

Hyman Fine School Improvement Plan

Goal #1:

Hyman Fine Elementary will reduce the average number of Low Income students performing in the Warning or Needs Improvement range in Grade Three from 64% to 45% and in Grade Four from 71% to 50% as evidenced on the **English Language Arts** 2010 MCAS.

Action Step	Measurable Outcome/Evidence	Timeline	Data	Progress
Implement a high impact practice of school wide data analysis that determines low income subgroup performance and instructional and assessment strategies based on student results	<p>Teachers will develop improvement targets for low income students using three points of data within each of the content areas and at the following levels: individual needs, classroom needs, and grade level needs.</p> <p>Fifty percent of teachers will group and regroup students using their daily progress monitoring tools.</p> <p>Seventy percent of staff at HFES will use strategic center based activities to expand “minutes of practice” and to close identified skill gaps in low income small groups or individual students.</p> <p>Eighty percent of teachers will develop enrichment opportunities recruiting the top 10% of high on-level students to join the advanced level learners</p>	<p>January June</p> <p>November on-going June Bi-Weekly</p> <p>January</p> <p>December on-going June</p>	<p>Curriculum guides</p> <p>Baselines RSAs Benchmarks DIBELS</p> <p>Informal assessments</p> <p>Class work</p> <p>Goals and objectives posted</p> <p>Grouping strategies</p> <p>Center practice</p>	
<p>Plan and develop a 3-tier model of instruction to increase student achievement for all targeted subgroups.</p> <p>Low income students will receive up to 90 minutes of additional ELA and/or Math instruction, remediation, or enrichment weekly.</p>	<p>Arrange grade level schedules to ensure a 30-45 minute block for tier three services at least three times per week.</p> <p>Determine the level of support available for each grade level team.</p> <p>Low income student data will be analyzed and grouping developed using four square method to determine primary and secondary remedial needs.</p> <p>Low income student data will be analyzed to determine advanced instructional needs</p>	<p>November on-going June</p>	<p>Curriculum</p> <p>Pre and post tests</p> <p>Rubrics</p> <p>Anchors</p> <p>Progress monitoring forms</p> <p>Graphs</p> <p>Work samples</p> <p>Anecdotal records</p>	
Instructional practice in intervention sessions will	Ninety percent of all teachers, specialists and interventionists will teach to the same skill and strategy as	November through June	ELL kit Curriculum Pre and post	

<p>be aligned with the skills, strategies and standards taught in the classroom.</p> <p>HFES will further strengthen the implementation of consistent reading comprehension strategies across grade level teams</p> <p>Common assessments will be utilized across teaching disciplines to determine student progress.</p> <p>Student will use research based test taking strategies to demonstrate their knowledge across all content areas.</p>	<p>the classroom teacher . Pre-teaching, teaching and re-teaching will be determined by the current level of student skill, ability, learning needs and learning styles as evidenced on Baselines and similar assessments.</p> <p>Teachers will develop lessons that build upon the work completed in the Scotts Foresman curriculum. Professional development will be provided to staff on effective comprehension strategies. Teachers will note where explicit instructions on these strategies occur in daily lesson plans. Students' comprehension skills will be pre-tested in October and retested in January and March to document growth.</p> <p>Common assessments will be utilized to determine student success. Including:</p> <ul style="list-style-type: none"> • Baselines • Targeted benchmarks throughout the year • Writing Prompts weekly and unit based • DIBELS progress monitoring bi weekly <p>Grades 2, 3, and 4 will establish a process to progress monitor students "at risk" in reading comprehension and fluency</p> <p>In order to improve performance of students in the area of multiple choice selection at the 80% to 100% range, the ELA Coach will train, plan and co-teach with staff on the effective test taking strategies as recommended by BSRI.</p>		<p>tests</p> <p>Rubrics</p> <p>Anchors</p> <p>Progress monitoring forms</p> <p>Graphs</p> <p>Work samples</p> <p>Anecdotal records</p> <p>Running Records</p> <p>Tertiary prompts</p> <p>Open Response</p> <p>Selection Tests</p> <p>Baseline, mid year and end of year units in Math</p>	
<p>Develop "FocusTeams" that target small groups of students (four or less) to provide intensive remediation in curriculum skills and strategies</p>	<p>ILAs will work across all five grade levels prioritizing the neediest low income students who are not receiving special education support to identify and ameliorate skill gaps as evidenced by increased benchmark and DIBELS scores. Work may take place in or outside the classroom in small group instruction format. Service delivery will include the application or pre-teaching of the ELL curriculum, 5 day fluency plan, Project Read, Lively Letters, and similar specialized reading programs.</p>	<p>November through June</p>	<p>DIBELS Baseline Benchmarks Teacher Referral</p>	

Goal #2:

Hyman Fine Elementary will increase student achievement on the ELA Long Composition from an average score of 6.0 to 8.0 points and an average of 1.76 to 2.25 points in the area of ELA Open Response as measured by 2010 MCAS results.

Action Step	Measurable Outcome/Evidence	Timeline	Data	Progress
Increase the amount of time students are engaged in writing in all grade levels.	Teachers and students will spend one fourth of their total literacy instruction, a minimum of 150 minutes in a six day cycle focused on writing instruction aligned to MA state writing standards. Daily lesson plans and classroom observations will note this use of instructional time	Sept. – June	Baseline Benchmarks Rubrics Exemplars Artifacts Unit Plans Walkthroughs	
Provide teachers with on-going professional development in successful strategies in the long composition and open response questions in ELA and Math.	Instruction will include the guided release of responsibility model with direct instruction, guided practice, and independent writing. Instruction will be delivered in conjunction with the Reading Street curriculum, the Write Traits curriculum, a District Writing Plan, and a Grade Level Writing Plan. Instruction will incorporate the 6 traits of writing focusing on one trait per month. Teachers will provide daily focused writing instruction.	Sept. – June Sept. – June	Curriculum Guides Collaborative planning schedule Data Wall NCS Mentor DOE MCAS Web site	
Develop skills using 6 trait writing rubrics and other content writing rubrics to inform teaching practice, monitor student progress, and develop consistency around writing expectations.	Teachers and students will examine the grade level rubrics and exemplars that are aligned to the state rubrics for effective writing instruction and apply these criteria to their writing. Teachers will use District anchor papers as examples of effective writing,	Sept. – June	Results will be submitted to building principal to chart progress over time.	
Six trait book study group will develop a common language building wide for evaluating student writing.	Teachers in grades two, three, and four will use the BSRI Strategy for writing answering open response questions in both ELA and Math. The strategy includes question analysis, identification of answers, and elaboration/evidence based on the literature.	Jan. Jan – June	Grade level teams will establish benchmark exemplars at the end of each marking period and add these to a grade level exemplar and benchmark portfolio.	
Using writing rubric each grade level team will administer tertiary writing	Student progress will be measured over a number of writing prompts to document improvement on the rubric.	6 week cycle Nov –	Teachers will collect and maintain writing portfolios that	

assessments using a common prompt and on demand testing conditions. Open Response instruction will focus on elaboration.	Student work will show increased use of elaboration when compared fall to winter samples.	May Nov - May	demonstrate evidence of progress over time in writing using six traits as one measure. Portfolios will be shared with parents at conference time.	
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Goal #3:
Hyman Fine Elementary will reduce the average number of Low Income students performing in the Warning or Needs Improvement range in Grade Three from 71% to 50% and in Grade Four from 68% to 48% as evidenced on the **Math** 2010 MCAS.

Action Step:	Measurable Outcome/Evidence:	Timeline	Data	Progress
Utilize the Every Day Math Baseline assessment to identify low income students in the core curriculum needing intervention and enrichment	One hundred percent of low income students will be grouped to ensure individual needs of students are being met based on assessment. RSAs will be tracked every 4-6 weeks and graphed to determine progress and next steps in the RTI model.	September through June	Math Baseline RSA Mid Year assessment EOY assessment	
Increase the use of manipulatives and hands-on activities to reinforce math concepts. Math Coach will model, co-plan and support teachers in the creation of centers and practice stations that are directly tied to the pedagogy of the curriculum using a tri-point progression.	Seventy percent of at-risk students will independently use and apply manipulatives, mnemonics, and templates to solve math problems. Student skill gaps will shrink as more readiness activities are applied to build a strong foundation in a math skill or concept.	October through June	Spiral from earlier or advanced area of the curriculum Calculators Abacus Graphic Organizers and similar templates Math mnemonics	
Math instruction will be differentiated based on assessment data.	Teacher will utilize earlier curriculum spiral to ensure that low income students learn foundational concepts and are able to apply them to new learning situations.	October through June	EDM Curriculum	

<p>Coach will support teachers to utilize early curriculum to help support remediation in foundational strategies from earlier curriculum.</p> <p>Coach will support teachers to utilize higher level curriculum to support advanced study among high performing students.</p>	<p>Math coach is available to meet on a weekly basis to design a backward chaining plan.</p> <p>Math coach is available to meet on a weekly basis to design an advanced study option using materials from Part C of the Every Day Math kit.</p>	<p>October through June</p> <p>Nov. through June</p>		
<p>Develop an Instructional Focus Calendar for Math.</p>	<p>Principal will be aware and monitor implementation through classroom weekly learning walks.</p> <p>The District pacing calendar will be modified to include building level and grade level skill gaps as evidenced through the 2009 MCAS and EDM Baseline data. This guide will assist teachers in identifying and addressing weak skill concepts and planning ahead for scheduled intervention or spiral re-teaching opportunities.</p>	<p>Sept. through June</p>	<p>Tracking Form Pacing Calendar</p>	
<p>Plan supplemental instruction/interventions for students not responding to core instruction. Focus of instruction is determined by assessment data and will include explicit instruction, modeled instruction, guided practice and independent practice. This supplemental instruction will be given daily.</p>	<p>Data from assessments will be reviewed monthly to determine progress toward benchmarks.</p> <p>Teachers will develop math intervention programs based on skill gap profiles.</p> <p>Coach will assist teachers in identifying appropriate curriculum from other grade levels when needed.</p>	<p>Nov. through June</p>	<p>RSAs Mid Year Assessment</p>	
<p>Students in the lowest quartile will receive 90 minutes or more of Math intervention weekly.</p>	<p>The Focus Team will be assigned to work with students in groups of four or less.</p> <p>The Math Coach will monitor math groups for effectiveness of intensive instruction and provide feedback to teachers for future interventions.</p>	<p>Nov through June</p>	<p>RSAs or teacher developed pre and post tests</p>	

Goal #4:

Hyman Fine Grade Three students will increase their average score in Math Open Response from 1.35 to 1.62. Grade Four students will increase their average score from 2.71 to 3.25 as evidenced in the **Math** 2010 MCAS.

Action Step	Measurable Outcome/Evidence	Timeline	Data	Progress
<p>Teachers will define the elements of a math open response question.</p> <p>Math Coach will collaborate with teachers to devise a methodology for solving an open response question.</p> <p>Math Coach will support teachers in developing a template for the elements to use similar to a graphic organizer to ensure that all elements are responded to.</p> <p>Math Coach will model methodology by co-teaching and co-planning with instructional staff to implement the open-response template.</p> <p>Teachers will progress monitor the initial and on-going results of the new application and adapt the strategies and templates as needed.</p> <p>Math Coach will provide professional development to teachers and model within the classroom techniques on effective feedback (growth producing feedback).</p>	<p>A rubric or mnemonic will be developed to use with students in remembering the elements of an open response math question.</p> <p>Teachers will have an answer sheet that outlines the math process in clear and simple terms.</p> <p>A template for students to use to successfully answer math open response questions will be developed.</p> <p>Math Coach will be available weekly for modeling.</p> <p>Students will take a pre-test on answering an OR question without the template and again after receiving instruction. All students will have higher scores on the OR question using the template. Students will show consistent growth and improvement throughout the remainder of the school year using the template to answer math OR questions that will be part of all unit assessments.</p> <p>Samples of student work with effective feedback; revised student work based on effective feedback.</p>	<p>Nov –Dec</p> <p>Nov-Dec</p> <p>Nov- May</p> <p>Dec – May</p> <p>Jan-Mar</p>	<p>Team planning times</p> <p>Grade level meetings</p> <p>One to one meetings</p> <p>Coaches meetings</p> <p>Co Teaching and co-planning</p> <p>Building meetings</p>	

<p>Teachers will implement an open response strategy that effectively responds to all elements of the math problem.</p> <p>Teacher will provide students with Open Response opportunities bi-weekly.</p> <p>Teachers will score the OR using the state scoring standard.</p>	<p>Students' scores on OR will improve at least 1 point, with no students scoring 0 on any OR math question from December through May.</p>	<p>Nov – June</p>	<p>Data meetings</p> <p>Student OR folders</p> <p>Team meetings</p> <p>Teacher Planning</p>	
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Goal #5

Hyman Fine Elementary will foster a culture of parent and professional growth to better support collegial reflection, dialogue, collaboration, and team building that enhances student achievement and includes opportunities for parents to learn about student expectations through newsletters, conferences, report cards, performances, community based activities, assemblies, and other curriculum focused and/or classroom based activities such as volunteering.

Action Step	Measurable Outcome/Evidence	Timeline	Data	Progress
<p>Hyman Fine welcomes family and community involvement in the support of student learning.</p>	<p>Hyman Fine has two students participating in community service hours working on a consistent basis as a resource in the classroom. HFES will increase this percentage by 100%.</p> <p>Hyman Fine has one Bristol Community College student participating in a student/teacher practicum in the Kindergarten classroom. HFES will increase this percentage by 300%.</p> <p>Hyman Fine currently takes advantage of teacher retirees through organizations to work on a consistent basis as a resource in the classroom. These two teachers provide a valuable support to classroom based instruction. HFES will increase this percentage by 100%.</p>	<p>October through May</p> <p>September through June</p> <p>October through May</p>	<p>Volunteer Training</p> <p>CORI checks</p> <p>Training by Coaches</p> <p>Training by classroom teachers</p> <p>Parents informational nights</p> <p>Student</p>	

<p>Teachers will reflect upon progress made in regards to the Whole School Improvement Plan.</p>	<p>Currently about 20 parents have participated in the Volunteer Training offered by HFES. By November 100% of all HFES Volunteers will have participated in a Volunteer Training Protocol prior to their placement in the classroom.</p> <p>Hyman Fine has approximately 10 parent volunteers working on a consistent basis as a resource in the classroom. HFES will increase this percentage by 50%</p> <p>Volunteers receive technical training from the Math and Literacy Coaches around curriculum and technique in teaching children within the classroom. Coaches will provide a minimum of 60 minutes of curriculum instruction during their volunteer time.</p> <p>The PTO is active in recruiting volunteers to support students in and outside the classroom. They give input to school personnel on activities and opportunities. Parents can email the principal with concerns and questions and they receive a response within 24 hours. The PTO averages about 14 parent participants during meetings. HFES will increase parental participation through newsletters, flyers, and messages by 50%.</p> <p>The School Council meets on a regular basis to discuss student progress and its alignment to the school improvement plan. The School Council will have 100% of its parent and community slots filled by January.</p> <p>Each grade level team will reflect on progress made on the WSIP mid-year and at the end of the year.</p> <p>Teachers will write and submit their reflections to the building principal. These results will be compiled and then distributed back to the staff and School Council to be used for future planning.</p>	<p>Nov.</p> <p>Dec.</p> <p>Dec.</p> <p>Sept. through June</p> <p>Oct.</p> <p>Jan. M</p>	<p>educational nights</p> <p>Newsletter bi-monthly</p> <p>Family Times</p> <p>Math Family Newsletter</p> <p>Web Site</p> <p>Collaboration with High School</p> <p>Collaboration with Wamsutta Middle School</p> <p>Meetings with BCC</p> <p>Presentation at ADK</p> <p>ILT activity</p>	
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