

# School Improvement Plan, 2018-19

School: Hawthorne

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Peer Review 1 Date: September 20, 2018	Peer Review 2 Date:
Presentation To Staff Date: October 23, 2018	Presentation to PTA Date: October 23, 2018
Update to Staff Date:	Update to PTA Date:
Update to Staff Date:	Update to PTA Date:

<u>SIP Team Meeting Dates</u>	
August 1, 2018	
September 6, 2018	
October 24, 2018	

**Our goal is to ensure that all students demonstrate mastery of key content as well as the 6 C's.**

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## **Priority area: Responsive Teaching**

### **Data Analysis to indicate that there is problem to address for Goal 1.**

Although we have a high percentage of students who are reading at or above grade level (as measured by Fountas and Pinnell assessments), we are seeing achievement gaps in some of our subgroups, specifically our English Language Learners and our students with special need.

46% of our students with IEP's are meeting or exceeding on the Fountas & Pinnell assessment as opposed to 87% of Non IEP students.

54% of our EL students met or exceeded on the Fountas & Pinnell assessment as opposed to 85% of non EL students.

### **Developing the problem of practice (guiding questions):**

What's going on with our students' learning?

What needs to change in our students' learning so that students will be able to....

What needs to change in teacher practice to better support student learning? How will this change lead to improved student learning outcomes?

### **Theory of Action:**

If the administration...

- Provides descriptive feedback to teachers about their practice
- Collaborates with colleagues to problem solve and improve instruction
- Uses technology, as needed, to enrich staff learning opportunities to invent, design, create, build, and share
- Takes risks and accept challenges while having a growth mindset
- Provides data protocols for teachers to analyze student data
- Creates professional learning opportunities
- Foster a culture of collaboration and trust

Then teachers will be able to...

- Analyze student data (summative and formative assessments, anecdotal notes) to drive instructional decisions
- Meet in targeted small groups and/or 1:1 conferring sessions based on need.
- Set professional goals and reflect on their progress
- Integrate high leverage instructional strategies to accelerate growth

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- Provide descriptive feedback to students about their growth and learning
- Collaborate with colleagues to problem solve and improve instruction
- Use technology, as needed, to enrich student learning opportunities to invent, design, create, build, and share
- Take risks and accept challenges while having a growth mindset
- Participate in professional learning opportunities

So that students will be able to...

- Grow in each of the areas of the 6 C's (critical thinking, collaboration, communication, creativity, character and citizenship)
- Set goals and reflect on their progress.
- Use technology, as needed, to enrich their learning to invent, design, create, build, and share
- Have conversations explaining their thinking.
- Take risks and accept challenges while having a growth mindset

How will we know if it's working? (monitoring of implementation, student learning outcomes) What data will we use to support our claim? (assessment data, observational data, self-assessment data, etc)

Instructional Walk Through data will show a 5% increase from initial to final.

All students will make at least one year's growth in literacy as measured by the Fountas & Pinnell Assessment.

By the end of the year all students will have attained a 3 or greater for each of the math priority standards

### **SMART Goal for Goal 1:**

Teachers will utilize responsive instructional practices so that students will be college, career and life ready as demonstrated by:

- Instructional Walk Through data will show a 5% increase from initial to final.
- All students will make at least one year's growth in literacy as measured by the Fountas & Pinnell Benchmark Assessment.
- By the end of the year, all students will have attained a 3 or greater for each of the math priority standards

### **First Quarter Action Plan with Specific Measures of Progress (August through mid-October):**

<b>Action Step</b>	<b>Person Responsible</b>	<b>Target Date</b>	<b>Evidence</b>
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Teachers will administer the F&P Assessment, review data and plan for instruction with PLC	Teachers	9/12	PLC Notes Mastery Manager
Teachers will administer the Eureka Assessments, review data and plan for instruction with PLC	Teachers	ongoing	PLC Notes Mastery Manager
Teachers will utilize structures of reading workshop such as small group instruction and conferring to personalize instruction.	Teachers	Ongoing	Classroom Walk-Throughs
Refine Learning Targets	Teachers/Coach	8/14 & 10/5	Learning Targets in Classrooms Students able to articulate their progress toward learning target Learning target reflects the level of rigor in the performance task
Building Common Vocabulary	Teachers/Coach/Admin	10/5	Teacher Action plan to teach identified academic vocabulary to students
Coaching Cycles focused on responsive teaching in the workshop model	Teachers/Coach	Ongoing	Coaching Meeting Notes Classroom Walk-Throughs
Admin Feedback focused on responsive teaching after visiting classrooms (emails, bite-sized feedback meetings, Talent Ed Documents)	Teachers/Admin	Ongoing	Email & Notes to staff about classroom visits Evaluation documentation
EL and RS will meet in weekly PLC	EL and RS PLC	Ongoing	PLC Notes

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meetings to focus on instruction and examine student data	team. Supported by Admin and Coach		
<b><u>Second Quarter Action Plan with Specific Measures of Progress (mid-October through December):</u></b>			
Learner Centered Innovation Book Club & Visit from Author	Instructional Coach, Teachers	October-November	Book Club Agendas, Attendance at Author Event
Late Start 11/28 - Calm Classroom, Critical Hawk Friend Selfie Challenge, Why I Teach, See Me, Know Me, Grow Me	Instructional Coach, Calm Classroom Mentors, Teachers	November 28	See Me, Know Me, Grow Me Plans #whyiteach work Critical Friend Boards
Late Start 12/12 - Review Walk Through Data, Report Card Data, Academic Vocabulary Follow UP	Principal, Instructional Coach, Teachers	December 12	Agenda, Walk Through Data
Faculty Meeting 12/13 - Compliments Project	Instructional Coach, Teachers	December 13	Agenda, Compliments Project Work
Data Review 12/17	Principal, PLCs	December 17	Agenda, Notes
<b><u>Third Quarter Action Plan with Specific Measures of Progress (January through Beginning of March)</u></b>			
Identifying our Individual Strengths *Build off of each others' strengths and challenges Teams Visit Each other and observe each other's strengths 3-2-Q Reflection	Effey & Staff	Feb. 20 Late Arrival March 20 Late Start Follow-up	Teacher reflections on observing classrooms

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Lesson Reflection and Discussion	Effey & Staff	March 20 Late Arrival	Cyndi Harrison Problem/Solution Protocol Notes

**Our goal is to ensure that all we establish a culture of collaboration**

**Data Analysis to indicate that there is problem to address for Goal 2.** Our 5 Essential Survey data showed that there are various levels of data analysis happening during PLC meetings. Hawthorne's score for Collaborative Teachers was in the average range. We showed growth from previous years. Two areas that we are going to focus on are going over assessment data to make instructional decisions and worked on instructional strategies with other teachers. In both cases 44% of teachers reported that they engaged in these practices 3-9 times. We would like to see a decrease in that number and an increase in the percentage of teachers who have engaged in these activities 10 or more times.

What's going on with our students' learning?

What needs to change in our students' learning?

So that students will be able to...

**Theory of Action:**

If the administration...

- Provides protected PLC time
- Provides opportunities for teachers to observe one another
- Conducts data review meetings

Then teachers will be able to...

- Analyze data, reflect on practice, and make instructional changes necessary to meet all students' needs.
- Discuss all students, including Tier 2 and Tier 3 students, at Data Review Meetings and monitor student progress.
- Utilize resource staff in the building to ensure all students learn and grow.

So that students will be able to...

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- Receive a consistent academic experience
- Generalize skills across content areas and grade levels

What needs to change in teacher practice to better support student learning? How will this change lead to improved student learning outcomes?

How will we know if it's working? (monitoring of implementation, student learning outcomes) What data will we use to support our claim? (assessment data, observational data, self-assessment data, etc)

### **SMART Goal for Goal 2:**

As evidenced by the PLC Continuum Rubric data (provided to teachers in October, February, and May), after the sustained use of Professional Learning Communities (PLCs), we will see an increase in sustained implementation in 4 of the 6 areas on the Continuum as stated below:

1. School Culture
2. Processes and Structures
3. Team Focus
4. Instruction
5. Use of Data
6. Measuring Student Learning

### **First Quarter Action Plan with Specific Measures of Progress (August through mid-October):**

<b><u>Action Step</u></b>	<b><u>Person Responsible</u></b>	<b><u>Target Date</u></b>	<b><u>Evidence</u></b>
Develop and follow PLC working agreements to foster meaningful conversations	All PLCs	September 10	PLC Agendas
PLC Leadership team to develop an	PLC Leadership	Ongoing	Plan

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implementation plan with professional learning and reflection on PLCs	Team		
Team to use the PLC Continuum to reflect on their growth and develop two PLC goals	All PLCs	Ongoing	PLC Continuum Reflections
PLCs to embed data/student work practices into their weekly meetings	All PLCs	Ongoing	PLC Notes
Teachers to plan instruction that result in common instructional practices and common assessments	All PLCs	Ongoing	PLC Notes
<b><u>Third Quarter Action Plan with Specific Measures of Progress (January through mid March)</u></b>			
Announce Critical Hawk Friends Winner	Effey	Jan. 16	Notes
Hawthorne Reads Day	Effey & Staff	Jan. 16	Pictures & artifacts from the day
Frog & Toad by Arnold Lobel Simulation	Effey & Staff	Jan. 16	Notes from Protocol
Identifying our Individual Strengths Build off of each others' strengths and challenges, Teams Visit Each other and observe each other's strengths	Effey & Staff	Feb. 22 Staff Meeting	Teacher reflections on observing classrooms
<b><u>Fourth Quarter Action Plan with Specific Measures of Progress (mid-March through May)</u></b>			

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