

WELCOME!

**Hatch School Improvement Plan
2018-19**

DISTRICT VISION

At District 97, we strive to create a positive learning environment for all students that is equitable, inclusive and focused on the whole child.

WHAT HAVE WE DONE THUS FAR?

- Anti-bias training for staff
- Responsive teaching practices
- Cargo Circles
- PBIS (Positive Behavior Intervention System)
- Differentiated instruction
- Balanced Literacy
- Enrichment for all
- Consistent review of data trends to identify student needs
- Increased and improved collaborative planning practices

WHAT HAVE WE DONE THUS FAR?

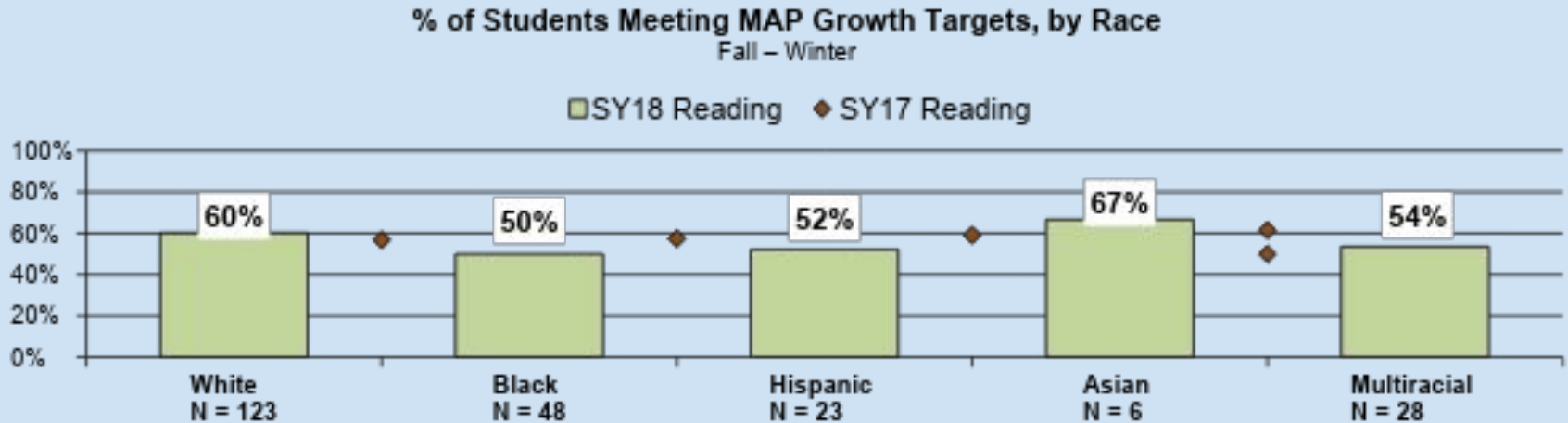
- Partnership with the National Equity Project
- Student goal setting
- Second Step
- Multi Tiered System of Support (MTSS)
- Strategic student centered master scheduling
- Building Leadership Team (BLT)
- Individual and team instructional coaching for teachers
- Collaboration with DivCo/PTO-YOU!

BLT-WHAT DO THEY DO?

- Building Leadership Team
- Collaborate and communicate amongst grade level teams and disciplines
- BLT meets once a week, teams meet at least once a week to work together on the FAR process - reflecting, giving feedback, and improving instruction
- Share success and challenges from our team
- Work towards common goals to improve student learning

MAKING PROGRESS!!

Last year, we started to close the opportunity gap:



By spring the difference between white and black subgroups was 6 percentage points. This year the focus will be on closing the gaps we see and raising attainment levels!

SCHOOL ELA GOAL

Student growth! We look at data from Fall to Spring.

- 65% of students will meet/exceed MAP growth goal and 50% of students will shift up an attainment group.
- Percentage of students meeting BAS grade level expectations will grow by 10%.

ELA GOAL - HOW WILL WE GET THERE?

- **Mini Lessons:** Teachers will engage all students in explicit instruction through strong mini lessons of reading and writing strategies.
- **Conferring:** Teachers will meet individually with students to give feedback, collect informal data, and set goals.
- **Targeted small-group instruction:** Teachers will use formative data to provide small group instruction based on student need.
- **Formative Assessment**
 - **Informal:** teacher conferences, observations, small group data
 - **Formal::** RUOS pre and post test for grades 3-5. Writing on demands for all grade levels. MAP/BAS data

SCHOOL MATH GOAL

Student growth!

Math

- 65% of students will meet/exceed MAP growth goal and 50% of students will shift up an attainment group.

MATH GOAL -HOW WILL WE GET THERE?

- **Strategies for All**
Teachers will implement Eureka with fidelity to complete all modules.
- **Targeted small-group instruction:**
Teachers will implement small group targeted instruction 3 days per week utilizing manipulatives, models and engaging activities that help students meet goals
- **Progress monitor** - teachers will progress monitor Tier 2 and Tier 3 students weekly and meet with teams during FAR to discuss data and make instructional decisions.
- **Family Math Support** - teachers will send home links to parents to inform of Module objectives.

SOCIAL/EMOTIONAL GOAL

80% positive responses on PBIS student survey
Increased percentage of favorable responses to the climate survey questions and focus groups (student voice) (Fall, Spring):

- “When I am at school, I feel I belong”
- “When I am at school, I am recognized for good work”
- “When I am at school, students at my school treat me with respect”

SOCIAL/EMOTIONAL GOAL - HOW WILL WE GET THERE?

- **Second Step/PBIS**

Continue implementation of Second Step and PBIS specifically as applied to common areas/unstructured time

- **Communication**

Increase consistency in communication/family engagement strategies

- **Strong Start**

Kicking off the school year with cohesive classroom circles focusing on belonging, recognition, and respect among students

- **Consistent School-Wide Practices**

Maintaining the use of circles to address belonging, recognition and respect. Focus on building classroom community and coordinating with student council to promote and focus on these items.

PRACTICES TO SUPPORT LEARNING

- Grade level meetings to evaluate student learning and assess impact on student learning.
- MTSS meetings to review student data and plan for instruction and interventions.
- Principal led dialog in ongoing grade-level and school-wide dialogue around expectations, effective instruction, assessment, and demonstrations of student work that meets rigorous standards

INDICATORS OF SUCCESS

MAP (Measures of Academic Progress) reading and math data

Writing on demand (pre-assessments for all writing units)

F&P (Fountas & Pinnell) scores: Reading fluency and comprehension assessments will be given two to three times per year or as necessary

Teacher created formative assessments will be given throughout the year as needed.

AIMSWebPlus (K/1)

Positive Learning Environment Student Survey

5Essentials survey

BIRs (Behavior Intervention Record) to be reviewed monthly

PBIS or Teacher developed “dipstick” survey that is grade level appropriate and provides a snapshot of progress.-just for a pulse on Hatch and a secondary measure to ensure data is accurate and authentic from PLESS

of students considered Tier 2 or 3 in Reading in our MTSS systems:

<u>Grade</u>	<u>Tier 2</u>	<u>Tier 3</u>	<u>Total</u>
K	N/A	N/A	
1	7	8	15
2	11	4	15
3	5	3	8
4	5	0	5
5	4	0	4

of students considered Tier 2 or 3 in Math in our MTSS systems:

<u>Grade</u>	<u>Tier 2</u>	<u>Tier 3</u>	<u>Total</u>
K	12	16	28
1	9	2	11
2	8	1	9
3	4	0	4
4	6	2	8
5	0	2	2

YOU CAN HELP!

Conferences are coming! Ask your child's teacher how you can support their learning at home.