



## School Improvement Plan 2018-2019

**SCHOOL NAME:** Hamilton Avenue

**Strategic Plan Goals - Vision of the Graduate Capacities:** (Right click on the box and select the ✓ to identify the capacities that apply)

The Vision of the Graduate provides an aspirational goal linked to community values and expectations for academic, interpersonal, and social skills.

### Academic Capacities

- ✓ Master a Core body of knowledge
- ☐ Pose and pursue substantive questions
- ☐ Critically interpret, evaluate, and synthesize information
- ☐ Explore, define, and solve complex problems
- ☐ Generate innovative, creative ideas and products

### Personal Capacities

- ☐ Be responsible for their own mental and physical health
- ✓ Conduct themselves in an ethical and responsible manner
- ☐ Recognize and respect other cultural contexts and points of view
- ☐ Pursue their unique interests, passions and curiosities
- ✓ Respond to failures and successes with reflection and resilience

### Interpersonal Capacities

- ✓ Communicate effectively for a given purpose
- ☐ Advocate for ideas, causes, and actions
- ✓ Collaborate with others to produce a unified work and/or heightened understanding
- ☐ Contribute to community through dialogue, service, and/or leadership

**Key Levers of Change:** (As you choose your key lever (below), you will refer back to these in the action plan.)

- Creating a more personalized learning environment
- Empowering stakeholders (Students, Staff, Parents, Partners)
- Reimagining time and space

**BELIEF STATEMENT LINKING VISION OF THE GRADUATE AND THE KEY LEVERS OF CHANGE:**

*At Hamilton Avenue School, we believe that by empowering stakeholders, we will help students master a core body of knowledge in order to communicate effectively and collaborate with others and turn failures into learning opportunities.*

**GOALS:**

<b>Goals:</b> (Aligned to District Strategic Plan Goals and written in SMART language, remember to include your SEL and FaCE goal within the Academic, Personal and Interpersonal goal according to your school needs/priorities)		<b>Goal Rationale:</b> (Explain why your building chose each of these goals and why you believe your goals will help to develop the capacity chosen under the Vision of the Graduate.)
<b>Academic</b>	<div>1) By June 2019, 57% of HAS students in grades 1-5 will meet the STAR (grades 1-2) or SBA (grades 3-5) benchmark in Math <u>and</u> 60% in ELA/Reading based on the ECRISS proficiency model.</div> <div>2) 25% of students identified as “Low Propensity” in ECRISS who are not projected to meet benchmark in either ELA or Math in grades 1-5 will achieve high growth.</div>	<p>VOG alignment- Master a Core body of knowledge</p> <p>2017-18 performance in ELA and Math was lower than expected. In 2017-18, approximately <math>\frac{1}{3}</math> (34% in Math &amp; 37% in ELA) met the benchmark as measured by ECRISS. If students are not meeting proficiency in Reading and Math at the elementary level, they are not developing the foundational skills for mastering a core body of knowledge. We would like to utilize the tools provided in ECRISS to guide our SIP this year since it is based on student data from previous years. This also helps us focus instruction and student attention on interpreting, evaluating and synthesizing information, all skills which are required on the State’s summative assessments.</p> <p>In order to achieve better results in 2018-19, HAS needs more students to achieve high growth. If students only make expected growth but still aren’t making the benchmark, we are not closing the gap. In order to close the gap and bring students closer to benchmark, we need to focus on the group of students whose propensity is low.</p>

<b>Personal</b>	<p>As a result of full participation in the Second Step program, and the utilization of Schoolwide PBIS, 85% of the Social Emotional Learning and Learning Behaviors grades on the report card will be “Consistent” by Spring of 2019 for grades K-5.</p>	<p>VOG alignment- Conduct themselves in an ethical and responsible manner. Respond to failures and successes with reflection and resilience.</p> <p>HAS is in its first year implementing Second Step across all grades as well as its first year implementing PBIS school-wide. Due to our commitment to providing an emotionally safe environment for our students and staff, and our belief that SEL is an essential tool for creating a safe school climate, it is necessary to provide our students with consistent expectations and consequences. All staff will be implementing PBIS and Second Step in order to support students and also shape their behavior. The goal is to have the students at HAS who conduct themselves ethically and responsibly, and who develop the resiliency they need to succeed.</p>
<b>Interpersonal</b>	<p>By Spring 2019, 100% of staff will provide opportunities for students to conceive, design, develop and deliver a variety of communication products/performances that serve various purposes, including written, spoken or representational content.</p> <p>Based on walkthrough data, reviewed by the School Data Team and administration, using the HAS Exemplary Inquiry Rubric as a measure and descriptors of the TEPL indicator, teachers will provide students opportunities to communicate and collaborate effectively.</p>	<p>VOG alignment - Communicate effectively for a given purpose and collaborate with others to produce a unified work and/or heightened understanding</p> <p>Since the new TEPL indicators were presented, HAS has not systematically implemented them in any way. Teachers simply determined the specific indicator on which they would like to focus and practice and they explained their rationale in goal-setting meetings and/or on their Goal Setting forms. However, we believe that a more systematic, unified approach to instruction, particularly using strategies that allow for collaboration, would be beneficial for our student population.</p> <p>With the help of the redesigned SDT, we want to unpack and implement this specific TEPL indicator to assist teachers push their practice, include accountable talk systematically, and structure goal setting conversations with students or student groups. We will also utilize our HAS-created Exemplary Inquiry rubric, focusing on indicators 1, 2 and 4 as a way of</p>

		measuring learners’ capacities to effectively communicate with one another.
--	--	---

**ACTION PLAN:**

Action 1: Student Self-regulation and Partners in Learning						
<b>Goal(s) Addressed:</b> (Right click on the box and select the ✓ to identify the goals that apply) ✓ Academic ✓ Personal ✓ Interpersonal		<b>Key Levers of Change Addressed:</b> (Right click on the box and select the ✓ to identify the levers of change that apply) <input type="checkbox"/> Personalized Learning <input checked="" type="checkbox"/> Empowering Stakeholders <input type="checkbox"/> Reimagine Time and Space				
Timeline	Strategy: (consider how the PL Playbook influences and supports the adult actions)	Person(s) Responsible:	Measures of Success		Status Update	Revisions
			Impact on Teacher Practice	Impact on Learners		
By October 15	Create a checklist for walk-throughs using the Exemplary Inquiry Rubric & the TEPL indicator of “Communication & Collaboration” & conduct baseline walk-throughs.	SDT Principal AP	Consistent implementation of instruction to support learners’ “Communication & Collaboration” (new TEPL indicator)	Students will become partners in their learning by initiating dialogue, support their thinking and consider others’ ideas.		
Ongoing	Utilize PLCs and SDT meetings to review data & determine next steps/instructional strategies	SDT Principal AP All teachers	Teachers will use data to make instructional decisions and adjustments to assist in student goal setting and increase	Students will become partners in their learning by accessing their data to identify academic needs, set goals, and advocate for their academic		

			student achievement.	and/or SEL needs.		
Ongoing	Administer and review interim assessments, including: interim SBA (grades 3-5), STAR, DRA & running records, and unit assessments to monitor progress and inform instruction.	All classroom teachers ALP teachers SPED teachers ELL teachers Literacy staff	Teachers will have regular progress monitoring information to use in informing instruction and making adjustments to meet group and individual student needs.	Students will have regular opportunities to review their individual performance and set goals/make action plans for success.		
Ongoing	Students will be provided opportunities for self-regulation through the use accountable talk, voice and choice, perseverance, collaborative work groups, morning meeting, various seating options, menus, station rotations, and “choice special” days, etc.	All certified staff and Administration	Teachers will connect to their students and have multiple ways to understand their unique needs and help the learners understand their own needs and make informed choices.	Learners will be empowered to understand their needs and curiosities, have opportunities to explore them and be empowered to self-advocate for options that will maximize their learning and productivity.		
Completion by June 2019	Staff will review the PL Playbook Plays related to Student Self-Regulation and will implement at least two (2) plays	All certified staff and Administration	Teachers will make connections to their students and help them learn	Students will be empowered to be active, collaborative participants in their		

	in the Student Self-Regulation of Learning section of the GPS PL Playbook.		appropriate ways to reduce barriers to learning.	learning.		
Ongoing  Completion of All Second Step lessons	Classroom teacher will implement the Second STEP Program and all staff will utilize school-wide PBIS strategies with students in all school settings.	Classroom teachers All Staff Administration	All staff will implement common language & expectations for student behavior.	Students will develop a clear understanding of the school wide expectations, including consequences for demonstrating unexpected behaviors. Baseline data on the percent of students following all school wide expectations on a consistent basis will be taken.		
Completion by May 31, 2019	All staff will implement the new TEPL Indicator- <i>Communication and Collaboration</i> . The LF and Administration will observe using a checklist and provide school-wide and individual feedback to staff on implementation.	All certified staff and Administration	Teachers will have a stronger understanding of how to teach these skills to students.	Students will become more adept at communicating and collaborating. Learners will actively engage in effective collaborative communication by choosing communication formats, clearly and logically communicating		

				well-organized content, responding appropriately to audience comments and suggestions, interacting positively with others, and reacting appropriately to various situations.		
--	--	--	--	--	--	--

**COMMUNICATION PLAN:**

DATE	EVENT/MILESTONE	LEAD MESSENGER	TARGET AUDIENCE	COMMUNICATIONS CHANNEL/S	FORMAT
<i>[delivery or deadline date]</i>	<i>What task needs to be performed or information collected? What message or information needs to be delivered?</i>	<i>Who is responsible for executing? Who supports and in what role?</i>	<i>Who are you targeting for obtaining or delivering information?</i>	<i>How will you deliver your message, or obtain necessary information? What comm. channels will you use?</i>	<i>In what format will you present your message, considering audience, purpose and channel/s?</i>
[MONTH or PHASE]					
Monthly	Review progress updates/revisions and communicate to staff	Principal / AP	SDT All Certified Staff	SDT meetings Faculty meetings	Presentation
PTA Meeting Nov. 2018	Present the SIP to the community	Principal	Parents	Orally using the plan as a supporting document	Presentation

Weekly Principal Newsletter & Notes to Staff	Principal	Principal	Parents & Staff	Written Weekly Newsletter / Staff “Notables”	Newsletter / Staff “Notables”
By Nov. 1, 2018	SIP posted to the website	Principal & media specialist	Parents & greater community	SIP Presentation Overview posted to the website	website
Ongoing	Review progress updates and revisions and communicate to the parent community	Principal	Parents	Monthly PTA meetings	Oral presentation





## GPS Strategic Plan: Levers of Change

*To achieve Strategic Plan Goals, there are three system-wide Levers of Change:*



### **Make Learning Personal**

Implement a learner-centered system designed around students' strengths, needs, readiness, motivations, interests, goals and cultural backgrounds



### **Empower Stakeholders**

Engage families and community; develop a uniformly high-quality workforce and community partnerships, giving students consistently engaging experiences in every classroom and beyond.



### **Redesign Time & Space**

Redesign school logistics including schedule (within and beyond the school day), classroom spaces, and building architecture to empower learning and collaboration