

The Hildreth Elementary School Improvement Plan

2016-2017



REACH FOR THE STARS!



SCHOOL COUNCIL MEMBERS

(As of June 2016)

Sue Frederick, Principal Co-Chair

Jennifer Lee-Feinberg, Parent, Co-Chair (2014-2017)

Julie Shoemaker, Parent, Co-Chair (2015 – 2018)

Katrina Lackner, Parent, Secretary (2015-2018)

Jason Cole, Parent (2015-2018)

Pam Gordon, Parent, (2013 – 2016)

Marisa Khurana, Teacher (2015--2018)

Joan Accorsi, Teacher (2013-2016)

Heather Montalto, Teacher (2014-2017)

Tammy Route, Teacher (2014-2017)

Barbara Kemp, Community Representative (2014 – 2017)

Pat Jennings, Community Representative (2015-2018)

Jennifer Bedford, School Committee Representative

The Hildreth Elementary School Improvement Plan

2016-2017

The Hildreth Elementary School, located at 27 Massachusetts Avenue in Harvard, MA, is a PreK-5 school that holds all students to high academic, social, and behavioral standards. HES is proud of its strong teaching and support staff and the District's commitment to excellence.

Vision Statement

The Harvard Public Schools community, a leader in educational excellence, guides each student to realize his or her 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 continue to develop the confidence and ability to collaborate, contribute, and adapt in an ever-changing world.

THE HILDRETH ELEMENTARY SCHOOL STAFF

(As of Sept 2016)

Prekindergarten	Abby Patriquin (LTS Julie Wright)
Kindergarten	Courtney Cutler, Erin Newbould, Melissa Niland, Alison Rogers
Grade 1	Pam Chapman, Lisa Hopkins, Kristina Lazaro, Marie Phillips
Grade 2	Carrie Normandin, Juliana Panajia, Chris Snell, Cindy Steeves
Grade 3	Amy Bassage, Chris Burns Lauren Crittendon, Dawn-Marie Ayles
Grade 4	Joan Accorsi, Karen Hurley, Michelle Keane, Tammy Route
Grade 5	Cynthia Ambrosino, Rob Cullinane, Sangita Marya, Debby Walker
Special Educators	Jamie Adams, Gretchen Gibbs, Marisa Khurana, Carly Monsen
Language Arts Coordinator	Peggy Bragg
Technology/Media Specialist	Marybeth Quaadgras
Speech/Language	Kirsti Gamage, Elisabeth Kranz
ELL	Reenie Keith
Occupational Therapy	Laura Uglevich
Art	Sharon Correnty
Music	David Gilfix
Physical Education	Barbi Kelley
Health	Erin Sintros
Guidance Counselor	Christine Reale
Psychologist	Vicki Ramirez
BCBA	Tessa Piantedosi
Adjustment Councilor	Susan Chlaplowski
Nurse	Jenny Eklund
Teacher Assistants/Tutors	Jen Baranowski, Amy Barnes, Deb Carroll, Lori Colangelo, Lauren Desjardins, Becky Epstein, Lori Farnsworth, Nick Francis, Amy Gebru, Clare Gribi, Margie Hadorn, Elizabeth Hart, Jon Malloy, Janice Nurmi, Dale Parada, Jean Pellegriti, Sharon Plante, MaryAnn Prouty, Marisa Ricard, Carol Riddle, Lisa Robichaud, Wendy Scott, Alison Thornton, Rebecca Weydemann, Alison Wicks, Tamara Willsie, Janet Woodsum
Front Office Administrative Assistants	Lorelei Galeski, Margaret Grogan
Community Education	Judy Cavanaugh
Technology	Chris Boyle, Oksana Peura
Food Services	Diane Kerwin, Manager; Jen Costa, Lori Nogler
Facilities Coordinator	Mark Force
Community Access	Dave Woodsum
Special Education	Marie Harrington, Director; Heather Montalto, Team Chairperson; Lucy Doucette, Administrative Assistant
Central Office	Mary Zadroga, Sharon Schmidt, Karen Shuttle
Superintendent	Dr. Linda G. Dwight
Principal	Sue Frederick
Associate Principal	Josh Myler

2016-2017 HES School Improvement Plan

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	Strategies	Time-line	Resources	Measurement	% Complete
Atlas Rubicon	Continue to input and update Pre-K to 5 curricula (ELA, Math, Science, Social Studies) into Atlas Rubicon	Ensure all new staff have access to Atlas Rubicon and are trained Ensure all Vertical Team Leaders are “writers” Conduct professional development for use of Atlas Rubicon	2016-17	Adequate annual appropriation of funds to support identified professional development needs and Software	100% of curricula materials are documented in Atlas Rubicon	
Vertical Alignment and Curricula Supplements	Ensure curricula is vertically aligned and develop supplemental curriculum materials (when appropriate) to enrich instruction	Vertical Team Leaders will work with the vertical teams to review alignment Use grade level time to develop supplemental materials Use summer curriculum time to continue alignment and development supplemental materials	2016-17	Professional development and collaboration time Software (Atlas Rubicon) Budget monies for curriculum materials	Reports from Vertical Team Leaders Review of Atlas Rubicon	
Differentiation	Work with each grade level	Use supplemental	2016-2017	Professional	Reports from	

	to develop differentiation strategies to address enrichment, specifically in the area of math	<p>materials gathered in above goal to support differentiation</p> <p>Use Vertical Team Time and Faculty meeting to discuss strategies</p> <p>Create a PLC to research best practices for differentiation and create a “bank” of strategies</p>		<p>development and collaboration time</p> <p>PLC time</p>	<p>Vertical Team Leader</p> <p>Dates of meetings</p> <p>“Bank” of example strategies</p> <p>*Note this goal will span multiple years in order to create resources for prek-5th grade.</p>	
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Title	Goal	Strategies	Time-line	Resources	Measurement	% Complete
Assessment of Students’ Growth and Development	Continue to develop DDM’s according to DESE guidelines.	<p>Continue to work in teacher groups to develop DDM’s</p> <p>Provide training to new staff in the creation of DDM’s</p>	2016-17	<p>Professional development and time</p> <p>Software (Teach Point)</p>	DDM’s are collected at the end of the school year for all teaching faculty	
Technology	Continue implementing ways to use technology as a learning tool for collaboration, innovation, motivation, and organization	<p>Support the teachers, parents, and students with a 1:World pilot program in the third year</p> <p>Continue to explore ways to successfully integrate technology across all grade levels by visiting other</p>	2016-17	Hardware, software, and professional development as funded by the Omnibus budget and outside funding sources as detailed in the	<p>Annual survey of stakeholders will be completed, analyzed, and shared</p> <p>Collect samples of project- based</p>	

		<p>districts, accessing internal professional development opportunities, and attending conferences</p> <p>Utilize the District Educational Technology Coordinator to support integration</p> <p>Create a list of the ways technology is used in Prek-4 as a resource for teachers</p> <p>Repurpose an iPad cart within the district to supply additional iPads to classrooms for center work</p>		<p>technology plan</p> <p>PD for PreK-4 teachers on how to integrate tech in stations, etc.</p> <p>Potentially use summer curriculum time to offer trainings</p>	<p>learning using technology will be reviewed</p> <p>Resource of teachers has at least one idea for each grade prek-4</p> <p>Date iPads are given to 3rd-4th grades</p>	
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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	Strategies	Timeline	Resources	Measurement	% Complete
Physical/ Emotional/Social Well-being	Continue to foster physical, emotional, and social well-being of students and staff	<p>Continue to implement the health/wellness curriculum and activities K-5</p> <p>Continue to use movement breaks during the day</p> <p>Increase menu of resources for movement breaks and focused movement linked to academic activities/individual need</p> <p>Continue to consistently implement the 2nd Step and Steps to Respect Programs</p> <p>Continue to offer groups for students through the special education and counseling offices that focus on topics such as social skills, anxiety, and bereavement.</p> <p>Continue to offer 5th grade enrichment in health and PE on a rotating basis</p> <p>Share out information on movement breaks for families</p> <p>Continue to support Continuing Education Programs before and after school</p>	2016-17	<p>2nd Step and Steps to Respect Curriculum materials</p> <p>Guidance from: School Counselor, School Adjustment Counselor, School Psychologist, BCBA, Health Teacher, PE Teacher supporting 2nd Step</p> <p>Professional development time for OT to share out movement linked to academics</p> <p>Utilize faculty meetings to model movement breaks and provide resources</p>	<p>Data will be collected regarding the number of students involved in groups and before/after school programs</p> <p>Observations of 2nd Step/Steps to Respect lessons by administration</p> <p>Record date of PD</p> <p>Include in student survey a question about movement break</p> <p>Gather data on number of 5th grade students taking enrichment</p>	

		Continue to model well-being		Explore possibility of staff after-school yoga		
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Core Value: Partnership

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.

Title	Goal	Strategies	Timeline	Resources	Measurement	% Complete
Partnership	To continue to enhance and foster communication and collaboration with teachers, parents and community members	<p>Ensure school website is updated on a regular basis</p> <p>Use social media (Twitter) to “tweet” events</p> <p>Continue to encourage volunteering within the school. Create a list of volunteer opportunities for parents (per grade level and whole school). Post this information on web site as well as have grade level teachers share out to parents</p> <p>Provide opportunities for grade level groups of parents to meet with administration</p> <p>Ensure HES faculty is represented on District-Wide Diversity Committee</p> <p>Provide parents with information on the new report card. Utilize Power school parent portal to</p>	2016-17	<p>Website</p> <p>Twitter account</p> <p>Time to meet</p> <p>PTO funding</p> <p>Potential professional development</p> <p>PowerSchool Alert Solutions</p>	<p>Data will be collected regarding the number of times administration offers parent grade level group meetings. Goal 1 meeting per grade.</p> <p>Data will be collected regarding the number of parents attending group meetings</p> <p>Diversity Committee updates</p>	

		<p>disseminate report card</p> <p>Administration will meet with each grade level to establish benchmark for parent contact throughout the year to ensure consistent and timely communication of information</p> <p>Continue to partner with the PTO for enrichment and events</p>				
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Title	Goal	Strategies	Timeline	Resources	Measurement	% Complete
Partnership	<p>To continue to enhance and foster communication and collaboration with parents and community members</p> <p>Continue efforts to promote the reality that Harvard and Devens are all members of the same school community</p>	<p>Continue to provide Curriculum Nights for parents in the Fall</p> <p>Hold and attend events at Devens</p> <p>Establish the use of the parent portal on PowerSchool</p>	2016-17	<p>Time to meet</p> <p>Work with technology department</p>	<p>Record dates of Curriculum Nights and other meetings/events</p> <p>Goal is that by June, 2017 85% of parents will have signed up for the parent portal.</p>	

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	Strategies	Timeline	Resources	Measurement	% Complete
<p>Maintain and Improve School Climate</p>	<p>Implement school-wide “Paws”itive behavior plan to foster positive school climate</p> <p>Continue to conduct climate surveys on a rotating basis of staff, parents, students and use survey results to inform SIP goals</p> <p>Continue to foster collegiality among faculty and staff</p>	<p>Continue to meet with Behavior Committee to monitor plan. Use 2016/17 Student survey to gather information.</p> <p>Roll out school-wide system in videos and assemblies</p> <p>Keep parents informed via use of social media and website</p> <p>Conduct trainings with staff to ensure consistent implementation of behavior system</p> <p>Work with School Council to conduct student climate survey for 2016-2017</p> <p>Continue to utilize meeting norms, vision statement, and core values in meetings</p> <p>Develop staff-led Professional Learning Committees (PLC) during the year</p> <p>Continue model of Vertical Team Leaders and Vertical Team Curriculum Groups</p> <p>Continue to participate in voluntary morning breakfast gatherings</p>	<p>2016-17</p> <p>2016-17</p>	<p>Time</p> <p>Professional development</p> <p>Monies for posters and roll out of plan</p> <p>Time for School Council to meet</p> <p>Use Power School Alert Solutions to send email of parent survey to parents</p> <p>Provide PDP’s for staff attending PLC</p> <p>Time for Vertical Teams to meet</p>	<p>Collect data on number of “paws” given 3 times a year to assess adult use of system</p> <p>Collect data of office behavioral referrals as baseline</p> <p>Analyze survey results Goal is for 80% of students to like the PAW system</p> <p>Collect data on PLC’s and number of staff attending</p> <p>Collect meeting notes from Vertical Team meetings</p>	

Title	Goal	Strategies	Timeline	Resources	Measurement	% Complete
		Continue to support Sunshine Club				