

HAMPDEN-WILBRAHAM REGIONAL SCHOOL DISTRICT

# 2017 - 2018 School Improvement Plan Stony Hill School

## Mission

*At Stony Hill School, we see children as full of possibilities and potential. By instilling in them a passion for learning, we develop their persistence to succeed as we give them opportunities to shine.*

## Core Values

We are all bridge builders, striving to bridge ideas and relationships between students, colleagues, families, our district, and the community. Students learn that they are more successful, both academically and socially, when they cooperate, assert themselves, act responsibly, have empathy for others, and demonstrate self-control. Stony Hill  
C.A.R.E.S.

## Summary of School Initiatives

- Establish school-wide expected behaviors
- Improve mathematics instruction and student performance
- Increase students' ability to respond to MCAS Open Response
- Implement a balanced approach to literacy and numeracy through the workshop model of instruction
- Enhance school climate and increase opportunities for social-emotional learning
- Use the data cycle to inform research-based instructional planning for Tier I, II, and III

## GOAL 1

To improve literacy instruction and improve student literacy performance, teachers will implement a balanced literacy approach that focuses on the development of critical reading, writing and thinking skills. Students will apply skills and knowledge acquired during Readers' Workshop in order to become more proficient readers resulting in their performance on FAST comprehension and fluency tests. Students, specifically in grade 2, will reach or exceed the optimal levels suggested by MTSS. Additionally, the number of students in the "Partially Meeting Expectations" category on MCAS ELA will decrease by 5% resulting in an increase in the number of students in the "Meeting/Exceeding Expectations" range.

### Baseline level of performance and Data Sources used

Using the following data, it is evident that there is a great need for systematic and targeted instruction in fluency and comprehension.

#### **FAST Data Grade 2** September, 2017:

Fluency:           75% Tier 1  
                      7% Tier 2  
                      18% Tier 3

Comprehension: 71% Tier 1  
                      11% Tier 2  
                      18% Tier 3

#### **FAST Data Grade 3** September, 2017:

Fluency:           84% Tier 1  
                      7% Tier 2  
                      9% Tier 3

Comprehension: 90% Tier 1  
                      2% Tier 2  
                      8% Tier 3

#### Additional Data Sources include:

- BAS scores
- MCAS
- Teacher Observation

## Theory of Action

If we implement a balanced, multi-tiered approach to literacy and actively engage students in a workshop model of instruction, then students will develop into independent, literate learners who are able to listen, speak, read, write, comprehend, think critically, and use skills to communicate what they have learned.

Action Plan - Improvement Strategies	Person(s) responsible for implementation	Timeline	Outcomes & Measurements	Resources Needed
Implement Readers' Workshop units of study	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Principal observations</li> </ul>	September, 2017 through June, 2018	<ul style="list-style-type: none"> <li>• HWRSD Unit assessments</li> </ul>	<ul style="list-style-type: none"> <li>• The Teacher's Lounge</li> <li>• Literacy Coach</li> <li>• Continued professional development</li> </ul>
Teachers will collaborate in Curriculum Planning Time	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Literacy Coach</li> <li>• Principal</li> </ul>	Tri-weekly based on CPT alternating schedule	<ul style="list-style-type: none"> <li>• Agenda</li> <li>• Minutes</li> </ul>	<ul style="list-style-type: none"> <li>• Literacy Coach</li> </ul>
What I Need (WIN) Intervention	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Student Services</li> <li>• SPED Teachers</li> <li>• Related Arts Teachers</li> </ul>	Data Meetings November, 2017 through June, 2018 in 6-week sessions	<ul style="list-style-type: none"> <li>• Instructional Plan</li> <li>• End of Session Assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Intervention materials</li> <li>• Data Planning Days</li> </ul>

Fountas & Pinnell aligned instruction	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Title 1 Teacher</li> <li>• Data Team</li> </ul>	October, 2017 through June, 2018	<ul style="list-style-type: none"> <li>• BAS assessments</li> <li>• Word Study</li> <li>• Progress Monitoring</li> <li>• Running Records</li> </ul>	<ul style="list-style-type: none"> <li>• Literacy Closet</li> <li>• Read Live</li> <li>• Comprehension Toolkit</li> </ul>
Build teacher capacity in using data to inform and target instruction	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Literacy Coach</li> <li>• School psychologist</li> </ul>	Correlated to Fall, Winter and Spring FAST testing and ongoing reference to formative assessments	<ul style="list-style-type: none"> <li>• Progress Monitoring Reports</li> <li>• Updated WIN time intervention plan</li> </ul>	<ul style="list-style-type: none"> <li>• Training in Progress Monitoring</li> <li>• Data Meetings</li> </ul>
Integrate technology through instruction, practice and assessment	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• District technology team</li> </ul>	December 2017 through June 2018	<ul style="list-style-type: none"> <li>• Lesson plans</li> <li>• Chrome Book sign out log</li> <li>• Evidence of student interaction</li> </ul>	<ul style="list-style-type: none"> <li>• Chrome Books</li> <li>• Chrome Book training</li> </ul>

## GOAL 2

To improve mathematics instruction and student math performance, teachers will utilize standards-aligned units of study, district common assessments, and the data cycle in a concentrated school-wide effort to ensure district alignment. This work will eventually include implementing the eight “Standards for Mathematical Practice” as outlined in the Massachusetts Curriculum Frameworks, in a math workshop model in order to develop foundational content and problem-solving skills/strategies. Students will become more proficient mathematicians and will be able to apply the skills and knowledge acquired to assessments, resulting in an increase in their performance on FAST math tests to reach or exceed the optimal levels suggested by MTSS. Additionally, the number of students in the “Partially Meeting Expectations” category on MCAS Math will decrease by 5% resulting in an increase in the number of students in the “Meeting/Exceeding Expectations” range.

### Baseline level of performance and Data Sources used

Using the following data, it is evident that, especially in grade 2, there is a need for improving math foundational and conceptual understanding. MCAS analysis shows that grade 3 needs to improve students’ ability to solve rigorous math problems and think critically.

#### **FAST Data Grade 2** September, 2017:

74 % Tier 1  
3 % Tier 2  
23 % Tier 3

#### **FAST Data Grade 3** September, 2017:

92 % Tier 1  
3 % Tier 2  
6 % Tier 3

#### Additional Data Sources include:

- Grade Level HWRSD Assessments
- MCAS
- Teacher Observation

## Theory of Action

When teachers focus their instruction and student learning activities on standards-aligned units and significant mathematical ideas and practices, and establish a math workshop culture that fosters discourse and promotes mathematical habits of mind, students will grow in their ability to identify and carry out multiple approaches to solve problems and believe in themselves as inherently capable of thinking mathematically.

Action Plan - Improvement Strategies	Person(s) responsible for implementation	Timeline	Outcomes & Measurements	Resources Needed
MCAS Item Analysis	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Math Coach</li> </ul>	November, 2017 through May, 2018	<ul style="list-style-type: none"> <li>• Identify problematic standards</li> <li>• Plan ways to reinforce those standards</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum Planning Time</li> <li>• Math Coach</li> </ul>
Explore ways to integrate Math Workshop	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Math Coach</li> </ul>	January, 2018 through June, 2018	<ul style="list-style-type: none"> <li>• Math Journals</li> <li>• Activities that integrate the 8 Practices</li> </ul>	<ul style="list-style-type: none"> <li>• Release time to observe district models of math workshop</li> </ul>
Teachers will collaborate in Curriculum Planning	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Math Coach</li> <li>• Principal</li> </ul>	Tri-weekly based on CPT alternating schedule	<ul style="list-style-type: none"> <li>• Agenda</li> <li>• Minutes</li> </ul>	<ul style="list-style-type: none"> <li>• Math Coach</li> </ul>

Time				
Work on aligning instruction with HWRSD Scope and Sequence	<ul style="list-style-type: none"> <li>● Teachers</li> <li>● Math Coach</li> <li>● Principal Observations</li> </ul>	September, 2017 through June, 2018	<ul style="list-style-type: none"> <li>● CPT Agendas and Minutes</li> <li>● Lesson Plans</li> </ul>	<ul style="list-style-type: none"> <li>● Curriculum Planning Time</li> <li>● Math Coach</li> <li>● Teacher's Lounge</li> <li>● Professional Development</li> </ul>
Integrate technology through instruction, practice and assessment	<ul style="list-style-type: none"> <li>● Teachers</li> <li>● District technology team</li> </ul>	December 2017 through June 2018	<ul style="list-style-type: none"> <li>● Lesson plans</li> <li>● Chrome Book sign out log</li> <li>● Evidence of student interaction</li> </ul>	<ul style="list-style-type: none"> <li>● Chrome Books</li> <li>● Chrome Book training</li> </ul>

## GOAL 3

To support a positive school culture and improve the social and emotional development of students, faculty and staff will develop, model, and promote CARES character values and teach Social Thinking Curriculum. As a result, students will become more proficient communicators and problem-solvers and will be able to apply the skills and knowledge acquired to a variety of social situations as measured by a 25% decrease in ODRs, and a 10% decrease in the number of students at-risk on SAEBRS

### Baseline level of performance and Data Sources used

Students' social-emotional health supports, and correlates to, their academic achievement and overall well-being.

- SWIS Data on Office Discipline Referrals
  - September 2017: 44 ODRs
- SAEBRS screenings 3x/year
  - 2nd Grade Fall SAEBRS: 35% of students at-risk
  - 3rd Grade Fall SAEBRS: 18% of students at-risk
- Tiered Fidelity Inventory (TFI) and Team Implementation Checklist (TIC)
  - Spring 2017 TFI: 46%
  - Fall 2017 TIC: 67%

### Theory of Action

When teachers and staff provide social-emotional learning opportunities for children that focus on self-awareness, self-management, social awareness, relationship skills, and responsible decision making, students will understand and manage themselves more effectively, recognize the perspectives of others and relate positively with them, and make sound choices in personal and social situations.



Action Plan - Improvement Strategies	Person(s) responsible for implementation	Timeline	Outcomes & Measurements	Resources Needed
Monthly Curriculum Planning to discuss Responsive Classroom and Social Thinking strategies	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• School Adjustment Counselor</li> <li>• School Psychologist</li> <li>• Related Arts Teachers</li> </ul>	September, 2017 through June, 2018	<ul style="list-style-type: none"> <li>• Meeting Minutes</li> <li>• SWIS Data (ODRs)</li> <li>• SAEBRS Data</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum Planning Time</li> <li>• Social Thinking Curriculum Resources</li> </ul>
Implement Anti-Bullying and Life Skills curriculum	<ul style="list-style-type: none"> <li>• Phys. Ed. Teacher</li> <li>• Classroom Teachers</li> <li>• School Adjustment Counselor</li> </ul>	September, 2017 through June, 2018	<ul style="list-style-type: none"> <li>• Lessons</li> <li>• Student responses</li> </ul>	<ul style="list-style-type: none"> <li>• Updated Second Steps Kits</li> <li>• <u>Weird</u> book series</li> </ul>
Creation of School Climate Handbook and ODR Flow Chart	<ul style="list-style-type: none"> <li>• School Climate Team</li> </ul>	December, 2017 through February, 2018	<ul style="list-style-type: none"> <li>• Completed Handbook</li> </ul>	<ul style="list-style-type: none"> <li>• PBIS Conference</li> <li>• Tiered Fidelity Inventory</li> <li>• SWIS Data</li> </ul>
CARES Assemblies and All School Rules Assemblies	<ul style="list-style-type: none"> <li>• School Climate Team</li> <li>• Classroom Teachers</li> </ul>	September, 2017 through June, 2018	<ul style="list-style-type: none"> <li>• Assembly Calendar</li> </ul>	<ul style="list-style-type: none"> <li>• Mentor texts</li> </ul>
Family/Community	<ul style="list-style-type: none"> <li>• Principal</li> </ul>	September, 2017	<ul style="list-style-type: none"> <li>• Thanksgiving</li> </ul>	<ul style="list-style-type: none"> <li>• PTO Support</li> </ul>

Events	<ul style="list-style-type: none"> <li>• PTO</li> <li>• School Improvement Council</li> </ul>	through June, 2018	Festival <ul style="list-style-type: none"> <li>• Great Sock Challenge</li> <li>• STEAM Ahead</li> <li>• Birthday in a Box</li> </ul>	<ul style="list-style-type: none"> <li>• School Improvement Council support</li> </ul>
Responsive Classroom Strategies	<ul style="list-style-type: none"> <li>• RC Trainers</li> <li>• Classroom Teachers</li> </ul>	September, 2017 through June, 2018	<ul style="list-style-type: none"> <li>• Classroom visual evidence of Hopes and Dreams, Class Rules</li> </ul>	<ul style="list-style-type: none"> <li>• Professional development for new teachers</li> <li>• Release time for trainers</li> </ul>
Analyze SAEBRS data to identify areas for Tier I and II instruction	<ul style="list-style-type: none"> <li>• All Teachers</li> <li>• School Adjustment Counselor</li> <li>• School Psychologist</li> </ul>	Fall, Winter, Spring	<ul style="list-style-type: none"> <li>• Data Meeting Minutes</li> </ul>	Data Meeting time

