

2014 – 2016

School Improvement Plan

Haggerty School



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Haggerty School Improvement Plan 2014-2015

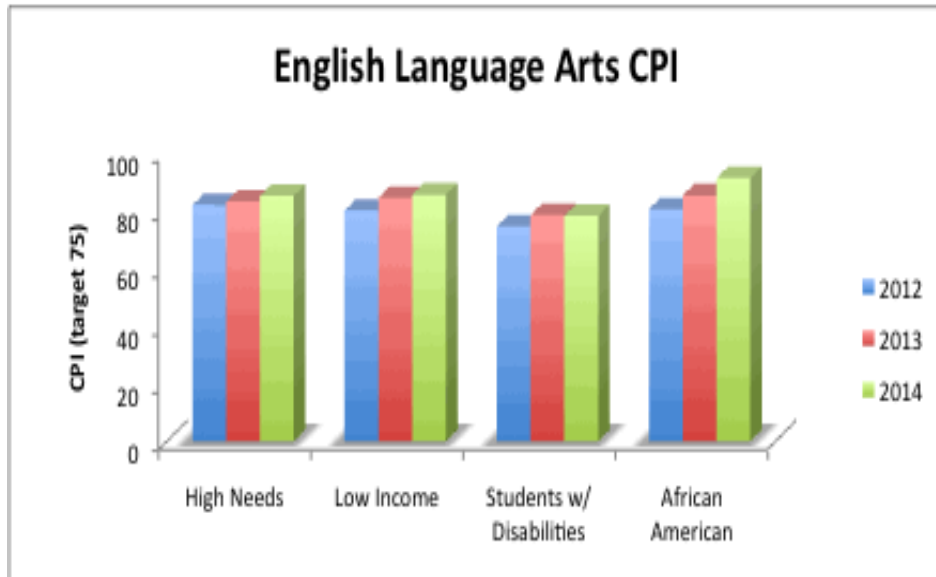
Vision			
<p>The Mission of the Haggerty School is to achieve high levels of learning for all students while advancing social justice and celebrating students' social and emotional development in an inclusive learning community. We believe the most promising strategies for achieving the mission are to continue developing our capacity as a united and collaborative learning community. We envision cultivating the social and emotional development of all students and commit to the academic success of each student by:</p> <ul style="list-style-type: none"> ● creating opportunities for students to use literacy as a pathway to understanding, reflection, collaboration, critical thinking, and expression ● developing persistent mathematical problem solvers ● maintaining systems and best practices that are established to meet the needs of our diverse learners in a safe and orderly environment where behavioral expectations are clear to all students, families and school staff ● teaching effective effort and using descriptive praise for students persistence and use of strategies ● developing teachers facilitative leadership capacities to build high performing teams across grade levels and disciplines 			
Theory of Action			
<p>IF we cultivate readers and writers who use literacy as a pathway to understanding, reflection, collaboration, critical thinking, and expression, develop students' mathematical problem solving skills, and ability to construct and critique arguments in math; develop an inclusive culture amongst staff and students, and continue to develop educators' instructional practices and leadership capacity via Critical Friends Groups (CFG's) and Tiered Systems of Supports (RTI), THEN, we will increase student achievement.</p>			
Strategic Objectives			
Cultivate readers and writers	Develop a School Wide Growth Mindset	Build an Inclusive, Collaborative Culture	Response to Intervention
Strategic Initiatives			
Implement nonfiction units of study in reading and writing for grades 1-5	Implement Math in Focus and align math instruction to MA Curriculum Frameworks	Provide professional development for all staff in inclusive practices	Create opportunities for data teams to meet three times a year to look at data (universal screeners) and determine tiered supports needed for students
Develop shared knowledge among 1-5 teachers regarding matching the students' needs to small group instructional practices	Teach Math Practice Standards, with a focus on Math Practice Standards 1, 4 & 5	Improve scheduling practices to meet the needs of special education and ELL students	Provide ongoing professional development to support problem analysis, progress monitoring and immediate intervention with research based practices (RtI)
Strengthen grades 3 - 5 literacy interventions that include oral reading fluency, vocabulary and writing about reading	Use FAST math screeners	Build staff collaboration capacity by creating critical friends groups where each staff has the opportunity to present their work and receive meaningful feedback	Continue to strengthen family engagement through continued curriculum events and breakfasts, with a focus on RtI
Develop shared knowledge among 1-5 teachers regarding how to deepen comprehension through interactive read alouds that are aligned with the reading and writing units of study	Create opportunities for grade level teams to observe one another's classrooms during math transfer tasks to determine learner centered problems in the face of transfer tasks	With Pro-Social Task Force and Leadership team, develop and implement school-wide, consistent, behavioral expectations for all students (We are kind, We work hard, etc)	Determine progress monitoring tools for math
Share resources on research based instruction and practices with K - 5 teachers.	Grades 1 through 5 will deliver one thinking cap problem (MiF) for each unit, to provide transfer tasks to all students, assessing students ability to problem solve and persist with challenging math problems	Review current research on best inclusive practices, including clarity on all terms used in an inclusive community (inclusion, specially designed instruction, co-teaching, etc)	Conduct walk throughs during the literacy block and debrief with each teacher to continue dialogue about adult led small group instruction

2015 Outcomes
First grade Nonsense Word Fluency (correct letter sounds) will increase in fall, winter and spring scores, meeting or surpassing the State mean (Fall 2013 Haggerty mean 43.49 – to 45 fall 2014) (Winter Haggerty mean 2014 64.21 – to 68 winter 2015) and (Spring Haggerty mean 2014 86.93 – to 90 spring 2015)
Increase spring oral reading fluency mean for grades 1 - 5 (grade 1 - 95, grade 2 - 125, grade 3 - 148, grade 4 – 168, grade 5 – 170)
Decrease the number of bullying reports requiring investigation from 20 to 5
Implement MiF and have 1 “Put on your Thinking Cap” transfer problem in each classroom one time per unit/chapter.
Come to consensus on school-wide behavioral expectations for all students.

Data Analysis Strengths: Please rank these in order, with #1 being the most important area of strength.

	Trend data that demonstrates an area of strength	What are your observations and your hypothesis of the cause of this area of strength?	What strategic objectives or initiatives could have led to this area of strength? How?																																																	
#1	<p style="text-align: center;">Longitudinal Analysis - Norm Referenced Comparison (Same Cohort) Grade 2-Nonsense Word Fluency-WWR • All Students</p> <table border="1"> <caption>Grade 2-Nonsense Word Fluency-WWR Performance Data</caption> <thead> <tr> <th>Year/Season</th> <th>Well Below Avg</th> <th>Below Average</th> <th>Low Average</th> <th>Average</th> <th>Above Average</th> <th>Well Above Avg</th> </tr> </thead> <tbody> <tr> <td>Fall 2013</td> <td>14%</td> <td>8%</td> <td>51%</td> <td>19%</td> <td>8%</td> <td>0%</td> </tr> <tr> <td>Winter 2014</td> <td>23%</td> <td>26%</td> <td>12%</td> <td>23%</td> <td>9%</td> <td>7%</td> </tr> <tr> <td>Spring 2014</td> <td>16%</td> <td>18%</td> <td>20%</td> <td>27%</td> <td>14%</td> <td>5%</td> </tr> <tr> <td>Fall 2014</td> <td>10%</td> <td>10%</td> <td>26%</td> <td>35%</td> <td>7%</td> <td>12%</td> </tr> <tr> <td>Winter 2015</td> <td>0%</td> <td>0%</td> <td>0%</td> <td>0%</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>Spring 2015</td> <td>0%</td> <td>0%</td> <td>0%</td> <td>0%</td> <td>0%</td> <td>0%</td> </tr> </tbody> </table>	Year/Season	Well Below Avg	Below Average	Low Average	Average	Above Average	Well Above Avg	Fall 2013	14%	8%	51%	19%	8%	0%	Winter 2014	23%	26%	12%	23%	9%	7%	Spring 2014	16%	18%	20%	27%	14%	5%	Fall 2014	10%	10%	26%	35%	7%	12%	Winter 2015	0%	0%	0%	0%	0%	0%	Spring 2015	0%	0%	0%	0%	0%	0%	<p>In the winter and spring of 2013 the first grade team worked with the literacy coach and the early literacy interventionist to attack areas of weakness in the nonsense word data illustrated. In the fall of 2nd grade 54% of those same students fell in the average to well above average range. This is a reduction from 34% to 20% of students falling in the below average and well below average range.</p> <p>In 2013/2014 the Kindergarten and First Grade teachers were spending time discussing the universal screening data and determined that more time was needed in teaching phonemic awareness and phonics. In addition to more time, they have been focused on teaching explicit, research based strategies for teaching these skills. In addition to this approach in the general curriculum, the Tier 2 interventions supported students who were struggling in this area.</p>	<p>Across the first grade students were struggling to identify the correct letter sounds of a CVC word. The team responded with a “phonics workout” that had students placed in differentiated groups where they were provided opportunities to be successful with decodable cvc words with various research based practices. The time and focus on this had positive results, as indicated in the data. Adult led small group instruction improved these students’ abilities to decode CVC words and thus pull the whole word read off the page.</p> <p>The RtI implementation has given data teams a greater focus on specific deficits, the need for differentiation and progress monitoring. All of the staff are taking responsibility for student learning, with a greater focus on Tier 1 instruction.</p>
Year/Season	Well Below Avg	Below Average	Low Average	Average	Above Average	Well Above Avg																																														
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Spring 2015	0%	0%	0%	0%	0%	0%																																														

#2



The observations with the annual CPI for English Language Arts in these subgroups are that they continue to improve over time.

	2012	2013	2014
High Needs	81.8	83.1	85.1
Low Income	79.9	84.4	85.5
Students w/ Disabilities	74.4	78.4	78.1
African American	80.4	85.2	91.2

Of particular note on the 2013 and 2014 4th and 5th grade ELA scores is a trend in a higher percent of questions correct. Haggerty students' scores have exceeded the district and the State, two years in a row.

The 4th and 5th grade teams met weekly with the literacy coach to look at student work, plan instruction, and reflect on the practices and teaching tools they were implementing. The literacy coach co-taught reading workshop in one of the fourth grade classrooms for the entire year to facilitate the implementation of reading workshop.

Students were given large amounts of time for high success reading. They chose books they were able to read with fluency, accuracy, and comprehension.

All students have access to grade level complex texts through interactive read alouds.

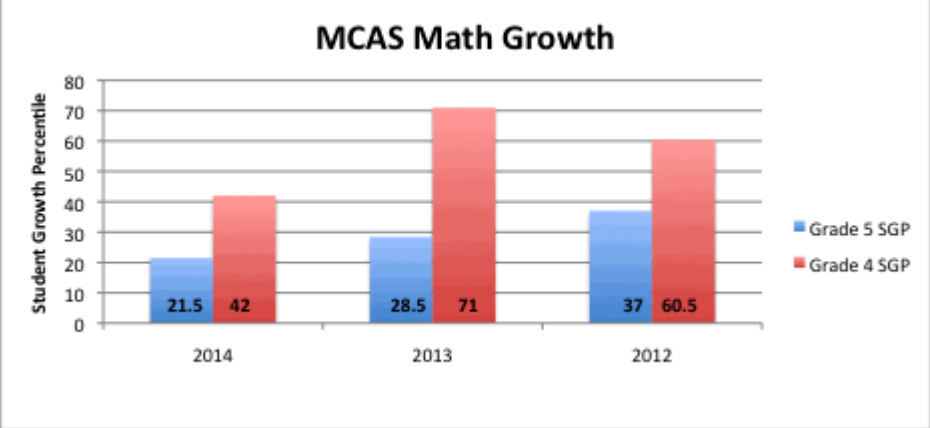
Students received explicit instruction of proficient reading, following a gradual release of responsibility model.

Students made their thinking about reading visible through talking and writing, and teachers gave feedback and instruction to students.

<p>#3</p>	<table border="1"> <caption>TELL MASS Survey Data</caption> <thead> <tr> <th>Year</th> <th>Teachers are recognized as educational experts</th> <th>The faculty and leadership have a shared vision</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>89.7</td> <td>82.1</td> </tr> <tr> <td>2014</td> <td>95.5</td> <td>95.5</td> </tr> </tbody> </table>	Year	Teachers are recognized as educational experts	The faculty and leadership have a shared vision	2012	89.7	82.1	2014	95.5	95.5	<p>Teachers indicated in the TELL MA survey that teachers are recognized as educational experts within the school. This is indicative of a professional climate that is improving and growing. This survey also indicated that 95.5% of survey respondents agree or strongly agree that the faculty and leadership have a shared vision for the school.</p>	<p>The previous school improvement plan had a goal of creating a mission and vision for the school, which the leadership team completed and brought to the entire faculty in March 2014.</p> <p>This cohesiveness and shared vision lends itself to a professional learning community where everyone takes ownership of student learning. As we continue to build the collaborative capacity of all staff, this foundation is a critical step.</p>
Year	Teachers are recognized as educational experts	The faculty and leadership have a shared vision										
2012	89.7	82.1										
2014	95.5	95.5										

1. Why do you think these are the most important data points for areas of strength?
Solid literacy skills are imperative for a successful future for all learners. Any deficits in the primary grades must be addressed and promptly responded to if we are going to have students entering third grade reading to learn.

The TELL MASS data tells a story of an improved professional climate at Haggerty, which has been a large focus of the previous School Improvement Plans.

	<p>Trend data that demonstrates an area for improvement</p>	<p>What is your observations and hypothesis of the cause of this area for improvement?</p>	<p>What strategic objectives or initiatives could address this area for improvement? How?</p>												
<p>#1</p>	 <table border="1"> <caption>MCAS Math Growth</caption> <thead> <tr> <th>Year</th> <th>Grade 5 SGP</th> <th>Grade 4 SGP</th> </tr> </thead> <tbody> <tr> <td>2014</td> <td>21.5</td> <td>42</td> </tr> <tr> <td>2013</td> <td>28.5</td> <td>71</td> </tr> <tr> <td>2012</td> <td>37</td> <td>60.5</td> </tr> </tbody> </table>	Year	Grade 5 SGP	Grade 4 SGP	2014	21.5	42	2013	28.5	71	2012	37	60.5	<p>Although a strong percentage of Haggerty students continue to score proficient or advanced in math (64% in grades 3 - 5), the growth for these students over time continues to decline. The 2014 Math MCAS median SGP was 30.</p> <p>One hypothesis is the lack of focus on the math practice standards. The other relevant issue is the need to provide students with increased opportunities to demonstrate transfer to novel tasks. Students need opportunities to experience puzzlement and the need for persistence as they approach challenging mathematical concepts and problems.</p> <p>The Haggerty Open Response questions in math are an area of relative strength. In reviewing the 4th and 5th grade results by Standard over the past 2 years, there are weaknesses in Geometry, as well as, Number and Operations in Base Ten. After reviewing some of the retired MCAS questions in those areas, many required students to transfer what they knew and apply a concept or skill without scaffolding.</p>	<p>As a faculty we need to spend more time with the Math Practice Standards and time to examine our own beliefs. The timing for this work with the implementation of Math in Focus provides time and energy in the “Mindset” around our students’ abilities in math.</p> <p>The implementation of transfer questions – specifically “Put on your Thinking Cap” problems – has grade level teacher teams in grades 2 through 5 with the professional practice goal of implementing these transfer problems once each chapter. Teachers have agreed to reflect on their instructional practices and evaluate how they teach the math practice standards. The Math Leadership Team (MLT) will work together with the math coach to create a rubric that will evaluate teacher behaviors during transfer tasks. Additionally, those grade level teams will work to teach students to problem solve and increase their persistence with transfer problems.</p>
Year	Grade 5 SGP	Grade 4 SGP													
2014	21.5	42													
2013	28.5	71													
2012	37	60.5													

#2	<table border="1"> <caption># of Reports of Bullying by Grade Level</caption> <thead> <tr> <th>Grade Level</th> <th>Reports Investigated</th> <th>Reports Substantiated</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>10</td> <td>3</td> </tr> <tr> <td>2</td> <td>0</td> <td>0</td> </tr> <tr> <td>3</td> <td>4</td> <td>1</td> </tr> <tr> <td>4</td> <td>0</td> <td>0</td> </tr> <tr> <td>5</td> <td>7</td> <td>6</td> </tr> </tbody> </table>	Grade Level	Reports Investigated	Reports Substantiated	1	10	3	2	0	0	3	4	1	4	0	0	5	7	6	<p>Students need to feel safe in school in order to learn. Bullying is not the problem. The problem is that students are lacking the social skills and self-regulation skills necessary to demonstrate strong, pro-social competencies in school and outside of school.</p>	<p>Building an inclusive culture at Haggerty is a priority for all of the students, as well as their families. This includes high leverage strategies for teaching students to exhibit pro social competencies (2nd step pilot). The pro social task force, as well as the CFG efforts and inclusive schooling professional development with Marilyn Friend aim to address this issue.</p>
Grade Level	Reports Investigated	Reports Substantiated																			
1	10	3																			
2	0	0																			
3	4	1																			
4	0	0																			
5	7	6																			

2. Why do you think these are the most important data points for areas of improvement?

Although many students continue to score within the proficient to advanced categories in grades 4 and 5 on MCAS, the student growth percentiles have drastically declined since 2012. It's imperative that we continue to work to integrate the new math curriculum with the State Standards and the Math Practice Standards in order to increase our students' math performance. Additionally, teachers need time to continue to develop their understanding of the math standards and consequently, their comfort with the content.

Improving our students' social competencies will improve their self-concept, self-esteem, and overall social skills. With this focus, we aim to improve intrinsic motivation through teaching effective effort and praising students for their use of strategies and persistence. Through the leadership team and pro social task force, we aim to find consensus on 3 overarching school-wide expectations (we are kind, we work hard, etc).

3. To what extent do the strategic objectives and initiatives listed above align to the strategic objectives and initiatives in the one page SIP overview you completed in June, 2014? Yes. There is a strong link to the initiatives for math and teaching "effective effort" and growth mindset, along with the math practice standards. What's not written here, that is on the Action Plan is the time we will spend as a staff this year working together to increase the leadership capacity of all staff through the use of Critical Friends' Groups. These groups meet for 2 hours once a month and will provide teachers the opportunity to present student work, receive feedback from colleagues, and make their practice public, allowing themselves to share their practice and receive feedback from their peers.

**Action Plan for Strategic Objective/Initiative #1: Math in Focus Implementation
(Growth Mindset and Transfer)**

Year-long description, rationale, and goal			
Priority Strategic Objective/Initiative:	Mathematics: Haggerty school teachers will evaluate the practice and approach to teaching the math practice standards (1,4&5) by having students complete one "Put on your Thinking Cap" problem for each chapter in Math in Focus.		
Data that supports this initiative as a priority for your school:	Math SGP data has declined since 2012. Students for whom we know have the content and understanding to demonstrate their growth are not doing so on MCAS. One pattern observed after analysis where Haggerty results are compared to the State and district suggests that students are not performing well on transfer questions. These questions require a student to apply a strategy or learned concept, whereby they would have to know when, how and why to apply such skills. If these opportunities are not provided to them in the classroom, students are less likely to have the skill and stamina to persevere through challenging, novel, mathematical problems.		
Student outcome at end of school year:	Students will demonstrate strategies and evidence of persistence, using models, and appropriately applying the use tools in novel transfer tasks – resulting in increased student growth percentiles in all subgroups.		
Early Evidence of Change			
What are you trying to achieve in this initiative by February 2015?	By February 2015 grade level teams in grades 2 through 5 will use a checklist to collect data on the math practice standards in one another's classrooms.		
How will you know if a change is an improvement by Dec. 31?	Teachers in grades 2 through 5 will have administered 2 "Put on your thinking cap problems" and reviewed student work with the math coach. MLT will determine Put on your Thinking Cap Problems and finalize checklist for teacher classroom obs./walkthroughs		
What changes can you make that will result in improvement? Describe your plan to implement this initiative over the whole school year (you will revisit this plan in Jan., 2015).	Implementation benchmark (process benchmark or early evidence of change benchmark)	Person/team primarily responsible	Date/frequency completed
	Using a sample of the transfer problems and data from observations, each grade-level team will identify a learner-centered problem with some baseline data for math transfer tasks based on collaborative analysis of student work.	Teachers, MLT, math coach	
Consider students with disabilities,	Teachers are engaged in examining their instructional practices in both the work with Marilyn Friend, as well as the	MLT, teachers, and CFG coaches	Monthly

ELLs, and students with high needs.	Critical Friends Groups (CFG's) and Common Planning Times.		
	Special educators will utilize data to inform their specially designed instruction in math and support general education teachers in releasing responsibility toward greater student independence by teaching: initiation and the steps in problem solving, (tools/strategies/accommodations to solve problems)	Teachers and Special Educators	Monthly
	Teachers, Special educators and interventionists will provide tiered supports providing interventions - this includes the implementation of FAST math screeners in grades 1 through 5, in addition to the use of Symphony as an intervention and progress monitoring tool.	Teachers, Special Ed staff, ESL teacher, interventionists, Math coach	Weekly

Action Plan for Strategic Objective/Initiative #2: Collaborative Culture

Year-long description, rationale, and goal			
Priority Strategic Objective/Initiative:	Build an Inclusive/Collaborative Culture by developing Critical Friends Groups whereby each staff member presents and receives feedback from their colleagues.		
Data that supports this initiative as a priority for your school:	Teacher teams are still new to Haggerty teachers. Inclusive schooling and the vision for inclusion have not been revisited in many years. Special education staff, as well as their general education colleagues, have not had professional development in inclusive practices or current special education regulations.		
Student outcome at end of school year:	Teachers can point to a change in practice that benefits students as a result of feedback from learning with colleagues.		
Early Evidence of Change			
What are you trying to achieve in this initiative by Dec. 31?	7 hours of professional development for the entire staff on Critical Friends Groups, with opportunities to de-privatize practice and receive meaningful feedback.		
How will you know if a change is an improvement by Dec. 31?	Common planning teams will have protocols to share student work and receive feedback from their team. 100% of the staff will be engaged participants in the CFG meetings, asking questions and bringing these conversations and practices to other teams.		
What changes can you make that will result in improvement? Describe your plan to implement this initiative over the whole school year Consider students with disabilities, ELLs, and students with high needs.	Implementation benchmark (process benchmark or early evidence of change benchmark)	Person/team primarily responsible	Date/frequency completed
	Common Planning Teams (grade level teacher teams) will begin to use protocols by looking at student work with greater depth	Teachers, Coaches, Principal, special educators	
	Monthly CFG's (2 hours) where teams are looking at student work, presenting dilemmas, and sharing feedback	CFG Coaches, Principal, consultant, All Staff	1 time a month

OPTIONAL: Action Plan for Strategic Objective/Initiative#3: Tiered Systems of Supports – RtI

Year-long description, rationale, and goal			
Priority Strategic Objective/Initiative:	Provide ongoing professional development to support RtI implementation (problem analysis, data analysis, followed by immediate interventions with research based practices and progress monitoring)		
Data that supports this initiative as a priority for your school:	In reviewing the FAST data we have 1 – 4 students at each grade level who are well below the norm in their oral reading fluency. In grades 3 and 5, 89% of the students scored within the average range. The first grade mean for Correct Letter Sounds (CLS) in the fall 2014 was 43.		
Student outcome at end of school year:	Increase the mean spring oral reading fluency 1 - 5 (grade 1 - 95, grade 2 - 125, grade 3 - 148, grade 4 – 168, grade 5 – 170) to meet or surpass the State norm.		
Early Evidence of Change			
What are you trying to achieve in this initiative by Jan. 31?	First graders will reach a mean of 68 correct letter sounds in the Nonsense Word Fluency universal screener when screened in January 2015. In addition, all fifth grade students will increase their oral reading fluency reaching a mean of 160.		
How will you know if a change is an improvement by Dec. 31?	Students who are being progress monitored using the curriculum-based measures for oral reading fluency and correct letter sounds (first grade) will demonstrate growth based on the progress monitoring tool’s achievable goal for individual students.		
What changes can you make that will result in improvement? Describe your plan to implement this initiative over the whole school year. Consider students with disabilities, ELLs, and students with high needs.	Implementation benchmark (process benchmark or early evidence of change benchmark)	Person/team primarily responsible	Date/frequency completed
	Changes in the master schedule to improve classroom schedules to meet the needs of special education and ELL students, where students are not being pulled from Tier 1 instruction to receive services are in place. Instead, students who require re-teaching and additional exposure are able to receive multiple doses of instruction in their classroom.	Principal, School Admin. Manager (SAM), consultant	August, 2014
	Three times a year the data teams will meet to review universal screening data and determine instructional groupings and practices to meet students’ learning needs.	Consultant, Principal, Teachers, Coaches, special educators, ESL	Fall, Winter, Spring
	Students receiving Tier 2 and Tier 3 intervention will be progress	ESL teacher, Teachers, Special	Semi-monthly and 3 times a year

	monitored, with progress monitoring meetings to review the progress for individual students.	Educators, Coaches, ELI, and interventionists	
	Increase staff knowledge of Research Based Intervention strategies	Principal, Coaches, District leadership, Consultants, special educators	3 times a year (Fall, Winter, and Spring)
	Implement FAST universal Screening tools for math and utilize the math fluency measures.	Principal, Math Coach, special educators, Interventionists, and Teachers	2 times a year, Winter and Spring

Additional Considerations:

1. What additional initiatives from your SIP is your school undertaking this school year (besides those described in the Action Plan above)? I don't think it's an initiative, but the SIP budget funds the music teacher for an additional day at Haggerty. This provides some additional flexibility in creating a schedule that creates one common planning time a week during the school day for classroom teams. This is accomplished through having students at specials. This is in addition to the contractual 40 minute teacher prep each day.
2. Do you believe the list above is achievable this year? If not, please consider making changes to your improvement plan (Section 2). Yes, it's achievable, although the MiF implementation and focus on the math practice standards will be ongoing. I'd be interested in feedback on how to make this goal more manageable in one year, especially given that the 35 hours was scheduled last spring and doesn't provide too much wiggle room for additional hours of PD with the math coach.
3. What *professional development* will support all the initiatives your school is undertaking this year? Please identify the professional development included as an initiative on your improvement plan or other professional development that is not included in your improvement plan.
Inclusive Schooling, Marilyn Friend

Critical Friends Groups – building leadership capacity – Gene Thompson-Grove

Math in Focus (PD provided by district)

Planning with Instructional Coaches (10 hrs. choice courses)

RtI – Chris Parker/Ideal Consulting – Data Teams, Progress Monitoring meetings, and walk-throughs during the literacy blocks with follow up debrief meetings with each classroom teacher - All support the RtI implementation
4. How are you *aligning your resources* to support all the initiatives your school is undertaking this year? The SIP budget is covering the cost of the consultant – Gene Thompson-Grove, as well as 2 hourly interventionists who work 3 days a week and are in classrooms during the math and reading blocks, as well as before school.
5. Who was involved in the creation of each part of your SIP? In what ways were they involved? It was primarily written and developed by me, with input and feedback from the members of the ILT and the instructional coaches.

It was tuned by a CFG over the summer, and then again by my principal colleagues. The SAC reviewed the data analysis section and the Haggerty Report Card (MCAS - Level 2) in November/2014, and the entire staff saw it on 12/8/14 where I presented it and the CFG consultant facilitated the Making Meaning protocol. Staff then met in small CFG groups with their CFG coaches to “Make Meaning” of the SIP. Questions that arose within those small groups are posted in a Google Doc for the ILT to review.

