

The Hildreth Elementary School Improvement Plan

2018-2019

School Council

Josh Myler, Principal Co-Chair	
Jason Cole, Parent (Secretary)	(2018-2021)
Abby Besse, Parent	(2018-2021)
Demet Guntas, Parent	(2016-2019)
Katy Covino, Parent Co-Chair	(2017-2020)
Tammy Route, Teacher	(2017-2020)
Sharon Correnty, Teacher	(2018-2021)
Lisa Hopkins, Teacher	(2016-2019)
Chris Burns, Teacher	(2017-2020)
Barbara Kemp, Community Rep	(2017-2020)
Pat Jennings, Community Rep	(2016-2019)
Shannon Molloy, School Committee Rep	

Vision Statement

The Harvard Public Schools community, dedicated to educational excellence, guides all students to realize their highest potential by balancing academic achievement with personal well-being in the pursuit of individual dreams. The students engage in learning how to access and apply knowledge, think critically and creatively, and communicate effectively. They develop the confidence and ability to understand diverse perspectives, collaborate, and contribute to their local, national and global communities.

Core Value: Student Achievement

We believe the Harvard public schools inspire, prepare, and challenge all students toward academic excellence while recognizing that students reach their individual potential in different ways.

Title	Goal	Measure	Conditions	Interfaces	% Completion
Cross-Curricular Projects	To increase the integration of learning across content areas.	By June 2019, each grade level will develop and pilot at least one cross-discipline project utilizing the resources of the Innovation lab/technology.	Access to resources of beta-innovation lab (created Summer 2018) Grade-level time to develop and discuss project	Instructional Technology Specialist Vertical Team leaders	
Social Studies alignment to new standards	To align with revised state Social Studies standards	By October 2018, grade level teams will review new state Social Studies standards and develop a transition plan and list of materials that need to be shifted to a new grade or purchased.	State publication of finalized standards Inclusion of needed resources in budget process	State DESE School Committee Social Studies Vertical Team	

Core Value: Personal Growth

We believe in helping all students attain a balance between academic achievement and physical, emotional, and social well-being so that they become productive, confident and caring citizens.

Title	Goal	Measure	Conditions	Interfaces	% Completion
Data Meetings and TST	To increase use of data in developing student intervention plans.	By June 2019, the Teacher Support Team (TST) and Response to Intervention team (RTI) will develop and adopt intervention planning forms that include collection and review of measurable student data.	Increased administrative support of TST and RTI meetings Time for teachers to collect and document student data Updated DCAP	TST team RTI team *Potential pilot with Powerschool Interventions tool	

Core Value: Partnership and Resources

We believe that students are best served when schools, families, and the community share a common vision and are committed to open communication, mutual respect, and collaboration. We appreciate that the Harvard community provides the necessary resources to best serve our students, and we hold ourselves responsible for the appropriate use of those resources.

Title	Goal	Measure	Conditions	Interfaces	% Completion
Building Project	To ensure that the new school is carefully designed to best meet the needs of students today and be flexible for future change.	By June 2019, teachers and staff will review designs and room data sheets for the proposed building and provide feedback to the design team.	Allocate staff time for the review of designs and room data sheets	Arrowstreet Design Team Shawmut Construction School Building Committee and Teacher Liaisons	

Core Value: School Climate

We believe that the Harvard Public Schools strive to create a safe and inclusive environment that values diversity and fosters respect for learning, self, and others.

Title	Goal	Measure	Conditions	Interfaces	% Completion
Using data to support Social/Emotional Learning (SEL)	To support the social/emotional development of students through the increased use of data-informed Social/Emotional instruction and tools.	By June 2019, at least 3 grade levels will pilot the DESSA Social-Emotional screener and use the resulting data to provide targeted instruction in this area.	Access to DESSA screening tools Access to DESSA instructional database Dedicated time for SEL instruction	SEL Professional Learning Community Potential Training from DESSA developers Grade-level teams	

Ongoing Initiatives

In order to provide focus, we have intentionally limited the number of goals above. However, we recognize that several other ongoing initiatives are in progress and will require continued development and follow up

Ongoing Initiative	Next steps
Homework	Annual review with each grade level to discuss level of homework and any changes noted that may be due to adjusting homework expectations at previous grades.
Technology Reflection Tool	Finalize draft reflection tool for use with teachers based on the SAMR model and implement with teachers.
Digital Citizenship	Continue to administer Digital Citizenship Self Reflection and monitor results to adjust instructions.
Teacher Leadership Opportunities	Continue to develop, provide, and celebrate opportunities for teachers to take a lead role in exploring, piloting, and critiquing school improvement initiatives.
Student Leadership Opportunities	Continue to develop, provide, and celebrate opportunities for students to take an active role in caring for each other, build relationships across grade levels, and work to improve the climate of the school and community.
Culture of Inclusion	Participate with the District Inclusion Committee, including ongoing measurement tools, trainings, and student activities.