



# CONTINUOUS SCHOOL IMPROVEMENT PLAN

**Student Performance Goal #1:** By the conclusion of the 2019-2020 school year, the number of students in K-2 reading at or above Fountas and Pinnell grade level targets (K: level D to 62%, 1st grade: level J to 81%, and 2nd grade: level M to 77%) will increase by 10% by the spring assessment window.

**HCS Strategic Priority:**

- Strengthen our core business of students learning.
- Clarify what we teach and what students learn.*
- Clarify how we know students are learning.*
- Clarify district resources for teachers and students.*
- Ensure a high performing environment for all students.
- Ensure every student is reading at or above grade level in every grade.*

**HCS Core Beliefs and Commitments:**

**Core Belief**

We believe each student can learn at or above grade level and will have an equal opportunity to do so.

**Commitment**

Each student will learn at or above grade level and have an equal opportunity to do so.

Actions, Strategies, and Interventions	Expected Learning Outcomes of Actions, Strategies, and/or Interventions	Professional Learning Needed	Methods of Monitoring
100% implementation of Open Court Phonics in grades K through 2nd	Teacher use of Letter sound cards to increase proficiency in language and writing  Student reading levels to increase in F&P	1 <sup>st</sup> and 2 <sup>nd</sup> Grade Teachers will receive PD with LILT  Vertical planning sessions with Kindergarten teachers  Feedback loops through Coaching Cycle	12 day phonics assessment loops (through district Early Literacy Model)  F&P assessments



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		Peer observations and Tuning Protocols	Use of Open Court Observation tool to be used in Coaching Cycle
Continued Professional Development and Implementation of Reader's Workshop to intentionally include the 5 Components of Reading	<p>Differentiated small group instruction to strengthen fluency and comprehension among students</p> <p>Formative small group restructuring of students based on assessment of learning that most accurately addresses the needs of students</p> <p>Student reading levels to increase in F&amp;P, effectively decreasing the number of students reading below grade level</p> <p>Increased and effective utilization of STEMscopes resources to promote exploration, vocabulary development, and reading comprehension in Reading Informational areas aligned with Science</p> <p>Literacy Instruction that affords students frequent and intentional opportunities to practice and demonstrate mastery of reading, writing, and speaking &amp; listening</p>	<p>Ongoing Book Studies lead by the LILT in Reading Strategies using <i>The Reading Strategies Book</i> by Serravallo</p> <p>Training for new teachers in utilizing Ready Reading</p> <p>Continued development and use of <i>Patterns of Power</i> text for use during Conventions (grammar and language) segments</p> <p>Training on how to differentiate for students using Ready reading (including online platform)</p> <p>PD from the LILT using scholastic guided reading bookroom and resources</p> <p>PD and reflection on HCS Balanced Instructional Model for Literacy/ELA, Science, and Social Studies</p>	<p>Scholastic Guided Reading assessments</p> <p>MAP</p> <p>F&amp;P assessment</p> <p>Weekly CFAs</p> <p>Guided reading classroom to classroom observations</p> <p>Day 5 independent practice assessment in Ready Reading</p> <p>Lesson Planning reflective of 5 components of reading</p>



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<p>Ongoing Book study with Reading and Writing Strategies as referenced in the HTLS ELA Progressions for 2019-2020 school year</p>	<p>More dynamic and flexible use of student engagement and reading strategies through the book study, resulting in multiple instructional approaches for differing standards and reading needs and increased student engagement in literacy segments</p> <p>Increases in student growth measures through MAP Reading and Language assessments and in students reading on grade level or above using Fountas and Pinnell assessment system</p>	<p>Book study of both Reading and Writing Strategies books guided by the HTLS ELA Progressions (Serravallo)</p> <p>Alignment of <i>The Reading/Writing Strategies Book</i> text with HTLS ELA Progressions during walk throughs</p>	<p>Classroom observations and feedback loops (TKES, Coaches)</p> <p>Lesson planning documentation</p> <p>Student F&amp;P growth</p>
<p>100% use of Fountas and Pinnell assessment system in grades K-5 for formative assessment of reading levels during the 2019-2020 school year</p> <p>Teachers utilize the F&amp;P Learning Continuum to guide small group instruction</p>	<p>Increased student knowledge of current reading level and end of year targets, as well as steps to meet end of year goals</p> <p>Increased number of students reading on grade level or above by Spring 2020 comparative to Spring 2019</p>	<p>F&amp;P credentialing, either review or initial credentialing</p> <p>PD via the Literacy Instructional Lead Teacher for differentiation strategies based on F&amp;P Learning Continuum</p> <p>Consistent reading level measurement used school wide for collaborative discussions and data analysis among grade levels and for vertical planning and analysis</p> <p>Increasing teacher understanding of the</p>	<p>Fall, Winter, and Spring Reporting of Levels</p> <p>Fountas and Pinnell assessments will also be used to measure student achievement using said strategies.</p> <p>Reporting of F&amp;P scores in Google Drive</p>



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		<p>characteristics of the “end of grade level goal” reader and how to get young readers to that goal</p> <p>MTSS Toolkit Training and Support</p>	
<p>Teacher implementation of intervention usage into Tier 1 small group instructional rotations</p>	<p>More intentional focus on gap filling in the general educational setting, keying in on areas of need and student understanding that gap areas are closing and student efficacy is growing stronger.</p>	<p>FCRR Training</p> <p>Fountas and Pinnell LLI Kit Training</p> <p>Title I Teacher to support FCRR usage in grades K-2 in the general education setting as well as in the push-in support teaching model</p>	<p>Lesson plan observations and feedback loops</p> <p>PLC Data Talks focused on student achievement and gap filling</p> <p>MTSS Logs/Documentation</p> <p>MTSS Meeting Minutes</p> <p>PIP logs on Parent Engagement Resource Usage and Checkouts</p>
<p>Use of Title I Teacher to provide early intervention support for students in Reading and Math</p>	<p>Select students will receive an additional small group instructional session focused on addressing instructional gaps and needs.</p> <p>Increased parent knowledge on student needs and resources and supports to be provided at home to practice instructional needs.</p>	<p>LLI Kit Training</p> <p>Open Court Training</p>	<p>Monitoring of “EIP” flagged students and growth through the 2019-2020 school year at assessment intervals of November, February, and April.</p> <p>Parent Empowerment Program artifacts and parent sign ins.</p>



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			Parent Engagement Room resource checkout logs.
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<p><b>Student Performance Goal #2:</b> By the conclusion of the 2019-2020 school year, the number of 3rd-5th grade students reading at or above CCRPI lexile proficiency target (3rd: 670 lexile, 4th: 840 lexile, and 5th: 920 lexile) will increase by 10% based (to 60% in 3rd grade, 57% in 4th, and 65% in 5th) on EOG Literacy Milestones assessment.</p>
<p><b>HCS Strategic Priority:</b>          Strengthen our core business of students learning.  <i>Clarify what we teach and what students learn.</i>  <i>Clarify how we know students are learning.</i>  <i>Clarify district resources for teachers and students.</i>          Ensure a high performing environment for all students.  <i>Ensure every student is reading at or above grade level in every grade.</i></p>
<p><b>HCS Core Beliefs and Commitments:</b>  <b>Core Belief</b>          We believe each student can learn at or above grade level and will have an equal opportunity to do so.  <b>Commitment</b>          Each student will learn at or above grade level and have an equal opportunity to do so.</p>

Actions, Strategies, and Interventions	Expected Learning Outcomes of Actions, Strategies, and/or Interventions	Professional Learning Needed	Methods of Monitoring
Teachers will incorporate vocabulary building strategies within reading, math, science, and social studies content blocks (i.e. domain specific vocabulary)	Word Walls on content specific vocabulary  Instruction/lesson plans will identify vocabulary and will include the	PD on vocabulary building strategies, focusing on Book Study work within the <i>Reading Strategies Book</i> by Serravallo (Goal 11, pgs. 296-324)	CFAs, especially in science and social studies content areas  PD resources used in plans and evident during observations



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	<p>intentional practice and use of vocabulary in literacy-based content areas</p> <p>Vocabulary domain growth in MAP</p>	<p>Collaborative planning and analysis of HTLS Science and Social Studies Progressions to determine content-specific vocabulary</p>	<p>Feedback loops using the Balanced Instructional Framework Observation Instrument to include feedback on vocabulary usage and word walls in classrooms</p>
<p>100% use of Fountas and Pinnell assessment system in grades K-5 for formative assessment of reading levels during the 2019-2020 school year</p>	<p>Teachers using the F&amp;P Learning Continuum to guide small group instruction</p> <p>Consistent reading level measurement used school wide for collaborative discussions and data analysis among grade levels and for vertical planning and analysis</p> <p>Increased student knowledge of current reading level and end of year targets, as well as steps to meet end of year goals</p>	<p>F&amp;P credentialing, either review or initial credentialing</p> <p>PD for differentiation strategies based on F&amp;P Learning Continuum</p> <p>Increasing teacher understanding of the characteristics of the “end of grade level goal” reader and how to get young readers to that goal</p>	<p>Fall, Winter, and Spring Reporting of Levels</p> <p>Fountas and Pinnell assessments will also be used to measure student achievement using said strategies.</p> <p>Reporting of F&amp;P scores in Google Drive</p>
<p>Ongoing Book study on Reading and Writing Strategies as referenced in the HTLS ELA Progressions for 2019-2020 school year</p>	<p>Alignment of <i>The Reading/Writing Strategies</i> Book text with HTLS ELA Progressions during walk throughs</p> <p>More dynamic and flexible use of student engagement and reading strategies through the book study, resulting in multiple instructional approaches for differing standards and reading needs</p>	<p>Book study of both Reading and Writing Strategies books guided by the HTLS ELA Progressions (Serravallo)</p>	<p>Classroom observations - TKES</p> <p>Balanced Instructional Framework Observations and Feedback Loops - Admin and Coaches</p> <p>Lesson planning documentation</p>



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	Increases in student growth measures through MAP Reading and Language assessments and in students reading on grade level or above using Fountas and Pinnell assessment system		Student F&P growth
<p>To increase the knowledge and use of effective, consistent instructional interventions and strategies to meet the needs of learners at the outer fringes of learning needs.</p>	<p>Decreased numbers of children in MTSS Tier 2 and Tier 3 levels from 2018-2019 school year measures</p> <p>Consistently developed and maintained progress monitoring data to inform intervention effectiveness and movement within Tiers</p> <p>Instruction will be direct and explicit</p> <p>Mastery of IEP goals for ESE students</p> <p>Reduction in ESE services and accommodations</p> <p>Pre-teaching of content vocabulary for ESE/EIP students</p> <p>Further vocabulary development for gifted students</p>	<p>PD on baseline assessments and baseline measures for determining students in need of Tier 2 and Tier 3 support</p> <p>LLI kit training – EIP teachers</p> <p>PD on how to enrich and accelerate learning for gifted/like-minded learners</p> <p>FCRR Intervention Kit Training</p>	<p>Progress monitoring reporting dates and analysis of consistency within reporting windows</p> <p>Amended IEPs to reflect growth</p> <p>EIP/ESE/Gifted Lesson Planning</p> <p>IEP and MTSS meeting minutes to reflect tracking of PM data and flexible use of interventions based on success data</p> <p>SSF-developed walkthrough tool for ESE teachers</p> <p>EIP and Gifted Progress Reporting protocols and reports</p>



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<p>Continued Professional Development and Implementation of Reader's Workshop to intentionally include the 5 Components of Reading</p>	<p>Differentiated small group instruction to strengthen fluency and comprehension</p> <p>Lesson Planning reflective of 5 components of reading Formative small group restructuring of students based on assessment of learning</p> <p>More intentional use of Ready Reading resources to address the 5 Components of Reading</p> <p>Student reading levels to increase in F&amp;P</p> <p>Increased and effective utilization of STEMscopes resources to promote exploration, vocabulary development, and reading comprehension</p> <p>Literacy Instruction that better reflects the elements of the HCS Balanced Instructional Model for Literacy/ELA, Science, and Social Studies</p>	<p>Ongoing Book Studies in Reading Strategies using <i>The Reading Strategies Book</i> by Serravallo</p> <p>Training for new teachers in utilizing Ready Reading</p> <p>Continued development and use of <i>Patterns of Power</i> text for use during Conventions (grammar and language) segments</p> <p>Training on how to differentiate for students using Ready reading (including online platform)</p> <p>PD using scholastic guided reading bookroom and resources</p>	<p>Scholastic Guided Reading assessments</p> <p>MAP</p> <p>F&amp;P assessment</p> <p>CFAs</p> <p>Guided reading classroom to classroom observations</p> <p>Day 5 independent practice assessment in Ready Reading</p>
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**Student Performance Goal #3:** By the conclusion of the 2019-2020 school year, 70% of students in grades K-5 will have mastered grade-level specific math fluency facts, increasing performance in Operations and Algebraic Thinking domains on MAP and EOG assessments by 10% (K - to 67%, 1st to 73%, 2nd to 62%, 3rd to 73%, 4th to 61%, 5th to 43%).

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Actions, Strategies, and Interventions	Expected Learning Outcomes of Actions, Strategies, and/or Interventions	Professional Learning Needed	Methods of Monitoring
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<p>Teachers will utilize math fluency strategies to increase computational fluency within grade level specific domains:</p> <ul style="list-style-type: none"> <li>K – Add/subtract within the 5s</li> <li>1 – Add/subtract within the 20s</li> <li>2 – Add/subtract within the 100s</li> <li>3 – Multiplication facts to 10s</li> <li>4 – Division facts</li> <li>5 – Fraction Facts for Equivalent Fractions</li> </ul>	<p>Students will become more competent and confident in knowing their facts.</p> <p>Students' initiative will increase, and they will be able to apply knowledge of their facts to more challenging problems, such as word problems, as well as, their independent class work.</p> <p>Less time devoted to re-teaching core computational elements and more time devoted to standards within the HTLS Progressions</p> <p>Increased performance on MAP Mathematics growth domains, specifically within Operations and Algebraic Thinking domain.</p> <p>Mathematics instruction that reflects the elements of the Balanced Instruction in Mathematics for HCS.</p>	<p>PD on fluency strategies, including grade-level specific strategies as well as school-wide fluency games practices, such as Challenge 24, Score 4, Math Ninjas, etc.</p> <p>Continued PD on the HCS Balanced Instruction in Mathematics for 2019-2020 school year, including associated "look-fors" in classrooms</p>	<p>Visual target displays to show implementation and formative student movement as fluency elements are mastered</p> <p>Lesson Planning Documents</p> <p>Balanced Instructional observations in mathematics/TKES</p> <p>Monthly fluency competitions between students/classes/grade levels, with results communicated on hallway cork boards and morning announcements/social media</p>
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<p>Teachers will continue to seek ways to establish a balance of concrete, representational, and abstract learning opportunities that mirrors the HCS Balanced Math classroom</p>	<p>Students will increase their critical thinking skills and repertoire of problem-solving strategies</p> <p>Students will enhance their mental math abilities</p> <p>Students will improve their abilities in all four math operations</p> <p>Students will have opportunities to access the standards through a variety of approaches based on need through concrete, representational, and abstract learning opportunities</p> <p>Classrooms will more intentionally seek ways to infuse the Standards of Mathematical Practice into instruction and assessment</p>	<p>Continued PD on the HCS Balanced Instruction in Mathematics for 2019-2020 school year, including associated “look-fors” in classrooms</p> <p>PD on <i>Hands on Standards</i> for EIP classroom teachers</p> <p>Formative assessment analysis of math CFAs and Looking at Student Work protocols for collaborative analysis of student outcomes</p>	<p>TKES/Math Balanced Instructional Walkthroughs</p>