

Hood Elementary School
School Improvement Plan
2016-2017

School Improvement Team

Gayle Dufour, Principal
Sarah Lombardi, Grade 5/ELA
Annie Merritt, Grade 5/Mathematics
Kristen Molnar, CIT/Reading
Jennifer Wu, Program Specialist

School Improvement Council Members

Jennifer Wu, Program Specialist
Mariann Cruz, Parent
Catherine Iannitelli, Family Member
Rod Rivera, Parent
Jasmin Santiago, Parent

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Narrative Description of the School

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.

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 SY17, 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 22 classrooms in Grades K-5, including an inclusion classroom at each grade level and two substantially separate classrooms for students with intellectual impairment (I.I.) disabilities in Grades 3-5. Except for the I.I. classrooms, instruction in Grades 4-5 is departmentalized, with students rotating among 3 teachers.

In 2016, teacher retention has risen to 77.4%, which is above the 2015 district average and nearly 15 percentage points higher than our school's 2015 teacher retention rate.

Student Enrollment

Teacher Demographic

	2014	2015	2016	2016 District		2013	2014	2015	2015 District	2015 State
Kindergarten	72	83	85	1,092	Teacher Retention	53.3	66.7	62.5	75.9	83.5
Grade 1	92	74	86	1,356	Staff Age	2014	2015	2016	2016 District	2016 State
Grade 2	78	83	75	1,422						
Grade 3	74	80	89	1,334						
Grade 4	64	72	88	1,267						
Grade 5	59	62	64	1,053	Under 26	33%	40%	31%	7%	6%
Total	439	454	487	7,524	26-56	48%	47%	57%	72%	76%
					Over 56	19%	13%	12%	21%	18%
					Median Yrs Experience	-	1			
					% ≥ 10 Yrs Experience	-	3%			

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Performance Indicators

	2013	2014	2015	District 2015	State 2015
Student Attendance Rate	95.1	95.3	95.5	93.9	94.9
Absent 10 or more days (%)	34.8	31.3	29.8	38.1	30.5
Chronically Absent (% with < 90%)	10.6	13.4	11.9	19.6	12.3
Student Retention Rate	3.9	1.9	0.7	3.2	1.5
Out-of-School Suspension Rate	6.1	4.3	5.0	8.1	2.9

Percent of students by race and gender

	% of Students				
	2014	2015	2016	2016 District	2016 State
African American	11.4	11.2	10.3	10.1	8.8
Asian	9.8	7.7	8.2	9.1	6.5
Hispanic	51.0	56.6	57.9	58.2	18.6
White	21.6	19.6	19.7	18.3	62.7
Multi-Race	5.0	4.8	3.9	3.9	3.2
Male	49	50	49	52	51
Female	51	50	51	48	49

Enrollment by Special Population

Demographic Group	2014	2015	2016	2016 District	2016 State
First Language Not English	45.8	46.0	45.8	54.0	19.0
English Language Learner	16.2	18.1	20.1	19.5	9.0
Special Education	10.9	7.3	7.6	15.4	17.2
Economically Disadvantaged	-	54.0	53.6	47.0	27.4

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 MTEs.

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:

- Academic Talk (UDL)
- Small Group Reading Instruction

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

- Unpacking the Common Core Standards, including Vertical Alignment
- 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
- Extended-time instruction (afterschool and Saturday academic programs)

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 meet evolving student needs through data-driven inquiry and decisionmaking

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 planning and data inquiry experiences. 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
- PBIS Assemblies and student recognition programs
- First in Math student recognition
- MCAS Pep Rally

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- 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, Zumba classes)
- 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.

The 2015-2016 VISTA Survey from the Massachusetts Department of Elementary and Secondary Education yielded the following information about teacher perceptions of the learning environment at our school:

- 83% of teacher respondents agreed that "collaborating with other teachers in school is productive use of time";
- 75% of teacher respondents expressed that teacher-led professional development has had a moderate to strong impact on strengthening their instructional practices;
- 100% of teacher respondents agreed that the teacher evaluation system "helps identify specific areas to improve impact on student learning"

Compared to all other Lynn elementary schools, Hood teacher ratings differed the most in the following areas:

- Hood teachers expressed the strongest agreement among all elementary schools with the statement, "School tests provide useful information about how well students master the standards."

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- Hood teachers expressed the third-lowest level of agreement with the statement, “I analyze data to improve instruction to a large extent.”

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:

- For the first time in 2016, the overall Student Growth Percentiles on state standardized tests in both ELA and Math were at or above 60.
- In Science, the percentage of students in the Advanced category increased by 11.2 points in 2016.
- In Grade 3 Math, the CPI increased from 68.5 in 2015 to 82.8 in 2016, an increase of 14.3 points.
- Between 2015 and 2016, the percentage of ELL students who achieved high growth on their ACCESS scores increased from 46 to 57 percent. The percentage of ELL students who achieved low growth on their ACCESS scores declined from 40 to 27 percent.
- In Grades K-3, the percentage of students who achieved typical or above growth on DIBELS indicators of early literacy skills increased from 61.8 in 2015 to 66.1 in 2016.

Student achievement trends indicating unmet student needs:

- In Mathematics, the percentage of students in the Advanced category has declined for the past four years.
- In Science, there was a spike upward last year in the percentage of students in the Warning category.
- Female students outperformed male students in terms of both performance levels and student growth in all PARCC/MCAS subjects last year.
- In our Grades K-3 DIBELS data from last year, the percentage of students in the Low/Declined growth category steadily increases across the grade levels, starting with 25% in Kindergarten and increasing to 44% in Grade 3.

ACCOUNTABILITY DATA

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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, and 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: 42								
Cumulative PPI (all students) 72								
Proficiency Gap Narrowing	2013	2014	2015	2015 Change	2015 Rating	*2016	2016 Change	2016 Rating
ELA								
CPI	74.8	73.7	77.4	3.7	Improved Below Target	76.5	-0.9	No Change
SGP	37	48	53	4.5	On Target	60	7.0	Above Target
% Advanced	6.2	5.2	5.8	0.6	Met Target	7.3	1.5	Met Target
% Warning	13.0	13.1	10.1	-3.0	Met Target	11.2	1.1	Not meeting target
Math								
CPI	81.3	78.5	76.6	-1.9	No Change	80.8	4.2	Improved Below target
SGP	72	58	65	7	Above Target	63	-2.0	Above Target
% Advanced	17.9	16.6	15.9	-0.7	Not meeting target	13.4	-2.5	Not meeting target
% Warning	8.0	9.3	12.6	3.3	Not meeting target	9.1	-3.5	Met Target
Science								
CPI	77.3	82.0	81.6	-0.4	No Change	80.2	-1.4	No Change
% Advanced	20.9	8.6	8.2	-0.4	Not meeting target	19.4	11.2	Met Target
% Warning	7.0	5.2	3.3	-1.9	Met Target	8.1	4.8	Not meeting target
			2015 SGPA	2015 Target		2016 SGPA	2016 Target	
ELL Proficiency Growth			59	60	Not meeting target	64	60	Met Target

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 = 69
2015	Level 2	School Percentile:	37 th %ile	Annual PPI = 65	Cumulative PPI = 66
2016	Level 2	School Percentile:	42 nd %ile	Annual PPI = 80	Cumulative PPI = 72

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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 2016	Spring 2016		School	District
Above/Well Above Avg	17 (22%)	16 (20%)	High	23 (29%)	348 (35%)
Average	25 (31%)	33 (41%)	Moderate	13 (16%)	173 (18%)
Low Average	13 (16%)	7 (9%)	Typical	24 (30%)	218 (22%)
Below Average	13 (16%)	13 (16%)	Low/Declined	20 (25%)	246 (25%)
Well Below Average	12 (15%)	11 (14%)			
CPI	76.6	79.4	Total	80	985

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

Achievement Level	# and % of Students		Growth (Change in %ile)	# and % of Students	
	Winter 2016	Spring 2016		School	District
Above/Well Above Avg	15 (18%)	8 (10%)	High	10 (12%)	217 (17%)
Average	20 (24%)	32 (39%)	Moderate	22 (27%)	316 (25%)
Low Average	18 (22%)	20 (24%)	Typical	27 (33%)	393 (31%)
Below Average	17 (20%)	15 (18%)	Low/Declined	24 (29%)	325 (26%)
Well Below Average	13 (16%)	8 (10%)			
CPI	72.6	77.7	Total	83	1,251

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

Achievement Level	# and % of Students		Growth (Change in %ile)	# and % of Students	
	Fall 2015	Spring 2016		School	District
Above/Well Above Avg	18 (25%)	7 (10%)	High	10 (14%)	269 (19%)
Average	22 (31%)	27 (38%)	Moderate	6 (8%)	375 (27%)
Low Average	5 (7%)	9 (13%)	Typical	28 (39%)	426 (30%)
Below Average	13 (18%)	14 (19%)	Low/Declined	28 (39%)	331 (24%)
Well Below Average	14 (19%)	15 (21%)			
CPI	74.7	71.5	Total	72	1,401

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

Achievement Level	# and % of Students		Growth (Change in %ile)	# and % of Students	
	Fall 2015	Spring 2016		School	District
Above/Well Above Avg	9 (12%)	8 (11%)	High	4 (5%)	179 (15%)
Average	22 (28%)	19 (24%)	Moderate	14 (18%)	283 (23%)
Low Average	15 (19%)	15 (19%)	Typical	26 (33%)	389 (32%)
Below Average	22 (28%)	21 (27%)	Low/Declined	34 (44%)	363 (30%)
Well Below Average	10 (13%)	15 (19%)			
CPI	71.5	67.3	Total	78	1,214

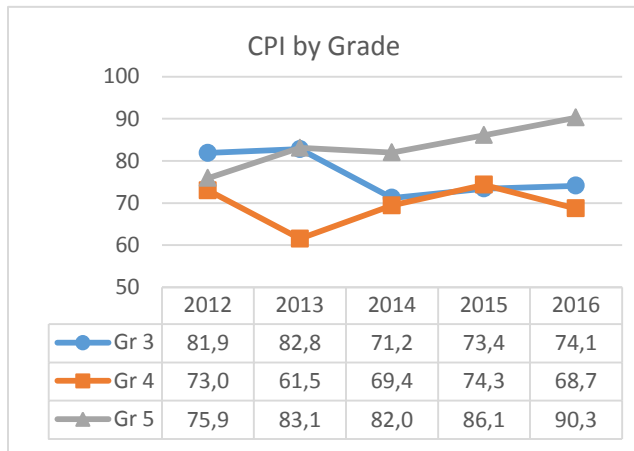
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ENGLISH LANGUAGE ARTS

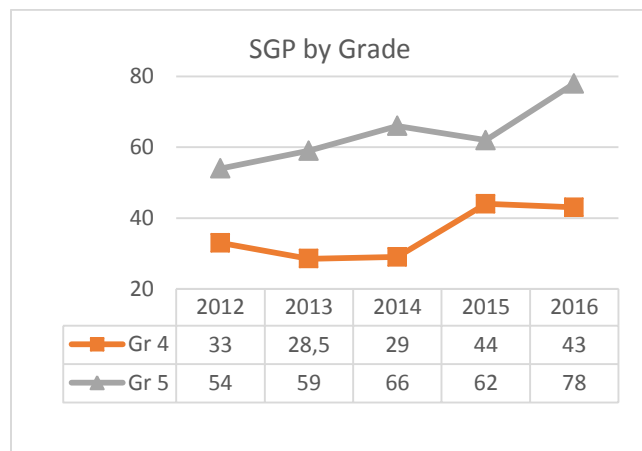
Multi-Year MCAS ELA Results – All Students

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	77.4	53
School 2016	232	7	30	41	22	76.5	60
District 2016	7,581	7	47	31	15	81.0	54

Multi-Year MCAS ELA CPI Results by GRADE



Multi -Year MCAS ELA SGP Results by GRADE



PARCC / MCAS ELA 2016 Results by Subgroup

Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
All Students	232	7	30	41	22	76.5	60
Students with Disabilities	36	0	14	19	67	83.2	35.5
ELL	21	0	24	38	38	61.9	48.5
Former ELL	23	4	22	52	22	75.0	59
Economically Disadvantaged	150	5	29	43	22	75.2	51
Male	110	3	27	45	25	73.0	50.5
Female	122	11	33	37	19	79.7	67

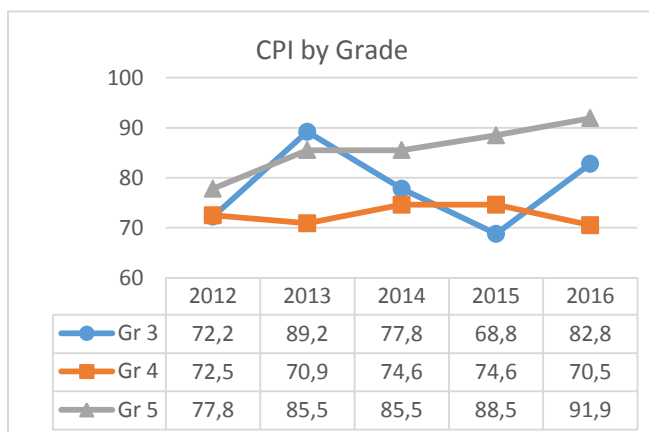
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MATHEMATICS

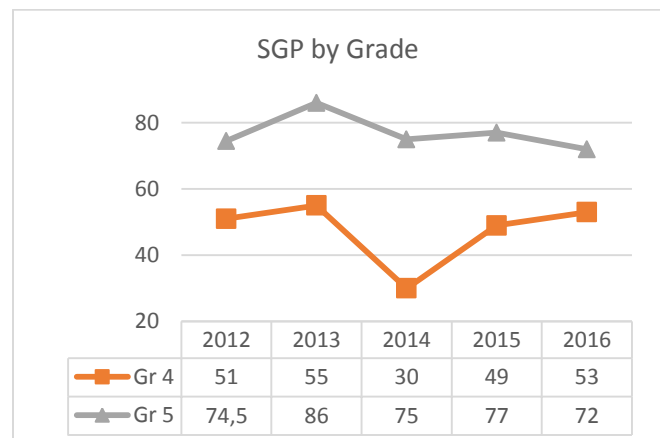
Multi -Year MCAS Math Results – All Students

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
School 2016	231	13	37	30	19	80.8	63
District 2016	7,546	15	34	30	21	74.6	50

Multi -Year MCAS MATH CPI Results by GRADE



Multi -Year MCAS MATH SGP Results by GRADE



PARCC /MCAS Math 2016 Results by Subgroup

Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
All Students	231	13	37	30	19	80.8	63
Students with Disabilities	36	0	8	22	69	84.0	35.5
ELL	21	10	24	38	29	69.0	62.5
Former ELL	23	9	52	17	22	85.9	72.5
Economically Disadvantaged	149	13	32	34	21	78.5	58.5
Male	109	11	36	32	21	79.6	57
Female	122	16	38	29	18	82.0	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	81.6
School 2016	62	19	26	40	15	80.2
District 2016 (Grade 5)	1,044	9	27	45	18	72.7
State 2016 (Grade 5)	69,681	16	31	38	14	76.4

MCAS STE 2016 Results by Subgroup

Student Group	Students Included	% at Each Level				CPI
		A	P	NI	W	
All Students	62	19	26	40	15	80.2
Students with Disabilities	5					
ELL	2					
Former ELL	9					
Economically Disadvantaged	35	14	31	46	9	82.9
Male	27	7	33	44	15	75.9
Female	35	29	20	37	14	83.6

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ACCESS for ELLs 3-Year Results on Overall Score.

Proficiency Level	2014 ELL Students		2015 ELL Students		2016 ELL Students	
	#	%	#	%	#	%
Entering	9	13%	10	12%	15	15%
Emerging	6	9%	16	19%	13	13%
Developing	24	35%	21	25%	22	22%
Expanding	16	23%	24	29%	32	33%
Bridging	14	20%	6	7%	14	14%
Reaching	0	0%	7	8%	2	2%
Total	69		84		98	

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%
2016	40	57%	11	16%	19	27%

ACCESS for ELLs change in proficiency level

2015 ACCESS Proficiency Levels	2016 ACCESS Proficiency Levels					
	Entering	Emerging	Developing	Expanding	Bridging	Reaching
Entering	1 (6%)	7 (44%)	4 (44%)	1 (6%)		
Emerging		1 (8%)	7 (58%)	4 (33%)		
Developing			5 (25%)	14 (70%)	1 (5%)	
Expanding			1 (4%)	10 (38%)	13 (50%)	2 (8%)
Bridging						
Total (74)	1	8	20	29	14	2

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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.
- 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 classrooms (SMART boards, document cameras, iPads, computer lab, First in Math, Go Math, math manipulatives, Reach library books, Anchor Comprehension texts).
- Lesson plans are monitored for alignment to state standards, district curricula and scaffolding of skill development.
- Teachers in Grades 4-5 engage in regular discussions of student learning expectations vertically across grades and horizontally across subjects.
- Teachers in Grades K-3 engage in regular discussions of student learning expectations within grade level teams.

Areas of Need:

- Staff collaborate to develop standards-based lessons and units guided by district/school mappings.
- All grade levels need to be included in vertical discussions to unroll standards and scaffold learning expectations using common language.

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 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 collaborations to advance the school's instructional practices (PLT, UDL team, PBIS team, Reading 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.
- School maintains instructional capacity by strengthening retention of instructional staff.
- Administrators routinely share observed effective teaching strategies with the staff individually and during faculty meetings.

Areas of Need:

- Promote opportunities to observe teachers who are effectively implementing instructional strategies
- Maintain, deepen and expand current K-5 initiatives, including Gradual Release of Responsibility, anchor charts, common graphic organizers
- Increase the quantity and quality of student academic talk throughout the school

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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 in all grade levels receive support and guidance in using data to drive instructional improvement. • 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.
<p>Areas of need:</p> <ul style="list-style-type: none"> • Support instructional staff to regularly use assessment data to inform their planning of tiered instruction and interventions • Consistently embed formative assessments in daily classroom practice and use results to target and modify instruction • 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) collaborate to advance the school's instructional practices. • Staff meeting agendas are jointly developed 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. • All grade levels (K-5) are included in all professional development and instructional development teams.
<p>Areas of need:</p> <ul style="list-style-type: none"> • Full faculty participation in school-based staff PD days
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.
<p>Strengths:</p> <ul style="list-style-type: none"> • All teachers are provided with biweekly PLT meeting times for grade-level or departmental collaboration.

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- Teacher-led instructional development teams (UDL, PBIS) collaborate to advance the school’s instructional practices.
- Staff meeting agendas are jointly developed 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
- Development of more school-based capacity for math instructional coaching
- 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 UDL intervention paraprofessionals, and a content-area CIT.
- After-school help (night back)
- Hawk Academy/Extended Learning Time

Areas of need:

- Maintain, deepen and expand consistent schoolwide expectations and practices for small group interventions
- Improve attendance at academic support sessions offered to targeted student groups
- Earlier identification of students for targeted supports, especially in mathematics in the lower grades

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
- Tier II PBIS supports
- 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

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instruction, and Whole Body Listening expectations

- Implementation of school social worker referral process
- 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)
- Development of students' self-regulation skills
- More structured collaboration time among administrators and clinical staff to plan and implement social, emotional and health supports for students, including preventive supports

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, Maggy Gorrill (Boston Conservatory), Doris L. Benz Trust.

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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Needs Assessment- Leadership (Refer to Conditions for School Effectiveness II)
Effective School leadership. The school takes action to attract, develop, and retain an effective school leadership team that obtains staff commitment to improving student learning and implements a clearly defined mission/vision and set of goals. Clear systems, structures, and procedures guide daily routines and school programs.
Indicator 9: School leaders convey clear, high expectations for all stakeholders and ensure that the school-wide focus remains on established academic goals and school priorities. Communication between the leadership team and staff is fluid, frequent, and open to ensure an inclusive, transparent decision-making across the organization.
Strengths: <ul style="list-style-type: none">• UDL, PBIS Teams – expanded this year• Faculty survey input into PD priorities• Teacher-facilitated PD (summer, faculty meetings, afterschool)• Increased accountability to UDL PD through evaluation process
Areas of need: <ul style="list-style-type: none">• Continued district support for school-initiated PD offerings (PDPs, stipends)• Allocated time outside of the school day to define and implement PD goals

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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 English Language Arts, Mathematics, and Science in the aggregate and all subgroups.
Identified Area of Need: Increase the quantity and quality of student academic talk throughout the school
Alignment to District Priority(s): Standards-Based Instruction (student engagement, higher-order thinking)

Priority 1	Increase the quantity and quality of student academic talk throughout the school
Strategies/ Actions	<ul style="list-style-type: none"> ■ Teachers will participate in action research focused on academic talk and share results at faculty meetings ■ Monthly professional development on academic talk at faculty meetings led by UDL Team ■ Monthly teacher-collected data on student academic talk outcomes, showing growth on selected academic talk skills ■ Examples of data to be collected: Whole Body Listening behavior, use of sentence frames, responding in complete sentences, use of academic vocabulary, staying on topic ■ Development and implementation of schoolwide professional practice goal focused on academic talk ■ Utilizing Reach resources to support academic talk
Expected Outcome(s)	<ul style="list-style-type: none"> ■ Representatives from all grade levels and specialist teams will share academic talk outcomes at faculty meetings ■ Increase in student use of academic talk skills over the course of the year
Timeline for Actions	<ul style="list-style-type: none"> ■ August 2016: UDL Team Summer Planning ■ September 2016: Team professional practice goal proposed to faculty ■ October 2016: UDL Kickoff PD on Academic Talk ■ October 2016: Evaluation goalsetting ■ October 2016 – May 2017: Monthly faculty PD, individual teacher goalsetting, data collection and reflection on next steps

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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: Maintain, deepen and expand consistent schoolwide expectations and practices for small group interventions in order to promote student achievement.

Alignment to District Priority(s): Tiered Instructional System of Support

Priority 2

Maintain, deepen and expand consistent schoolwide expectations and practices for small group interventions in order to promote student achievement.

Strategies/Actions

- Provide Small Group Reading Instruction Professional Development
- Coordinate classroom rollouts of literacy centers
- Create ESL and Reading Specialist Professional Learning Time
- Assign dedicated Reading Specialist for each grade in Grades 1-4
- Assign dedicated Inclusion Teacher for each grade level
- Assign Intervention Paras to assist during small group times K-5
- Create consistent expectations for Intervention Para student support

Expected Outcome(s)

- Administrators will observe school foundational practices in small groups: Groups based on data; posted objectives, agenda, and anchor chart with pictures; student behavioral expectations and academic talk development.
- Data will be used to target students for interventions to reduce the achievement gap.
- All small group instruction will follow the schoolwide expectations and practices for small group interventions.

Timeline for Actions

- August – December 2016: Small group instruction PD targeting small group instruction expectations and how to use data.
- September: Schedules for classroom teachers and interventionists distributed with allotted times for content areas
- September: Coordinated rollout of centers with Reading Teacher support
- September and October: Intervention Paras assigned to classrooms to work with identified students needing additional support. Teacher expectations shared with teachers and interventionists. (Intervention para student support process document)
- November – May: Based on feedback, teachers reflect on and refine practices for small group interventions.

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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: