

Hood Elementary School
School Improvement Plan
2015-2016

School Improvement Team

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School Improvement Council Members

Gayle Dufour, Principal
Dawn D'Andrea, Co-Chair, Parent
Rebecca Simbliaris, Teacher
Katherine Rearick, Teacher
Nancy Vizcaino, Parent
Diane Melendez, Parent

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School Vision and Mission

Lynn Public Schools Vision: All Lynn students will graduate from high school with the skills to make informed choices and pursue further learning as socially responsible citizens.

Mission: To continuously improve students' social, cultural, and academic achievement and provide all students with the skills, knowledge and experiences to achieve our vision.

Hood School Mission:

Parents, teachers and students will work together as a team so that all Hood Elementary School students receive equitable opportunities socially, emotionally and academically in order to demonstrate proficient and advanced skills in all academic areas.

Narrative Description of the School

Demographic Data: Include a description of the student population (subgroup status, enrollment history, attendance), administrative staff, teaching staff (including years of service, attendance, and recruitment of highly qualified teachers), and the organization of the school.

The demographics of Hood Elementary's student population and teaching staff are described in the tables below.

In SY16, Hood's administrative staff is comprised of a Principal and a Program Specialist. In addition to the administrative leadership, two Curriculum and Instruction Teachers (CITs) in English Language Arts and Reading provide additional instructional leadership and support to teachers throughout the building. Three inclusion specialists, three reading specialists (including the CIT), and two ESL specialists provide push-in supports to all regular education classrooms in the school.

There are 23 classrooms in Grades K-5, including an inclusion classroom at each grade level and two substantially separate classrooms for students with intellectual impairment disabilities in Grades 3-5. Except for the substantially separate classrooms, instruction in Grades 3-5 is departmentalized, with students rotating among 2-3 teachers.

Student Enrollment

	2013	2014	2015	2015 District
Kindergarten	78	72	83	1,222
Grade 1	95	92	74	1,479
Grade 2	69	78	83	1,379
Grade 3	60	74	80	1,275
Grade 4	64	64	72	1,155
Grade 5	44	59	62	1,086
Total	410	439	454	7,861

Teacher Demographic

	2012	2013	2014	2014 District	2014 State
Teacher Retention	30.0	53.3	66.7	79.8	84.6
Staff Age	2013	2014	2015	2015 District	2015 State
Under 26	16%	33%	40%	7%	6%
26-56	68%	48%	47%	70%	75%
Over 56	16%	19%	13%	23%	19%
Median Yrs Experience	-	-	1	8	-
% ≥ 10 Yrs Experience	-	-	3%	45%	-

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Performance Indicators

	2012	2013	2014	District 2014	State 2014
Student Attendance Rate	95.4	95.1	95.3	94.0	94.9
Absent 10 or more days (%)	32.7	34.8	31.3	38.2	30.4
Chronically Absent (% with < 90%)	10.6	10.6	13.4	19.1	12.3
Student Retention Rate	3.7	3.9	1.9	4.2	1.6
Out-of-School Suspension Rate	-	6.1	4.3	12.0	3.9

Percent of students by race and gender

	% of Students				
	2013	2014	2015	2015 District	2015 State
African American	11.7	11.4	11.2	10.7	8.7
Asian	9.0	9.8	7.7	9.2	6.3
Hispanic	51.5	51.0	56.6	56.4	17.9
White	22.7	21.6	19.6	19.6	63.7
Multi-Race	4.9	5.0	4.8	3.8	3.1
Male	50	49	50	53	51
Female	50	51	50	47	49

Enrollment by Special Population

Demographic Group	2013	2014	2015	2015 District	2015 State
First Language Not English	47.1	45.8	46.0	54.1	18.5
English Language Learner	18.3	16.2	18.1	18.8	8.5
Special Education	14.1	10.9	7.3	15.4	17.1
Economically Disadvantaged	-	-	54.0	46.2	26.3

Provide instruction by highly qualified teachers

The Lynn Public Schools maintains records on each one of our teacher's highly qualified status, using federal HQ criteria. The Assistant Director of Curriculum meets with any teacher on our staff who is not qualified to create a plan for achieving this status. Assistance is provided to teachers who need to take MTELS.

School Processes Data: Include a description of the implementation of the core instructional programs for all students, students with disabilities, and English language learners and the intervention strategies designed to address the needs of at-risk students. In addition, provide information about any other initiatives being implemented in regards to curriculum, instruction, assessment, professional development, and school culture.

Hood Elementary School continues to implement a variety of initiatives to help make instruction accessible to all learners. This includes using practices that assist students with disabilities, English language learners, and other at-risk students.

Our school's foundational practices supporting high-quality instruction include:

- Standards-based lesson planning that implements the following lesson components: Objectives, Activator, Gradual Release, Formative Assessment, Summarizer
- Visual classroom supports (Agenda, Schedule, Calendar, Genre Board, Picture Word Walls, Anchor Charts, Analyzing and Tagging the Prompt, T and H charts)

These foundational instructional practices are consistently implemented in whole-group and small-group instruction throughout our school, by classroom and specialist teachers.

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To continue to enhance our foundational instructional practices to meet the needs of all learners, teams of teacher leaders at our school are developing shared practices in the following areas:

- Close Reading with Think Marks
- Metacognition and Student Engagement (UDL)
- Purposeful Talk

Our school's content initiatives are focused in the following areas:

- Unpacking the Common Core Standards
- Grammar through Bare Bones
- 3 Types of Writing (Narrative, Expository, Opinion)

In addition to the universal supports provided by our foundational instructional practices, our school addresses the needs of specific groups of learners with both year-round and short-term supports and interventions, including the following:

- Small-group reading instruction led by classroom teachers, reading specialists and ESL specialists
- Inclusion classrooms to service students with special education needs in general education classrooms
- After-school help
- Hawk Academy (Saturday and after-school MCAS academic program)

In the area of social/emotional development, Hood Elementary implements schoolwide practices to ensure a safe learning environment for all students. These practices include the following:

- Green/Yellow/Red behavior management charts
- Positive Behavioral Intervention and Supports (PBIS)
- Core Values program
- Whole Body Listening

In addition to these universal social/emotional supports, our school addresses the needs of specific groups of learners with both year-round and short-term supports and interventions, including the following:

- Lunch Bunch groups with school social worker
- Counseling services provided by school adjustment counselor and school social worker
- Behavioral intervention services provided by behavior specialist
- Tier II PBIS supports provided by classroom teachers

Professional development time at our school is used for two purposes:

- To strengthen our schoolwide implementation of our foundational practices in both high-quality instruction and social/emotional supports; and
- To enhance our school's foundational practices through collaborative inquiry and instructional development

Our foundational practices are disseminated through staff professional development days, Professional Learning Times (PLTs), School Support Team meetings, embedded supports from CITs, mentoring of new teachers, and informal (voluntary) teacher meetings. Our PLTs provide teachers with collaborative inquiry experiences to enhance their mastery of our foundational instructional practices. Finally, our school convenes teams of teacher leaders on a year-round basis to develop initiatives for future schoolwide implementation.

Hood School promotes a strong school culture by offering students, staff and families with regular opportunities to build community around the school's academic and social/emotional supports. These opportunities include the following:

- Core Value/Perfect Attendance Assemblies

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- PBIS Assemblies and student recognition programs
- First in Math student recognition
- MCAS Pep Rally
- Open Houses
- Coffee with K (Kindergarten parents)

Our PTO also supports student enrichment and community-building activities throughout the year, including the following:

- Field Day
- Holiday Shop
- Afterschool activities (school dances, Roller World, McTeacher’s Night)
- Educational partnerships (Museum of Science, Curious Creatures)

Create strategies to attract highly qualified teachers

Our school is advised by the Lynn Public Schools’ Human Resources Office when teaching positions become available at the school. Resumes are forwarded from their office with the credentials of all teaching applicants. The Human Resources Office, in concert with the Assistant Director of Curriculum for Teaching Quality work to identify teachers who are highly qualified in terms of credentials and who aspire to serve youths in a large, urban community with many challenges. Recruitment fairs, advertising, and contacts with local schools of education are utilized as a way in which to locate teachers. In addition, the district has implemented processes and procedures for student teachers, which has resulted in a number of subsequent teaching hires at our school. Collaborative programs with Salem State, Northeast Consortium for Staff Development and several planned coop programs with Endicott College are easily accessed by teachers who are earning credentials. Furthermore, the district provides tutoring for any professional seeking to pass MTEs.

Teacher Evaluation

All of our teachers are evaluated using the Massachusetts Educator Evaluation System. Teachers who might be “in need of improvement” are monitored as they work towards improving their instruction. Curriculum and instruction teachers, math and ELA coaches, and ESL coaches work to model lessons for teachers who need to improve.

Coordinate and integrate Federal, State, and local services and programs; and meet intent and purposes of each program whose funds are consolidated, if applicable. Our school submits budget requests directly to the Superintendent’s Senior Leadership team. This team includes both Deputy Superintendents, the Executive Director of Curriculum, the ELL coordinator, the SPED administrator, the human resources manager, and the financial manager for the Lynn Public Schools. As the organization is formed and resources are allocated, all sources of funds are coordinated in order to meet the needs of our school.

Perception Data: Provide any formal or informal information regarding the perception of the school’s learning environment by district and school leaders, students, teachers, parents and community members.

We did not collect schoolwide survey data from our stakeholders in 2014-15. In 2015-16, we plan to administer a teacher survey that collects information about the professional climate and culture. We plan to administer the survey three times during the year, in order to be able to respond to the survey results within the same year. We also plan to administer the Conditions for Learning Survey (American Institutes for Research) to students in Grades 2-5, once during the school year. The PBIS and UDL teams will take the lead on analyzing and presenting the student survey data at a schoolwide faculty meeting. In this first year, school administrators will take the lead on analyzing and presenting the faculty survey data at schoolwide faculty meetings.

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Student Learning Data: Provide a summary of the achievement trends of the school. Include information about student proficiency on MCAS and accountability data (i.e., CPI, student growth percentiles, and graduation and dropout rates).

Student achievement trends indicating school progress:

- Over the past four years, we have maintained a high Student Growth Percentile (SGP) in Mathematics (in the 60th-70th percentile range).
- In ELA, the trend over the past four years has been an increase in the percentage of students in the Advanced category and a decrease in the percentage of students in Warning. This past year, our SGP in ELA surpassed the 50th percentile for the first time.
- In Science, the percentage of students in the Advanced category has increased and the percentage of students in the Warning category has declined significantly over the past four years. In Science last year, all of our subgroups for whom data are reported were at or above an SGP of 72.5.
- In our subgroup data from last year, there were significant shifts of students into the Proficiency level and above in ELA, Mathematics and Science, for students with disabilities and ELL/Former ELL students.
- Between 2014 and 2015, the percentage of ELL students who achieved high growth on their ACCESS scores increased from 33 to 46 percent.

Student achievement trends indicating unmet student needs:

- This past year, the percentages of students in both the Advanced and Warning performance levels in Mathematics were significantly higher than the corresponding percentages in ELA. Last year, there was a spike upward in our percentage of students in the Warning category in Mathematics last year, while the percentage of students in the Advanced category remained on an upward trend.
- In Mathematics, 25% of former ELL students scored in the Advanced category, as compared to 0% of that subgroup in the same category in ELA.
- Female students outperformed male students in terms of both performance levels and student growth in all MCAS subjects last year.
- In our DIBELS data from last year, in all grades there are significant percentages of students in the Low/Declined growth category. Across the grade levels, there is an overall decline in the total percentage of students in the Average and Above Average/Well Above Average categories.

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ACCOUNTABILITY DATA

The state accountability system considers multiple measures of achievement in ELA, Math, and Science, as well as growth statistics to determine a school's relative standing compared to similar schools in the commonwealth. Schools in the lowest 20% of schools with similar configurations (i.e., elementary schools, elementary/middle schools, middle schools, high schools) are automatically identified as Level 3. Schools are identified as Level 1 or Level 2 based on whether the school is meeting the cumulative Progress and Performance Index (PPI) target of 75.

Accountability and Assistance Level: Level 2										
School Percentile: 32nd										
Cumulative PPI (all students) 65										
Proficiency Gap Narrowing	2012	2013	2014	2014 Change	2014 %ile	2014 Rating	*2015	2015 Change	2015 Rating	
<u>ELA</u>										
CPI	77.3	74.8	73.7	-1.1	16 th	No Change	77.2	3.5	Improved Below Target	
SGP	44	37	48	11.0	39 th	On Target	52.5	4.5	On Target	
% Advanced	5.5	6.2	5.2	-1.0	16 th	Not Meeting Target	6.4	1.2	Met Target	
% Warning	10.9	13.0	13.1	0.1	20 th	Not Meeting Target	9.8	-3.3	Met Target	
<u>Math</u>										
CPI	74.1	81.3	78.5	-2.8	27 th	Declined	76.3	-2.2	No Change	
SGP	65	72	58	-14	69 th	On Target	65	7	Above Target	
% Advanced	10.9	17.9	16.6	-1.3	23 rd	Not Meeting Target	17.4	0.8	Not meeting target	
% Warning	15.8	8.0	9.3	1.3	39 th	Not Meeting Target	13.2	3.9	Not meeting target	
<u>Science</u>										
CPI	79.5	77.3	82.0	4.7	47 th	Improved Below Target	81.1	-0.9	No Change	
% Advanced	7.5	20.9	8.6	-12.3	25 th	Not Meeting Target	10.0	1.4	Met Target	
% Warning	11.3	7.0	5.2	-1.8	67 th	Met Target	4.0	-1.2	Met Target	

**2015 Data are Preliminary.*

Historical Accountability Data

2012	Level 2	School Percentile:	24 th %ile	Annual PPI = 45	Cumulative PPI = 74
2013	Level 1	School Percentile:	29 th %ile	Annual PPI = 85	Cumulative PPI = 79
2014	Level 2	School Percentile:	32 nd %ile	Annual PPI = 60	Cumulative PPI = 65
2015	Level	School Percentile:	%ile	Annual PPI =	Cumulative PPI =

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Early Literacy Results

Kindergarten: DIBELS Nonsense Word Fluency (Winter to Spring – SAME Students)

Achievement Level	# and % of Students		Growth (Change in %ile)	# and % of Students	
	Winter 2015	Spring 2015		School	District
Above/Well Above Avg	28 (33%)	24 (28%)	High	17 (20%)	276 (24%)
Average	35 (42%)	39 (46%)	Moderate	17 (20%)	221 (19%)
Low Average	12 (14%)	9 (11%)	Typical	9 (11%)	176 (15%)
Below Average	7 (8%)	4 (5%)	Low/Declined	41 (49%)	472 (41%)
Well Below Average	2 (2%)	8 (10%)			
CPI	90.5	87.8	Total	84	1,145

1st Grade: DIBELS Oral Reading Fluency (Winter to Spring – SAME students)

Achievement Level	# and % of Students		Growth (Change in %ile)	# and % of Students	
	Winter 2015	Spring 2015		School	District
Above/Well Above Avg	11 (16%)	13 (19%)	High	3 (4%)	144 (11%)
Average	27 (40%)	25 (37%)	Moderate	10 (15%)	299 (22%)
Low Average	7 (10%)	4 (6%)	Typical	32 (47%)	487 (36%)
Below Average	14 (21%)	17 (25%)	Low/Declined	23 (34%)	439 (32%)
Well Below Average	9 (13%)	9 (13%)			
CPI	77.2	76.1	Total	68	1,369

2nd Grade: DIBELS Oral Reading Fluency (Fall to Spring – SAME students)

Achievement Level	# and % of Students		Growth (Change in %ile)	# and % of Students	
	Fall 2014	Spring 2015		School	District
Above/Well Above Avg	7 (9%)	7 (9%)	High	16 (20%)	236 (19%)
Average	28 (35%)	30 (37%)	Moderate	14 (17%)	264 (21%)
Low Average	12 (15%)	13 (16%)	Typical	30 (37%)	367 (29%)
Below Average	25 (31%)	24 (30%)	Low/Declined	21 (26%)	379 (30%)
Well Below Average	9 (11%)	7 (9%)			
CPI	72.5	74.7	Total	81	1,246

3rd Grade: DIBELS Oral Reading Fluency (Fall to Spring – SAME students)

Achievement Level	# and % of Students		Growth (Change in %ile)	# and % of Students	
	Fall 2014	Spring 2015		School	District
Above/Well Above Avg	12 (16%)	7 (10%)	High	8 (11%)	136 (12%)
Average	19 (26%)	28 (38%)	Moderate	15 (21%)	271 (24%)
Low Average	15 (21%)	11 (15%)	Typical	18 (25%)	300 (27%)
Below Average	16 (22%)	13 (18%)	Low/Declined	32 (44%)	416 (37%)
Well Below Average	11 (15%)	14 (19%)			
CPI	72.6	72.9	Total	73	1,123

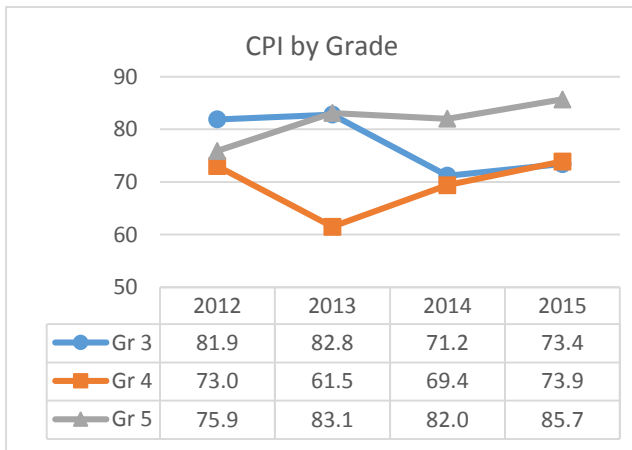
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ENGLISH LANGUAGE ARTS

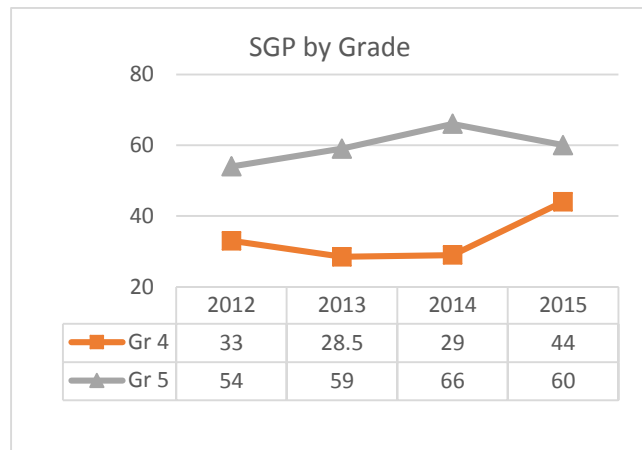
Multi-Year MCAS ELA Results – All Students

Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
School 2012	165	5	39	38	17	77.3	44
School 2013	162	6	36	40	18	74.8	37
School 2014	192	5	29	44	22	73.8	48
School 2015	207	6	34	42	18	77.2	52.5
District 2015	7,227	8	44	33	15	79.0	46

Multi-Year MCAS ELA CPI Results by GRADE



Multi -Year MCAS ELA SGP Results by GRADE



MCAS ELA 2015 Results by Subgroup

Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
All Students	207	6	34	42	18	77.2	52.5
Students with Disabilities	31	0	10	19	71	72.6	-
ELL	19	0	21	42	37	60.5	-
Former ELL	24	0	33	58	8	76.0	57
Economically Disadvantaged	100	6	35	51	8	76.8	51.5
African American /Black	22	9	27	50	14	69.3	-
Asian	17	6	29	53	12	76.5	-
Hispanic	112	3	33	47	17	75.4	53.5
White	44	9	48	27	16	87.5	39
Male	96	4	23	48	25	71.6	48
Female	111	7	44	37	12	82.0	56.5

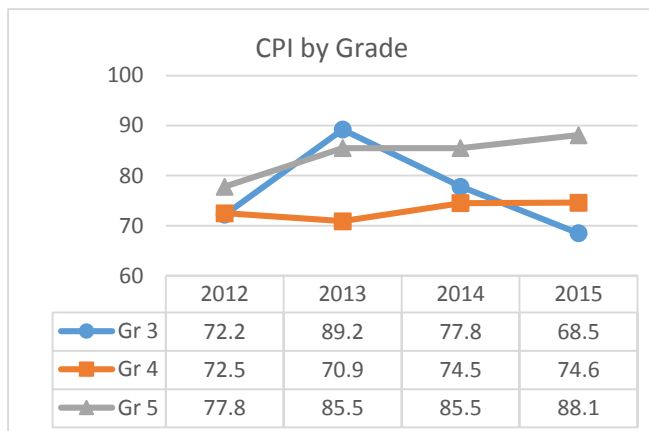
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MATHEMATICS

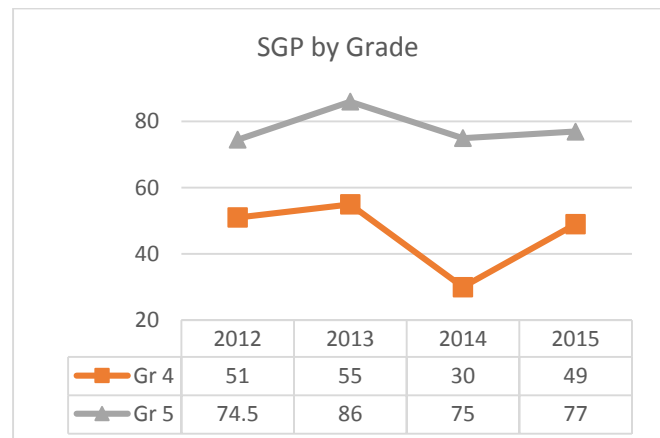
Multi -Year MCAS Math Results – All Students

Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
School 2012	165	11	31	37	21	74.1	65
School 2013	162	18	37	33	12	81.3	72
School 2014	192	17	29	35	19	79.0	58
School 2015	208	16	28	35	21	76.3	65
District 2015	7,231	15	28	32	24	71.4	45

Multi -Year MCAS MATH CPI Results by GRADE



Multi -Year MCAS MATH SGP Results by GRADE



MCAS Math 2015 Results by Subgroup

Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
All Students	208	16	28	35	21	76.3	65
Students with Disabilities	31	0	19	13	68	79.8	-
ELL	19	0	21	37	42	55.3	-
Former ELL	24	25	25	38	12	79.2	63
Economically Disadvantaged	123	12	30	37	20	73.4	62
African American /Black	22	9	32	32	27	68.2	-
Asian	17	24	41	24	12	86.8	-
Hispanic	112	12	25	42	21	71.9	70.5
White	45	27	33	24	16	87.8	56
Male	97	13	26	33	28	74.0	61
Female	111	18	31	36	15	78.4	69.5

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SCIENCE/TECHNOLOGY & ENGINEERING

Multi -Year MCAS STE Results – All Students

Student Group	Students Included	% at Each Level				CPI
		A	P	NI	W	
School 2012	53	8	21	53	19	72.6
School 2013	43	21	21	47	12	77.3
School 2014	57	9	35	40	16	82.0
School 2015	61	8	34	36	21	81.1
District 2015 (Grade 5)	1,064	8	32	43	17	74.8
State 2015						

MCAS STE 2015 Results by Subgroup

Student Group	Students Included	% at Each Level				CPI
		A	P	NI	W	
All Students	61	8	34	36	21	81.1
Students with Disabilities	16	0	12	12	75	79.5
ELL	2	-	-	-	-	-
Former ELL	12	8	25	58	8	75.0
Economically Disadvantaged	33	3	39	36	21	79.5
African American /Black	4	-	-	-	-	-
Asian	5	-	-	-	-	-
Hispanic	30	7	27	53	13	75.8
White	16	12	50	12	25	92.2
Male	30	7	17	40	37	72.5
Female	31	10	52	32	6	89.5

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ACCESS for ELLs 3-Year Results on Overall Score.

Proficiency Level	2013 ELL Students		2014 ELL Students		2015 ELL Students	
	#	%	#	%	#	%
Entering	9	12%	9	13%	10	12%
Emerging	10	14%	6	9%	16	19%
Developing	17	23%	24	35%	21	25%
Expanding	17	23%	16	23%	24	29%
Bridging	17	23%	14	20%	6	7%
Reaching	3	4%	0	0%	7	8%
Total	73		69		84	

ACCESS for ELLs Growth

Year	High Growth		Moderate Growth		Low Growth	
	#	%	#	%	#	%
2014	16	33%	12	24%	21	43%
2015	24	46%	7	13%	21	40%

ACCESS for ELLs change in proficiency level (ELL Students with 2014 and 2015 Results).

2014 ACCESS Proficiency Levels	2015 ACCESS Proficiency Levels					
	Entering	Emerging	Developing	Expanding	Bridging	Reaching
Entering	1 (11%)	3 (33%)	5 (56%)	-	-	-
Emerging	-	1 (14%)	4 (57%)	2 (29%)	-	-
Developing	-	-	6 (27%)	16 (73%)	-	-
Expanding	-	-	-	3 (20%)	5 (33%)	7 (47%)
Bridging	-	-	-	-	1 (100%)	-
Reaching	-	-	-	-	-	-
Total (54)	1	4	15	21	6	7

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Needs Assessment- Curriculum and Instruction (Refer to Conditions for School Effectiveness III and IV)

Using state, local, and classroom assessment data, identify specific areas of strength and need in the Curriculum and Instruction areas listed below. Consider and analyze student results by grade-level, subgroups, learning standards/strands/domains, question type, etc. The curricula and instructional practices in the school are developed and implemented to attain high levels of achievement for all students.

Indicator 1: Aligned and Consistently Delivered Curriculum: School leadership, teachers and other staff ensure consistent use and effective delivery of the district's curricula/mapping. The school's taught curricula are aligned to state curriculum frameworks and are also aligned vertically between grades and horizontally across classrooms at the same grade level and across sections of the same course.

Strengths:

- Staff collaborate across grade levels to unpack the state standards and map and vertically align skills and objectives, so that instructional staff can describe how the content they teach builds upon or relates to content in other grades or subjects
- Staff collaborate to develop standards-based lessons and units guided by district/school mappings
- Lessons contain tiered instruction using UDL strategies, RETELL strategies (picture word walls, anchor charts, partner work, etc.)
- Teachers have access to a variety of tools to support learning and strategically use them in many classrooms (SMART boards, document cameras, iPads, computer lab, First in Math, Go Math, math manipulatives, library books/anchor texts)
- Lesson plans are monitored for alignment to state standards and scaffolding of skill development
- Student learning outcomes inform revisions to curriculum map and scaffolding of skills
- Teachers in Grades 3-5 engage in regular discussions of student learning expectations vertically across grades and horizontally across subjects
- Teachers in Grades K-2 engage in regular discussions of student learning expectations within grade level teams

Areas of Need:

- Instructional materials and tools that align with our curriculum mappings are available to all classrooms but not yet strategically utilized in all classrooms consistently
- Instructional staff needs to refine our curriculum mappings in both ELA and math
- All grade levels need to be included in vertical discussions to unroll standards and scaffold learning expectations

Indicator 2: Effective Instruction: Instructional practices are based on evidence from a body of high quality research and on high expectations for all students. The school staff has a common understanding of high-quality evidence-based instruction and a system for monitoring instructional practice.

Strengths:

- Leaders communicate and hold instructional staff accountable to a set of schoolwide instructional practices that, where possible, are based on research (Objectives, Activator, Gradual Release, Formative Assessment, Summarizer, RETELL strategies, UDL)
- Leaders, coaches and colleagues model high expectations for lesson planning and instruction
- Teachers engage in ongoing collaborative inquiry and action research to advance the school's instructional practices (PLTs, UDL team, PBIS team, Purposeful Talk team)
- Instructional staff provides students with lessons that 1) are appropriate to their developmental and language proficiency levels, 2) engage them with content and address academic and social/emotional needs, and 3) promote higher-order thinking.
- Teachers are given regular feedback from the administration based upon both informal and formal observations of instruction

Areas of Need:

- Include all grade levels on instructional development teams
- Maintain instructional capacity by strengthening retention of instructional staff
- Promote opportunities to observe teachers who are effectively implementing instructional strategies
- Routinely share observed effective teaching strategies with the staff

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Needs Assessment- Assessment (Refer to Conditions for School Effectiveness V)
School leadership, teachers and other staff use student assessment results (formative, benchmark, state assessments) external and internal reviews, and other pertinent data to improve student achievement and inform all aspects of its decision-making including: professional development, student services, instructional programs, and assessment practices.
Indicator 3: Data-based Decision-Making: The school analyzes and uses data to drive decision-making. School leadership, teachers and other staff review student assessment results, external and internal reviews, and other pertinent data to prioritize goals, maximize effectiveness in allocating resources and to initiate, modify or discontinue programs, policies and initiatives.
<p>Strengths:</p> <ul style="list-style-type: none"> • Instructional staff uses a range of assessments (formative, summative and benchmark) that are aligned to the standards and grade-level learning outcomes. • Performance on formative and benchmark assessments predicts performance on MCAS and other summative assessments. • Instructional staff regularly uses assessment data to inform their planning of tiered instruction and interventions. • Instructional staff in all grade levels receives professional development in using data to drive instructional improvement. • Instructional staff in Grades 3-5 work collaboratively to score common assessments. • The majority of instructional staff embeds formative assessments in daily classroom practice and uses results to target and modify instruction. • Leaders and instructional staff analyze assessment data to identify practice improvement needs, determine enrichment and remediation needs, and assess needs for systems change. • Leaders and instructional staff use data for individual and organizational learning, not just external compliance.
<p>Areas of need:</p> <ul style="list-style-type: none"> • Develop common assessments across grades and subjects • Consistently embed formative assessments in daily classroom practice and use results to target and modify instruction. • Teach students how to assess themselves and plan for improvement • Provide effective, data-driven feedback to students, including guidance on how to improve

Needs Assessment- Professional Learning (Refer to Conditions for School Effectiveness VII)
Describe the process of determining the professional learning needs of all staff, including how the school implements ongoing professional development during the school year. Professional development programs and services are based on district and school priorities, information about staff needs, student achievement data and assessments of instructional practices and programs.
Indicator 4: Professional Development: PD for school staff includes both individually pursued activities and school-based, job-embedded approaches, such as instructional coaching. It also includes content-oriented learning.
<p>Strengths:</p> <ul style="list-style-type: none"> • All teachers are provided with biweekly PLT meeting times for grade-level or departmental collaboration • Teacher-led instructional development teams (UDL, PBIS, Purposeful Talk) pursue collaborative inquiry and action research to advance the school's instructional practices • Staff meeting agendas are shared by the administration and teacher-led development teams (UDL, PBIS) • School Support Team provides all faculty with ongoing professional development around schoolwide instructional practices • CITs provide job-embedded instructional coaching to teachers
<p>Areas of need:</p> <ul style="list-style-type: none"> • Inclusion of all grade levels (K-5) in all professional development and instructional development teams

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Indicator 5: Structures for Collaboration: The school has structures for regular, frequent collaboration to improve implementation of the curriculum and instructional practice. Professional development and structures for collaboration are evaluated for their effect on raising student achievement.

Strengths:

- All teachers are provided with biweekly PLT meeting times for grade-level or departmental collaboration
- Teacher-led instructional development teams (UDL, PBIS, Purposeful Talk) pursue collaborative inquiry and action research to advance the school's instructional practices
- Staff meeting agendas are shared by the administration and teacher-led development teams (UDL, PBIS)
- School Support Team provides all faculty with ongoing professional development around schoolwide instructional practices
- CITs provide job-embedded instructional coaching to teachers

Areas of need:

- Development of more consistent and efficient collaborative practices across all school teams
- Inclusion of all grade levels (K-5) in all professional development and instructional development teams
- Ongoing evaluation of professional development and structures for collaboration

Needs Assessment- Student Support (Refer to Conditions for School Effectiveness VIII, IX and X)

Schools have a framework for providing appropriate supports (academic, social, emotional, and health) to all students. School leadership, teachers and other staff engage with families and community partners to promote student achievement and progress.

Indicator 6: Tiered Instruction and Adequate Learning Time: The school schedule is designed to provide adequate learning time for all students in core subjects. For students not yet on track to proficiency in English language arts or mathematics, the school provides additional time and support for individualized instruction through tiered instruction, a data-driven approach to prevention, early detection, and support for students who experience learning or behavioral challenges, including but not limited to students with disabilities and English language learners.

Strengths:

- Tier II academic interventions and supports are embedded in lesson planning
- UDL and RETELL supports are embedded in lesson planning
- Small group reading instruction is built into the schedule for all students, with specialist support for students not yet on track to proficiency, students with disabilities and English language learners
- Instructional staff includes 3 reading specialists (including CIT), 3 inclusion specialists, 2 ESL specialists, 2 intervention paraprofessionals, and a content-area (ELA) CIT
- After-school help (night back)
- Hawk Academy (Saturday academic program)
- Clubs focused on academics

Areas of need:

- Develop consistent schoolwide expectations and practices for small group interventions
- Improve attendance at academic support sessions offered to targeted student groups
- Implement earlier and more comprehensive diagnostic assessments to identify students for targeted supports, especially in mathematics in the lower grades

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Indicator 7: Students' social, emotional, and health needs: The school creates a safe school environment and makes effective use of a system for addressing the social, emotional, and health needs of its students.

Strengths:

- Schoolwide implementation of Positive Behavioral Interventions and Supports (PBIS)
- Teacher-led PBIS Team meets monthly to monitor and support PBIS implementation
- Collaboration among administrators, nurse, school social worker, school adjustment counselor, and behavioral specialist to address the social, emotional, and health needs of students
- Schoolwide social-emotional supports in classrooms, including Green/Yellow/Red behavioral charts, Core Values instruction, and Whole Body Listening expectations
- Schoolwide instructional routines that minimize threats and distractions (UDL)
- Universal Breakfast Program

Areas of need:

- Development of positive behavior supports during periods of the school day with less teacher supervision (lunch, recess)
- Further development of Tier II PBIS supports
- Development of students' self-regulation skills
- Periodic assessment of the student climate
- More structured collaboration time among administrators and clinical staff to plan and implement social, emotional and health supports for students, including preventive supports
- Reduction in visits to the school nurse during the school day

Indicator 8: Family-school and Community engagement: The school develops strong working relationships with families and appropriate community partners and providers in order to support students' academic progress and social and emotional well-being.

Strengths:

- Hood School has an active PTO that provides significant enrichment resources and volunteer support to the school
- Hood School has developed greater capacity to partner with families around academic supports, through the Academic Parent-Teacher Team initiative that was pursued in Grades 1-3 during SY14 and SY15
- Hood School faculty communicate with families using multiple means of communication, including home-school communication folders, behavior chart stickers, phone calls, newsletters, and report cards/progress reports with specific guidance on how to support learning at home
- Specialized student and family support personnel at Hood communicate frequently with families (school social worker, nurse and parent liaison)
- Hood School has strong partnerships with a small number of community partners and providers, including GE Volunteers and Maggy Gorrill (Boston Conservatory)

Areas of need:

- Continue to develop faculty capacity to partner with families around academic supports
- Achieve greater consistency of home-school communication across grade levels
- Increase family participation in school Open Houses, PTO, School Improvement Council, and other family engagement opportunities at school
- Increase two-way communication with families
- Expand community outreach efforts to develop stronger network of partnerships

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Define Priorities and Describe the Strategies/Actions

Define Priorities for School Improvement that have been identified as a result of the Needs Assessment. Name and describe the strategies/actions that correspond to each of the priorities identified. The strategies/actions should be purposeful and directly related to meeting the goal and measurable outcomes.

GOAL: To meet or exceed all local and state accountability targets, in achievement and growth, in Early Literacy, English Language Arts, Mathematics, and Science in the aggregate and all subgroups.

Identified Area of Need: Effective Instruction and Data-Driven Decision making, based upon Student Learning Data

Improvement Focus: Formative Assessment – Effective Questioning

Priority 1

To strengthen Hood teachers' professional practice in the use of discussion questions during the guided phase of instruction, to collect evidence of targeted student understandings and make adjustments to instruction based upon that evidence

**Strategies/
Actions**

1. Hood faculty will receive school-based professional development on the effective use of discussion questions during the guided phase of instruction.
2. All Hood PLT teams will engage in at least 3 collaborative lesson planning cycles focused on the use of discussion questions.
3. Most Hood faculty will adopt a team professional practice goal in their educator evaluations that is focused on strengthening their use of discussion questions.
4. Hood School will create a shared repository of lesson plans that include explicit planning of discussion questions for the guided phase of instruction.

**Expected
Outcome(s)**

1. By the end of SY16, most Hood faculty will explicitly plan discussion questions to probe targeted student understandings during the guided phase of instruction.
2. More Hood students will be engaged in higher-level questioning during the guided phase of instruction.
3. Student achievement in all content areas will rise, due to re-teaching and small group interventions that are driven by the outcomes of questioning during the guided phase of instruction.

**Timeline
for Actions**

September 2015:
 -- Provide professional development to Hood faculty on discussion questions
 -- Propose to Hood faculty a team professional practice goal focused on discussion questions
 -- Create and disseminate a PLT calendar that includes at least 3 collaborative lesson planning cycles focused on the use of discussion questions

October 2015:
 -- Initiate PLT lesson planning cycles focused on the use of discussion questions

November 2015:
 -- Finalize educator professional practice goals focused on improving teachers' use of discussion questions
 -- Initiate regular collection of all teachers' lesson plans in a shared repository

December 2015 – June 2016:
 -- Complete PLT lesson planning cycles focused on the use of discussion questions
 -- Provide Hood faculty with additional professional development on discussion questions, including evidence of teacher practice and student learning outcomes

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GOAL: To meet or exceed all local and state accountability targets, in achievement and growth, in Early Literacy, English Language Arts, Mathematics, and Science in the aggregate and all subgroups.
Identified Area of Need: Effective School Leadership
Improvement Focus: Faculty Climate and Culture

Priority 2	To strengthen the professional climate and culture in order to support teachers in pursuing long-term careers at Hood
Strategies/ Actions	<ol style="list-style-type: none"> 1. Hood School will administer a research-based teacher survey three times during SY16 to monitor the professional climate and make adjustments to leadership practices in response to the survey data. 2. Hood faculty will receive professional development in norms of collaboration and other effective collaboration practices. 3. Hood School administrators and instructional leadership staff will model and facilitate effective collaboration practices in team meetings 4. Hood School administrators and teacher leaders will recruit K-2 teachers to join school leadership teams
Expected Outcome(s)	<ol style="list-style-type: none"> 1. Teacher survey results will show improvements in the faculty climate during SY16. 2. The number of teachers who voluntarily leave Hood School to pursue other local teaching positions will decline in SY16, as compared to the baseline number of 8 in SY15.
Timeline for Actions	<p><u>September 2015:</u> -- Hood faculty will receive professional development in norms of collaboration during staff PD day and their initial PLT meetings</p> <p><u>November 2015:</u> -- Hood School will administer a research-based teacher survey</p> <p><u>December 2015:</u> -- Hood administrators will share findings from the teacher survey at the monthly faculty meeting and specify changes to leadership practice(s) or other administrative decisions based upon the survey data</p> <p><u>February 2016:</u> -- Hood School will administer a research-based teacher survey for the second time</p> <p><u>March 2016:</u> -- Hood administrators will share findings from the teacher survey at the monthly faculty meeting and specify changes to leadership practice(s) or other administrative decisions based upon the survey data</p> <p><u>June 2016:</u> -- Hood School will administer a research-based teacher survey for the third time</p> <p><u>August 2016:</u> -- Hood School Improvement Team will report and analyze findings from SY16 teacher surveys and specify further school improvement goals based upon the survey data, as needed</p> <p><u>SY 2015-16, ongoing:</u> -- Hood School administrators and instructional leadership staff will model and facilitate effective collaboration practices in team meetings -- Hood School administrators and teacher leaders will recruit K-2 teachers to join school leadership teams</p>

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Appendix A

Implementation Reflection: Please provide a brief description of the implementation of the strategies/actions identified for the priority areas this year. Provide evidence, qualitative and quantitative, to support the identified successes and/or challenges in the implementation.

October Accountability Data Update and Reflections:

February (Mid-Year) Implementation reflections and adjustments (as needed):

To June (End-of-Year) Implementation Reflection: