

# Hanscom Primary School

School Improvement Plan

Year End Report

2016 - 2017



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Interim Principal

Be Safe, Be Kind, Be Respectful, Be a Hard Worker

## 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

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

## Section 1: School Improvement Goals

### **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. (District strategic objective - Instruction)

### **School-Based Goal 2:**

Preschool through grade 3 faculty will develop a shared vision for teaching, learning, collaboration, and community that impacts current practice and in preparation for the new Hanscom Primary School facility. ( District strategic objective - Educator Growth)

## Section 2 : Action Plan and Updates

*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?**

Deliberate, skillful instruction and collaborative problem solving, along with a shared responsibility for student learning, have supported the development of our shared understanding of differentiated and balanced reading instruction k-3. We are proud of our work, our individual and collective growth, and the positive impact on student learning. In addition to the outcomes we had hoped and planned for there were many positive unanticipated outcomes.

HPS faculty continued implementing and refining practices related to the Small Group Reading Module starting in September. Using September data and Fountas and Pinnell's Continuum of Literacy Learning, teachers worked together to select 3-5 struggling students, develop learning targets, planning the most effective next steps for reading instruction. Teachers monitored the progress of these students closely all year which served as our case studies going forward. Being able to build on the momentum from last year, HPS teachers were afforded the opportunity to build their capacity as reading teachers in a shared responsibility model.

We hit our targets, with some flexing of our timeline, in providing professional development for instructional assistant and tutors and for faculty around Foundations and New Phonics. It is also exciting to note that ongoing collaborative work towards our goals resulted in additional professional learning. For example, our school psychologist, a key member of our IST team, participated in our Data Wall meetings this year to better understand the Fountas & Pinnell BAS, the work of classroom teachers in the development of growth graphs, and how these pieces contribute to decisions around tiered intervention/programs. During informal and formal collaboration times teachers have found themselves discussing the important and unique literacy needs of ELL students. We ask ourselves how do we need to think differently and plan differently for ELL students to ensure that we are addressing individual needs and using fair assessment measures.

Expected literacy practices at HPS involve ongoing progress monitoring and collaborative planning required for targeted instruction. The intended outcome is to design reading instruction that best fits each reader's needs. In March, Data Wall meetings were held with each grade. Although teams collaborate and progress monitor all year, making adjustments to instruction, the Data Wall meeting is a formal, building wide mechanism for sharing progress, collaborating around student needs, and making adjustments.

At that time in grades 1 - 3:

- 177 students assessed using F&P Benchmark Assessment System (September -March)
- 126 students (71%) were making expected or accelerated growth
- 51 students (29%) were not yet making expected growth, and
  - teams determined that 31 students required program changes or adjustments
  - 10 of the 51 students have had an IEP process change
  - 3 students have moved out of HPS
  - 14 students, although not yet making expected progress, are showing significant growth as readers, are on the cusp of expected progress, and continue to be closely monitored
  - all 51 students are being progress monitored through the end of the school year
  - each member of the team (classroom teacher, interventionist, tutors, coaches) shares responsibility for the progress monitoring and instruction of each student

At that time in Kindergarten:

- 63 students were assessed using the F&P Benchmark Assessment System
- 43 students (68%) met or exceeded benchmark
- 20 students (32%) did not meet March benchmarks
  - teams determined that 10 students required a program change within Tier 1
  - teams determined that 10 students required a program change within or beyond Tier 2
  - a shift in staffing has been made to better support students
  - targeted coaching to build capacity of kindergarten instructional assistants and tutors during literacy
  - all 20 students are being progress monitored through the end of the school year
  - each member of the team (classroom teacher, interventionist, tutors, coaches) sharing responsibility for the progress monitoring and instruction of each student

The format of the literacy block in many classrooms has been adjusted over the course of the year, as needed, to more effectively support students. For example, a 3rd grade classroom went from small group word work to whole class word work as the cohort's needs became more alike than differentiated; a 1st

grade classroom went from whole class instruction to a one-third/two-third grouping to adjust pacing needs. These examples of collaborative work leading to flexible change in response to student needs is an important part of the small group reading model.

### **What's next?**

In June we will analyze our data and determine the impact the changes/adjustments implemented had on student performance. We will reflect upon individual and grade level student growth in an effort to determine priorities for next year.

The professional development sessions offered to tutors and assistants this year were well received and strengthened service delivery in classrooms. Next steps will include plans for increasing the scope and depth of professional development for the support staff as well as determining a plan for cycling back to provide new tutors and assistants with professional development modules offered this year.

## Goal 1 - Action Plan

<p style="text-align: center;"><b>Action</b> What is going to be done to address this goal?</p>	<p style="text-align: center;"><b>Status</b></p>	<p style="text-align: center;"><b>Outcomes</b></p>	<p style="text-align: center;"><b>Possible next steps</b></p>
<p><b>Professional Development:</b></p> <p>Faculty will participate in differentiated building-based coaching and professional development (whole faculty, team-based, and individual) in the following areas:</p> <ul style="list-style-type: none"> <li>● Comprehension conversations</li> <li>● Fountas &amp; Pinnell “6 Dimensions of Fluency” rubric</li> <li>● New edition of <i>Foundations</i> curriculum (differentiated daily word work/decoding and encoding program)</li> </ul>	<p style="text-align: center;">Developing</p>	<p>Monthly literacy CPT with agenda collaboratively designed in response to student needs.</p> <p>Collaborative practice work of literacy coach and LPS SLP involved examining Visualizing and Verbalizing program, and related instruction for select students and planning for effective ways to incorporate understandings and teaching into Tier One instruction; considerations for IST conversations and/or intervention/progress monitoring.</p> <p>Teams and individual teachers are engaging in conversations about student comprehension, the development of strategies, and targeted, specific instruction as seen in formal and informal meetings.</p> <p>Coaching model has led to sustainability as individual teacher capacity has grown for problem solving, accessing resources, and collaborating to address complex instructional needs.</p> <p>Winter professional development during faculty meeting provided an overview, comparison, and practical instruction solutions related to New Phonics and Foundations. Special education and SLP staff provided highlights of word work in support of faculty understanding of these programs and student learning.</p> <p>Teachers have resources to differentiate word work</p>	<p><i>SLP Collaborative Practice Team share with staff understanding and practices related to this literacy challenge (specifically concept imagery)</i></p> <p><i>Continue and nurture teachers to be teacher-leaders in literacy consults</i></p>

		<p>instruction within the regular classroom.</p> <p>Grade level teams have been funded and supported to have all resources and materials needed to teach word work at their grade level, as well as one Foundations kit/grade at the grade level below.</p> <p>K teachers, interventionists, special educators, coaches attended workshop on early literacy -- Matt Glover's "I am a Reader"; follow up work scheduled in June to reflect/revise our practices related to balanced literacy</p>	
<p>Classroom assistants and tutors participate in ongoing professional development led by literacy coach</p>	<p>Developing</p>	<p>At some grade levels, tutors have been trained on Foundations and have the opportunity to receive ongoing support from literacy coach as needed.</p> <p>All tutors attended one hour session on word work as it related to New Phonics and Foundations -- unpacking the 6 syllable types. This built instructional assistant conceptual understanding for how our code system works in reading and writing.</p> <p>Classroom tutors have a conceptual understanding of the Six Syllable Types allowing them to more effectively support student's growth in word work.</p> <p>All K-5 tutors and assistants participated in one hour training during school: Prompting Language: Learn the Power'.</p> <p>Tutors and assistants received prompting guides to support daily instruction and gained a common instructional language for word work.</p>	<p><i>Develop a timeline for additional, ongoing PD to address the growth of staff</i></p> <p><i>Determine sustainable plan for ongoing PD for new staff as they enter the school</i></p> <p><i>Provide instructional assistants and tutors PD around data collection and feedback</i></p>

<p><b>Application of Learning:</b></p> <p>Educators will apply their professional learning to assessment and instructional practice with the students in their class and/or on their caseload.</p>	<p>Established</p>	<p>Teachers complete and interpret results of Fountas &amp; Pinnell (F&amp;P) Benchmark Assessment system, running records and analysis at weekly IST meetings, coaching sessions, and CPT meetings.</p> <p>Daily evidence of direct instruction, guided practice and independent application of talking-listening-reading-writing.</p> <p>Grade K-3 instructional assistants provide additional, targeted support to small groups in the classroom setting.</p> <p>October staff meeting - teachers review small group reading and progress monitoring expectations. Teachers review data to select students who are struggling and plan learning targets and instructional steps.</p> <p>Tutors and assistants are able to shift effective effort to students through effective, critical use of prompting.</p> <p>Teams develop and use individual student Growth Graphs to guide instructional decisions. Evidenced at ISTs, parent-teacher conferences, literacy monthly CPT and individual teacher-coach consults.</p> <p>Teams identify students strengths and areas of need and develop appropriate, effective instructional responses.</p> <p>Winter Data Wall meetings provide teams opportunity to review updated data, discuss progress, and make instructional decisions and adjustments if needed.</p> <p>Teams use monthly literacy CPT</p>	
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		<p>and data wall meetings to review and update student groupings in response to data analysis of student performance</p> <p>HPS expected practice-- ongoing running records and other progress monitoring measures when needed, which allows for review of whether student is "on track" for expected progress</p> <p>Daily small group instruction is differentiated, includes articulated, student friendly learning targets, and the elements of a balanced literacy model.</p>	
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**School Based Goal #2:** *Preschool-Grade 3 faculty will develop a shared vision for teaching, learning, collaboration, and community that impacts current practice and in preparation for the new Hanscom Primary School facility. (District strategic objective: Educator growth)*

What's been done?

Faculty have effectively managed unanticipated change this year in addition to the relocation to the temporary building. The short-term change in leadership was the biggest factor in the decision to postpone the shared vision work. However, collaborative practice work continued and was further strengthened.

All CPT time at HPS benefits from a model where responsibility is shared for the creation of the agenda, collaborative problem solving, and accountability for action steps and outcomes. CPT meeting notes reflect this practice.

Next steps?

A strategic plan for the shared vision work will be developed this summer. In addition, in-depth professional development around facilitative leadership, focusing on student impact, will be provided to the school based (and district) leadership team. This work is expected to strengthen and forward strategic, effective collaborative practices.

## Goal 2 - Action Plan

<p style="text-align: center;"><b>Action</b> What is going to be done to address this goal?</p>	<p style="text-align: center;"><b>Status</b></p>	<p style="text-align: center;"><b>Outcomes</b></p>	<p style="text-align: center;"><b>Possible next steps</b></p>
<p><b>Professional Development:</b></p> <p>Teacher leaders will continue to participate in ongoing facilitative leadership (SRI) training.</p>	<p>Established</p>	<p>New teacher leaders participated in introduction to facilitative leadership</p> <p>Team leaders facilitated meaningful, student-centered meetings with clear outcomes and shared responsibility for next steps.</p>	<p><i>Expand facilitative leadership training.</i></p>
<p><b>Application of Learning:</b></p> <p>Educators will apply their collaborative practice time to developing learning experiences and assessment practices that align with District Strategic Priorities and the 5 Key Questions for Learning.</p>	<p>Established</p>	<p>Formal and informal planning has shown increased collaboration around student data reflecting on progress monitoring and addressing areas of need.</p> <p>IST and BESST meetings use a consistent, structured protocol to guide collaboration around teacher and staff observation and data to develop individualized learning experiences and instruction.</p> <p>Faculty teams use common planning time to review data, pose questions, collaborate to solve problems, and develop</p>	

		instructional strategies.	
Faculty will collaboratively design a shared vision for teaching, learning, collaboration, and community in the new facility.	Not Yet	Postponed until 2017-2018	
The HPS parent community will be engaged in the development of the shared vision.	Not Yet	Postponed until 2017-2018	