

Hopkinton Public Schools - School Improvement Plan

Hopkins Elementary School



School Improvement Plan - 2016-2017	Update on School Improvement Plan - 2015-2016
Pgs. 2-7	Pgs. 8-19
<p data-bbox="478 967 758 995"><u>Members 2015-2016</u></p> <p data-bbox="348 1003 890 1357">Tim Kearnan, Principal Vanessa Bilello, Asst. Principal Marie Clark, Teacher Maribeth Tremblay, Teacher Joan Frank, Teacher Alexis Miller, Parent Laura Barry, Parent Andy Young, Parent Tricia Laglenne, Parent Dawn Ronan, Community Representative</p>	<p data-bbox="1339 967 1619 995"><u>Members 2014-2015</u></p> <p data-bbox="1209 1003 1751 1357">Tim Kearnan, Principal Vanessa Bilello, Asst. Principal Marie Clark, Teacher Maribeth Tremblay, Teacher Joan Frank, Teacher Maureen Belger, Parent Alexis Miller, Parent Laura Barry, Parent Jen Beauvais, Parent Dawn Ronan, Community Representative</p>

Hopkinton Public Schools - School Improvement Plan

School:	Hopkins
School Year(s):	2016-2017
Goal Number (X of Y)	1 of 2
Goal Title:	Writing
Strategic Plan Priority Initiative:	SMART Goal:
1.2.b - Professional Development 2.1.a - Aligned Curriculum 2.2.a - Common Learning Outcomes 3.1.a - High Expectations 3.2.a - High-quality, Evidence-based Instruction 3.2.b - Learning Experiences 4.1 - Variety of Assessments 4.2 - Evaluate and Adjust Practices 4.3 - Student Goal-setting and Self-Evaluation	Students at Hopkins will demonstrate improved levels of achievement and growth in their writing as measured by building administered, standardized assessments.

Hopkinton Public Schools - School Improvement Plan

Benchmarks and Key performance Indicators	
Status of Goal	Improvement Benchmark(s)
<p> <input type="checkbox"/> Continue <input type="checkbox"/> Revise <input type="checkbox"/> Met <input checked="" type="checkbox"/> New </p>	
<p>During the 2015-2016 school year, District and School administration worked with Hopkins' Curriculum Teacher Leaders and identified the broad skills of writing (genre and 'on-demand') as a priority for improving student growth across all content areas.</p> <p>All teachers currently utilize a Writers' Workshop model for writing instruction across the three main genres (informative, persuasive, narrative). However, strategy instruction is not common or consistent throughout our classrooms. Further, teachers often report a lack of training and/or resources to address students' needs as writers.</p> <p>"On demand" writing is similar. (On-demand meaning responding to prompts, open response questions, or constructed responses.) While all teachers feature instruction on task-driven writing assignments in ELA, math, science, and social studies, the strategies being implemented are not common or consistent across classrooms or grade levels.</p> <p>As a reference point, Hopkins' students consistently score lower on open response and short-answer tasks on MCAS compared to multiple-choice problems. Further, Hopkins' students typically score closer to the state average on open response and short-answer tasks as compared to multiple-choice problems.</p> <p>Finally, our colleagues at the Center and Elmwood Schools have taken the lead on supporting students' development of writing skills and strategies by providing staff training and implementation of Self-regulated Strategy Development (SRSD). Both schools are reporting student gains and positive feedback from staff. It's important for Hopkins to continue this curriculum and instruction with our students.</p>	<ol style="list-style-type: none"> 1. By June 2017, 95% of all students will demonstrate growth in their Content & Ideas and Organization (genre specific), as measured by building created, standards-driven rubrics. 2. By June 2017, 80% of all students will meet or exceed building expectations for proficiency for on-demand writing tasks (prompts, open response, constructed response) as measured by building created, standards-driven rubrics.

Hopkinton Public Schools - School Improvement Plan

Strategic Activities and Responsibilities		
Strategies/Activities	Person(s) Responsible	Timeline
<p><u>Benchmark 1 and 2</u></p> <ul style="list-style-type: none"> A. Review scope and sequence for genre writing B. Literacy - Review/incorporate benchmarks into scope/sequence for reading responses with standardized rubric C. Math - evaluate and implement end of unit open responses/constructed responses with standardized rubric D. Review and revise grade-level writing rubrics from models within building and from standardized assessment examples E. Professional development - SRSD F. Adopt building-level common-language: templates/graphic organizers/acronyms to support writing process G. Dedicated meeting time to work as curriculum and data teams through BBM and PLCs to examine student work, develop/evaluate prompts H. Assess and implement interventions to support writing needs of struggling learners 	<p>A-D. Admin, CTLs, Teachers</p> <p>E. Admin, SRSD Consultant</p> <p>F-H. Admin, CTLs, Teachers</p>	<p>A-D. Beginning Summer 2016, continuing through school year</p> <p>E. Beginning Fall 2016, continuing through school year</p> <p>F-H. Beginning Fall 2016, continuing through school year</p>
Funding Requirements: (indicate if source is the FY___ budget, grants, or other sources)		
<ul style="list-style-type: none"> ● SRSD funded through Title 1 grant 		

Hopkinton Public Schools - School Improvement Plan

School:	Hopkins
School Year(s):	2016-2017
Goal Number (X of Y)	2 of 2
Goal Title:	Social-Emotional
Strategic Plan Priority Initiative:	SMART Goal:
1.3.a - Collaborative Culture, Trust 2.1.a - Aligned Curriculum 2.2.a - Common Learning Outcomes 3.1.a - High Expectations 3.1.b - Engagement, Effective Effort 3.2.a - High-quality, Evidence-based Instruction 3.2.b - Learning Experiences 4.1.a - Balanced Assessments 4.2 - Evaluate and Adjust Practices 5.3.a - Students' Social-Emotional Needs	Students, families, and teachers at Hopkins will report manageable levels of stress, relative to assessments and homework.

Hopkinton Public Schools - School Improvement Plan

Benchmarks and Key performance Indicators	
Status of Goal	Improvement Benchmark(s)
<p> <input type="checkbox"/> Continue <input type="checkbox"/> Revise <input type="checkbox"/> Met <input checked="" type="checkbox"/> New </p>	
<p>As we've come to recognize over the course of several years, there has been a sharp increase in the stress levels reported by our students, families, and staff. This has resulted in a decrease in the social-emotional health of our students (and staff) and an increase in referrals for guidance/counseling services. We also believe that the increased stress levels have contributed to an general decline in expected student growth and achievement. Two main stressors for students, families, and staff are assessments (number, volume, pressure to perform) and homework (length, types of tasks).</p> <p>Locally (and nationally), educators have identified the increase in assessments as a challenge. The need to collect and utilize assessment data has grown exponentially in the last several years relative to an increase in high-stakes, standardized assessments. All stakeholders report a sense of "over testing," with a decrease in actual instruction. For example, just in the subject of math, the average student will spend about 35 class periods each year on assessments. The cycle of instruction, studying/preparing, and assessment has sped up to the point that students, families, and teachers feel rushed and unable to learn new skills and content to the desired depth of understanding.</p> <p>Homework has also been identified as an area warranting further consideration in managing the stressors of students and families. The increased demands on students and families outside of school hours has reduced the amount of quality time available for school work or family activities. Homework - in terms of volume and nature - has been a challenge for many students and families. Many teachers and families report great challenges with student homework: completion rate, quality of returned work, understanding of skills/concepts, and management (time spent tracking and correcting). Studies show that homework has a limited impact on student growth and achievement at the elementary level, though increasing in impact as students progress in age and grade. Homework is culturally ingrained in our educational and societal values. A closer examination of our practices is warranted.</p>	<ol style="list-style-type: none"> 1. 100% of teachers will have common, realistic expectations for homework assignments relative to: <ul style="list-style-type: none"> • Time; and • Nature of assigned tasks. 2. 80% of families will report manageable homework assignments for students. 3. Reduction of number and length of assessments by 25%.

Hopkinton Public Schools - School Improvement Plan

Strategic Activities and Responsibilities		
Strategies/Activities	Person(s) Responsible	Timeline
<p><u>Benchmark 1 and 2</u></p> <ul style="list-style-type: none"> A. School-wide homework team looking at: values, practices, purposes B. Review current homework policies in place through Hopkinton Elementary Handbook C. Survey teachers to establish current practices D. Survey parents and students on realities of homework (time, ease, appropriateness) E. Implementation of new homework practices regarding value, purpose, quantity as well as differentiation (enrichment, modifications of) F. Horizontal alignment: monitoring, reporting 	<p>A-F. Admin, CTLs, Teachers</p>	<p>A-F. Beginning Spring 2016, continuing through school year</p>
<p><u>Benchmark 3</u></p> <ul style="list-style-type: none"> A. Evaluation of current assessments across grade level in all academic areas: values, practices (time requirements, alignment to needs, effectiveness to planning adjustments to practices), purposes <ul style="list-style-type: none"> a. Authentic assessments (smarter, balanced assessments with multiple purposes- proficiency, growth, formative, predictive) b. Balance of formative/summative B. Combine and eliminate assessments (reduce number and volume) C. Improved use of formative assessments to drive instruction 	<p>A-C. Admin, CTLs, Teachers</p>	<p>A-C. Begun Spring 2016, continuing through school year</p>
<p>Funding Requirements: (indicate if source is the FY___ budget, grants, or other sources)</p>		
<ul style="list-style-type: none"> ● Summer curriculum work 		

Hopkinton Public Schools - School Improvement Plan

Update - Spring 2016 on 2015-2016 School Improvement Plan

School:	Hopkins
School Year(s):	2015-2016
Goal Number (X of Y)	1 of 3
Goal Title:	Improving Assessment Practices
Strategic Plan Priority Initiative:	SMART Goal:
<p><u>Student Assessment:</u></p> <ul style="list-style-type: none"> · Obj. 1: Implement a variety of assessments that examine both short and long-term growth of students; <ul style="list-style-type: none"> ● Priority Initiative A. Implement a balanced system of assessments that include district-determined measures, progress monitoring, benchmark, summative, and formative assessments; ● Priority Initiative B. Ensure assessment results are readily accessible to educators, administrators, and families · Obj. 2: Use assessment results to evaluate and adjust instructional practices; <ul style="list-style-type: none"> ● Priority Initiative A. Use learning data to plan and adjust instruction and evaluate student learning 	<p>Hopkins educators will improve their assessment practices to include:</p> <ul style="list-style-type: none"> ● Use of frequent, common formative assessments to inform instruction across all content areas; ● Communication with families on assessment purpose and results; and ● Sharing of data between colleagues to encourage proliferation of successful practices and foster collaborative dialogue.

Hopkinton Public Schools - School Improvement Plan

Benchmarks and Key performance Indicators		
<div style="text-align: center;">Status of Goal</div> <input type="checkbox"/> Continue <input type="checkbox"/> Revise <input type="checkbox"/> Met <input checked="" type="checkbox"/> New	<div style="text-align: center;">Improvement Benchmark(s)</div>	
<ul style="list-style-type: none"> Teachers are currently using a variety of formative assessments. However, there is not a common approach or timeline to these assessments. Parents are informed about individual classroom assessments (tests, quizzes, projects) and MCAS. However, other assessments such as Galileo and BAS are not widely shared with families. Teachers meet with colleagues on a regular basis. However, data is not always the focus. Additionally, with a lack of common and timely data points, sharing and analyzing results can be difficult. 	<ol style="list-style-type: none"> 1. 100% of Grade 4 and Grade 5 teachers will utilize common formative assessments in reading and math. - <i>Met</i> 2. 100% of teachers will share results of designated assessments with focus areas for student growth with families. - <i>Ongoing</i> 3. Teachers will meet with colleagues at least 1x month to share data points and discuss student growth and adjustments to practice. - <i>Met</i> 	
Strategic Activities and Responsibilities		
Strategies/Activities	Person(s) Responsible	Timeline
<u>Benchmark 1</u> A. Define and create common formative assessments with measurable outcomes - <i>Done and ongoing</i> B. Create calendar and expectations for use of common formative assessments - <i>Done</i> C. Create data collection tool to gather information to make sharing and analysis efficient - <i>Not done; new SIS upcoming</i> D. Collaborate with staff on adjusting practices based on	<u>Benchmark 1</u> A. Teachers, CTLs, Administrators B. CTLs, Administrators C. Technology staff, administrators D. Teachers,	<u>Benchmark 1</u> A. Ongoing, 2015-16 school year B. October 1, 2015 C. October 1, 2015 D. Ongoing, 2015-16

Hopkinton Public Schools - School Improvement Plan

formative assessment data - <i>Ongoing</i>	administrators	school year
<u>Benchmark 2</u> A. Parent assessment information night; resources available online for consistent reference - <i>Done</i> B. Create expectations for what, when, and how teachers will communicate assessment data - <i>Partially complete; adjustments ongoing</i>	<u>Benchmark 2</u> A. Administrators B. CTLs, Administrators	<u>Benchmark 2</u> A. October 2015 B. October 1, 2015
<u>Benchmark 3</u> A. Schedule opportunities and create expectations for teams of teachers to meet and analyze data points - <i>Done</i>	<u>Benchmark 3</u> A. Administrators	<u>Benchmark 3</u> A. September 1, 2015
Funding Requirements: (indicate if source is the FY___ budget, grants, or other sources)		
None required: Use of existing meeting time		

Goal 1 Update, Spring 2016: Improving Assessment Practices

We have had many conversations with faculty and staff around our assessment practices and beliefs, and work has been completed toward adjusting our practices. These conversations have occurred in multiple settings: faculty meetings, small group meetings, PLCs, student review meetings, and in 1:1 meetings with faculty.

Our successes include:

- More consistent and common formative assessments (particularly for reading comprehension & writing about reading)
- Much more openness and buy-in to using data to inform practice; i.e. teachers collecting and analyzing data independent of administrators
- Analysis and discussion of student data and student work at PLCs
- Parent information session - well received; parents appreciated info on the different assessments and types
- More scheduled times for teachers to convene and discuss data and adjustments to instruction and curriculum (BBMs, PLCs)
- Increasing use of technology as a vehicle for formative assessment (Google Classroom, Front Row, other online programs to assess and monitor students across curricular areas)

Hopkinton Public Schools - School Improvement Plan

Our challenges include:

- More questions than answers relative to some assessments; i.e. effectiveness and reliability in gauging student performance and providing data that informs instruction
- Changing assessment types and tasks (move away from more structured open response questions to more open-ended constructed response-style writing about reading; utilizing multiple sources/styles of text and genres); how and when do we incorporate these changes? what can be revised, abandoned?
- How much assessment is too much? Teachers, students, and families experiencing “testing fatigue”; common feeling that time spent assessing is taking away too much time from teaching
- Parent information - how much and what types of information to share (i.e. level of detail, ‘technical’ data that needs training and explanation to understand)? when does it become counter-productive? can result in misunderstandings, added stress on students and teachers, and increased requests/demands for support services and interventions

Hopkinton Public Schools - School Improvement Plan

School:	Hopkins
School Year(s):	2015-2016
Goal Number (X of Y)	2 of 3
Goal Title:	Improving Outcomes for All
Strategic Plan Priority Initiative:	SMART Goal:
<p><u>Aligned Curriculum</u></p> <ul style="list-style-type: none"> · Obj. 2: Articulate common, well-defined learning outcomes with a focus on depth of understanding and critical thinking. <ul style="list-style-type: none"> ● Priority Initiative A. Articulate what proficiency looks like and sounds like in content areas with a focus on depth of understanding and critical thinking <p><u>Effective Instruction</u></p> <ul style="list-style-type: none"> · Obj. 2: Implement evidence-based high quality instructional practices <ul style="list-style-type: none"> ● Priority Initiative A. Educators deliver effective, evidence-based instruction to all students 	<p>Students at Hopkins will demonstrate improved levels of achievement and growth in reading and math, as measured by grade-level, standardized assessments.</p>

Hopkinton Public Schools - School Improvement Plan

Benchmarks and Key performance Indicators		
<div style="text-align: center;">Status of Goal</div> <ul style="list-style-type: none"> ✓ Continue ☐ Revise ☐ Met ☐ New 	<div style="text-align: center;">Improvement Benchmark(s)</div>	
<ul style="list-style-type: none"> ● Results of 2015 Spring Galileo data: <ul style="list-style-type: none"> ○ ELA % Proficient or Advanced: 73 (Gr4), 92 (Gr5) ○ Math % Proficient or Advanced: 88 (Gr4), 91 (Gr5) ● Results of 2015 Spring BAS data: <ul style="list-style-type: none"> ○ Gr. 4 % reading at Level S: 61 ○ Gr. 5 % reading at Level V: 56 ● Results of 2012-2014 Spring MCAS data: <ul style="list-style-type: none"> ○ ELA % Proficient/Advanced: 82/ 80/ 82 ○ Math % Proficient/Advanced: 79/ 74/ 72 ○ 67% of High Needs students were designated Needs Improvement or Warning on MCAS Math 2014 ○ 62% of High Needs students were designated Needs Improvement or Warning on MCAS ELA 2014 ● Hopkins has been designated as a Level 2 performing school for several years, mainly due to MCAS performance and lack of growth and improvement in our High Needs population. 	<ol style="list-style-type: none"> 1. By June/Fall 2016, 80% of all students will meet or exceed district expectations for proficiency/benchmark in Math: <ul style="list-style-type: none"> ● June Galileo Math assessments - <i>Discontinued</i> ● MCAS/PARCC proficient+ - <i>In progress</i> 2. By June/Fall 2016, 85% of all students will meet or exceed district expectations for proficiency/benchmark in Reading/ELA: <ul style="list-style-type: none"> ● June Galileo Reading assessments - <i>Discontinued</i> ● BAS Level S (Gr4) or BAS Level V (Gr5) - <i>In progress</i> ● MCAS/PARCC proficient+ - <i>In progress</i> 3. By Fall 2016, our High Needs Subgroup population including students with disabilities, ELLs, and low income students will demonstrate growth of at least 40 SGP for MCAS/PARCC ELA and Math. - <i>In progress</i> 	
Strategic Activities and Responsibilities		
Strategies/Activities	Person(s) Responsible	Timeline

Hopkinton Public Schools - School Improvement Plan

<p><u>Benchmark 1, 2, and 3</u></p> <p>A. Continue to align our Tier 1 instructional practices to priority standards and curriculum frameworks - <i>Ongoing</i></p> <p>B. Identify and implement successful Tier 2 intervention strategies - <i>Ongoing</i></p> <p>C. Define entrance/exit criteria for Literacy Specialist support and Math Tutor support - <i>Done/Ongoing</i></p> <p>D. Identify and implement successful Tier 3 intervention strategies - <i>Ongoing</i></p> <p>E. Create individualized student instructional plans with clearly defined parameters for 'high needs' and struggling students - <i>Ongoing</i></p> <p>F. Align specially designed instruction with priority standards and curriculum frameworks - <i>Ongoing</i></p> <p>G. Refine and improve upon IEP goal writing content and process - <i>Ongoing</i></p> <p>H. Dedicated meeting time to work as curriculum and data teams - <i>Done</i></p> <p>I. Master schedule and content schedule that increases time-on-learning and provides time for interventions, remediation, and extension - <i>Done</i></p>	<p><u>Benchmark 1, 2, and 3</u></p> <p>A. Teachers, CTLs, Administrators</p> <p>B. Teachers, CTLs, Administrators</p> <p>C. Lit. Support Teacher, CTLs, Administrators</p> <p>D. Teachers, CTLs, Administrators</p> <p>E. Teachers, Administrators</p> <p>F. Learning Specialists, Administrators</p> <p>G. Administrators, Team Chair, Learning Specialists</p> <p>H. Administrators, Teachers</p> <p>I. Administrators</p>	<p><u>Benchmark 1, 2, and 3</u></p> <p>A. Ongoing, 2015-16 school year</p> <p>B. Ongoing, 2015-16 school year</p> <p>C. October 1, 2015</p> <p>D. Ongoing, 2015-16 school year</p> <p>E. Ongoing, 2015-16 school year</p> <p>F. Ongoing, 2015-16 school year</p> <p>G. Ongoing, 2015-16 school year</p> <p>H. Ongoing, 2015-16 school year</p> <p>I. June-September 2015</p>
Funding Requirements: (indicate if source is the FY___ budget, grants, or other sources)		
<ul style="list-style-type: none"> ● \$1,500 from FY16 budget for intervention materials ● Additional funds for professional development from Title IIA Grant and District PD funds 		

Goal 2 Update, Spring 2016: Improving Outcomes for All

Our work around successful instructional practices and interventions has been a highlight this year. Through observations and anecdotal data, we are observing a proliferation of 'best practices' and sharing of successful teaching strategies in classrooms

Hopkinton Public Schools - School Improvement Plan

throughout Hopkins. Additionally, there has been a continued culture shift, in which educators are actively trying new approaches, sharing ideas with each other, and seeking out their colleagues for support.

Our successes include:

- Broad use of Tier 2 and focused use of Tier 3 instructional strategies, materials, and interventions including (but not limited to) multiple reading fluency programs, LLI, Just Words, and JumpMath.
- Improved ability to provide Tier 2 and Tier 3 supports to greater numbers of students with additional support this year (additional co-teaching classrooms, new position of Title 1 teacher, increased/improved ELL services)
- Schedule adjustments allow for more time for core instruction/learning and interventions, but... (see below)
- Regular meetings (approximately every 8-10 weeks) with Lit. Support and Math Support staff to review students data; identifying student progress or lack of to justify continued supports for students; regular communication with families regarding supports in place or justification for ceasing these supports
- Student Success Plan templates created by staff and utilized for identified students
- IEP goal writing more targeted and succinct; levels of supports clearly defined; much more proactive with families regarding progress toward goals and school response

Our challenges include:

- When do we see payoff? Hard to wait for data such as MCAS, concern for over-testing, and impactful change can sometimes take time
- Time needed for interventions when students reach 4th and 5th graders are behind peers requires longer time than the traditional “8 week intervention” time frame (interventions focusing on complex, higher-order thinking skills - not “quick fixes” - and often require intervention across curricular areas)
- Schedule adjustments: Staff, students, and families lament reduction of SS/Sci time to increase time for ELA/Math instructional blocks; SS/Sci curriculum has felt ‘covered’ rather than explored in-depth; working on more cross-curricular and integrated content instruction
- Use of SSPs - consistency and accountability is a concern

Hopkinton Public Schools - School Improvement Plan

School:	Hopkins
School Year(s):	2015-2016
Goal Number (X of Y)	3 of 3
Goal Title:	Improving the Social-Emotional Health of Hopkins Students
Strategic Plan Priority Initiative:	SMART Goal:
<p><u>Leadership, Communication, Governance</u></p> <ul style="list-style-type: none"> · Strategic Objective 3: Cultivate effective partnerships with families and within the community <ul style="list-style-type: none"> ● Priority Initiative A. Ensure that students' social-emotional needs are met 	<p>The Hopkins student body will report:</p> <ul style="list-style-type: none"> ● Feeling safe and supported, and able to identify resources at school and in their community; ● Having healthy coping strategies for stress and anxiety; and ● Respectful and responsible ways to communicate with peers and adults.

Hopkinton Public Schools - School Improvement Plan

Benchmarks and Key performance Indicators	
<div style="text-align: center; font-weight: bold;">Status of Goal</div> <ul style="list-style-type: none"> <input type="checkbox"/> Continue <input type="checkbox"/> Revise <input type="checkbox"/> Met <input checked="" type="checkbox"/> New 	<div style="text-align: center; font-weight: bold;">Improvement Benchmark(s)</div>
<ul style="list-style-type: none"> ● Currently, all Fourth Grade students receive Guidance class one 40-minute period, every other week. Fifth Grade students receive Guidance class one 40-minute period for 10 weeks. Next year, Guidance class will be eliminated as a related arts class. ● Currently, our Guidance Counselor meets with 98 students (approx. 20% students) over the course of a week in small group or 1:1 counseling sessions. ● All classrooms incorporate a Responsive Classroom approach and philosophy. All classrooms conduct a Morning Meeting every day. ● Common terminology and vocabulary are used when addressing student behavior. Appropriate ‘teacher language’ and logical consequences are a school expectation. ● Pro-social skills, communication skills, and anti-bullying curriculum are incorporated in our Health/Wellness classes. 	<ol style="list-style-type: none"> 1. Using pre- and post-survey data, 80% of students will report improved: - <i>Ongoing</i> <ul style="list-style-type: none"> ● feelings of safety ● stress and anxiety coping strategies ● respectful communication strategies 2. Using post-survey data, 90% of students will be able to identify: - <i>Ongoing</i> <ul style="list-style-type: none"> ● resources within Hopkins and the community that promote safety and support students ● at least two coping strategies for stress and/or anxiety ● at least two forms of respectful and responsible communication strategies

Hopkinton Public Schools - School Improvement Plan

Strategic Activities and Responsibilities		
Strategies/Activities	Person(s) Responsible	Timeline
<p><u>Benchmark 1 and 2</u></p> <p>A. Create social-emotional health surveys - <i>Done</i></p> <p>B. Administer pre-test survey - <i>Done</i></p> <p>C. Create schedule of Guidance Counselor and School Psychologist to meet with individuals, groups, and classes - <i>Done</i></p> <p>D. Plan scope and sequence to incorporate social-emotional lessons/tips into Morning Meetings, class gatherings, morning announcements, etc. - <i>Not done</i></p> <p>E. Devote staff meeting(s) time to identifying stressors, symptoms, behaviors, and responses among students and staff - <i>Ongoing</i></p> <p>F. Review and revise Wellness curriculum for social-emotional health and communication skills - <i>Ongoing</i></p> <p>G. Administer post-test survey - <i>Spring 2016</i></p> <p>H. Create pilot program for social skills and social pragmatics for an identified population of students - <i>Done</i></p> <p>I. Inform and educate parents and families of student stress and anxiety, and ways they can support their children - <i>Ongoing</i></p>	<p><u>Benchmark 1 and 2</u></p> <p>A. Administrators, Counseling staff, Wellness staff</p> <p>B. Teachers</p> <p>C. Administrators, Counseling staff</p> <p>D. Administrators, Counseling staff</p> <p>E. Administrators, Teachers</p> <p>F. Administrators, Wellness staff</p> <p>G. Teachers</p> <p>H. Administrators, Speech Therapist, School Psychologist</p> <p>I. Administrators, Counseling staff, Wellness staff</p>	<p><u>Benchmark 1 and 2</u></p> <p>A. October 1, 2015</p> <p>B. October 2015</p> <p>C. October 1, 2015</p> <p>D. November 1, 2015</p> <p>E. Ongoing, 2015-16 school year</p> <p>F. November 1, 2015</p> <p>G. June 2016</p> <p>H. Ongoing, 2015-16 school year</p> <p>I. Ongoing, 2015-16 school year</p>
<p>Funding Requirements: (indicate if source is the FY___ budget, grants, or other sources)</p>		
<p>None required; use of existing staff meetings</p>		

Hopkinton Public Schools - School Improvement Plan

Goal 3 Update, Spring 2016: Improving the Social-Emotional Health of Hopkins Students

There has been a well-publicized and staff-wide focus on student social-emotional health this year, with an emphasis on student stress and anxiety. Our fall survey of students indicated school-related stressors to be the most significant source of concern for the Hopkins' students. We have been more cognizant of how our practices in the classroom impact students, and tried to make appropriate adjustments. We have also made a strong effort to openly communicate with parents on this issue through newsletters and conversation.

Our successes include:

- School-wide use of Responsive Classroom model to support social-emotional needs of students
- Implementation of new/revised curriculum in Wellness classes; incorporating lessons previously taught in Guidance classes
- Freeing up our Guidance Counselor to provide individual and small groups counseling sessions, and whole-class lessons as requested
- Successful implementation of a social-pragmatic workshop pilot by Sp&Lang Therapist and Psychologist
- Parent feedback indicates our focus on social-emotional health is being appreciated and well-received

Our challenges include:

- Decreased time for counselor to work with full classes on social-emotional curriculum this year
- Dealing with homework - time, attention, and impact has been widely felt by students, families, and staff
- Assessments have been a source of stress - teachers, students, families feeling test fatigue
- Parental pressures on students and teachers re: student performance, assessment results; extremely high expectations and assumption of immediate results are taking a toll
- Stressors outside school's control - family dynamics, biology, personalities
- Staff stressors - trickle down effect
- Changes and mandates outside school's control (i.e. curriculum changes, evaluation system, etc.)
- Perception that school and staff are responsible for a wide range of skills, habits, and aspects of a student's development