



# School Improvement Plan

School Year: **2017-2018**

School: **Ellen R. Hathaway Elementary School**

Principal: **Richard Leeman**

## Section 1. Set goals aligned to the SIP

**Instructions:** Use the table below to 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, Ellen R. Hathaway will realize at least a 40% reduction in students not proficient or advanced in ELA and Math for grades K-5, and in ELA, Math, and Science for grades 6-12
2. BY EOY, Ellen R. Hathaway will see at least 10% of students in the Warning category move into Needs Improvement in ELA and Math
3. By EOY, Ellen R. Hathaway will see at least 10% of students in the Proficient category move into Advanced in ELA and Math

Do not fill in the shaded boxes below.

	SY16-17 (Historical)			SY17-18 (Goals)		
	# of students not Proficient/Advanced	# of students in Warning	# of students in Proficient	# of students not Proficient/Advanced	# of students moving from Warning to Needs Improvement	# of students moving from Proficient to Advanced
<b>ELA</b>	K – 3% 1 – 8% 2 -20 3 - 23 4 - 26 5 - 21	K – 5% 1 -13% 2 -16 3 - 19 4 - 6 5 - 7	K – 59 1 – 76 2 -10 3 - 16 4 - 16 5 -14	(BOY: 210) 126 Students = 40% reduction of NI and Warning	(BOY: 147) 15 Students = 10% reduction of Warning	(BOY: 76) 8 Students = 10% reduction of Proficient
<b>Math</b>	2 -27 3 -40 4 - 26 5 - 24	2 -12 3 - 5 4 - 0 5 - 6	2 -7 3 - 13 4 - 22 5 - 15	(BOY: 176) 100 Students = 40% reduction of NI and Warning	(BOY: 111) 11 Students = 10% reduction of Warning	(BOY: 13) 2 Students = 10% reduction of Proficient

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

**Instructions:** School leaders must analyze data in order to create a school-specific plan to meet the student learning goals established in Section 1. This section is intended to help you look at student work in a meaningful way and to help you identify your school's strengths and the areas you will focus on this year to improve student outcomes.

Focus on analyzing your school's progress on work related to the four objectives in the AIP, as these are the key levers that the district believes will lead to change.

Answer questions (a) and (b) in the space provided. Potential data sources to use to answer these questions include:

### Student performance data:

- MCAS item analysis
- Final exams
- DIBELS
- SAT data
- Formative assessments
- Examples of student work
- STAR

### Instructional data:

- Observation data
- Teacher evaluations

### Student indicator data:

- Student attendance
- IEPs and 504s
- Disciplinary data
- SPED referrals
- Graduation/dropout data
- RTI data
- Mobility
- Course failures

### Teacher data:

- Teacher attendance
- Panorama

### **(a) What progress did your school make last year?**

Over the 2016-2017 academic school years, Hathaway's strengths were located through the Student Data and Teacher Data Indicators. The student's average attendance for the 2016-2017 school years was 95%, which allowed Hathaway to reach the district's goal of 95%. The disciplinary data also supports the building attendance due to the result of only two students being suspended throughout the year. In addition, 90% of students that the BBST brought for SPED referral were approved and are now receiving their appropriate services. The 2016-2017 teacher attendance data is not available at this time, but staff attendance remained strong throughout the year and students had consistency due to the teacher's strong attendance.

After reviewing and analyzing the Panorama survey, Hathaway made gains in multiple key areas that support students and staff. In the staff survey (collaboration, community survey items, expectations and rigor, professional development, resources, school climate, school leadership, and supportive relationships), Hathaway improved in 5 out of 8 categories and was above the district average in all 8 categories. In the family survey (barriers to engagement, community survey items, learning behaviors, parent engagement, parent support, school climate, and school fit), Hathaway improved in 4 out of 7 categories and was above the district average in 6 out of the 7 categories. In the student survey (classroom environment, expectations and rigor, grit, interest in subject, pedagogical effectiveness,

sense of belonging), Hathaway improved in 8 out of the 8 categories and was above the district in all 8 categories.

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

**Questions to consider include:**

- **What grades/classrooms are of the most serious concern?**
- **What does your data suggest are the reasons why students are struggling?**

Hathaway's primary struggles were located in the instructional and student performance indicators. Hathaway had only 3 classes reach their EOY goals, as well as performing poorly on the preliminary MCAS results.

The instructional data indicator at Hathaway is inconsistent. Observations and teacher evaluations were rooted in the Massachusetts's Teachers Evaluator's Rubric, met guidelines, and provided feedback linked to the rubric. However, the feedback provided did not provide enough growth producing results, specifically in grades 3 and 5, to enable the students to achieve higher results on their assessments.

The student performance data indicator is the largest area of concern at Hathaway. There was only 3 student performance indicators that were strength of Hathaway – K & 1 students reached their student learning goals in DIBELS, as well as grade 4 students reaching their math STAR goals. All other areas did not reach their student learning goals by a large amount. At this time, preliminary MCAS results have many parallels to the STAR data and did not show ambitious growth. The following displays the struggles in grades 3-5 during the 2016-2017 academic years.

Based off of MCAS preliminary data, the following were standards that grades 3-5 ELA were well below the state average:

- 3 - R.1.01, R.1.02, R.1.03 – Below state by 11% or more and with a maximum deficit of 27%
- 4 - R.1.01, R.1.02, R.1.03 – Below state by 12% or more and with a maximum deficit of 24%.
- 5 - R.1.01, R.1.02, R.1.03 – Below state by 11% or more and with a maximum deficit of 34%.

Based off of MCAS preliminary data, the following were standards that grades 3-5 math were well below the state average:

- 3 - NBT.1.01 – 1.03, 3.OA.307 below state by 17% or more with a maximum deficit of 38%
- 4 - 4.G.1.01 – 1.02, 4. NBT.2.05 below state by 10% or more with a maximum deficit of 22%.
- 5 - 5.G.101 – 5.02, 5.NF, GE below state by 13% or more with a maximum deficit of 41%. As a Hathaway's primary focus for the 2017-2018 academic years will be on improving student performance.

The grades that are of the most serious concern at Ellen R. Hathaway for the 2017 – 2018 school years are grades 3-5. Based off of their BOY, each grade has a very low proficiency level. The ELA proficiency levels are the following:

- 3 – 6% proficient, 13% level 3, 30% level 2, 51% level 1
- 4 – 14 % proficient, 30% level 3, 30% level 2, 25% level 1
- 5 – 15% proficient, 34% level 3,, 23% level 2, 28% level 1

The math proficiency levels are the following:

3 – 11% proficient, 36% level 3, 35% level 2, 24% level 1

4 – 5% proficient, 27% level 3, 50% level 2, 18% level 1

5 – 4% proficient, 45 % level 3, 34% level 2, 17% level 1.

The data reveals large instructional gaps in multiple areas. The RTI period and the continuation of planning lessons through the backwards design model is imperative to improving student results. During the Thursday administrative meetings that I will facilitate, we will focus primarily on data and planning for specific learning needs.

# Initiative 1: ELA – All students will maintain progress toward grade level proficiency in reading fluency, comprehension, and writing.



**Team Members:** Principal, TLS, SILT

**Final Outcomes:** All students will demonstrate growth towards grade level proficiency and ambitiously reach their grade level student learning goals.

## Teacher Practice Goals

- By EOY, data collected during Principal/Liaison learning walks will demonstrate that teachers at Ellen R. Elementary Schools are (1) planning lessons tied to rigorous objectives using ELA curriculum and Reading Street materials as guided by the Units of Study (including the newly added revisions), (2) using assessment data to inform instruction, and (3) using the Writing Reference Guide (including newly added revisions)(4)Data walls will be visible to demonstrate student growth (5) Student work with targeted feedback will be visible to demonstrate student/teacher conferencing.
- By EOY, teachers will realize at least a 40% reduction in students not proficient or advanced in ELA and Math for grades K-5.
- BY EOY, teachers will see at least 10% of students in the Warning category move into Needs Improvement in ELA and Math
- By EOY, teachers will see at least 10% of students in the Proficient category move into Advanced in ELA and Math
- **Measured through:** Principal will conduct a variety literacy-focused visits to review evidence collected by the teacher and perform a learning walk. Evidence will be collected detailing the following dimensions of literacy practice: Rarely Seen, Developing, or Fully Embedded
  - Lessons tied to rigorous objectives:
    - Principal will observe whether classroom teachers have objectives posted that tie to the Curriculum Units of Study/Writing Reference Guide
    - Review lessons plans that reflect the Units of Study
    - Contain SEI/SPED engagement strategies to engage all students
  - Using assessment data to inform instruction:
    - Principal will observe whether teachers are using formative assessment pieces from the Units of Study to assess student learning
    - Principal will observe and ask how students are grouped and what classroom interventions are in place
    - Principal will attend weekly data meetings focusing on short-term instructional goals to display growth in areas focused on during the RTI period.
  - Using the Writing Reference Guide:
    - Principal will observe classrooms for both frequent, short,

informal student writing and longer, formal, edited student writing; look at teachers' feedback on student writing and evidence of student-teacher conferencing

### **Student Learning Goals**

- By EOY Ellen R. Hathaway Elementary School will realize at least a 40% reduction in students “Not Proficient” in Reading and ELA for Grades K-5 in STAR/DIBELS
  - Measured through: STAR, MCAS 2.0 ELA Assessment and DIBELS
- By EOY Ellen R. Hathaway Elementary School will see at least 10% of students in “Warning” move to “Needs Improvement” and at least 10% of students in “Proficient” move to “Advanced” in ELA
  - Measured through: STAR and MCAS 2.0 ELA Assessment and DIBELS

### **What this means for teachers:**

Teachers will make five keys shifts in their instruction, while receiving support in the form of targeted PD, observations, feedback, and improved curriculum materials:

- 1) Teachers will strive for deeper connections between planning with the district curriculum (the newly revised Units of Study and Writing Reference Guides), delivering rigorous instruction, assessing student knowledge with rigorous standards, analyzing student data to make adjustments to instruction, formulating re-teaching plans and adjustments to instruction based upon student outcomes
  - Teachers will be provided with instructional supports in the form of the newly revised Units of Study, Writing Reference Guides, and targeted PD
  - Teachers will be provided writing PD , focusing on the structure or writing through the Framing Your Thoughts Resource.
- 2) Teachers will continue to use 21<sup>st</sup> Century Common Core Instructional shifts through the use of the gradual release model (“I do,” “we do,” you do”)
  - Teachers will work with their principals and TLS to structure and deliver their lessons in a way that promotes increased rigor for students through the gradual release model
- 3) Teachers will have continued PD opportunities, aligned to the districts focused literacy goals throughout the school year
  - Teachers will focus on implementing new practices and strategies to improve instruction and analyze data to make the largest impact on student achievement
- 4) Teachers will be observed during learning walks and be presented with targeted ELA feedback concerning the Curriculum Units of Study and the Writing Reference Guides
  - Teachers will focus their instruction on standards based practices as aligned in the Units of Study and Writing Reference Guides.
  - Teachers will be provided with ELA curriculum aligned to the Massachusetts Curriculum frameworks that will provide a focus for their instructional practice.
  - Use of data and administrative collaborative directed time will be utilized to implement more complex tasks for students to apply their learning during instruction.
- 5) Teachers will implement a weekly RtI period to strengthen focused ELA standards that student demonstrate weakness in.
  - Teachers will LASW to determine instructional strengths/weaknesses.
  - Teachers will review progress monitoring to create flexible standards based groups.

- Teachers will progress monitor students every 6 weeks to monitor progress.

**What this means for building leadership:**

- 1) Principal will provide feedback that emphasizes and supports the connection between planning, instruction, assessment and student work analysis
- 2) Principals will guide SILTs and TCTs in collecting and making meaningful use of data (CCR, DIBELS, DRA, STAR, MCAS 2.0, Writing to Sources by genre)
- 3) Principal will work with teachers to identify a specific instructional focus and develop school-based PD and support systems that align with the ELA and district focus
- 4) Principal will participate in tiered ELA support with the Director of Literacy and Humanities based upon their MCAS 2.0 scores
- 5) Principal will embed after school instructional time through local budget and grants to have students participate in ELA lessons focusing on fluency, comprehension, and writing.
- 6) Principal will support grade level teams during administrative directed time to focus on RTI to improve literacy skills.
- 7) Principal will provide targeted feedback in weekly lesson plans to promote student centered learning.

**What this means for TLSs:**

- TLS will participate in year-long professional development targeting the coaching cycle and their role in improving student outcomes
- TLS will form and participate in learning walk teams targeting the implementation of the Curriculum Units of Study and the Writing Reference Guide
- TLS will create and deliver mini PD sessions (within the year-long TLS PD) building their capacity as building leaders
- TLS will monitor and reflect on their own practices through the use of a reflection journal and discussion during monthly PD meetings

**Key Milestones:**

Nov. 1:

- 2017 ELA Massachusetts Curriculum Frameworks for Language, Speaking and Listening, Reading, Writing and Reading Foundation Skills will be implemented in all ELA core instructional classrooms, and in intervention and accelerated classes to increase student proficiency.
- Core Curriculum will be adjusted to increase

Feb. 1:

- Continue all initiatives from the beginning of the year.
- Analyze STAR data to ensure students have increased their proficiency from BOY by 20% at MOY.
- Progress Monitor STAR data to identify standards/skills students' area ready to learn.
- Create intervention and acceleration

May 1:

- Continue all initiatives and Professional Development as need.
- Analyze STAR data to ensure students have increased their BOY proficiency by 40% at EOY.
- Progress Monitor STAR data to identify standards/skills

<p>student practice with complex tasks and formative assessment.</p> <ul style="list-style-type: none"> <li>➤ An RtI model utilizing formative assessment, intervention and acceleration periods will be implemented to obtain increased student time on standards/skills.</li> <li>➤ Grades K-2 will implement a Phonics Reference Guide containing Phonics skills to increase Pre-Reading skills for students to become fluent readers at their grade level.</li> <li>➤ ELL Strategies are incorporated into the Elementary ELA Curriculum Units of Study</li> <li>➤ English in a Flash is a 45 week ELL computer adaptive program for all ELL Level 1 and Level 2 students to practice the English Language and learn 90 new words, phrases, and sentences weekly.</li> <li>➤ MCAS 2.0, STAR, and DIBELS Data will be collected and reviewed for the items and skills that students are ready to learn in ELA, Math, and Science.</li> <li>➤ STAR progress Monitoring data will be utilized to create differentiated student groups and use learning progressions to guide instructional planning for students.</li> <li>➤ Staff will engage in professional development from the resource Framing Your Thoughts to improve the structure of student writing.</li> </ul>	<p>classes in addition to core classes based on progress monitoring and MOY STAR data to meet the needs of all students during the intervention period.</p> <ul style="list-style-type: none"> <li>➤ Continue English in a Flash as an adaptive computer programming to progress monitor ELL 1 and ELL 2 students.</li> <li>➤ MCAS 2.0, STAR, and DIBELS Data will be collected and reviewed to provide the skills students are ready to learn.</li> </ul>	<p>students' area ready to learn.</p> <ul style="list-style-type: none"> <li>➤ Create intervention and acceleration classes in addition to core classes based on progress monitoring and EOY STAR data to meet the needs of all students.</li> <li>➤ Continue English in a Flash adaptive computer programming to progress monitor ELL 1 and ELL 2 students.</li> <li>➤ MCAS 2.0, STAR, and DIBELS Data will be collected and reviewed to provide the skills students are ready to learn.</li> </ul>
---	--	--



<b>Roadmap</b>										
<b>Activity</b>	<b>Aug</b>	<b>Sep</b>	<b>Oct</b>	<b>Nov</b>	<b>Dec</b>	<b>Jan</b>	<b>Feb</b>	<b>Mar</b>	<b>Apr</b>	<b>May</b>
<b>ELA Learning Walks</b>										
ELA Focused Learning Walks with Liaison, TLS, and Principal	→									
Documentation of Learning Walk Observations and Feedback provided to teachers.	→									
ELA Focused Observations anchored in Educator Evaluator Rubric	→									
Weekly Instructional Meeting focused on closing ELA academic gaps during the RtI period.	→									
<b>Professional Development</b>										
Continue to LASW to determine areas of strength/weaknesses and determine next instructional steps	→									
Reading Specialists, TLSs, and Principals in support of the RtI Model.	→									
Follow district ELA and writing curriculum maps with fidelity.	→									
Implementation of Framing Your Thoughts to improve the structure of writing through analyzing student work.	→									
Genre Writing Instructional Meetings – Criteria for success, exemplars, timelines, modeling techniques.	→									
ELA standards based circuit structure in preparation for MCAS							→			
<b>Curriculum</b>										
Lesson plans anchored in Writing Reference Guides.	→									
DIBELS – Benchmark, Progress Monitoring	→									
Fluency and Comprehension Progress Monitoring	→									
Elementary ELA Curriculum Units of Study and Reference Guides aligned to the 2017 ELA standards.	→									
ELA Night					*		*			

## Initiative 2: Math – All students will develop early numeracy skills toward attaining proficiency in conceptual and procedural mathematical knowledge.



**Team Members:** Principal, TLS, SILT

**Final Outcomes:** All students will demonstrate growth towards grade level proficiency and ambitiously reach their grade level student learning goals.

### Teacher Practice Goals

- By EOY teachers and TLSs will regularly and effectively collaborate and implement ongoing data cycles to inform instruction.
  - Measured through: Weekly Progress monitoring data review that identify a) initial benchmark and baseline data, b) customized and differentiated instructional planning for classes, individual students, and groups of students with similar needs, c) RTI, ESL, SPED, and other needs as well as timely intervention and remediation, d) prerequisite knowledge and advanced knowledge needed to guide and support targeted instructional planning.
- By EOY all elementary teachers will a) plan lessons tied to rigorous objectives, and b) embed practices that emphasize conceptual understanding in all parts of their lesson.
  - Measured through: Principal learning walk logs that cite specific observation evidence.

### Student Learning Goals

- By EOY Hathaway will realize at least a 40% reduction in students in Levels 1, 2, and 3.
- By EOY Hathaway will see at least 10% of students in Level 1 move into Level 2 or 3 and at least 10% of students in Level 4 move into Level 5.0

Measured through: MCAS 2.0 Math assessment

### What this means for teachers:

- Hathaway teachers should continue to tie their lessons to rigorous objectives, emphasize conceptual understanding, and use data cycles to continuously monitor and adjust their instruction.
- Hathaway teachers will be provided with Math curriculum and a scope and sequence aligned to the Massachusetts Curriculum frameworks that will provide a focus for their instructional practice.
- Hathaway K-2 teachers will progress monitor students in structure fluency to 20 to improve number sense.
- Hathaway 3-5 will progress monitor multiplication and division fluency for improvement in computation skills.

- Hathaway will use data and administrative directed time to utilize and implement more complex tasks for students to apply their learning.

**What this means for building leadership:**

- Principal will provide feedback that is focused on the connection between planning, instruction, and assessment and student work analysis.
- Principal will support teachers in developing intervention plans based on data.
- Principals will review Math curriculum to have clear expectations surrounding the Math Curriculum to be used to focus teacher and student learning expectations in their classrooms.
- Principal will engage in building wide PD with the focus on increasing math results in every grade level.
- Principal will provide targeted feedback in lesson plans to promote student centered learning.
- Principal will conduct several math-focused visits to review evidence collected by the teacher and perform a learning walk. Evidence will be collected detailing the following dimensions of math practice: Rarely **Seen, Developing, or Fully Embedded**

**Key Milestones (to be monitored at elementary, middle and high school levels):**

Nov. 1:

- Teachers will use the updated 2017 Math Massachusetts Curriculum Frameworks.
- Identified students will participate in afterschool instruction to improve math fluency skills.
- MCAS 2.0 and STAR will be collected and reviewed for items and skills that students display strength and weaknesses in.
- Staff will engage and implement the Early Numeracy Assessment and activities in grades K-3 to improve structure and foundational skills
- Grades 3-5 will administer 2-Pen test to inform instruction based off of student instructional needs.

Feb. 1:

- Continue all initiatives from the beginning of the year
- Analyze STAR data to ensure students have increased their BOY proficiency by 20%
- Progress Monitor STAR data to identify standards/skills students' area ready to learn.
- Continue to hold Data meetings weekly to improve student results.
- Create intervention and acceleration classes in addition to core classes based on progress

May 1:

- Continue all initiatives from the beginning of the year.
- Analyze STAR data to ensure students have increased their BOY proficiency by 40%
- Progress Monitor STAR data to identify standards/skills students' area ready to learn.
- Create intervention and acceleration classes in addition to core classes based on progress
- Continue to hold Data meetings weekly to improve student results.

Roadmap										
Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
<u>Math Learning Walks</u>	→									
SILT – Focus – Procedural and Conceptual Math concepts into instruction	→									
<b>Professional Development</b>										
Early Numeracy PDs	→									
Early Numeracy Assessment and progress monitoring	→									
Math Night				*			*			
Analyze Elementary enVisiosn Topic Assessment data.	→									
Use administrative directed time to analyze data and to implement more complex tasks for students to apply their learning	→									
K-2, 3-5 Vertical Alignment	→									
Math standards based circuit structure in preparation for MCAS							→			
<b>Curriculum</b>										
Curriculum Map Cross Walks with Massachusetts Standards – Backwards Design	→									
Administer Two Pen Test – Grades 3 - 5	*					*	*		*	
Incorporate Fluency Fridays to increase competency in foundational skills 3 - 5	→									
Math standards based circuit structure in preparation for MCAS										
<b>Data</b>										
MCAS 2.0 Data Review	→									
Analyze STAR Data	→									

# Initiative 3: SEL (Social Emotional Learning) Ellen R. Hathaway Elementary School will implement a Social Emotional Framework and Curricula that supports the school PBIS framework: Respectful, Responsible, and Ready to Learn.



**Team Members:** Principal, SAC, Family Liaison, SILT, PBIS Team

## Final Outcomes:

- By EOY, Ellen R. Hathaway will show that Social Thinking methodology is being implemented when providing Tier 2 and Tier 3 students with behavioral and emotional supports and interventions.
- By EOY, Ellen R. Hathaway students will be able to identify coping self-regulation strategies to implement in social situations that are aligned with the zones of regulation.

## Teacher Practice Goals

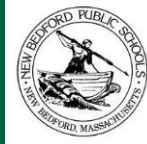
- The goal is for the SAC, classroom teachers, and health teacher to teach social behavioral expectations and concepts in the same manner as core curriculum subject area.
- Teachers and SAC will learn and implement explicit methods and tools to teach students Social Thinking strategies and The Zones framework across situations and environments to regulate sensory needs, impulses, and emotional states to social demands.
- Teachers and SAC will collect student work samples that highlight and illustrate numerous learning activities that reflect a variety of tools such as sensory supports, calming techniques, and thinking strategies.
- Both teachers and counselors will explore ideas on how to support students using Social Thinking tools effectively across all school environments in order to help student's articulate PBIS expectations.
- The goal is for teachers to support and implement Social Thinking concepts and Zones of Regulation through PBIS in order to benefit and impact all students, staff, and school culture.

## Student Learning Goals

- Students will utilize Social Thinking strategies and The Zones of Regulation curriculum in order to increase self-regulation, including emotional control, sensory regulation, and executive functions.
- Students will be able to demonstrate the use of Social Thinking strategies in order to improve their ability to consider others' as well as their own emotions and perspectives in order to facilitate stronger critical thinking and thoughtful social behavioral responses to situations.
- Students will demonstrate growth from their BOY social thinking assessment to their

EOY social thinking assessment.		
<p><b>What this means for teachers:</b> The SAC and teachers will be provided training in The Zones of Regulation and Social Thinking methodology which will provide teachers and SAC instructional strategies to use when instructing the students in the new SEL curriculum.</p> <p>Staff will receive multiple PD's in PBIS and the content supporting it to deepen their understanding.</p>		
<p><b>What this means for building leadership:</b></p> <p>Principal will work with their staff to increase the awareness set of expectations for meeting student behavior and social emotional needs. Principal will work with SAC and PBIS team to develop monthly PD opportunities for staff regarding specific targeted Social Thinking and Zones of Regulation concepts.</p> <p>Principal will model positive and consistent expectations and build a common language and vision among staff for cultural change as it pertains to utilizing Zones of Regulation and Social Thinking Methodology as a vehicle for teaching students the skills needed to meet PBIS expectations.</p>		
<p><b>Key Milestones (to be monitored at elementary, middle and high school levels):</b></p> <p><u>Nov. 1:</u></p> <ul style="list-style-type: none"> <li>➤ SAC will target TIER 2 students and begin implementing SEL curriculum.</li> <li>➤ BPIS team will establish assessments.</li> <li>➤ SAC, BPIS Team will deliver PD to support BPIS</li> <li>➤ Zones of Regulation Anchor charts will be visible in all classrooms and hallways.</li> </ul>	<p><u>Feb. 1:</u></p> <ul style="list-style-type: none"> <li>➤ SAC will continue to target TIER 2 students and progress monitors their development in the SEL curriculum.</li> <li>➤ A mid assessment will be issued to all the students to demonstrate growth in the SEL curriculum.</li> <li>➤ PBIS Night to engage community and teach community about PBIS</li> <li>➤ PBIS competition will occur</li> </ul>	<p><u>May 1:</u></p> <ul style="list-style-type: none"> <li>➤ SAC will continue to target TIER 2 students and progress monitors their development in the SEL curriculum.</li> <li>➤ An end of the year assessment will be issued to all the students to demonstrate growth in the SEL curriculum.</li> <li>➤ Tier 2 and Tier 3 students demonstrate social emotional and behavioral growth. Planning of year 2 is occurring.</li> </ul>

<b>Roadmap</b>										
<b>Activity</b>	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
<b>Provide staff with necessary supports for effective implementation of Social Thinking methodology.</b>										
PBIS team attends PBIS cohort meeting		→								
Tier 2 students begin targeted meetings with SAC focusing on Zones of Regulation		→								
Zones of regulation and PBIS core values that support Responsible, Respect, and Ready to Learn are addressed with students.		→								
Teachers and SAC begin using the SEL curriculum in classes.				→						
PBIS anchor charts are in every classroom and in the hallways.				→						
<b>Professional Development</b>										
On-going professional development in PBIS				→						
Yearlong BPIS team cohort meetings	→									
<b>Data</b>										
Data analysis to review behavior trends	→									
BIP analysis	→									



## Initiative 4: Parent and Community Outreach

**Ellen R. Hathaway Elementary School will collaborate with families to create and implement consistent strategies for academic and social emotional support and development, both at home and school.**

**Team Members:** Principal, SAC, Family Liaison, SILT

**Final Outcomes:** The Hathaway families will have an increased academic and social support, which will enable increased results in academics and social/emotional data.

**Teacher Practice Goals:** Teachers will develop and implement a consistent communication system between home and school that provides academic and social emotional support through repeated routines between home and school.

**Student Learning Goals:** Students will maintain progress toward grade level standards.

**What this means for teachers:** Teachers will be able to maintain appropriate systems of communication between home and school that provides evidence of academic and social/emotional support.

**What this means for building leadership:** The principal will maintain appropriate systems of communication between home and school that provides evidence of academic and social/emotional support.

**Key Milestones (to be monitored at elementary, middle and high school levels):**

Nov. 1:

- Introduction of PBIS Zones of Regulation.
- Teaching the “what” of the school PBIS Core Values of “Responsible, Respectful, and Ready to Learn”.
- Academic Math Night
- Academic ELA Night
- PTO
- PBIS Family Night

Feb. 1:

- Reinforcing PBIS core values
- PBIS SEL curriculum
- Academic Math Night 2
- Academic ELA Night 2
- PTO
- Movie Night
- Valentine’s Day Dance

May 1:

- Reinforcing PBIS core values
- PTO
- Cultural Night
- Panorama Survey



<b>Roadmap</b>										
<b>Activity</b>	<b>Aug</b>	<b>Sep</b>	<b>Oct</b>	<b>Nov</b>	<b>Dec</b>	<b>Jan</b>	<b>Feb</b>	<b>Mar</b>	<b>Apr</b>	<b>May</b>
Grade Level Math Nights with an emphasis on grade level fluency.				*			*			
Movie Night to promote the community at Hathaway.					*					
PBIS Family Night to promote SEL curriculum.				*						
Valentine's Day Dance to promote community at Hathaway.							*			
Grade Level ELA Night with an emphasis on grade level fluency and comprehension.				*		*				
PTO – Monthly meeting to coordinate events										
Cultural Night to promote community at Hathaway.										*
Monthly Student Calendars to keep parents informed about student events.										
Maintain school to provide academic resources.										
Monthly All calls to keep parents informed about student events.										
Afterschool monthly newsletters to inform parents about grade level content and student goals										
Tae-Kwon-Do: Weekly Tae-Kwon Do for grade 2 students weekly for 8 weeks										
Tae-Kwon –Do – 6 week after school program										
Parent phone calls concerning student academics and behaviors										

**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.

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
1.Integrating Framing Your Thoughts with Writing to Sources, ELA Best Practices for engaging students in complex lessons.	<p>Teachers will implement structural specific components into their daily writing block through multi-sensory strategies. Progress monitoring will be enabled through the use of the Framing Your Thoughts Curriculum.</p> <p>Students will be able to describe the components of their sentences and represent them through multi-sensory objects.</p>	Teachers are focused on student data and are looking at student work to determine trends, strengths, and weaknesses.	<p>Teachers will provide constructive and specific feedback during 6 day writing cycle to improve structure and conventions of writing.</p> <p>Students will produce writing scoring a 3 or 4 on rubric.</p>
2.All students will develop early numeracy skills toward attaining proficiency in conceptual and procedural mathamatical knowledge.	<p>Teachers will effectively implement number strings into their academic vocabulary. Teachers will implement early numeracy activities to increase K-2 structural fluency to the number 20.</p> <p>Students will be able to represent up to the number 20 in multiple domains.</p>	Teachers are focused on student data and are looking at student work to determine trends, strengths, and weaknesses. Teachers collaborate and are eager for continued improvement.	Teachers will progress monitor in math and have established EOY math goals.
3.Ellen R. Hathaway Elementary School will implement a Social Emotional Framework and Curricula that supports the	Teachers use effective and positive teacher language to conference with students concerning identifying their emotions.	The culture and climate in the classrooms at Hathaway are positive and strong.	Teachers teach students to become more self-aware about their feelings and coping in difficult situations.

school PBIS framework: Respectful, Responsible, and Ready to Learn.	Students are able to successfully identify each zone of regulation and an accurate coping strategy for each zone.		
4. Parent and Community Outreach: Ellen R. Hathaway Elementary School will collaborate with families to create and implement consistent strategies for academic and social emotional support and development, both at home and school.	Teachers will become parent resources and invite parents and families into their classroom to review their children's learning requirements.	Teacher's currently are very involved in afterschool activities.	Improved academic support at home from parents/guardians.

<b>Focus area 1:</b>	Integrating Framing Your Thoughts with Writing to Sources, ELA Best Practices for engaging students in complex lessons.		
<b>Instructional strategies:</b>	Close Reading, Accountable Talk, Modeling writing	<b>Approximate dates:</b>	October - March
<b>Meeting</b>	<b>Learning objectives for teachers</b>	<b>Support needed</b>	
Oct. PD	Introduce Framing Your Thoughts	Framing Your Thoughts Curriculum and PD map	
Oct. PD	Continue to build capacity with writing and Framing your Thoughts	Framing Your Thoughts Curriculum and PD map	
OCT. SILT	SILT to review learning walk result		
Nov. TCT	Teacher will share student walk to determine areas of needs		
Nov. PD	Integrating Framing Your Thoughts with Writing to Sources	Framing Your Thoughts Curriculum and PD map, Writing to Sources	
Nov. SILT	LASW Review data to determine next steps and build instructional rigor	STAR	
Dec PD	LASW to adjust instruction and building student capacity and stamina	STAR	

Benchmarks	Review quartile benchmarks, student work analysis, integrate weaknesses into RtI and core	STAR, Reading Street
Dec SILT	Review October CFA results to determine Close Reading strategies and writing next steps	
Dec PD	Integrating Close Reading strategies with Technology and online testing	
Dec TCT	Teachers to share Close Reading strategies to build capacity and plan next steps	
Jan PD	Continue to build Close Reading capacity: paper base and computer base	
Jan SILT	Review strategies provided by TCT teams and learn walk results to plan next steps	
Feb PD	Using Close Reading strategies and citing textual evidence to build capacity for MCAS 2.0 (3-5), building writing stamina through Framing Your Thoughts – LASW K-2	
March PD	Aligning District Curriculum in preparation for MCAS prep	

<b>Focus area 2:</b>	All students will develop early numeracy skills toward attaining proficiency in conceptual and procedural mathematical knowledge.		
<b>Instructional strategies:</b>	K-5: Number sense and conceptual math strategies to improve foundational skills.	<b>Approximate dates:</b>	October - March
<b>Meeting</b>	<b>Learning objectives for teachers</b>		<b>Support needed</b>
Oct PD	Early Numeracy 1		Text: Early Numeracy
Oct PD	Early Numeracy 2		Text: Early Numeracy
Nov SILT	LASW & progress monitoring		
Nov PD	LASW and next steps for math fluency skills		
Nov TCT	LASW to incorporate targeted lessons to close students foundational gaps		
Benchmark Analysis	Review quarterly benchmarks, student work analysis, integrate weaknesses into RtI and core		enVisions, STAR
Dec PD	Review data results from Early Numeracy Assessment, 2 Pen test, and STAR progress monitoring		STAR, Assessment results
Dec TCT	Planning for rigorous math application, conceptual based.		
Dec SILT	Aligning K-2, 3-5 Conceptual and Procedural math		enVisions

	strategies	
January PD	Facilitation of rigorous and engaging math instruction	
January SILT	LASW and determine next instructional steps to improve student results.	
January TCT	Planning intervention groups off of STAR results	
Feb PD	Facilitation of small group and assessment during math instruction	
March	Aligning enVIsions in preparation for MCAS prep	

<b>Focus area 3:</b>	Ellen R. Hathaway Elementary School will implement a Social Emotional Framework and Curricula that supports the school PBIS framework: Respectful, Responsible, and Ready to Learn.		
<b>Instructional strategies:</b>	BPIS Systems, SEL Curriculum	<b>Approximate dates:</b>	November - May
<b>Meeting</b>	<b>Learning objectives for teachers</b>		<b>Support needed</b>
Nov PD	BPIS System Review		
Nov PD	Zones of Regulation		
Dec PD	Social Thinking 1		
Jan PD	Social Thinking 2		
Feb PD	Midyear PBIS Check in		
Nov – May	Social Thinking Classes – Health & SAC		
May - June	Mindset of Poverty Children Book Study		

<b>Focus area 4:</b>	Parent and Community Outreach: Ellen R. Hathaway Elementary School will collaborate with families to create and implement consistent strategies for academic and social emotional support and development, both at home and school.	
<b>Instructional strategies:</b>	Content based strategies to use with your children at home.	<b>Instructional strategies:</b>
<b>Meeting</b>	<b>Learning objectives for teachers</b>	<b>Meeting</b>
November, February	Math Night – Parents have a clear understanding of what their child is being taught in class and walk away with resources to use at home.	
November	ELA Night - Parents have a clear understanding of what their child is being taught in class and walk away with resources to use at home.	
November	PBIS Night – Parents are introduced to the Building Wide Expectations – “Responsible, Respectful, and Ready to Learn” and activities to support social thinking.	
December	Movie Night	
PTO	Community events to provide students and family a night of collaboration and team building to assist in a positive school climate.	
Cultural Night		
Valentine’s Day Dance		
Monthly Calendars	Outreach to keep families connected to the events at Hathaway.	
All Calls	Specific reminders about upcoming events at Hathaway.	
Panorama Survey	Survey to parents to provide feedback and use data to improve for the upcoming year.	