

The Hildreth Elementary School Improvement Plan

2019-2020

School Council

Josh Myler, Principal Co-Chair	
Jason Cole, Parent (Secretary)	(2018-2021)
Abby Besse, Parent	(2018-2021)
Kate Guthro, Parent	(2019-2022)
Katy Covino, Parent Co-Chair	(2017-2020)
Tammy Route, Teacher	(2017-2020)
Sharon Correnty, Teacher	(2018-2021)
Marisa Khurana, Teacher	(2019-2022)
Chris Burns, Teacher	(2017-2020)
Barbara Kemp, Community Rep	(2017-2020)
Community Rep, New	(2019-2022)
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
Social Studies alignment to new standards	To align with revised state Social Studies standards	By June 2020, K-5 grade level teams will have piloted new state Social Studies standards and identified areas for further development cross-curricular projects. Teachers will have updated Atlas Rubicon Scope and Sequence to reflect the new state standards.	Vertical Team and Grade-level team collaboration time Additional budget resources for materials as identified	School Committee Social Studies Vertical Team	
School Start Time	To explore the potential impacts of changing school start times across the district	By June 2020, HES staff will have participated in the focus group and presented recommendations and predicted impacts regarding school start times to the School Committee.		School Committee Surrounding Districts Parent and Student Feedback	

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
Substance Use and Safe Choices	To increase instruction/support regarding substance use and vaping	By June 2020, the District Wellness Department will have piloted steps to address high levels of vaping use as reflected in the Youth Risk Survey results. The HES Health teacher will have developed a pre-post survey to measure student's knowledge and attitudes towards substance use and vaping.	Increased Health class time at HES Partnerships with UMASS for research and potential presenters.	TBS Guidance department regarding YRS data District Health and Wellness Department (HES and TBS School Council)	

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 engage students and teachers in the school construction project and prepare for the transition to the new school	By June 2020, teachers and students will have participated in selecting furniture and technology for the new building. Based on these recommendations, bid documents for 50% of Furniture and technology will have been prepared with the design team.	Allocate staff time for the review of furniture and technology needs. Provide resources for teachers to engage their students in the conversation	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
Safe and Supportive Classrooms	To increase training and resources available to classroom teachers to support social/emotional needs within the classroom	By June 2020, at least 20 teachers will have participated in “Safe and Supportive Classrooms” training and implemented at least 2 strategies in their classrooms which will be measured by post-participation surveys.	Time/Stipend of BCBA and Guidance Counselor to provide training (Summer or PLC model or PD days)	PD committee District Admin re. summer funding	

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
Physical Activity and Mindfulness	Providing additional opportunities for physical activity and mindfulness practices throughout day and have teachers share best practices with each other.
Homework	Annual review with each grade level to discuss the level of homework and any changes noted that may be due to adjusting homework expectations at previous grades.
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, training, and student activities. Continue review of literature for bias and seek a wider range of literature.
Pilot Coteaching	2 Grade levels will pilot a co-teaching model for special education services and share their feedback with the administration.