

Hooks School  
Accelerated Improvement Plan  
2019 - 2020

**Overarching Goal:** *What are you trying to achieve?*

The Hooks School will continue to implement and monitor a culturally responsive instructional system that integrates both academic and social emotional development to promote deeper learning and accelerate student achievement.

**Theory of Action:** *Data analysis and challenges (including data from last year in appendices as needed), rationale for this work*

In 2019-2020, if the Hooks School educators strengthen instruction through:

- ensuring alignment to the MA Frameworks and Collaborative for Academic, Social, and Emotional Learning (CASEL) learning competencies
- completing the Hooks cycle of promoting higher order thinking, assessing and providing feedback
- strengthening purposeful teaching with culturally responsive strategies
- cultivating trauma informed learning environments

then Hooks School students would continue to develop as expert learners and accelerate their achievement.

**Proposed Solution/Strategy 1:**  
*What is the first focus of our work?*  
*What is one strategic initiative to address our problem?*

By the end of the 2019-2020 school year, the Hooks School will integrate both academic and social emotional development to promote goal-directed instruction, deeper learning opportunities and accelerate student achievement through:

- Opportunities for students to **access** curriculum and instruction through engagement, multiple means of representation and action/expression.
- Alignment to MA Frameworks\*
- CASEL SEL Competency-building
- Purposeful Teaching\*
- Meaningful and motivating tasks
- Hooks cycle of promoting higher order thinking, assessing and providing feedback\*

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	*As described and measured in Schoolworks Classroom Observation Tool Manual
<p><b>Desired Impact of Solution/ Strategy 1:</b> <i>What are we trying to change? (Lag)</i></p>	<p>By the end of the 2019-2020 school year, all students will be expert learners who demonstrate social emotional growth and academic achievement.</p>
<p><b>Identified Challenges:</b> <i>What caused you to choose this strategy and what data supports the need for it?</i></p>	<ul style="list-style-type: none"> <li>- CVT data (administrative observations, learning walks, etc) - Indicators 8,9 and 10 showed improvement, however are an area of continued growth.</li> <li>- Safe and Supportive School Survey → 60% of students identified that they always receive feedback from teachers.</li> <li>- SEL Assessment (District) → Students identified peer relationships as an area of needed growth.</li> <li>- Inclusive Academy Observation - Observed beginning practices of UDL. As a year 2 UDL school, we are incorporating developing expert learners into our AIP and focusing on the "Access" component of the UDL Guidelines.</li> <li>- SWIS Data - The Hooks School tracked location data for Office Referrals and has determined that additional instruction is needed during PBIS/SEL instructional blocks to support students.</li> <li>- Continue monitoring data from AIP 2018-2019:             <ul style="list-style-type: none"> <li>- 5DP Data (Math and ELA)</li> <li>- MCAS Data</li> <li>- ACCESS Data</li> <li>- DIBELS and Fountas &amp; Pinnell Data</li> <li>- Reading Inventory</li> <li>- Lowest 25% Sub-group</li> </ul> </li> </ul>
<p><b>Resources/Assets:</b> <i>What are the strengths of the school and/or district and supports available to the school to implement this strategy?</i></p>	<ul style="list-style-type: none"> <li>- Teacher teams (UDL, PBIS, PLT Leadership, AIP Progress Monitoring Team, SEL Leadership)</li> <li>- PD (Faculty Meetings, PLTs, Workshops)</li> <li>- District PD (CPLA, PD days, 5DP)</li> <li>- Book study groups (UDL Now by Katie Novak &amp; Culturally Responsive Teaching and the Brain by Zaretta Hammond)</li> </ul>

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- Coordinator & coach support

**Measures of Change of Solution/Strategy 1:** *What outcome indicators do we use to measure success throughout the year?*

**Adults:** *What & when?*

By the end of 2019-20 SY, Classroom Visit Tool (CVT) data will show growth in the EOY average rating (Beginning of year to end of year) by at least 25% in each of the CVT indicators 8: *Higher-Order Thinking*, 9: *Assessment*, and 10: *Feedback*.

- Hooks will show growth from the Average 2018-2019 District Learning Walk data by showing an increase of 20% or greater to the rating of 4 on CVT indicator 1a.

2018/2019 - 4s = 52%

2019/2020 - 4s = 72%

- Hooks will show growth from the Average 2018-2019 District Learning Walk data by showing an increase of 10% to the rating of 3 & 4 in CVT indicators 8, 9 & 10

Average Percentage of 3s & 4s			
Academic Year	CVT 8	CVT 9	CVT 10
<b>2018-2019</b>	69%	69%	72%
<b>2019-2020</b>	79%	79%	82%

- Hooks will show growth from the Average 2018-2019 District Learning Walk data by showing an increase of 10% to the rating of 4 in CVT indicators 2-4.

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		Percentage of 4s		
Academic Year	CVT 2	CVT 3	CVT 4	
2018-2019	76%	61%	80%	
2019-2020	86%	71%	90%	

  

<p><b>Students: <i>What &amp; when?</i></b></p>	<ul style="list-style-type: none"> <li>● Based on baseline data, by the end of 2019-2020 SY, 85% of students in Grades 1-4 will demonstrate growth on the math performance assessments focus on communication domain-- 1.5 scaled score (3pts) in B3 or B4 Performance Task. Average of Grades 1-4 of students growing 1 scaled score (2 pts) in 2018-2019 = 88.5%.</li> <li>● Based on baseline data, by the end of 2019-2020 SY, students in Grades 1-4 will demonstrate growth on the writing performance task. 80% of students will improve one scaled score (2pts) or more in three out of the five domains in grade level assigned text type (Informational, Narrative and Opinion). Average of Grades 1-4 in 2018-2019 = 77%.</li> <li>● Based on baseline data, by the end of 2019-2020 SY, 50% of students in the foundational language classrooms will meet their determined annual growth on the Fountas &amp; Pinnell Reading Assessment. In 2018-2019, 46% of students made expected annual growth.</li> <li>● Based on baseline data, by the end of 2019-2020 SY, 50% of Grade 4 students in the accountability sub-group will meet their determined annual growth on the Fountas &amp; Pinnell Reading Assessment. In 2018-2019, 47% of students made expected annual growth.</li> <li>● By the end of 2019-2020 SY, 60% of Grade 3 &amp; 4 students will grow 100+ points from fall to winter/spring administration. RI Administration: Fall, Winter, Spring. In 2018-2019, 55% of 4th Grade students made expected annual growth.</li> </ul>
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- By the end of 2019-2020 SY, Grades 1-4 will each perform within 3% of the network 5DP average in ELA and at least 5% above the network 5DP average in Math.

All Students 5DP Data						
	ELA 2018-19			Math 2018-19		
	A1	A2	A3	A1	A2	A3
Grade 4	58%	55%	63%	60%	56%	70%
Grade 3	46%	49%	57%	70%	68%	65%
Grade 2	49%	60%	60%	61%	60%	64%
Grade 1	56%	63%	75%	67%	78%	83%

5% or greater than the network average

Within 3% of the network average

- By the end of 2019-2020 SY, Students with Disabilities (SWD) in Grades 1-4 will each perform within 5% of the Hooks average in ELA and within 5% of the Hooks average in Math.

Students with Disabilities 5DP Data						
	ELA 2018-19			Math 2018-19		
	A1	A2	A3	A1	A2	A3

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<b>Grade 4</b>	<b>44%</b>	45%	47%	<b>48%</b>	<b>43%</b>	<b>55%</b>
<b>Grade 3</b>	<b>45%</b>	40%	<b>44%</b>	<b>69%</b>	<b>64%</b>	<b>65%</b>
<b>Grade 2</b>	<b>52%</b>	<b>51%</b>	<b>63%</b>	<b>48%</b>	<b>57%</b>	<b>76%</b>
<b>Grade 1</b>	30%	39%	48%	47%	54%	

**5% or greater than the network average**

Within 5% of the network average

- By the end of the 2019-2020 SY, Grades 1-4 will increase the percentage of students that met their ACCESS student growth target by 2-5% from their 2018-2019 average attainment. Therefore, the school average (2017 - 58%, 2018 - 69%, 2019 - 65%) will increase average to at least 67%.

<b>Grade Level</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>
<b>Grade 1</b>	57	59	61-64
<b>Grade 2</b>	65	61	63-66
<b>Grade 3</b>	77	63	65-68
<b>Grade 4</b>	73	78	80-83
<b>School Average</b>	69	65	67-70

*Lag measure for MCAS - Look back at least year*

**Measures of Implementation of Solution/Strategy 1:**

Hooks School educators foster expert learning practices into daily instruction, align instruction to both MA Frameworks/CASEL standards, and cultivate positive adult-student relationships

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<p><i>How do we hold ourselves accountable for the work and outputs? what &amp; when (frequency)? What are the data structures that need to be in place?</i></p>	<p>in school and classroom communities.</p> <ul style="list-style-type: none"> <li>● By End of Learning Walk 1 (October): A first round of internal formative learning walks will be conducted. Classroom Visit Tool (CVT) data collected throughout the year will be used to show growth and inform areas of development. June 2019 School Learning Walk data will be used as a baseline.</li> <li>● Over the course of the year, PD will be provided during faculty meetings and professional learning time. Teachers will receive one of two texts related to CRT or UDL and will participate in book study opportunities.</li> <li>● Fall RI and F&amp;P administration will occur followed by team data meetings.</li> <li>● By End of January: Winter RI will occur followed by team data meetings.</li> <li>● By the end of Learning Walk 2 (February): A second round of internal formative learning walks using the CVT will be conducted and data will be used to show growth and inform areas to improve.</li> <li>● By Beginning of June: Spring RI and F&amp;P administration will occur followed by team data meetings.</li> <li>● By the end of Learning Walk 3 (May/June): A final round of formative learning walks using the CVT will be conducted.</li> <li>● Math/ELA Benchmark Assessment meetings take place following test administration in all grade levels.</li> </ul>
<p><b>Proposed Solution/Strategy 2:</b> <i>What is the second focus of our work? What is our second strategic initiative to address our problem?</i></p>	<p>By the end of the 2019-2020 school year, the Hooks School will continue to promote social emotional development and a culturally responsive community through:</p> <ul style="list-style-type: none"> <li>- Providing opportunities for student reflection (academically and socially)</li> <li>- Implementation of the MindUp Curriculum</li> <li>- Introduction of Restorative Practices</li> <li>- Deeper understanding and support in trauma-informed care</li> <li>- Continued use of Positive Behavior Interventions and Supports (PBIS)</li> </ul>
<p><b>Desired Impact</b></p>	<p>By the end of the 2019-2020 school year, all students will be expert learners who</p>

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<p><b>of Solution/Strategy 2:</b> <i>What are we trying to change? (Lag)</i></p>	<p>demonstrate social emotional growth and academic achievement.</p>
<p><b>Identified Challenges:</b> <i>What caused you to choose this strategy and what data supports the need for it?</i></p>	<ul style="list-style-type: none"> <li>- Safe and Supportive School Survey → 60% of students identified that they always receive feedback from teachers.</li> <li>- SEL Assessment (District) → Students identified peer relationships as an area of needed growth.</li> <li>- Inclusive Academy Observation - Observed beginning practices of UDL. As a year 2 UDL school, we are incorporating developing expert learners into our AIP and focusing on the "Access" component of the UDL Guidelines.</li> <li>- SWIS Data - The Hooks School tracked location data for Office Referrals and has determined that additional instruction is needed during PBIS/SEL instructional blocks to support students.</li> <li>- Increased district emphasis on trauma informed practices based on inclusion in district's AIP.</li> <li>- Increased awareness of culturally responsive practices based on inclusion in district's AIP.</li> </ul>
<p><b>Resources/Assets:</b> <i>What are the strengths of the school and/or district and supports available to the school to implement this strategy?</i></p>	<ul style="list-style-type: none"> <li>- Teacher teams (UDL, PBIS, PLT Leadership, AIP Progress Monitoring Team, SEL Leadership)</li> <li>- PD (Faculty Meetings, PLTs, Workshops)</li> <li>- District PD (CPLA, PD days, 5DP)</li> <li>- Book study groups (UDL Now by Katie Novak &amp; Culturally Responsive Teaching and the Brain by Zaretta Hammond)</li> <li>- Coordinator &amp; coach support</li> <li>- Continued PBIS Academy (year 3)</li> </ul>
<p><b>Measures of Change of Solution/Strategy 2:</b> <i>What outcome indicators do we use to measure success throughout the year?</i></p>	
<p><b>Adults:</b> <i>what &amp; when?</i></p>	<p>By the end of the 2019-2020 SY staff will deepen their knowledge of implicit bias, culturally responsive teaching, and responsive practices by increasing their understanding self-rating on a staff survey given two times a year.</p>



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	<p>By the end of the 2019-2020 SY 60% of staff will feel that knowledge of implicit bias, culturally responsive teaching, and responsive practices will impact their students' learning by <a href="#">staff survey</a> given two times a year.</p> <p>Progress monitored during FM/PLTs throughout the year.</p>
<p><b>Students: what &amp; when?</b></p>	<p><i>At the end of the 2018-2019 school year 60% of students in grades 3 and 4 scored proficient or advanced in relationship skills-</i>, therefore by June 2020, 70% of students in grades 3 and 4 will score proficient or advanced in relationship skills on the CPS Elementary SEL assessment on Mastery Connect.</p> <p>By December 2019, 85% of students will receive at least one Hoot as part of the Tier I PBIS Reinforcement Program as measured by online survey.</p> <p>By June 2020, 85% of all students will have received 3 or more Hoots as part of the Tier I PBIS Reinforcement Program as measured by <a href="#">online survey</a>.</p> <p>By June 2020, 60% of all students will feel recognized for their positive behavior as part of the Tier I PBIS Reinforcement Program as measured by <a href="#">online survey</a>.</p>
<p><b>Measures of Implementation of Solution/Strategy 2:</b> <i>How do we hold ourselves accountable for the work and outputs? what &amp; when?</i></p>	<p>Hooks School educators foster expert learning practices into daily instruction, align instruction to both MA Frameworks/CASEL standards, and cultivate positive adult-student relationships in school and classroom communities.</p> <ul style="list-style-type: none"> <li>● All staff will receive PD on culturally responsive teaching and implicit bias and engage in conversation on how this could impact their daily instruction.</li> <li>● All staff will receive PD on restorative practices and engage in conversation on how this could impact their daily instruction.</li> <li>● All staff will have the opportunity to participate in community building circles two times per quarter to deepen their understanding of restorative practices.</li> </ul>

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	<ul style="list-style-type: none"><li>● Grade 3 students will complete the Safe and Supportive Schools survey three times per year.</li><li>● Staff will continue Tier 1 implementation of PBIS and analyze SWIS data and Hoots Data from a Tier I perspective.</li><li>● Teachers will continue to teach the CASEL competencies through implementation of and reflection on the Mind Up Curriculum.</li><li>● Staff instructional practices will promote SEL.</li><li>● Staff will integrate SEL in all academic areas, and in school culture and climate.</li></ul>

**Required Appendices for SIP requirements:**

- 1) Core Values/Mission - Work on at the Summit
- 2) Professional Development Plan - Work on at the Summit
- 3) Parent Involvement Plan - Work on at the Summit
- 4) Teacher induction and Mentoring Activities - Provided by Linda and Sarah
- 5) District Program Models and Approaches that Ensure Progress for ELs - Provided by Sean and Sarah