

HEMENWAY SCHOOL IMPROVEMENT PLAN UPDATE

**PROGRESS TOWARD 2018-2019
GOALS AND ACTION STEPS**

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Standard I: Curriculum, Planning, and Assessment

High Leverage Goal 1: *Promote the learning and growth of all students by utilizing high quality assessment throughout all curriculum areas. Teaching teams will analyze student work, performance and growth data and utilize this data to inform and strengthen instruction to meet all student needs through targeted, differentiated instruction across the curriculum. Each academic year, this goal will be measured by i-Ready and/or MCAS data to determine if all Hemenway students, in kindergarten through grade 5, achieve a student growth percentile of 60% or above in math and ELA.*

| Action Step(s) | Updates and Deliverables | Next Steps |
|---|---|--|
| Administer i-Ready/Imagine Learning diagnostics according to district recommendations. iReady Instructional component will be implemented 30 minutes in reading and math per week | 99% of students have completed the diagnostic. Significant progress toward growth targets Reading and Math i-Ready Growth Report | Continue with i-Ready and Imagine Learning (newcomers) diagnostic and instructional component. |

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|---|---|---|
| Professional Learning Communities (PLCs) with Math, Literacy and English Language Development (ELD) Coaches and/or Administration to analyze student work and data, design units, and lesson plan development | All teaching teams meet for 60 minutes in PLC each week to analyze student work and data and design instruction to meet all students' needs | Universal Design for Learning (UDL) and Depths Of Knowledge (DOK) Professional Development with coaches and teachers to strengthen access and equity to Tier I instruction. This work is aligned to the Cultures of Thinking practices that are currently in place at Hemenway. |

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| <ul style="list-style-type: none">● Implement math workshop K-5● Implement consistent use of Number Talks K-5● Utilize all staff in support and intervention roles to support student learning outcomes Leveled Literacy Intervention (LLI), Foundations groups, Wilson, conferencing, one-to-one and small group instruction) | Significant progress toward growth targets Reading and Math i-Ready Growth Report | <ul style="list-style-type: none">● Grades 2 and 3 are completing their focused professional development in Math Workshop● Grades 1 and 4 will have the Math Workshop professional development next year● Currently, all grades collaborate with the Math Coach and implement Math Workshop. |

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| <ul style="list-style-type: none">● Created a Sheltered English Immersion Kindergarten classroom at Hemenway with students who are identified as newcomers.● Instructional Leadership team consistently meets in order to analyze student data and assessments | <ul style="list-style-type: none">● Analyzed assessments for all newcomers to provide supports and document growth and achievement against grade level standards● We have met as an ILT ten times to review MCAS, i-Ready, Panorama and SWIS data | <ul style="list-style-type: none">● Continued professional development during PLC and staff meetings.● Continue professional development time with Confianza.● Continue ILT meetings in 2019/2010 with a focus on subgroup growth and achievement |

Standard I: Curriculum, Planning, and Assessment

High Leverage Goal 2: *Students at Hemenway will increase the time spent using digital technology across the curriculum. Our goal is for all students, kindergarten through grade 5 to learn basic computer literacy, keyboarding, research and digital citizenship skills. In addition, all students will spend at least 30 minutes per week using the i-Ready instructional component for reading and at least 30 minutes per week for math. We will track usage of the i-Ready instructional component by student.*

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|---|--|---|
| <ul style="list-style-type: none">● Create schedules that allow all students to spend 30 minutes per week using the i-Ready instructional program for reading and math● Increase consistent use of Canvas as a platform for students learning. | <ul style="list-style-type: none">● All students working at least 30 minutes per week in both reading and math (district time requirement). We are focusing on students achieving pass rates of 75% or above.● Grade 5 utilizes Canvas exclusively for assignments and assessments. | <ul style="list-style-type: none">● In 2019/2020 all students will continue to achieve their usage goal of 30 minutes● Our concentration is on supporting student pass rates of at least 75%● Transition Grade 3 and Grade 4 to the use of Canvas for assignments and assessments |

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High Leverage Goal 2: *Students at Hemenway will increase the time spent using digital technology across the curriculum. Our goal is for all students, kindergarten through grade 5 to learn basic computer literacy, keyboarding, research and digital citizenship skills. In addition, all students will spend at least 45 minutes per week using the i-Ready instructional component for reading and at least 45 minutes per week for math. We will track usage of the i-Ready instructional component by student.*

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|---|--|--|
| <ul style="list-style-type: none">Working with grade levels to integrate digital based resources into curriculum (text sets, digital mathematical tools) during PLCs and grade level planning timeUtilizing computer based assessments and assignments | <ul style="list-style-type: none">Students are using Discovery Ed and Brain PopStudents are accessing digital text sets in grades 3-5Computers are 1-1 ratio across the schoolGrade 5 utilizes Canvas for assignments and assessments | Continue to increase use of digital resources across all grades. |

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| Library Media Class | <ul style="list-style-type: none"><li data-bbox="517 669 1257 882">● Implementing digital citizenship and digital literacy standards and promoting project based learning through online research skills supporting the MA Frameworks<li data-bbox="517 936 1242 1018">● All Grades K-5 are using <i>Type to Learn</i> to develop keyboarding skills | Continue Library Media Class instruction in the grade standards of the Massachusetts Digital Literacy and Computer Science [DLCS] Curriculum Framework |

Standard II: Teaching All Students

High Leverage Goal 3: Increase opportunities for students to engage in behaviors that promote social, emotional and physical wellness for all Hemenway students. All students have an hour of art, music, and physical education instruction per week. Each classroom teacher provides direct, explicit instruction of social skills using the Open Circle Social Competency Curriculum at least 30 minutes per week. Teachers are accessing Responsive Classroom training and piloting implementation. We have fully implemented our tier I school-wide Hemenway PAWSitive Behavioral Intervention Program [PBIS], and we are working to fully implement tier II positive behavioral and intervention supports by the end of the 2017/2018 school year. Progress toward achieving our SEL goal will be measured by analyzing SWIS data and Panorama Survey results.

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| <ul style="list-style-type: none">• All classrooms K-5 will teach the Open Circle Social Competency curriculum• Responsive Classroom | <ul style="list-style-type: none">• All classrooms are providing students with 30 minutes of Open Circle Social Competency curriculum instruction each week.• Morning meeting, quiet time, and closing circle components of Responsive Classroom implemented in all classrooms K-5. | <ul style="list-style-type: none">• Continue to support teacher training in Open Circle.• Focus on teacher language that helps children learn. Focus building based PD for 2019-2020 school year on teacher language. Books to utilize: <u>Creating A Culture of Thinking</u> and <u>Power of Our Words</u>. |

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| PBIS team has developed and is continuing to support teachers in the implementation of Tier 1 | <ul style="list-style-type: none">● Monthly Tier 1 meeting to review SWIS data with PBIS coaches, administration and 3 members of unit A and 1 member of unit T. Tier 1 is implemented with fidelity.● We are working to develop Tier 2 interventions and supports during monthly Tier 2 meeting with Sara District PBIS Coach, school based PBIS coaches and administration● Tier 2 menu of interventions developed to support students | <ul style="list-style-type: none">● Continue to revise the major and minor flow chart and consequence continuum● Transitioning to online referral system by May 2019● Continue to meet with ILT team to review SWIS data● Expand menu of interventions |

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| PBIS coaches, staff and administration inform parents about our “Pawsitive” behavior system of support through PTO meetings, School Council, school website and other methods of parental outreach. | <ul style="list-style-type: none">● PTO and school council meetings were held to share information about PBIS.● Parents are notified about classroom and school-wide PBIS celebrations earned by students exhibiting expected behaviors.● Highlight Hemenway Pawsitive Schoolwide Behavior Matrix on the school’s website in three languages | Tweeting information about school-wide PBIS celebrations and events. |

Standard III: Family and Community Engagement

High Leverage Goal 4: *Engage and collaborate with all families in the Hemenway community through parent-teacher conferences, PTO meetings and events, curriculum night, ongoing classroom and school-wide communication. As measured by the Panorama Survey in spring 2018. School council will review formative data on parent participation in parent-teacher conferences [in person/on phone], and attendance at school sponsored events.*

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|--|---|---|
| <p>Tracking attendance at parent teacher conferences.</p> <p>Administration will reach out to parents who have not attended after first round of conferences</p> | <p>Principal and Vice Principal use data provided by teachers to reach out to parents who did not attend conferences. Parents have responded by coming in or having a phone conference. Teachers have been flexible and accommodating in scheduling these conferences</p> | <p>Will continue to monitor parental attendance at Spring conferences and reach out to families as needed</p> |

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| Tracking general attendance | <ul style="list-style-type: none">● Monthly meetings with Administration, district Attendance Officer, Attendance Secretary, Guidance and Social Worker● Following district policy, we use data from X2 to identify students requiring intervention: phone call, school letter, attendance officer letter, and/or family meeting● Phone calls are made by teachers, support staff and/or administration | <ul style="list-style-type: none">● Continue parental outreach and education around school attendance policies● Continue monthly attendance meetings |

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| <ul style="list-style-type: none">● Hemenway Happenings sent home monthly by the principal in English, Portuguese and Spanish● Connect-Ed communication● PTO meetings with staff presentations (Literacy and Math coach, SAGE teacher, specialists, PBIS team) on curriculum and school initiatives | <ul style="list-style-type: none">● Hemenway Happenings sent monthly via Connect-Ed and posted on website in all three languages.● Connect-Ed used to keep parents informed in 3 languages. Updates include upcoming events, curriculum updates, housekeeping details and events that impact students and families● Math Night, 5th grade Lion King play, SAGE, PBIS, Panorama Survey results 2018, cyber safety, special education and 504 presentations have occurred | <ul style="list-style-type: none">● Continue monthly distribution● Continue using Connect-Ed to communicate with the Hemenway Community● Literacy presentation scheduled for April, Music presentation scheduled for May 2019 |

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| <ul style="list-style-type: none">● PTO events (Around the World Fair, Fun Run, Spring Fair, Spooktacular, Game Night, Kids Night Out, Math Night, Variety Show, Cyber Safety, Family Science Night, etc.)● Participate in the Bilingual Home Visit program | <ul style="list-style-type: none">● Events so far this year: Around the World Fair, Fun Run, Spooktacular, book fair, Math Night, VIP Dance, Kids Night Out, Cyber Safety, and Science Night● Some teachers have been trained in the home visit protocol. We have completed five home visits so far this year | <ul style="list-style-type: none">● Variety Show in April and Spring Fair in May● Additional visits will be scheduled for the Spring |

Standard IV: Professional Culture

High Leverage Goal 5: *To engage all teaching teams in professional development and grade level coaching cycles to foster our school-wide initiative of Making Student Thinking Visible.*

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| <ul style="list-style-type: none">● Monthly staff meetings focused on curriculum development, analyzing student data and ensuring opportunities for students to make their thinking visible across the curriculum● 60 minute weekly PLCs for all grade level teams [K-5] led by instructional coaches and/or administration | <ul style="list-style-type: none">● Staff meetings are now 45 minutes, as per the contract. Staff meeting agendas have focused on analyzing MCAS and i-Ready data, creating language objectives, explicit vocabulary instruction and creating a culture of thinking.● Coaches have continued to support teaching teams in analyzing student work and data, designing units of instruction, lesson planning, identifying interventions and enhancements to support student learning outcomes. | <ul style="list-style-type: none">● Focus for future staff meetings/half-day professional development will be Depth of Knowledge and Universal Design for Learning (UDL) and connecting these with the work we have already done around creating a culture of thinking.● Focus for PLC opportunities will be centered around Depth of Knowledge and UDL and connecting these with the work we have already done around creating a culture of thinking |

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| <ul style="list-style-type: none">• Full-day Thursday afternoons used for peer observations and additional grade level and specialists curriculum planning with coaches• Monthly afterschool professional development course on <i>Creating Cultures of Thinking</i> offered to staff | <ul style="list-style-type: none">• Full-day Thursday afternoons have been used as co-planning sessions for new reading units, sessions to develop math workshop fluency work, developing science standards based curriculum plans and opportunities for specialists to develop plans for working with students identified as English Learners (EL).• This course ran during the 2017-18 school year. 2018/2019 We are continuing to incorporate many of the ideas and strategies learned in this course into our instructional practice. | <ul style="list-style-type: none">• Future agendas for spring Thursday afternoons include sessions for special educators to plan together, sub-separate teachers to work on creating a progression of writing standards to support accommodations and modifications to the writing curriculum• Incorporate our continued focus on further developing a culture of thinking into future staff meetings, building based professional development and weekly PLCs. |

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| <ul style="list-style-type: none">• Teaching teams use common planning time to meet with coaches/administration around coaching cycle goals including strategies for making student thinking visible and developing teacher capacity to consistently implement Sheltered English Immersion (SEI) strategies.• Professional development opportunities for paraprofessionals on early release parent conference days | <ul style="list-style-type: none">• Grades K-2 have engaged in coaching cycles around explicit vocabulary instruction, with a focus on EL students.• All grade levels have collaborated during common planning time with coaches and ELD teachers to develop language objectives for reading, writing and math units.• PD sessions for our paraprofessionals on PBIS and Responsive Classroom have been held this year | <ul style="list-style-type: none">• Coaches and administration will continue to work with teaching teams as needed to support students learning outcomes.• English as a Second Language staff will continue to support teaching teams in developing language objectives and incorporating SEI strategies in unit planning.• Hemenway administration and Team Evaluation Coordinator will continue to plan future professional development for paraprofessionals on early release parent conference days. |

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| Professional development through English Language Development (ELD) coach and bilingual department to support the addition of 22 SEI newcomer kindergarten students at Hemenway | <ul style="list-style-type: none">● ELD coach has worked with our kindergarten team on developing and incorporating instructional strategies to support students identified as English Learners● Confianza has met with the kindergarten team, ELD coach and Literacy coach [10 hours of PD] to support instructional practice for students identified as English Learners | <ul style="list-style-type: none">● Future collaboration will focus on supporting students identified as English Learners using specific SEI strategies● Confianza will continue PD on May 9, 2019 with kindergarten team. At that time we will discuss PD for the 2019/2020 school year |