



# School Improvement Plan

School Year 2018- 2019

School: Ellen R. Hathaway Elementary School

Principal: Richard Leeman

## Section 1. Set goals aligned to the SIP

1. *By EOY, 80% of students will be reading fluently with a grade level text.*
2. *BY EOY, 80% of students will display foundational fluency skills when engaging in mathematical concepts.*
3. *By EOY, 50% of students will meet grade level expectations on comprehension assessments, such as STAR, MCAS, and Topic Tests. All students will show growth as measured by SGP and progress monitoring data.*
4. *By EOY, 70% of students will meet grade level writing expectations in accordance with grade level writing rubrics. All students will show growth as measured by SGP and progress monitoring data.*

**Rationale of Data Below:** Over the past two years, Hathaway has increased their proficiency levels by an average of 15%, as measured by MCAS. While increasing our proficiency levels, students in the Not Meeting category have continued to decrease. Therefore, the school has decided as a team that our goal is to increase our comprehension assessments (STAR & MCAS) to 50% or more. Fluency assessments are still setting goals for 80% or more. Below you will see our MCAS, STAR, and DIBELS data:

### MCAS

		SY17-18 (Historical)		SY18-19 (Goals)		
	% of students Meeting or Exceeding Expectations	Average Scaled Score	Mean SGP	% of students Meeting or Exceeding Expectations	Average Scaled Score	Mean SGP
<b>MCAS 2.0 Data ~ Grade 3-4-5</b>						
<b>ELA</b>	25%	485.8	45	37%	493	51.6
<b>Math</b>	29%	490.8	67.5	35%	496	61.3

**STAR**

	<b>SY 17-18 (Historical)</b>			<b>SY BOY 18-19</b>			<b>SY 18-19 EOY (Goals)</b>		
	<b>Meeting or Exceeding</b>	<b>Partially Meeting</b>	<b>Not Meeting</b>	<b>Meeting or Exceeding</b>	<b>Partially Meeting</b>	<b>Not Meeting</b>	<b>Meeting or Exceeding</b>	<b>Partially Meeting</b>	<b>Not Meeting</b>
<b>ELA</b>	2 - 60%	2 - 21%	2 - 18%	2 - 29%	K - 10%	K - 55%	K - 80%	K - 10%	K - 10%
	3 - 35%	3 - 45%	3 - 21%	3 - 27%	1 - 13%	1 - 43%	1 - 80%	1 - 10%	1 - 10%
	4 - 37%	4 - 45%	4 - 13%	4 - 17%	2 - 71%	2 - 0%	2 - 50%	2 - 40%	2 - 10%
	5 - 38%	5 - 57%	5 - 5%	5 - 17%	3 - 50%	3 - 23%	3 - 50%	3 - 40%	3 - 10%
					4 - 52%	4 - 31%	4 - 50%	4 - 40%	4 - 10%
				5 - 60%	5 - 23%	5 - 50%	5 - 40%	5 - 10%	
<b>Math</b>	2 - 48%	2 - 26%	2 - 16%	2 - 21%	2 - 64%	2 - 15%	2 - 50%	2 - 40%	2 - 40%
	3 - 34%	3 - 49%	3 - 17%	3 - 23%	3 - 50%	3 - 27%	3 - 50%	3 - 40%	3 - 40%
	4 - 52%	4 - 44%	4 - 4%	4 - 26%	4 - 43%	4 - 31%	4 - 50%	4 - 40%	4 - 40%
	5 - 16%	5 - 80%	5 - 5%	5 - 17%	5 - 60%	5 - 23%	5 - 50%	5 - 40%	5 - 40%

**DIBELS**

	<b>BOY 18 -19 (Historical)</b>		<b>EOY 18 - 19 (Goals)</b>	
	<b>% of students Meeting or Exceeding Expectations</b>	<b>% of students Not Meeting Expectations</b>	<b>% of students Meeting or Exceeding Expectations</b>	<b>% of students Not Meeting Expectations</b>
<b>DIBELS Data ~ Grade K-1-2</b>				
<b>DIBELS Composite Score</b>	Grade K – 35%	Grade K – 65%	Grade K – 80%	Grade K – 20%
	Grade 1 – 44%	Grade 1 – 54%	Grade 1 – 80%	Grade 1 – 20%

**Attendance Goal**

<b>2017</b>	<b>2018</b>	<b>Result/Rationale</b>
<ul style="list-style-type: none"> <li><b>16.6%</b></li> </ul>	<ul style="list-style-type: none"> <li><b>9.9%</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Exceeded Targets for all sub groups.</b></li> <li><b>Reduced rate by 6.7%</b></li> <li><b>SAC and truant officer focused on students with chronic absenteeism</b></li> </ul>
<b>2019 Attendance Goal</b>		
<b>Reduce absenteeism by 2% to 7.9%</b>		<ul style="list-style-type: none"> <li><b>Continue SAC and Truant officer collaboration to target students with chronic absenteeism</b></li> <li><b>Celebrate attendance through Pep Rallies</b></li> </ul>

	<ul style="list-style-type: none"> <li>• Use strategies such as all calls, flyers, and monthly incentives</li> <li>• Use school website to promote attendance winners and goals</li> <li>• Use new APP to communicate daily with parents</li> </ul>
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**Section 2. Use data to determine school-specific strengths and weaknesses**

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

**During the 2017-2018 academic school years, Hathaway made progress in the following areas:**

- MCAS Criterion Assessment: Hathaway met and exceeded a majority of targets set by the state on the criterion assessment to a percentage of 96%. After reviewing the report, the data displays improvement in attendance, proficiency, SGP, and in multiple subgroups.
- ELA Standard Break Down: The follow data represent the areas in which Hathaway displayed areas of strength:
  - Grade 3:
    1. R.3.08- Use details to explain a comparison from the passage.
    2. R.1.01- Use evidence to demonstrate understanding of a passage.
    3. R.3.09- Write a paragraph that compares the main idea of the article and the story; include important details from both texts.
  - Grade 4:
    1. R.1.01- Make an inference based on information from the article.
    2. R.2.05- Compare how the author of each text uses structural elements to communicate meaning.
    3. R.1.01- Write a paragraph that explains the author’s feelings about the topic, using important details from the article.
  - Grade 5:
    1. L.3.04- Determine the meaning of a word in context.
    2. R.2.06- Analyze the similarities between multiple passages.
    3. R.3.07- Determine the passages in which topics are presented.
- Math Standard Break Down: The follow data represent the areas in which Hathaway displayed areas of strength:
  - Grade 3:
    1. 3.MD.B.04- Use a ruler to determine the length of a given figure to the nearest fourth of an inch.

2. 3.NF.A.02- Plot a point at the location of a fraction on a given partitioned number line.
3. 3.G.A.02- Create a fraction model for a unit fraction by determining the number of parts needed and how many parts should be shaded.

Grade 4:

1. 4.NF.C.07- Compare decimals to the hundredths using  $<$ ,  $>$ , or  $=$ .
2. 4.NF.B.04- Determine which expression is equivalent to a given fraction.
3. 4.MD.A.01- Express an amount given in liters in milliliters.

Grade 5:

1. 5.NBT.A.02- Write a given expression as a power of 10.
2. 5.NF.B.06- Find the area of a rectangle with fractional dimensions.
3. 5.G.B.04- Identify the true statement about properties of a triangle.

- Discipline Data: Discipline data remains low and a strength of the school. Last year, Hathaway had two suspensions.
- Student Attendance: Hathaway exceeded all sub group categories as measured by MCAS and reduced our absenteeism rate by 6.7%.
- BBST: The BBST team used a strict process to identify “at risk” students and provide teachers interventions to put in place to monitor improvement on skills. Following this, students either moved through different intervention blocks because of improvement or students received another round of monitoring before being referred to Special Education.
- Panorama/Culture: The panorama survey and informal staff surveys displayed continued growth in staff satisfaction with leadership, support, and collaboration. Furthermore, it revealed that the staff found the PD provided for them meaningful and actionable.
- DIBELS: 80% of students in grade K-2 met their EOY DIBELS assessments, which has continued to show alignment in the lower grades, which continues to assist the improving achievement in grades 3-5.
- Inquiry Cycle: Hathaway worked with consultant, Kerry Purcell, and engaged in LASW and the inquiry cycle. This was the first steps to improving our writing instruction and providing students skills based lessons with multiple moments of feedback.

**(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 the following:**

- Meeting grade-level expectations in both ELA and math- currently 36%: Though the 36% represents a consistent increase in school performance, it is still not strength of the school.

- ELA Standard Break Down: The follow data represent the areas in which Hathaway displays the greatest need for growth

Grade 3:

1. R.1.03- Analyze a character’s actions in a story.
2. L.3.04- Determine the meaning of a domain-specific word in a passage.
3. R.2.04- Determine the meaning of a word used in context in the article and the story.

Grade 4:

1. R.1.03- Describe a character’s feelings and choose evidence from the passage to support the description.
2. R.1.02- Identify a key detail that supports a main idea of the article.
3. L.3.04- Determine the meaning of a word in context and identify supporting evidence from the article.

Grade 5:

1. R.1.03- Identify what is suggested about a character using evidence from a passage.
2. R.1.01- Describe an individual’s feelings and choose evidence that best supports the description.
3. R.2.05- Identify the mood created by the author and choose evidence from the passage that best supports the mood.

- Math Standard Break Down: The follow data represent the areas in which Hathaway displays the greatest need for growth

Grade 3:

1. 3.OA.A.11- Determine how two-digit product can be expressed as equal groups of equal numbers of objects.
2. 3.OA.D.09- Determine the terms of a numerical pattern and identify a feature that all the terms share.
3. 3.MD.B.04- Interpret a line plot with data in whole numbers and mixed numbers.

Grade 4:

1. 4.NF.A.01- Shade in a fraction model to represent an equivalent fraction to a given fraction.
2. 4.OA.A.03- Solve multi-step word problems by adding 3 four-digit numbers and by adding and subtracting four-digit whole numbers.
3. 4.MD.C.07- Determine an angle measure given the measures of two adjacent angles and the sum of all three angle measures.

Grade 5:

1. 5.NF.A.01- Determine the sum of a fraction and a mixed number with unlike denominators.
2. 5.NBT.A.03- Determine the expanded form of a number expressed in verbal form.
3. 5.NBT.A.04- Round a decimal number to the nearest whole number.

- Fluency in both ELA and math: Last year was the first year that Hathaway used fluency

assessments (Early Numeracy & 2 Pen Test) to gather information on our student's number sense. Growth was made, but we did not achieve our goal of 80% fluency.

- Writing: An area of focus last year was improving our writing while engaging in multiple genres. Improvement was made, however it is still not strength of the school. This will remain a target area for us.
- Implementation of PBIS School Wide Celebrations: Though Hathaway had some after school celebrations, our focus is to increase the amount of celebrations we have during the school day. This is a focus as we are trying to align everything to our BPIS framework of "Responsible, Respectful, and Ready to Learn".

**Initiative 1: ELA: All students will continue progress toward meeting grade level expectations in reading fluency, comprehension, and writing.**



Team Members: Principal, TLS, SILT, Teachers

**Final Outcomes:** All students will demonstrate growth towards ELA grade level goals of:

- Grades K-1, 80% reading fluency on DIBELS
- Grades K-1, 50% meetings or exceeding grade level expectations on Weekly Assessments
- Grade 2 - 50% meeting or exceeding grade level expectations on STAR
- Grades 3-5, 50% MCAS meeting or exceeding grade level expectations
- Grades 3-5, 80% reading fluency on grade level texts
- Grades K-5, 70% of students will meet grade level writing expectations in accordance with grade level writing rubrics.

**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, (2) Using assessment data to inform instruction (3) Writing will be occurring daily in all content areas (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 progress monitor all students to analyze growth towards EOY school wide instructional goals of 80, 70, 50 goals.

**Measured through:** Principal will conduct 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,

**Student Learning Goals:**

- Grades K-1, 80% reading fluency on DIBELS
- Grades K-1, 50% meeting or exceeding grade level expectations on Weekly Assessments
- Grade 2 - 50% meeting or exceeding grade level expectations on STAR
- Grades 3-5, 50% MCAS meeting or exceeding grade level expectations
- Grades 3-5, 80% reading fluency on grade level texts
- Grades K-5, 70% of students will meet grade level writing expectations in accordance with grade level writing rubrics.

**What this means for teachers:**

Teachers will make key shifts in their instruction to align to the SIP goals, while receiving support in the form of targeted PD, observations, and feedback.

- 1) Teachers will strive for deeper connections when planning, 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
- 2) Teachers will continue to use 21<sup>st</sup> Century Common Core Instructional shifts through the use of tiered instruction.
  - Teachers will work with their principals and coach 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 SIP 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.
  - Teachers will focus their instruction on standards based practices as aligned to the Massachusetts Writing Standards
- 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.
  - CPT will be used to analyze student data and create standard base interventions

**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) Principal will guide SILTs and CPTs in collecting and making meaningful use of data (CCR, DIBELS, DRA, STAR, and MCAS 2.  
)
- 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 embed after school instructional time through local budget and grants to have students participate in ELA lessons focusing on fluency, comprehension, and writing.
- 5) Principal will support grade level teams during administrative directed time to focus on RtI to improve literacy skills.
- 6) Principal will provide targeted feedback in weekly lesson plans to promote student centered learning.

**What this means for coach:**

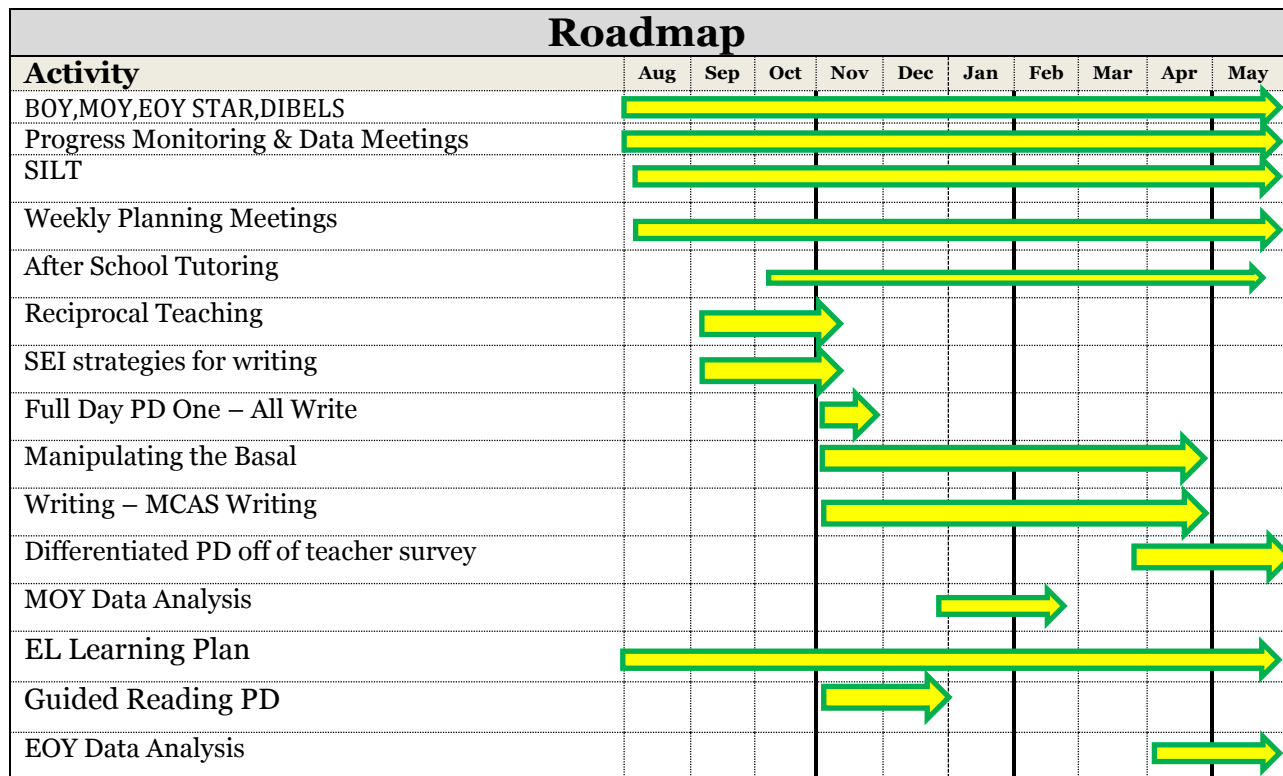
- TLS will participate in year-long professional development targeting the coaching cycle and their role in improving student outcomes
- TLS will form and participate in learning walk teams targeting the implementation of the tiered instruction.
- TLS will model instructional practice for teachers and provide feedback to grow their instructional capacity.
- TLS will create and deliver mini PD sessions (within the year-long TLS PD) building their capacity as building leaders.

**Key Milestones (Road Map)**

<b>October 1st:</b>	<b>November 1st:</b>	<b>February 1st:</b>	<b>May 1st</b>
<ul style="list-style-type: none"> <li>❖ All comprehension and fluency baselines, such as DIBELS, STAR and DRAs will be administered.</li> <li>❖ Writing baseline administered, data analyzed, building writing goal created.</li> <li>❖ 2018 ELA Massachusetts Frameworks implemented</li> </ul>	<ul style="list-style-type: none"> <li>❖ SIP completed and PD aligned to SIP Goals</li> <li>❖ Continue all initiatives from the beginning of the year</li> <li>❖ Analyze multiple forms of data to monitor students' progress from BOY</li> <li>❖ Begin after school tutoring for EL students</li> <li>❖ ELA focused learning walks</li> </ul>	<ul style="list-style-type: none"> <li>❖ Continue all initiatives from the beginning of the year</li> <li>❖ Administer MOY assessment</li> <li>❖ Analyze MOY ELA data through the Inquiry Cycle and determine next instruction steps</li> <li>❖ Regroup RtI based off of MOY data</li> <li>❖ Engage students in</li> </ul>	<ul style="list-style-type: none"> <li>❖ Continue all initiatives from the beginning of the year</li> <li>❖ Administer EOY ELA assessment</li> <li>❖ Analyze EOY assessment and review EOY goals</li> <li>❖ Create EOY skill based centers based off of EOY data and embed into core instruction</li> </ul>



<p>into all ELA core instructional classrooms</p> <ul style="list-style-type: none"> <li>❖ SEI strategies embedded into instruction in all areas</li> <li>❖ Level 1 and 2 EL's engage in English in a Flash</li> <li>❖ RtI meetings held to analyze baseline data and assign students to their first round of RtI</li> <li>❖ RtI begins</li> <li>❖ Progress monitoring begins for students below grade level</li> <li>❖ SILT will meet to develop SIP</li> <li>❖ Professional Development will begin to support SIP</li> <li>❖ ESL case studies begin.</li> </ul>	<p>with Liaison, TLS, and Principal will begin to track student engagement and word production.</p> <ul style="list-style-type: none"> <li>❖ Progress Monitoring will occur every 6 weeks and groups will be adjusted based off of student goals</li> <li>❖ Grade level teams, TLS, and principal will meet once a week to review student work through the inquiry cycle and implement best practices during core instruction</li> </ul>	<p>MCAS Spring Training to practice for upcoming MCAS assessment</p>	
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**Initiative 2: Math: All students will demonstrate fluency skills toward attaining grade level expectations in conceptual and procedural knowledge, as measured by formative assessments.**

Team Members: Principal, TLS, SILT, Teachers

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

- Grades K-1, 80% meeting or exceeding grade level expectations on Weekly Assessments
- Grade 2 - 50% meeting or exceeding grade level expectations on STAR
- Grades 3-5, 50% MCAS meeting or exceeding grade level expectations

**Teacher Practice Goals:**

- By EOY teachers and the TLS will regularly and effectively collaborate and implement ongoing data cycles to inform instruction.
  - Measured through: Weekly Progress Monitoring data review that will identify:
    - initial benchmark and baseline data
    - customized and differentiated instructional planning
- By EOY, all elementary teachers will:
  - Measured through: Principal learning walk logs that cite specific observation evidence.
    - Plan lessons tied to rigorous objectives
    - Embedded practices that emphasize conceptual understanding in all parts of their lesson.

**Student Learning Goals:**

- Grades K-1, 80% meeting or exceeding grade level expectations on Weekly Assessments
- Grade 2 - 50% meeting or exceeding grade level expectations on STAR
- Grades 3-5, 50% MCAS meeting or exceeding grade level expectations

**What this means for teachers:**

- 1) 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.
- 2) 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.
- 3) Hathaway K-2 teachers will progress monitor students in structure fluency to 20 to improve number sense.
- 4) Hathaway 3-5 will progress monitor multiplication and division fluency for improvement in computation skills.
- 5) 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:**

- 1) Principal will provide feedback that emphasizes and supports the connection between planning, instruction, assessment and student work analysis
- 2) Principal will guide SILTs and CPTs in collecting and making meaningful use of data (Early Numeracy Assessment, 2 Pen Test, STAR, and MCAS 2).
- 3) Principal will work with teachers to identify a specific instructional focus and develop school-based PD and support systems that align with the Math and district focus.
- 4) Principal will embed after school instructional time through local budget and grants to have students participate in Math lessons focusing on fluency.
- 5) Principal will provide targeted feedback in weekly lesson plans to promote student centered learning.

**What this means for coach:**

- 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 tiered instruction.
- TLS will model instructional practice for teachers and provide feedback to grow their instructional

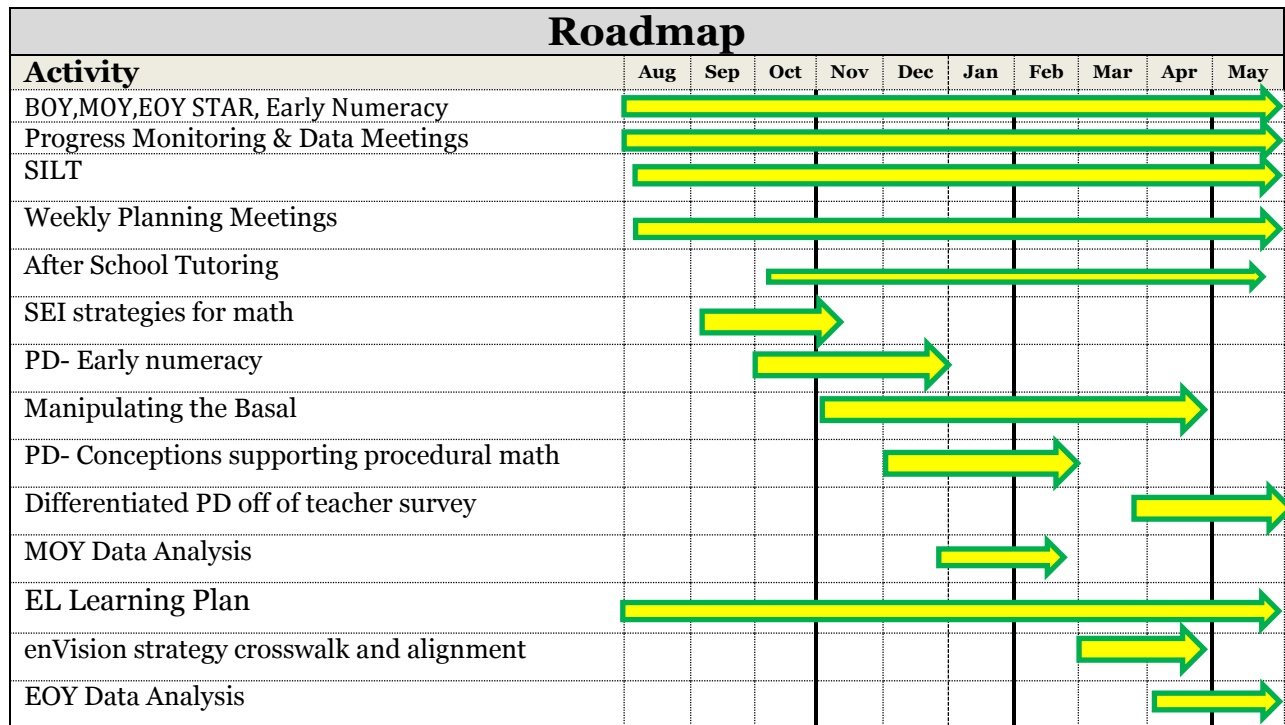
capacity.

- TLS will create and deliver mini PD sessions (within the year-long TLS PD) building their capacity as building leaders.

**Key Milestones (Road Map)**

<b>October 1st:</b>	<b>November 1st:</b>	<b>February 1st:</b>	<b>May 1st</b>
<ul style="list-style-type: none"> <li>❖ All math fluency baselines &amp; math formative assessments, such as Early Numeracy, 2-Pen test, and STAR will be administered.</li> <li>❖ 2018 Math Massachusetts Frameworks implemented into all core instructional classrooms</li> <li>❖ SEI strategies embedded into instruction in all areas</li> <li>❖ RtI meetings held to analyze baseline data and assign students to their first round of RtI</li> <li>❖ RtI begins</li> <li>❖ Progress monitoring begins for students below grade level</li> <li>❖ SILT will meet to develop SIP</li> <li>❖ Professional Development</li> </ul>	<ul style="list-style-type: none"> <li>❖ SIP completed and PD aligned to SIP Goals</li> <li>❖ Continue all initiatives from the beginning of the year</li> <li>❖ Analyze multiple forms of data to monitor students' progress from BOY</li> <li>❖ Begin after school tutoring for EL students</li> <li>❖ Math focused learning walks with Liaison, TLS, and Principal will begin to track student engagement and word production.</li> <li>❖ Progress Monitoring will occur every 6 weeks and groups will be adjusted based off of student goals</li> <li>❖ Grade level teams, TLS, and principal will</li> </ul>	<ul style="list-style-type: none"> <li>❖ Continue all initiatives from the beginning of the year</li> <li>❖ Administer MOY assessment</li> <li>❖ Analyze MOY ELA data through the Inquiry Cycle and determine next instruction steps</li> <li>❖ Regroup RtI based off of MOY data</li> <li>❖ Engage students in MCAS Spring Training to practice for upcoming MCAS assessment</li> </ul>	<ul style="list-style-type: none"> <li>❖ Continue all initiatives from the beginning of the year</li> <li>❖ Administer EOY ELA assessment</li> <li>❖ Analyze EOY assessment and review EOY goals</li> <li>❖ Create EOY skill based centers based off of EOY data and embed into core instruction</li> </ul>

<ul style="list-style-type: none"> <li>❖ will begin to support SIP</li> <li>❖ ESL case studies begin.</li> <li>❖ Teacher made cumulative assessments will be given after every 3 Topics from the enVisions curriculum.</li> </ul>	<p>meet once a week to review student work through the inquiry cycle and implement best practices during core instruction</p>		
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<p><b>Initiative 3: SEL (Social Emotional Learning)</b></p> <p><b>Ellen R. Hathaway School will implement a Social Emotional Framework and Curricula that supports the school PBIS framework of Responsible, Respectful, and Ready to Learn.</b></p>
<p>Team Members: Principal, TLS, SILT, Teachers</p>
<p><b>Final Outcomes:</b></p>

- 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.
- By EOY, Ellen R. Hathaway will increase student positive growth mindset through monthly Pep Rallies celebrating goals, attendance, and citizenship.

**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.
- SAC will administer BOY, MOY, and EOY Zones of Regulation Assessment to Tier 2 and 3 students.

**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.

**What this means for teachers:**

- 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.
- Staff will receive multiple PD's in PBIS and the content supporting it to deepen their understanding.

**What this means for building leadership:**

- 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.
- 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

**Key Milestones (Road Map)**

October 1st:	November 1st:	February 1st:	May 1st
<ul style="list-style-type: none"> <li>• Develop Tier 2 and 3 groups and begin curriculum</li> <li>• BOY Tier 2 and 3 students</li> <li>• Open House to present new PBIs initiatives</li> <li>• September Pep Rally to excite students and review</li> </ul>	<ul style="list-style-type: none"> <li>• Zones of Regulation Anchor charts will be visible in all classrooms and hallways.</li> <li>• November - January Pep Rallies</li> <li>• Zones of regulation taught to all</li> </ul>	<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</li> </ul>	<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</li> </ul>





**Initiative 4: SEL: 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, which will increase student attendance for the 2018-2019 school year.**



**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 (Road Map)**

<b>October 1st:</b>	<b>November 1st:</b>	<b>February 1st:</b>	<b>May 1st</b>
<ul style="list-style-type: none"> <li>❖ Introduction of PBIS Zones of Regulation</li> <li>❖ Teaching the “what” of school PBIS Core Values of “Responsible, Respectful, and Ready to Learn”.</li> <li>❖ PTO</li> <li>❖ Movie Night</li> </ul>	<ul style="list-style-type: none"> <li>❖ Reinforcing PBIS core values</li> <li>❖ Academic English Language Arts Night</li> <li>❖ PTO</li> <li>❖ Christmas Movie and Craft Night</li> </ul>	<ul style="list-style-type: none"> <li>❖ Reinforcing PBIS core values</li> <li>❖ Academic Mathematics Night</li> <li>❖ PTO</li> <li>❖ PBIS/ Valentine’s Day Dance</li> <li>❖ Game Boards and Arts and Crafts Night</li> </ul>	<ul style="list-style-type: none"> <li>❖ Reinforcing PBIS core values</li> <li>❖ Cultural Family Night</li> <li>❖ PTO</li> <li>❖ MCAS Celebratory Dance</li> <li>❖ Panorama Survey</li> </ul>

Roadmap											
Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	
PTO		→									
Introduction of PBIS Zones of Regulation and implement into Morning Meeting			→								
Pep Rally celebrating attendance and citizenship		→									
Movie Nights			→	→			→				
Valentine's Day Dance							→				
PBIS Training and regular team meetings		→									
Field Day										→	
International Night										→	
Book Fair		→								→	

**Section 4. Develop a targeted PD plan to support SIP**

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

Focus area	What exemplary practice will look like after PD (describe for teachers and students)	Current strengths in teacher practice related to this focus	Desired changes in teacher practice related to this focus
ELA	<p>Language Objectives will be clear and student friendly</p> <p>Student engagement will increase through the following instructional engagement strategies: Reciprocal teaching, Guided Reading, SEI strategies, and close reading.</p>	<p>Knowledge of SEI strategies</p> <p>Familiarity with Reading Street and supplemental texts.</p> <p>Reflective practitioners</p> <p>Frequent feedback provided for students</p>	<p>Increase in student engagement</p> <p>Increase in quality of student work</p>
Math	<p>Students will have procedural and conceptual knowledge to engage in word problems.</p>	<p>Reflective practitioners</p> <p>Frequent feedback provided for students</p>	<p>Student responses for their explanation for their answers increase in success rate.</p>

	Students will be able to solve math work through the use of multiple strategies.	On-going PD's focusing on fluency in order to allow the students to engage in critical thinking problems more successfully.	Fluency increases.  Conceptual and procedural strategies are used to solve math work.
SEL	Teachers will regularly embed Zones of Regulation into conversation and Morning Meeting  Teachers will support Tier 2 students with BIP's connected to PBIS strategies.	Growth mindset among staff  PBIS Team  SAC is knowledgeable in multiple areas.	Students will be able to appropriately express what zone they are in.  Students will be able to tell you the school's motto, what it means, and why it is important.  Students will increase their attendance rate.

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

<b>Focus area 1:</b>	<b>ELA</b>		
<b>Instructional strategies:</b>	<b>Listed Below</b>	<b>Approximate dates:</b>	<b>8/27/18-6/19/19</b>
<b>Meeting</b>	<b>Learning objectives for teachers</b>		<b>Support needed</b>
ESL and SEI strategies	Teachers will demonstrate an awareness of the different roles of ESL and SEI instruction.		PD - ESL Teachers
Engagement strategies- reciprocal teaching	Teachers will implement reciprocal teaching in multiple content areas to increase student engagement, student collaboration, and comprehension, while also enabling the teachers to pull a small group.		PD – TLS, Principal, Teacher
Engagement strategies- Guided Reading and Reading Centers	Teachers will provide guided reading during centers in order to provide reading material at their students individual levels		PD – TLS, Interventionist
Close Reading strategies and alignment	Teachers will engage students in close reading strategies while analyzing text to enable their students to engage in rigorous questions.		PD – TLS, Principal, SAC
Writing- LASW	Teachers will use the Focus Schools protocol to analyze student work, inform instruction, and provide meaningful instruction.		PD – TLS, Principal, SAC

Writing- All Write collaboration	Teachers will calibrate writing, K-5 and plan future instruction.	PD – TLS, Principal, SAC
Writing- creating targeted lessons	Teachers will collaborate and create mini-skill based writing lessons based off of students work.	PD – TLS, Principal, SAC

<b>Focus area 2:</b>	<b>Math</b>	
<b>Instructional strategies:</b>		<b>Approximate dates:</b> 8/27/18-6/19/19
<b>Meeting</b>	<b>Learning objectives for teachers</b>	<b>Support Needed</b>
Early Numeracy Assessment and planning	Teachers will analyze student data in order to inform their instruction and target fluency gaps.	PD – TLS, Principal, SILT
enVisions daily routines	Teachers will implement and supplement the enVisions curriculum to meet the diverse needs of their students.	PD – TLS, Principal, SILT
KNSA-solving word problems	Teachers will develop tiered KNSA problem solving organizers in order to challenge student’s critical thinking skills when engaging in word problems.	PD – TLS, Principal, SILT
Conceptual ideas supporting procedural math	Teachers will provide students with conceptual and procedural knowledge when engaging in math.	PD – TLS, Principal, SILT

<b>Focus area 3:</b>	<b>SEL</b>	
<b>Instructional strategies:</b>		<b>Approximate dates:</b> 8/27/18-6/19/19
<b>Meeting</b>	<b>Learning objectives for teachers</b>	<b>Support needed</b>
Book Study- The Power of Our Words (monthly)	Teachers will implement positive reinforcing language to engage their classroom in academics and social/emotional learning.	PD- TLS, Principal, SAC
PBIS (monthly)	PBIS team will meet weekly/monthly to monitor systems, culture, and attendance.	PD, PBIS
Attendance	SAC, Clerk, and Principal will meet weekly to review attendance data	Clerk, SAC, Principal
Pep Rallies	Every month teachers will celebrate students with perfect attendance and citizenship.	SAC, Principal, TLS

<b>Professional Development Calendar</b>	
<b>September</b>	ALICE, District Policies, Evaluation, ESL and SEI
<b>October</b>	Engagement Strategies: Reciprocal Teaching - 4 sessions Early Numeracy - 2 sessions Begin Book Study - The Power of Our Words
<b>November</b>	Close Reading strategies and alignment (ongoing) Engagement Strategies - Guided Reading Writing - LASW, MCAS PBIS
<b>December</b>	Book Study - The Power of Our Words Writing - LASW, All Write collaboration PBIS Math- KNSA math strategy
<b>January</b>	Book Study - The Power of Our Words SEI Show off - LASW Math - Conceptual concepts supporting procedural math Writing- planning lessons around conventions, grammar, structure (ongoing)
<b>February</b>	MCAS SPRING Training Data Meetings - Review MOY and Action Planning Writing
<b>March</b>	enVision strategy crosswalk and alignment Book Study Science multi-curricular integration, Next Generation standards (ongoing)
<b>April</b>	MCAS Training Teacher Survey - Being Differentiated PD PBIS Close Reading- continued
<b>May</b>	Teacher Survey - Being Differentiated PD Writing Review, K-2, 3-5 Book Study Science multi-curricular integration, Next Generation standards (ongoing)
<b>June</b>	Teacher Survey - Being Differentiated PD PBIS

