxaca, Mexico visited HPS on April 7, 2016. In art, students learned about looms and created their own weavings on Styrofoam trays. Students learned the geography and basic culture of Oaxaca, a community with deep artistic roots. Connections were made to labor and economy and the role weaving plays in Gutierrez's family and local community. Connections were also made in library through related text and Spanish through language learning, geography lessons, and discussions about culture in Oaxaca.
- **"Teachers as Transformational Leaders" Pilot:** Four teacher leaders and eight teacher learners participated in targeted peer observation as part of this pilot. This experienced some success and helpful take-aways for teacher learners. I would like to continue to develop this initiative in the hopes that it will become a more organic part of our school culture as we move forward with meaningful collaborative practice.
- **Responding to Educator Feedback to the Principal: Collaboration Between the Principal and Educators:** As part of the new administrator evaluation system, the principal receives survey feedback from educators each year. In response to last year's feedback, the principal shared data trends on strengths and areas for growth. The principal elicited more detail on specific areas for growth. Greater understanding of the district process for identifying strategic priorities as well as input on upcoming professional development rose to the top. More specific feedback data was analyzed to help identify priorities for professional development and school improvement. 71% of teachers indicated a strong interest in professional development relating to managing social, emotional, behavioral needs of students. I am moving forward to secure a consultant specializing in child anxiety and trauma.

What's Next?

- Leadership will continue to encourage and support the high level of collaborative work that has taken place. HPS is interested in extending this work across teams and across disciplines in the coming years.
- Continue supporting district and school leadership in their implementation of meeting protocols
- Four Wednesdays will be provided for teachers to implement and practice the collaborative strategies they learned about in Dr. McFall's module and training in SRI meeting protocols as facilitative tools.
- To prepare for the HPS 21st Century learning facility, PreK-3 administrators will lead a faculty-wide visioning project that helps to define what teaching, learning, and community look like in the new facility.
- Administrators will encourage and support innovative, risk-taking practices as the school prepares for the new facility
- Principal will continue to collaborate with literacy and math coaches to refine team-based data analysis practices

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- In response to faculty feedback, we will offer focused professional development on managing complex social, emotional, and behavioral skill deficits and challenges.
- Design a 5-year plan for social, emotional, and behavioral professional development and student learning

Goal 2 Action Plan Status

Action What is going to be done to address this goal?	Status	Outcomes
<p>Professional Development: Educators will participate in a 3 session district module, <i>Collaborative Practice</i></p> <p>Teacher leaders will participate in SRI training</p>	Initiated	<p>Gene Thompson Grove workshops have grown district and school-based leaders' capacity to facilitate meaningful, student-centered meetings</p> <p>Dr. McFall's district module on collaborative practice helped to develop and define a shared understanding of effective, meaningful, student-centered collaborative practice</p>
<p>Application of Learning: Educators will apply their professional learning to collaborative practice.</p>	Initiated	<ul style="list-style-type: none"> • Educators participated in team-directed collaborative learning projects with common outcomes • Institute Day 2016 was dedicated to team-based work on collaborative learning projects • "Teachers as Transformational Leaders" model was implemented: Utilized the existing talent of educators by creating school-based teacher observation and reflection partnerships • Teacher leaders and administrators have begun to use meeting protocols in collaborative discussions. All have exceeded goal of using at least one protocol this school year. • In the areas of reading and math, faculty have analyzed student learning data, drawn conclusions and shared them with colleagues, and sought out feedback about instructional or assessment practices that will support student learning • Faculty have shared the outcomes of their collaborative work with the principal and the principal has observed outcomes of collaborative work

Update on Practices of HPS Behavior, Emotional, Social Support Team (BESST)

SIP Goal 2013-2015: Implement a three-tiered positive behavioral intervention system to support the behavioral, social, and emotional growth of students.

Since the summer of 2013, HPS has been working to implement a three-tiered positive behavioral intervention system to support the behavioral, social, and emotional growth of students. In this time, the BESST team has worked to reflect on and refine practices and outreach and support to faculty and staff.

The BESST team has been collaborating successfully with staff (including tutors and classroom assistants) to build skill set around the explicit instruction and modeling of behavioral, social, and emotional prerequisites for learning. The BESST team supports faculty by designing actions plans, behavior plans, and follow up plans.

The addition of the new BCBA position has significantly improved our school-wide capacity to meet the needs of individual students and offer differentiated support to faculty and staff. In September, the BCBA met with grade level teams, specialists, classroom assistants, and tutors to offer training in "Understanding and Improving Behavior in the Classroom". This work helped to establish early relationships between faculty, staff, and the BCBA. It also offered a consistent framework on which to base the year's collaborative efforts.

Arguably the most significant contribution the BCBA has made is her expertise and ability to follow up with students and teachers in a timely manner. In the past, no matter how well intended, behavior plans struggled to be implemented with fidelity without adequate and the timely support. The BCBA has helped BESST and the school by:

- Collaborating with faculty, staff, and administration to design proactive plans that meet the needs of groups and individuals
- Developing and adjusting behavior plans and materials in the individualized, data driven manner of intent
- Providing timely, ongoing consults with teachers before and after a student is brought to BESST
- Collaborating with teachers and tutors to organize and collect data that informs instruction and contributes to refinements in behavior plans
- Providing direct support to our most behaviorally, emotionally, and socially at risk learners
- The development of a beginning and end-of-day first grade group (in collaboration with the school psychologist)
- In-class modeling and coaching for teachers, instructional assistants, and tutors
- Collaborating meaningfully with teachers, the social worker, school psychologist, tutors, assistants, principal, and coordinator for student services
- Offering leadership and expertise that has informed district and school protocols for restraint

In addition to the work of the BCBA, the following growth measures have taken place this year:

- 4 out of the 6 non-professional status teachers have been trained in Responsive Classroom; remaining 2 teachers will be trained this summer
- Kindergarten: "Whole Body Listening" and "Incredible, Flexible You" series from Social Thinking ©
- Professional Development: Grade classroom teacher, special education teacher, principal, and behavior specialist attended one-day workshop, Rethinking Behavior Support: Effective Interventions for Students with Anxiety-Related and Oppositional Behavior (Jessica Minihan)
- Professional Development: Grade classroom teacher, special education teacher, social worker, and behavior specialist will attend one-day follow-up workshop: Between a Rock and a Calm Place: Effective Strategies for Students with Anxiety-Related and Oppositional Behavior (Jessica Minihan)
- Mental health team participated in district module on child trauma
- BESST protocols and procedures were used as models to inform to the District IST Pilot conducted on the Hanscom Campus this year
- More clear, collaborative action plans have developed to include, work with, and support families
- 6 teachers and the coordinator for student support services attended *Military Children in Transition* workshop

Overall, the combination of the continued success of the BESST team and the addition of the BCBA has helped HPS come very close to meeting our goal of responding proactively to the individual needs of students. We acknowledge that we will always have learning and growing to do in this area, but we are proud of the steps we have taken and the impact it has had on student learning, growth, and success over time.

What's next?

HPS will continue the successful work that has been implemented and continue to be students of best practices in these areas. Our highest priority going forward will be on professional development. In the next two years, our faculty will collaboratively design a vision for what social, emotional, behavioral learning looks like in our school (as part of the new building visioning project). To foster a foundation for shared understanding, I am in

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communication with Jessica Minihan (author/consultant referenced above) to provide school-wide professional
development next year.

Discipline Data Comparison

DESCRIPTION	JUNE 2013	APRIL 2014	APRIL 2015	APRIL 2016
Total number of discipline slips	112	50	61	29
Number of students	38	31	28	20
Male	28	24	21	13
Female	10	7	7	7
Children of Color	8	10	8	7
BESST	N/A	20	10	6

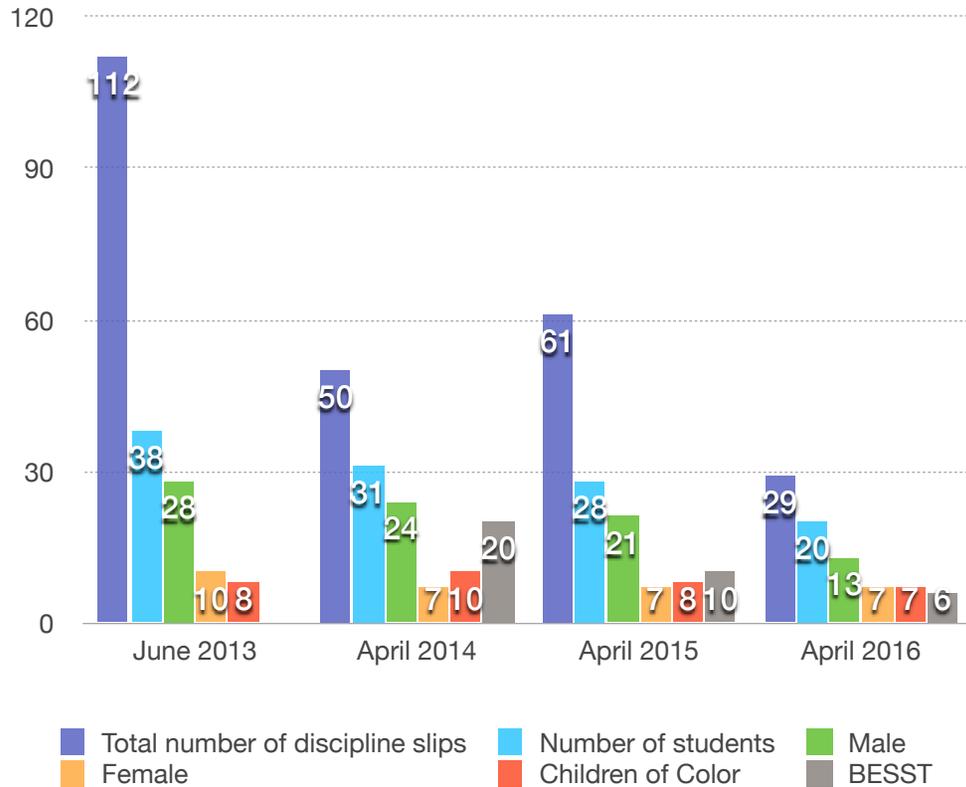
Demographic Discipline Slip Comparison

DESCRIPTION	JUNE 2013	APRIL 2014	APRIL 2015	APRIL 2016
Male	73.6%	77.4%	75.0%	65.0%
Female	26.3%	22.5%	25.0%	35.0%
Children of Color	21.0%	32.2%%	28.5%	30.0%

BESST Outcomes (N=11)

OUTCOME	2013-2015	2016
Graduated (success)	8	3
Moved	6	2
Continued Support	4	1
New IEP	8	3
Out of District Placement	3	1
Behavior Plan	NA	11
Follow-up Meetings	NA	10
Total	29	11

Discipline Comparison 2013-2016



Summary: The total number of discipline incidences have decreased significantly. The introduction of the BCBA has improved our capacity to design proactive plans for students, offer coaching and support to teachers, and design individualized behavior plans in a timely manner. I hypothesize that these are major factors contributing to this trend.

We notice a four-year gender trend in discipline data. The number of boys receiving discipline slips continues to be greater than girls. In 2015/2016, boys make up 52% of the school's population, but received 65% of the discipline slips. While girls, making up 48% of the school's population, received 35% of the discipline slips.

The percentage of children of color receiving discipline slips in the last four years is more consistent with our population. In 2015/2016, children of color make up 29% of our population. 30% of discipline slips have been issued to children of color.

Hanscom Primary has much to celebrate. Our efforts to address the needs of students with social, emotional, and/or behavioral skill deficits are having a positive impact. We will continue to build our capacity to support students in these areas.

Hanscom Primary School should continue to investigate the disproportionate number of boys receiving discipline slips.