

# **WHCIS Improvement Plan, 2018-2020**

Educating All Wildcats Through Equity, Access, & Enrichment



# **Student Wellness Focus**



# What We Have Done/Are Doing
















- Responsive Classroom (Year 6)
- Second Step (Year 3)
- Trauma-Sensitive (Year 4)
- Mindfulness Professional Development & Classroom Strategies (Year 2)
- Partnership with Home For Little Wanderers (Year 4)
- Canine Therapy through Bonnie Collins and B.O.N.E.S (Year 5)

# What Are Restorative Practices (RP)?

- ❖ RP improve climate and outcomes. Includes circles and restorative conferences.
- ❖ Provides structured processes for effective group communication, building relationships, making decisions and resolving conflicts.
- ❖ Support youth and adults to bring forward their “best self” and offer a space where they can learn and practice value-based behavior.
- ❖ Research in the US and internationally demonstrates the effectiveness of restorative practices in schools.
- ❖ Used for discipline, as an alternative to suspension and expulsion, truancy reduction, improved classroom management, positive school climate, response to bullying, and strengthening connections with parents/community.

# Winter Hill Follow-up Survey

We created a five question survey targeting three specific areas: belonging (2), connection (1) and rigor (2). The survey was translated into our target languages for more accurate student data.

Questions	Agree	Disagree	Sometimes
I have friends at the Winter Hill School.			
I like coming to the Winter Hill School.			
If I have a problem, I can talk to a teacher or another adult.			
My teachers make me think in class.			
My teachers make me explain my answers.			

# Student Survey Results

Questions	Agree	Disagree	Sometim es
I have friends at the Winter Hill School.	73%	8%	19%
I like coming to the Winter Hill School.	54%	8%	38%
If I have a problem, I can talk to a teacher or another adult.	52%	10%	38%
My teachers make me think in class.	88%	1%	11%
My teachers make me explain my answers.	76%	1%	23%

# Progress to Date (Year-to-Year)

	% Agree	
	2017	2019
I have friends at the Winter Hill School.	92%	73%
I like coming to the Winter Hill School.	52%	54%
If I have a problem, I can talk to a teacher or another adult.	60%	52%
My teachers make me think in class.	77%	88%
My teachers make me explain my answers.	60%	76%

\* We did not meet our 2017 and 2018 wellness goals.

# Digging Deeper: Identifying Root Causes

Over the next few months, we will:

- ❖ Learn more about the student experience
  - Identify number/type of opportunities for students to develop friendship in classroom/school spaces
  - Examine levels of student engagement during classroom lessons
  - Identify reasons for reticent to share with school staff or conditions that increase comfort doing so
  - Investigate what would make school more enjoyable for students
  - Identify relationship building skills students have/need
- ❖ Examine school practices/policies
  - Number and quality of unstructured activities where friendships may develop
  - Flexibility of seating in and out of class
  - Opportunities for students to self-select into activities with others with similar interests
  - Availability and access to extracurricular activities and opportunities
  - Opportunities for student agency and investment in learning process
- ❖ Identify next steps to ensure students have strong relationships and enjoy their time at WHCIS



## ***Preliminary Next Steps***

- ❖ Conduct focus groups with students to understand their experience better
- ❖ Identify a few students to follow throughout the school-day to understand the student experience
- ❖ Create inventory of student activities, requirements for access; identify potential gaps or mismatches in offerings based on student interests
- ❖ Investigate how often and under what conditions students have agency in the learning process

# Continuing Work

- Implement *Restorative Practices* with Redirect Counselor
- Continue Responsive Classroom, Second Step, Canine Therapy and Mindfulness Professional Development
- Continue *Wildcat Student Mentor Program* through Student Council
- Continue *Student Advisory Program with grade 6*
- Continue *Best Buddies* program

# Student Wellness Goal

By June 2019 95% of students in grades 3-8 will respond with “agree” to each of questions 1-3 as measured by our Wellness Survey.

- ❖ I have friends at Winter Hill School.
- ❖ I like coming to the Winter Hill School.
- ❖ If I have a problem, I can talk to a teacher or another adult.

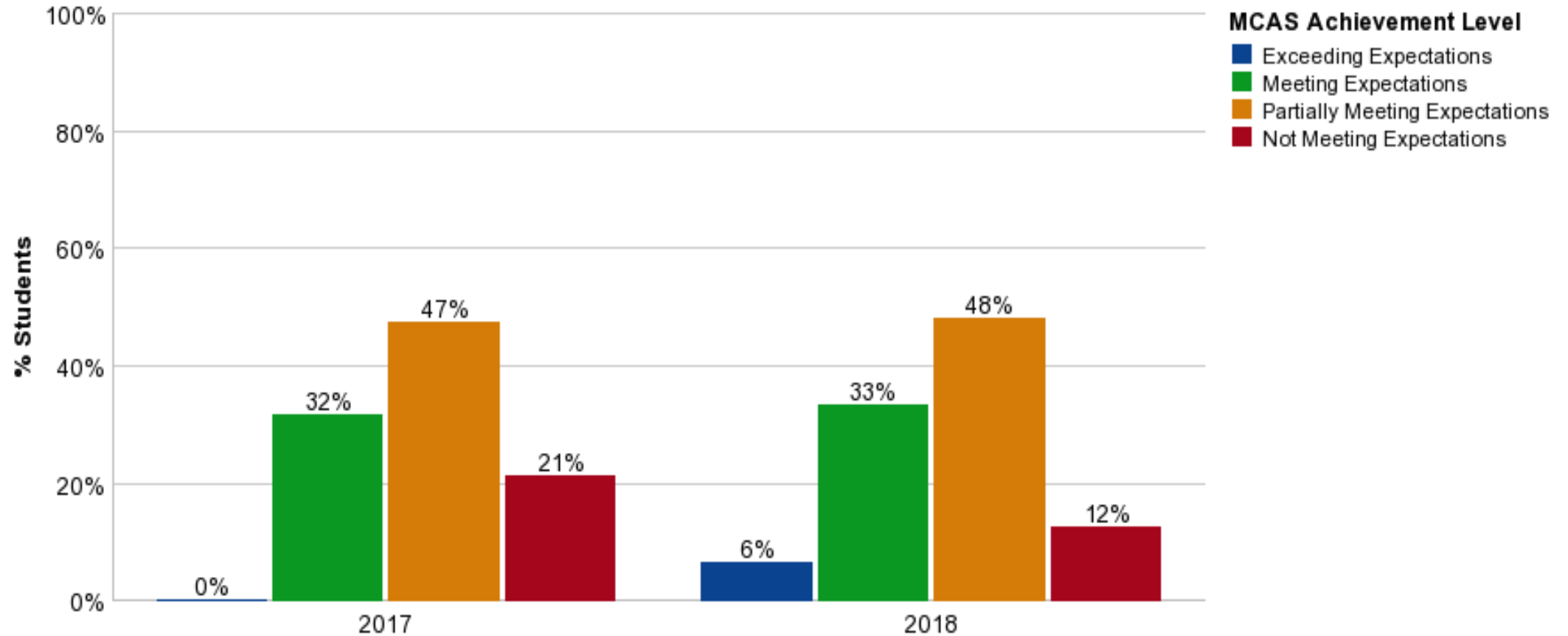
# **Academic Focus: Literacy**



# K – 3 Classroom Profiles

Grade		# Students	# (%) SPED Integration	# (%) SPED Inclusion	# (%) EL	# (%) EL in SEIP
K	SEIP	21	0	4 (19%)	0	11 (52%)
	Integrated	12	5 (42%)	1 (8%)	1 (8%)	0
1	SEIP	20	0	3 (15%)	1 (5%)	10 (50%)
	Integrated	16	2 (13%)	1 (6%)	3 (19%)	0
2	General Education	15	0	0	0	0
	SEIP/Integrated	15	2 (13%)	1 (6%)	0	11 (73%)
3	General Education A	17	0	6 (35%)	3 (17%)	0
	General Education B	16	0	4 (25%)	4 (25%)	0

# Grade 3 MCAS ELA Achievement

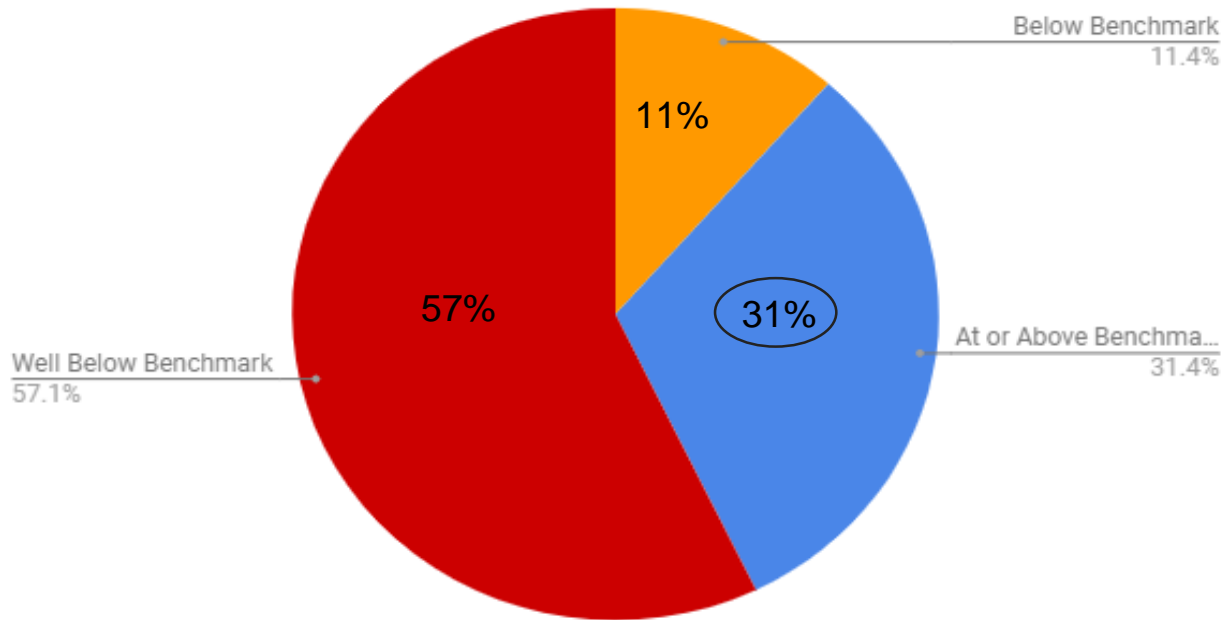


# Literacy: What We Are Doing/Have Done

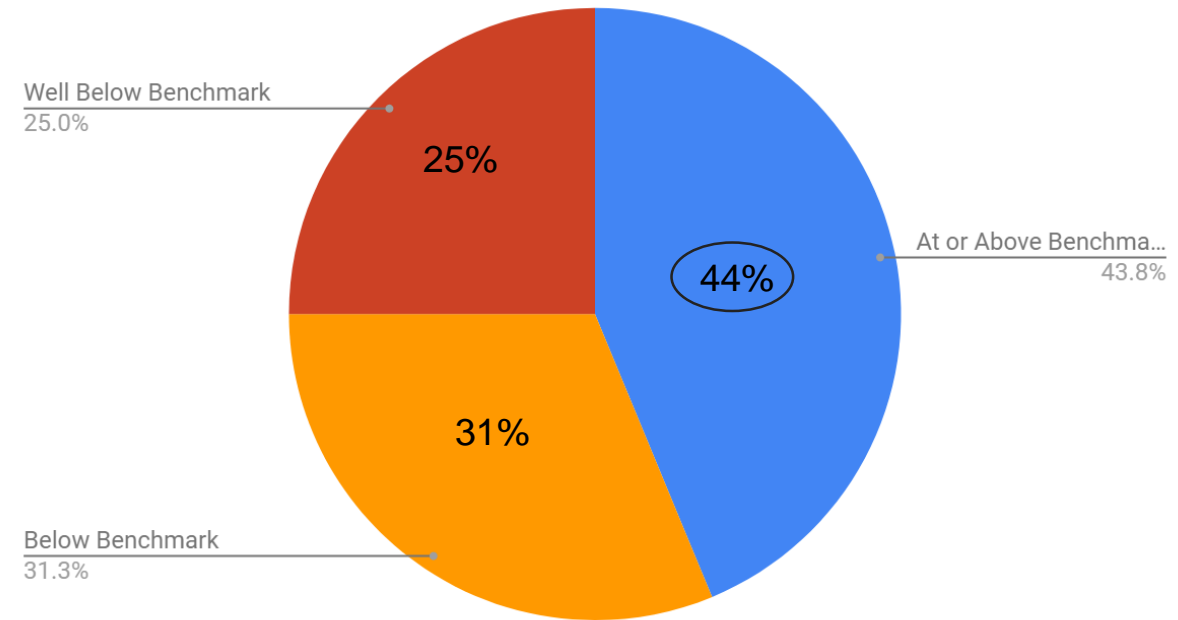
- Small group instruction implementation, grades 1-5 (year 4)
- Walkthroughs and observations focusing on small group reading (year 3)
- Review and refine expectations document (year 3)
- Wilson Certification - 2 special education teachers in progress
- All school professional development in vocabulary development across all subject areas

# Fall/ Winter Kindergarten DIBELS *First Sound Fluency*

FALL



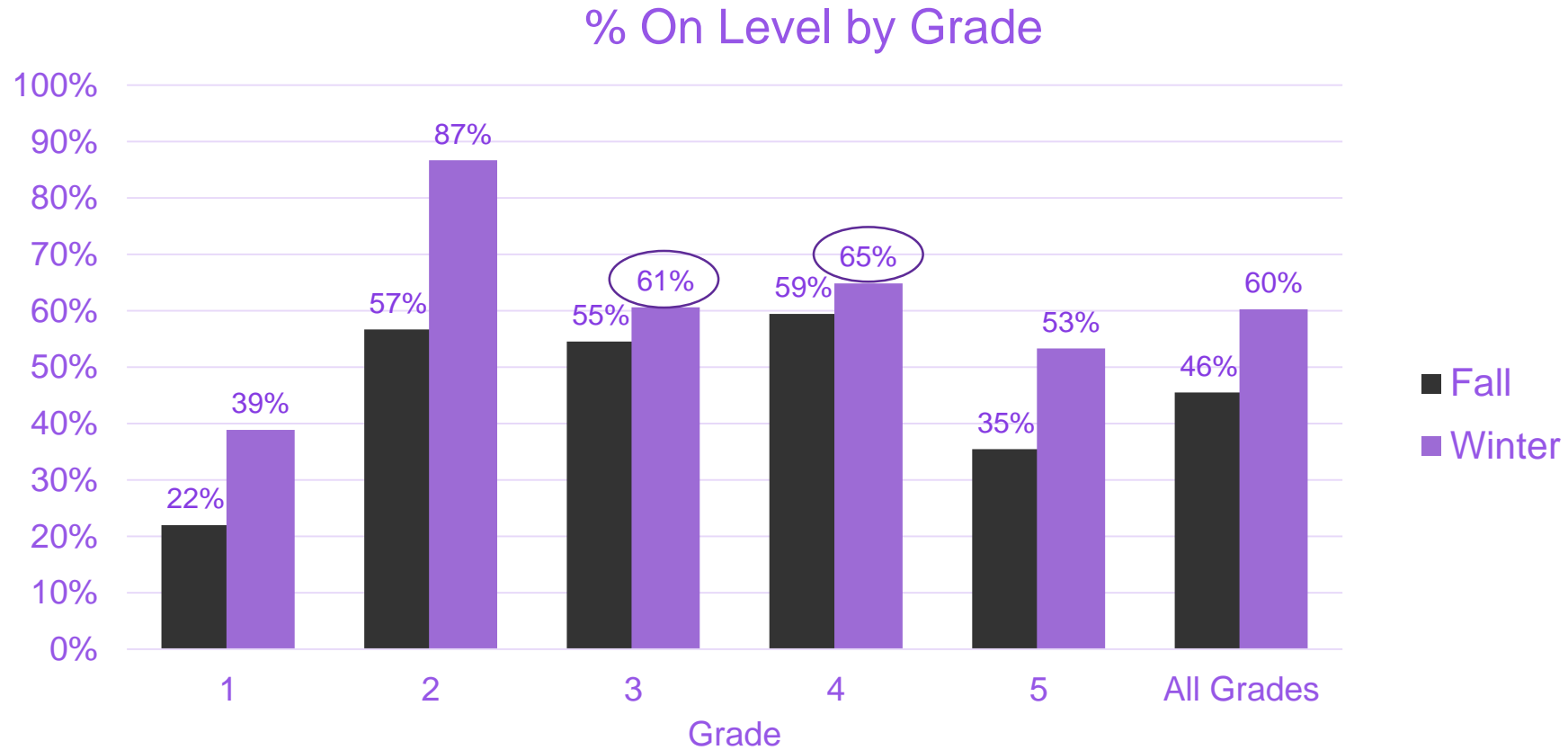
WINTER



A larger percentage of students score *At or Above Benchmark* on the Winter assessment.

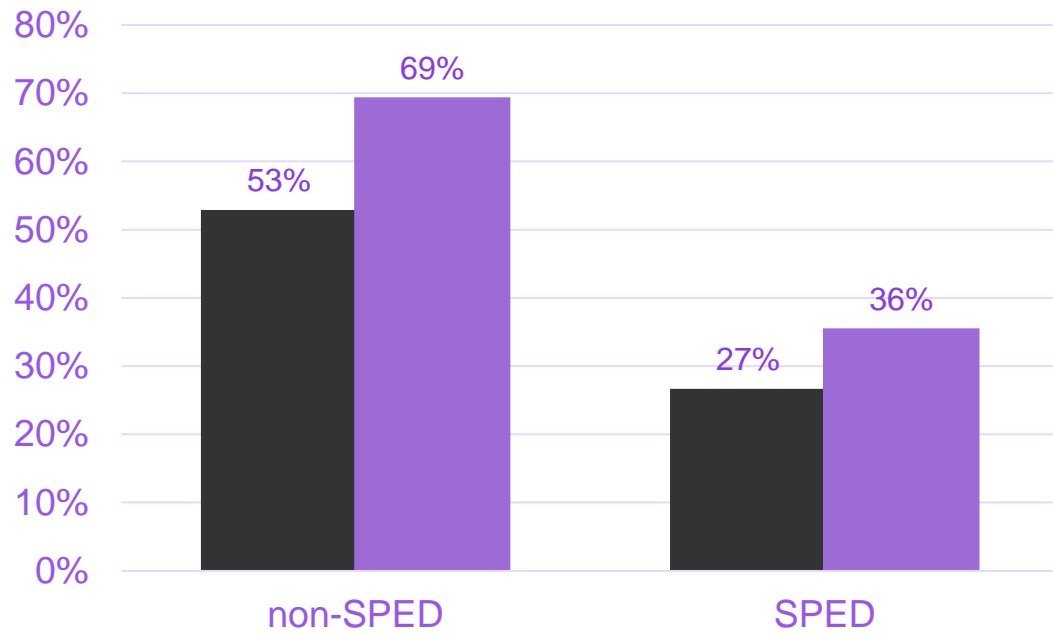


# Fall to Winter F&P

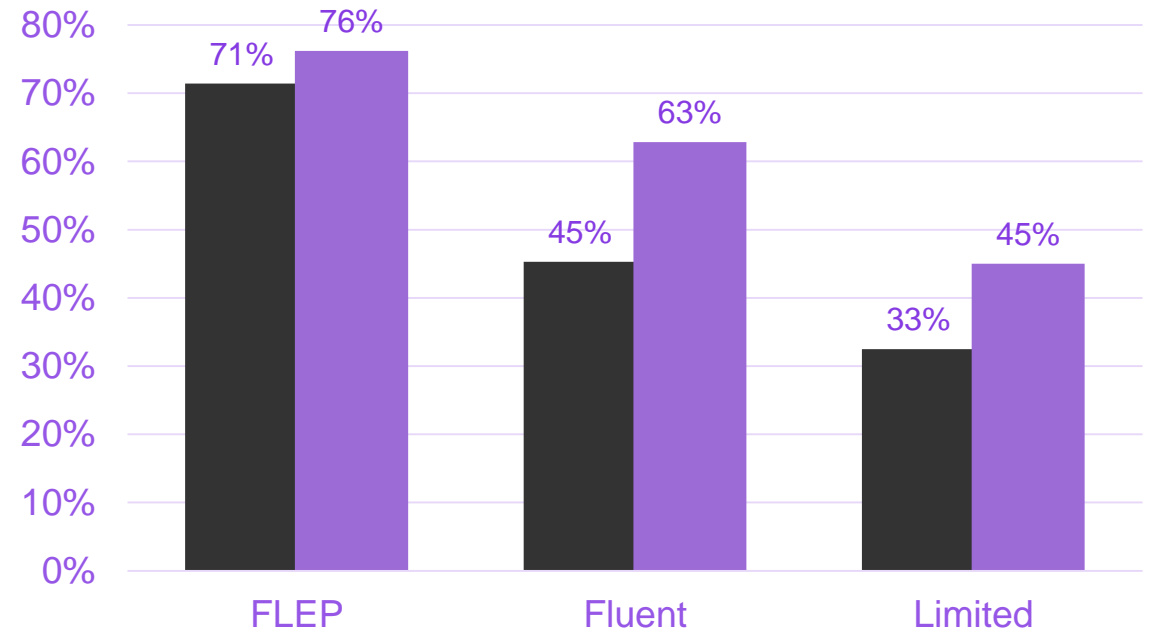


# Fall to Winter F&P

## SPED: % On Level by Grade, Winter



## EL: % On Level by Grade, Winter



■ Fall  
■ Winter



# Fall/ Winter F&P Comparison

	SPED		Non-SPED	
	Fall	Winter	Fall	Winter
Grade 1	30%	30%	19%	42%
Grade 2	80%	80%	52%	88%
Grade 3	20%	30%	70%	74%
Grade 4	20%	50%	74%	70%

	EL		FLEP		Fluent	
	Fall	Winter	Fall	Winter	Fall	Winter
Grade 5	0%	0%	43%	57%	40%	60%

# Digging Deeper: Identifying Root Causes

Over the next few months, we will:

- ❖ Learn more about the student experience
  - Investigate individual student achievement histories to understand progress trajectory and build systems to support sustained growth
  - Talk to students to understand levels of engagement and enjoyment relating to reading/literacy
  - Identify other supports available to students outside the classroom/school-day
  - Examine classroom climate around rigor and accessibility through shadowing students
- ❖ Examine school practices/policies
  - Verify the decrease in performance on F&P at 4<sup>th</sup> grade
  - Examine classroom practices that have lead to high student growth
  - Check for continuity and alignment of literacy practices
- ❖ Identify next steps and begin to implement changes to practices/policies to best support students literacy growth

## ***Preliminary Next Steps***

- ❖ Identify interventions that can be put in place at early grades to support student literacy
- ❖ Put supports in place to address existing skill/knowledge gaps to prevent further decline

# Continuing Work

- ❖ Progress monitoring meetings based on F&P testing
- ❖ Flexible grouping structure across classrooms in all grade levels
- ❖ Expand PD for special educators around intensive reading intervention
- ❖ Continue vocabulary-building PD across all subject areas
- ❖ Revise schedule to increase literacy time and maximize resources for small group instruction
  - Double ESL blocks for SEI 1 & 2 students lead by ESL teachers
  - Prioritize ELA blocks for SEI 3 instruction in co-taught classes with ESL Specialists
  - Align Special Education services based on service delivery grids
- ❖ Coach on high-level questioning & independence; integrate into Common Planning Time
- ❖ Observations and Walkthroughs focused on guided reading and rigor

# Academic Goals

- ❖ By June 2019, students will achieve SGP of 65 in both ELA and Math as measured by MCAS assessments.
- ❖ By June 2019, 90% of students in grades 3 through 8 will respond “Agree” to questions 4 and 5 as measured by our Wellness Survey.
- ❖ By June 2019, 70% of grades K-5 students will read at or above grade level, as measured by Fountas & Pinnell and DIBELS.

# Questions

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