

SCHOOL IMPROVEMENT PLAN Narrative Summary 2016-2017

Our school improvement efforts were focused on improved planning and implementation of the workshop model and numeracy instruction to positively impact student learning. Grade level teams used multiple sources of data and experience from past years to identify a specific area in literacy or math to design a linked SLO/PPO. All teams chose literacy with the exception of grade 4. Teams developed and used accountability tools for their adult actions to accomplish outlined action steps.

As a staff, we:

- ***Used consistent progress monitoring to track student progress; student assessment data was at the center of consistent collaborative planning***
- ***Shared our successes and challenges, problem solved, and offered feedback in grade level teams and subcommittees***
- ***Increased use of questions aligned to Smarter Balanced during instruction and on formative assessments, grades 3-5***
- ***Reflected on our practice through video and audio recordings shared with our colleagues and made changes in our instruction***
- ***Used Fountas and Pinnell resources, especially the Continuum of Literacy Learning and the new Guided Reading, Second Edition, text to plan literacy instruction***
- ***Differentiated content in mathematics to address students' needs during instruction (grade 4 in particular)***
- ***Committed to increasing a sense of community within our classrooms, through use of restorative practices and by inviting families in during the school day for writing workshop celebrations***

Data on the following six pages supports and summarizes the results of our identified SIP SMART Goals.

2016-2017 Reading Data-Hubbell School

Grade	fall-% below grade level	March-% below grade level
K (Dec. and May)	BAS-A and below 53%	BAS-C and below 27%
1	BAS-C and below 65%	BAS-G and below 35%
2	BAS-I and below 49%	BAS-K and below 25%
3	BAS-L and below 29%	BAS-N and below 19%
4	BAS-O and below 41%	BAS-Q and below 20%
5	BAS-Q and below 39%	BAS-T and below 27%

* Includes **all** students in Nov. and March (not cohort data), 97% of student body

2016-2017 Correlation Data within a school year as Measured by DIBELS Assessment, K-3

(Measured using the *same* population from BOY to EOY)

Grade	BOY- # of Students who were Well Below Benchmark	EOY Results		
Kindergarten	10	4	4	2
First Grade	22	16	3	3
Second Grade	21	14	3	4
Third Grade	14	12	1	1
Whole School	67	46	11	10

Red-Well Below Benchmark

Yellow-Below Benchmark

Green-At or Above Benchmark

BOY=Beginning of Year; EOY=End of Year

TABLE 1 - % at Level 3 and 4 Smarter Balanced Over Time-District and Hubbell by grade
(Bolded data points meet or exceed District average)

	2015	2016	2017
<i>District Avg Math gr 3</i>	43	45	49
Hubbell Math gr 3	32	41	34
<i>District Avg Math gr 4</i>	40	42	44
Hubbell Math gr 4	44	37	45
<i>District Avg Math gr 5</i>	31	38	35
Hubbell Math gr 5	29	37	25
<i>District Avg ELA gr 3</i>	49	49	48
Hubbell ELA gr 3	45	45	39
<i>District Avg ELA gr 4</i>	53	52	48
Hubbell ELA gr 4	68	42	53
<i>District Avg ELA gr 5</i>	54	59	47
Hubbell ELA gr 5	53	66	48

TABLE 2 - Number of Kinder and K-5 students at 18 or more absences for the year

Student total	2014-15	2015-16	2016-17
K	8	7	8
K-5	20	17	15

RESULTS of School-wide SMART Goals for 16-17 School Improvement Plan:

1. *Reduce students reading below grade level to less than 25% K-2 and 20% 3-5 by March BAS (May BAS for Kinder).*

K-2 = 29% reading below grade level

3-5 = 22% reading below grade level

We did not meet our target goals. However, according to spring BAS, we increased the number of students reading instructionally at or above grade level. Students, K-5, below grade level ranges from 19% to 35%; this does include 97.5% of the student body. For 15-16, the range was 20% to 32%, inclusive of 94% of the student body. Thus, our data is remarkably similar over time, but we are also increasingly representing our EL and special education populations in the data set. We continued to use running records to progress monitor the at risk reading population and identify an instructional focus to impact learning. For the first time, we used grade level data walls to follow the reading progress of all students. Consistent literacy support to students was impacted by lack of substitutes and ability to maintain a highly qualified literacy intern(s). We also had several classroom teachers on FMLA, and long term substitute coverage for them was not consistent.

2. *Reduce our at risk reader cohort K-3 by 45% according to DIBELS EOY correlation report.*

K-3 = at risk reading cohort population was reduced by 32%

We did not meet our target goal; the at risk reading population was reduced by 32%, from 67 to 46 students, a reduction of 21 students, a full one third reduction. (For 15-16, the at risk reading population was reduced by 30%). All of our most at risk reading population in the table received reading intervention support (or special education services), and we regularly progress monitored each student with a specific measure in alignment with an individual SMART goal. Reading Interventions in and out of the classroom were adjusted accordingly for maximum impact. As a result, 15% of the the “red” population was able to reach grade level by the end of the year! DIBELS is an efficient yet thorough assessment by which to capture this *cohort data*. The EL subgroup was also followed as an achieved administrator SMART goal, and was reduced at the same rate as general population, due in part to a close working relationship between our new EL teacher and part-time tutor and Hubbell staff! Furthermore, mid-year DIBELS reports were analyzed carefully with literacy staff and each classroom teacher to determine next steps.

3. *Increase % of students at level 3 and 4 on Smarter Balanced, ELA and Math, to meet or exceed Bristol District averages, grades 3-5, in at least 3 of the 6 measures. (see Table 1)*

We met our target goal; EPH met/exceeded the district average in 3 measures, ELA and Math grade 4 and ELA grade 5!

Our grade 3 and 5 outlined SLO and PPO action plans that focused on higher level thinking questions. In grade 3 they were aligned to F & P “about” the text questions, for verbal and written response, which seemed to benefit students based on BAS data more so than SBA data. In grade 5, the action plan was based on written response to text aligned to F & P “about and beyond” the text questions, as well as SBA format. The rubric for grade 5 was more comprehensive, based on Nancy Boyles work, for written response. Grade 4 was the only grade to craft a math SLO and PPO, and they used a guided math instructional model with a focus on problem

solving. Meanwhile, grade 4 continued with their approach from the previous year on written response to text with use of rubrics in the literacy block. We had a few classroom teachers on leave this year.

- 4. Reduce our Chronic Absenteeism (18+) rate by 10%. (see Table 2)*

**Chronic absenteeism includes students who are excused for medical reasons as well.*

We met our target goal; we reduced our chronic absenteeism by 2 students although our Kindergarten attendance is still a major concern. Several students among the 15 have medical issues beyond their control. Furthermore, 3 of the 15 students moved at some point during their chronic attendance issue, and we could not identify that exact date; therefore, they became part of the data set.

We increased communication with families experiencing attendance issues through formal and informal meetings, as well as follow up positive phone calls to families who improved regular attendance to school. Our Student Support Specialist (full time in February) became part of the attendance team, building positive relationships with at risk attendance students/families. We also increased our communication with medical care providers for those students who had documented health related concerns that impact school attendance.

The District has identified a new report by which to track chronic absenteeism which we will use going forward. According to this new report, our number of chronically absent students for 2016-17 was 18.