

Hopkinton Public Schools - School Improvement Plan

Marathon Elementary School



School Improvement Plan - 2018-2019

Pgs.

Center Members 2017-2018

Lauren Dubeau, Principal
Tim Sanford, Teacher
Alaina Chagnon, Teacher
Dave Turner, Parent
Melissa Scherer, Parent
Christine Curren, Parent

Preschool Members 2017-2018

Lauren Dubeau, Principal
Kim Sullivan, Teacher
Amy O'Donnell, Parent

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School:	Marathon Elementary School
School Year(s):	2018-2019
Goal Number (X of Y)	1 of 2
Goal Title:	Aligned Curriculum
Strategic Plan Priority Initiative:	SMART Goal:
Aligned Curriculum 2.1.A - Aligned Curriculum 2.2.A - Common Learning Outcomes	Educators will deliver a rigorous curriculum aligned to the Common Core State Standards with engaging lessons that are differentiated and accessible to involve all learners, that promote a solid student learning foundation, preparing children for the next level of learning, and that ensure everyl student achieves.

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Benchmarks and Key performance Indicators			
Status of Goal <input type="checkbox"/> Continue <input type="checkbox"/> Revise <input type="checkbox"/> Met <input checked="" type="checkbox"/> New		Improvement Benchmark(s)	
Rationale			
Kindergarten and first grade have developed ELA, Math, and Science curriculum maps connected to the MA CCSS, and the preschool curriculum is also aligned with MA CCSS. Related Arts curriculum maps are in development (district wide). The maps developed are living documents which are continuously improved upon as a result of incorporating implementation feedback. To ensure we are preparing students properly, we must increase our knowledge of student growth and expectations within and beyond the school.		Expand teachers' understanding of learning standards to the levels preceeding and following instructional level, allowing teachers to better address needs at their focused level. Increase collaboration between sending and receiving teachers: Gr. PK -K, K-1, Gr. 2-3; note areas in which incoming students are well prepared, areas in need of added attention. Continually improve curriculum maps through map review to ensure curriculum maps effectively identify grade level priorities.	
Strategic Activities and Responsibilities			
Strategies/Activities	Person(s) Responsible	Timeline	

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<p>Deepen staff understanding and clarify the following via vertical meetings, PLCs, observations, modeling:</p> <p>Learning Objectives: What do students need to know and be able to do?</p> <p>Instructional Strategies: What kind of activities will reinforce learning objectives for diverse student learning needs, including students approaching, meeting, and exceeding expectations and those that receive special education and English Learner instruction. Make adjustments to instructional practices when it appears students are not meeting grade level expectations.</p> <p>Assessment: Design assessments that will reveal whether students have achieved learning objectives; Define proficiency with depth of understanding and critical thinking key elements; Informed map revision to refine curricular findings.</p>	<p>Teachers, CTLs, Literacy Coach, Math Tutor, Assistant Principal, Principal</p>	<p>Beginning August 2018, continuing through school year: BBM, Early Release days, PLC, and Professional Development Days</p>
<p>Funding Requirements: (indicate if source is the FY___ budget, grants, or other sources)</p>		
<ul style="list-style-type: none"> ● FY19 Substitutes for teacher meetings 		

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School:	Marathon Elementary School
School Year(s):	2018-2019
Goal Number (X of Y)	2 of 2
Goal Title:	Social and Emotional Learning
Strategic Plan Priority Initiative:	SMART Goal:
<p>Aligned Curriculum 2.1.A - Aligned Curriculum 2.2.A - Common Learning Outcomes Effective Instruction 3.2.A - High-quality, Evidence-based Instruction 3.2.B - Learning Experiences Leadership, Governance, and Communication 5.3.a - Students' Social-Emotional Needs</p>	<p>Marathon Elementary School will create a sense of team and build a collaborative culture among staff in order to better serve ALL students. This will result in expanded understanding and approaches for addressing students' social emotional learning needs. In turn, strengthened approaches to SEL will also create a school culture that is "inclusive of <input type="checkbox"/> and responsive to" our increasing diversity.</p>

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Benchmarks and Key performance Indicators		
Status of Goal		Improvement Benchmark(s)
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Continue <input type="checkbox"/> Revise <input type="checkbox"/> Met <input type="checkbox"/> New 	<p>Rationale</p> <p>The Social Emotional Learning Team, SELT (principal, assistant principal, nurse, guidance counselor, psychologist, BCBA, a preschool, kindergarten teacher and first grade teacher) meets monthly. A number of school wide approaches have been established including Zones of Regulation, Voice Levels, and CUBS. More focus is needed on staff to clarify what trauma is and understand its impact on learning, behavior, and relationships. The importance of a collaborative community is essential to systematically address student SEL needs.</p>	<p>The SELT will promote best practices in expanding and maintaining a safe and supportive learning environment and plan professional development opportunities for all staff members throughout the year.</p> <p>All staff will demonstrate understanding of SEL skills as well as an understanding of trauma, as evidenced by integrating new strategies into instructional practices throughout Marathon Elementary School.</p> <p>Expand consistent SEL strategies across staff creating an aligned and consistent approach within the school.</p> <p>Establish tiers to outline multiple levels of support to promote student SEL competencies.</p>

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Strategic Activities and Responsibilities		
Strategies/Activities	Person(s) Responsible	Timeline
<p>Establish a shared staff understanding of trauma and its impact on students. Provide ongoing PD throughout the year to deepen staff understanding, better equipping staff to respond to SEL needs of students.</p> <p>Provide professional learning opportunity to enhance educator understanding of the variables that cause students to act inappropriately, enabling teachers to provide interventions that will lead to more appropriate, constructive student behavior in and out of school. Jessica Minahan, author of <i>The Behavior Code</i>, will present some of this critical information to staff.</p> <p>Expand the school's "Toolkit" of trauma sensitive approaches to be used across settings to support all learners. This will assist the students with the most intensive needs, as well as those students whose needs are less well known.</p> <p>Establish The Green Zone, a positive space for students, PK - 1, to exercise self-regulation, problem solve, and think critically.</p> <p>Collaborate with elementary SEL teams at least 3x/year</p> <p>Arrange a Family Education Speaker Series, once a month on topics including promoting social emotional development, understanding sensory needs, fostering the 4Cs, and more, to be held in Family Resource Room. Speakers would be sought within as well as outside of the district at no cost.</p>	<p>Administration, SELT</p> <p>Administration</p> <p>SELT members</p> <p>Administration, Guidance</p> <p>SELT</p> <p>Administration</p>	<p>Beginning August 2018, continuing through school year: BBM, Early Release days, PLC, and Professional Development Days</p>

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Funding Requirements: (indicate if source is the FY___ budget, grants, or other sources)

- FY19 PD Budget (Jessica Minahan); HEF Grant: The Green Zone