

**Barnstable Public Schools
School Improvement Plan 2021-2022
Hyannis West Elementary**

Vision for Success

Hyannis West is a warm, welcoming, diverse school community that inspires and empowers students by establishing a sense of belonging and strong family partnerships. Together, we believe all students' social-emotional, personal, and academic growth and success can be fostered through a climate of high expectations.

Equity Imperative: The Hyannis West school community will bring together students, families, and staff from diverse backgrounds by providing culturally responsive engagement opportunities for all. Barriers to educational access will be identified and overcome using a supportive, inclusive, collaborative approach. Students' race, culture, identity and learning styles will be celebrated and will drive instruction for our educators. We commit to using real-time data to accelerate growth for all learners through joyful, rigorous learning experiences and timely support so that all students leave Hyannis West compassionate citizens, proficient readers, masterful mathematicians, and creative thinkers and problem-solvers.

Guiding Principles

- 1) Teaching social-emotional skills is as important as teaching academic content.
- 2) The basic needs of students, families, and staff have to be met to achieve a joyful and successful school community.
- 3) Input and feedback from all stakeholders is necessary when making student-centered decisions.
- 4) All students deserve equitable access to grade level content and timely support.

Must-Dos

<p><i>Foster a sense of belonging and partnership (Priority 1)</i></p>	<p><i>Continuously monitor students' understanding (Priority 2)</i></p>	<p><i>Ensure strong grade-appropriate instruction with just-in-time scaffolds when they are needed (Priority 3)</i></p>
<p><i>1) Identify and address barriers that may prevent students from attending school.</i></p>	<p><i>4) Implement Lexia Core5 Reading Program for all students K - 3</i></p>	<p><i>7) Promote and support intentional planning of rigorous Tier 1 instruction</i></p>
<p><i>2) Utilize Responsive Classroom practices to create a joyful school community, build positive relationships and establish clear classroom and school-wide routines.</i></p>	<p><i>5) Provide ongoing professional development and time focused on utilizing data to drive instruction.</i></p>	<p><i>8) Provide ongoing professional development and time focused on developing just-in-time scaffolds.</i></p>
<p><i>3) Support staff well-being</i></p>	<p><i>6) Revise the Problem Solving Process to ensure effective monitoring of student progress.</i></p>	<p><i>9) Utilize culturally responsive practices that promote high expectations and equitable opportunities for students to demonstrate understanding of grade level content.</i></p>

Action Plan

Must Do #1: Identify and address barriers that may prevent students from attending school.

Action Steps	Leaders	Resources	Data Use	Metrics	Quarterly Progress
<i>What steps must be taken?</i>	<i>Who will lead which pieces of the work?</i>	<i>What specific supports are needed to implement?</i>	<i>What data will we collect?</i>	<i>How will we know if we have made progress?</i>	<i>Are we on track, off track, or haven't implemented?</i>
<i>Communicate w/ families prior to start of school re: attendance (Info Night and letter)</i>	<i>Principal and Asst. Principal Admin Asst support</i>	<i>Zoom Link, attendance letter, contact information, translation, Interpreters</i>	<i>Number of families in attendance, daily attendance data</i>	<i>Zoom meetings occur, chronic absenteeism will be less than 10%</i>	<i>On track</i>
<i>Conduct weekly Attendance Team meetings</i>	<i>Asst. Principal, Nurse, School Counselors</i>	<i>Attendance data, attendance letter, contact information, translation</i>	<i>Attendance data, medical documentation, communication logs</i>	<i>Less than 10% of students will miss 2 or more days each month</i>	<i>On track</i>
<i>Conduct welcome meetings and provide welcome packet for newly registered families</i>	<i>Principal, Asst. Principal, Counselors and related staff</i>	<i>Interpreters, Checklist of items to cover during meeting</i>	<i>Meeting attendance, family survey results</i>	<i>Meetings occur in a timely manner, students attend w/out incident</i>	<i>On track</i>
<i>Survey students and families to assess their sense of belonging.</i>	<i>Principal, Assistant Principal, School Counselors, Racial Equity Committee</i>	<i>Survey, translation, time to distribute survey and analyze results</i>	<i>How strongly staff, students, and families feel a sense of belonging</i>	<i>Spring survey results will improve from Fall results</i>	<i>Not yet</i>
<i>Distribute weekly newsletter to families.</i>	<i>Principal, Asst. Principal and Counselors</i>	<i>Newsletters, contact information, Facebook, and school website</i>	<i>Family feedback, survey data</i>	<i>Survey results are positive. Families feel well-informed</i>	<i>On track</i>

Must Do #2: Utilize Responsive Classroom practices to create a joyful school community, build positive relationships and establish clear classroom and school-wide routines.

Action Steps	Leaders	Resources	Data Use	Metrics	Quarterly Progress
<i>What steps must be taken?</i>	<i>Who will lead which pieces of the work?</i>	<i>What specific supports are needed to implement?</i>	<i>What data will we collect?</i>	<i>How will we know if we have made progress?</i>	<i>Are we on track, off track, or haven't implemented?</i>
<i>Implement Closing Circle</i>	<i>Classroom teachers</i>	<i>Closing Circle, book, school-wide schedule</i>	<i>Observation data</i>	<i>Closing Circles occur daily</i>	<i>Not Yet</i>
<i>Provide ongoing professional development re: 4 components of Morning Meeting</i>	<i>Principal, Counselors and educators</i>	<i>Staff Meetings, Responsive Classroom resources</i>	<i>Observation data</i>	<i>All 4 components will be implemented daily</i>	<i>On track</i>
<i>Display student, staff, and family Hopes and Dreams</i>	<i>All staff, students and families</i>	<i>Hopes and Dreams templates, School Asst. support</i>	<i>Staff, student and family survey data</i>	<i>Staff, students and families will have a positive feeling about school</i>	<i>On track</i>
<i>Display students' future careers and invite guest speakers</i>	<i>All staff, students, families, and community members</i>	<i>Template, School Asst. support, Family/Community Volunteers</i>	<i>Staff, student, family and community feedback, survey</i>	<i>Careers will be displayed, guest speakers will visit classrooms via Zoom</i>	<i>Not Yet</i>
<i>Conduct a Book Study of The Joyful Classroom</i>	<i>Principal</i>	<i>The Joyful Classroom books, Staff Meeting</i>	<i>Staff Meeting agenda, survey data, daily interactions and observations</i>	<i>Staff, students and families will have a positive feeling about school</i>	<i>Not Yet</i>

Must Do #3: Support staff well-being

Action Steps	Leaders	Resources	Data Use	Metrics	Quarterly Progress
<i>What steps must be taken?</i>	<i>Who will lead which pieces of the work?</i>	<i>What specific supports are needed to implement?</i>	<i>What data will we collect?</i>	<i>How will we know if we have made progress?</i>	<i>Are we on track, off track, or haven't implemented?</i>
<i>Implement Second Step for Adults</i>	<i>Principal, Counselors</i>	<i>Second Step for Adults Curriculum</i>	<i>Staff survey data</i>	<i>Staff will have a positive feeling about being at school</i>	<i>On track</i>
<i>Provide time at each Staff Meeting and In-service for creating positive connections</i>	<i>Principal, Asst. Principal, Counselors</i>	<i>Staff Meeting time</i>	<i>Agendas and notes</i>	<i>Staff feedback</i>	<i>On track</i>
<i>Distribute Weekly Staff News w/ tips for supporting Staff well-being</i>	<i>Principal, Asst. Principal, Counselors</i>	<i>Weekly News template</i>	<i>Staff survey to assess well-being and identify needs</i>	<i>Staff access and interact w/ weekly News</i>	<i>On track</i>
<i>Conduct weekly Staff check-ins</i>	<i>Principal, Asst. Principal, Counselors</i>	<i>Staff list, time</i>	<i>Staff survey to assess well-being and identify needs</i>	<i>Staff will feel supported</i>	<i>Not Yet</i>

Must Do #4: Implement Lexia Core5 Reading Program for all students K - 3

Action Steps	Leaders	Resources	Data Use	Metrics	Quarterly Progress
<i>What steps must be taken?</i>	<i>Who will lead which pieces of the work?</i>	<i>What specific supports are needed to implement?</i>	<i>What data will we collect?</i>	<i>How will we know if we have made progress?</i>	<i>Are we on track, off track, or haven't implemented?</i>
<i>Ensure all students have access to Lexia Core5 on their device</i>	<i>Principal, Tech Dept., Reading Specialist, Teachers</i>	<i>iPads, Chromebooks, LexiaCore5 App, Tech Support, Aspen roster, Lexia</i>	<i>Student Lexia usage and Star data</i>	<i>All students will consistently access Lexia Core5</i>	<i>On track</i>
<i>Conduct Lexia Core5 PD for educators throughout the year: implementation, data analysis, and instructional resources</i>	<i>Principal, Reading Specialist, Lexia Learning Team, Educators</i>	<i>Lexia Learning Team meetings, Staff meeting, PLC and in-service time</i>	<i>Student Lexia usage and Star data</i>	<i>Educators will implement Lexia program and students will make reading progress regardless of starting point</i>	<i>Not yet</i>
<i>Conduct weekly classroom and monthly school-wide Lexia data check-ins</i>	<i>Principal, Reading Specialist, Classroom teachers</i>	<i>PLC time, Lexia data</i>	<i>Lexia usage data</i>	<i>Students will be meeting usage goals and intervention will occur in a timely manner</i>	<i>Not yet</i>
<i>Develop a school-wide program for celebrating Lexia success</i>	<i>Principal, Reading Specialists, Educators</i>	<i>Staff input, school-wide display, Lexia data</i>	<i>Lexia usage data</i>	<i>Students will be excited to meet usage goals</i>	<i>Not yet.</i>

Must Do #5: Provide ongoing professional development and time focused on utilizing data to drive instruction.

Action Steps	Leaders	Resources	Data Use	Metrics	Quarterly Progress
<i>What steps must be taken?</i>	<i>Who will lead which pieces of the work?</i>	<i>What specific supports are needed to implement?</i>	<i>What data will we collect?</i>	<i>How will we know if we have made progress?</i>	<i>Are we on track, off track, or haven't implemented?</i>
<i>Designate a Title I and ESL point person to attend PLCs weekly</i>	<i>Classroom, Special Ed, Title I and ESL teachers</i>	<i>PLC Agenda, shared notes and resources</i>	<i>Agendas and notes</i>	<i>Weekly collaboration will occur</i>	<i>On track</i>
<i>Utilize Staff Meeting time to review and analyze Lexia, Imagine Learning and Dreambox data</i>	<i>Classroom, Special Ed, Title I and ESL teachers</i>	<i>Math Coach, Reading Specialist, Intervention data</i>	<i>Technology - devices and ongoing support, data</i>	<i>Weekly Lexia, Imagine Learning and Dreambox data</i>	<i>Not Yet</i>
<i>Provide Lexia and Dreambox PD during in-service days and/or Staff Meetings</i>	<i>Principal, Reading Specialist, Lexia Team</i>	<i>Math Coach, Reading Specialist, Lexia Online PD</i>	<i>Staff Meeting/In-service agendas and notes</i>	<i>Staff will regularly utilize data to drive intervention and instruction</i>	<i>Not yet</i>
<i>Provide time at PLC for collaborative planning for tiered instruction based on data</i>	<i>Classroom, Special Ed, Title I, Gateway and ESL teachers</i>	<i>PLC Agenda, shared notes and resources</i>	<i>Agendas and notes</i>	<i>Classroom instruction will compliment intervention goal</i>	<i>On track</i>

Must Do #6: Revise the Problem Solving Process to support educators and to ensure effective monitoring of student progress.

Action Steps	Leaders	Resources	Data Use	Metrics	Quarterly Progress
<i>What steps must be taken?</i>	<i>Who will lead which pieces of the work?</i>	<i>What specific supports are needed to implement?</i>	<i>What data will we collect?</i>	<i>How will we know if we have made progress?</i>	<i>Are we on track, off track, or haven't implemented?</i>
<i>Review the previous Problem Solving Process and make revisions to form</i>	<i>Principal, School Psychologist, Reading Specialist</i>	<i>Previous documents, Problem Solving data from 2020 - 21</i>	<i>Number of Problem Solving requests</i>	<i>Problem Solving process will be clear to staff</i>	<i>On track</i>
<i>Develop calendar of Problem Solving meetings to ensure proper follow-up</i>	<i>Principal, School Psychologist</i>	<i>Special Ed Admin Asst, Hy West Google Calendar, substitutes</i>	<i>Meeting schedule</i>	<i>Meetings and outcomes will occur in a timely manner</i>	<i>On track</i>
<i>Support educators with scaffolding, intervention, and resources, as needed</i>	<i>Principal, educators, and counselors</i>	<i>Problem solving meetings, Title I, Special Ed, ESL</i>	<i>Problem solving notes</i>	<i>Integrity of interventions, appropriate use of resources, student progress</i>	<i>On track</i>

Must Do #7: Promote and support intentional planning of joyful, rigorous Tier 1 instruction

Action Steps	Leaders	Resources	Data Use	Metrics	Quarterly Progress
<i>What steps must be taken?</i>	<i>Who will lead which pieces of the work?</i>	<i>What specific supports are needed to implement?</i>	<i>What data will we collect?</i>	<i>How will we know if we have made progress?</i>	<i>Are we on track, off track, or haven't implemented?</i>
<i>Review definition of Tiered instruction</i>	<i>All staff</i>	<i>Staff Meeting, MTSS resources</i>	<i>Staff Meeting agenda and notes</i>	<i>Staff will clearly understand Tiered instruction</i>	<i>On track</i>
<i>Develop and utilize a template that promotes planning of rigorous Tier 1 instruction</i>	<i>Principal, Reading Specialist, Educators</i>	<i>MTSS Resources, PLC time, Shared PLC notes and resources</i>	<i>Agendas and notes</i>	<i>Template will be developed</i>	<i>On track</i>
<i>Provide PLC and in-service time for educator collaboration and intentional planning sessions</i>	<i>Principal, Reading Specialist, District SEAD and Math Coaches, Educators</i>	<i>PLC and in-service time, Planning Template</i>	<i>Classroom observations and walk-throughs</i>	<i>Evidence of intentionally planned lessons and student academic/SEL progress</i>	<i>On track</i>

Must Do #8: Provide ongoing professional development and time focused on developing just-in-time scaffolds.

Action Steps	Leaders	Resources	Data Use	Metrics	Quarterly Progress
<i>What steps must be taken?</i>	<i>Who will lead which pieces of the work?</i>	<i>What specific supports are needed to implement?</i>	<i>What data will we collect?</i>	<i>How will we know if we have made progress?</i>	<i>Are we on track, off track, or haven't implemented?</i>
<i>Provide professional development focused on differentiating Tier I instruction for all learners</i>	<i>Principal, Reading Specialist, Curriculum Coordinator, District Coaches, Educators, Gateway teacher</i>	<i>Staff meeting and in-service time, DESE's Acceleration Roadmap, Resources re: differentiation and/or scaffolding</i>	<i>Meeting agendas and notes</i>	<i>Just-in-time scaffolds will be observed in classrooms</i>	<i>On track</i>
<i>Designate time during In-service sessions for development of just-in-time scaffolds</i>	<i>Principal, Reading Specialist, Curriculum Coordinator, District Coaches, Educators, Gateway teacher</i>	<i>Staff meeting and in-service time, DESE's Acceleration Roadmap, Resources re: differentiation and/or scaffolding</i>	<i>Meeting agendas and notes</i>	<i>Just-in-time scaffolds will be observed in classrooms</i>	<i>On track</i>
<i>Allow time during PLCs and Staff meetings to share scaffolds and discuss effectiveness</i>	<i>Principal, Reading Specialist, Curriculum Coordinator, District Coaches, Educators, Gateway teacher</i>	<i>PLC time</i>	<i>Meeting agendas and notes</i>	<i>All students will be able to access grade level content at their level</i>	<i>Not yet</i>

Must Do #9: Utilize culturally responsive practices that promote high expectations and equitable opportunities for students to demonstrate understanding of grade level content.

Action Steps	Leaders	Resources	Data Use	Metrics	Quarterly Progress
<i>What steps must be taken?</i>	<i>Who will lead which pieces of the work?</i>	<i>What specific supports are needed to implement?</i>	<i>What data will we collect?</i>	<i>How will we know if we have made progress?</i>	<i>Are we on track, off track, or haven't implemented?</i>
<i>Reconvene Racial Equity in Action Committee and meet monthly</i>	<i>Principal, Asst. Principal, Committee Members</i>	<i>Culturally Responsive teaching books, monthly meetings, committee members</i>	<i>Monthly meeting agendas and notes</i>	<i>Monthly meetings will be completed</i>	<i>Not yet</i>
<i>Share information with educators regarding the cultures of the students they serve</i>	<i>All staff, ESL Director, ESL Team</i>	<i>ESL Director, list of cultures represented at our school, specific information about each culture</i>	<i>Student survey data</i>	<i>All students will feel a sense of welcoming and belonging</i>	<i>Not yet</i>
<i>Provide PD using Culturally Responsive Teaching</i>	<i>All staff</i>	<i>In-service days and Staff Meeting time, Culturally Responsive Teaching book</i>	<i>Agendas and meeting notes</i>	<i>Evidence of CRT will be observed</i>	<i>Not yet</i>
<i>Develop alternative ways for students to demonstrate their understanding of grade level content</i>	<i>All staff</i>	<i>PLC time, Planning Template</i>	<i>Classroom observations, PLC agendas and notes</i>	<i>At end of ELA and Math units, all students will have a method for demonstrating their understanding</i>	<i>Not yet</i>