

Hopkinton Public Schools - School Improvement Plan

Center Elementary School



School Improvement Plan - 2016-2017	Update on School Improvement Plan - 2015-2016
<p>Pgs. 2-7</p>	<p>Pgs. 8-9</p>
<p><u>Members 2015-2016</u> Lauren Dubeau, Principal Janeen Sheelen, Member at Large Tim Sanford, Teacher Alaina Chagnon, Teacher Meredith Beauregard, Teacher Dave Turner, Parent Amanda Robichaud, Parent Kristen Pedroli, Parent Kyla McSweeney, Parent</p>	<p><u>Members 2014-2015</u> Lauren Dubeau, Principal Janeen Sheelen, Member at Large Tim Sanford, Teacher Alaina Chagnon, Teacher Meredith Beauregard, Teacher Dave Turner, Parent Amanda Robichaud, Parent Jennifer Blinn, Parent Wendy Somerset, Community Representative</p>

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School:	Center
School Year(s):	2016-2017
Goal Number (X of Y)	1 of 2
Goal Title:	Researched-Based Practices in Instruction (continued)
Strategic Plan Priority Initiative:	SMART Goal:
Effective Instruction 3.1.A - High Expectations 3.1.B - Engagement 3.2.A - High-quality, Evidence-based Instruction 3.2.B - Learning Experiences Student Assessment 4.1 - Variety of Assessments 4.2 - Evaluate and Adjust Practices	During the 2016- 2017 school year, all teachers will use student-learning data to adjust instruction and will demonstrate effective instructional practices resulting in increased achievement for all students and closing the achievement gap in the areas of ELA and Math.

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Benchmarks and Key performance Indicators	
Status of Goal	Improvement Benchmark(s)
<p> <input type="checkbox"/> Continue <input checked="" type="checkbox"/> Revise <input type="checkbox"/> Met </p>	
<p>During the 2015-2016 school year, staff and principal reviewed benchmark assessments: ELA – Benchmark Assessment System (BAS) and Math aimsweb (meetings include faculty, PLC, 1:1).</p> <p>Fidelity of assessment process improved, greater consistency across grade levels</p> <p>BAS Instructional Level shared with families in conjunction with trimester report card.</p> <p>Instructional decisions made based on student performance to promote individual growth.</p> <p>April BAS - Meet or Exceed Benchmark:</p> <ul style="list-style-type: none"> ○ Kindergarten: 79%, 17% one level below, June administration not complete ○ First Grade: 82%, 13% one level below, June administration not complete 	<ol style="list-style-type: none"> 1. During the 2016- 2017 school year, all teachers will use observation feedback and benchmark assessment data to adjust instructional practices to best meet the needs of all students as evidenced by an increase on trimester benchmark assessments. 2. During the 2016- 2017 school year, teachers will show adjustment to practice that includes lessons taught that result in student growth.

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Strategic Activities and Responsibilities		
Strategies/Activities	Person(s) Responsible	Timeline
<p><u>Benchmark 1 and 2</u></p> <p>A. Clear outline of learning goals and expectations across classrooms</p> <p>B. Professional development: lesson planning, data analysis</p> <p>C. Schedule to collect and analyze data, and develop targeted intervention plans</p> <p>D. Dedicated time to observe effective instruction in action</p> <p>E. Format for documenting adjustment efforts and results</p> <p>F. Compile resources to facilitate adjustment to practice</p>	<p>A-F. Admin, CTLs, Teachers</p>	<p>A-F. Beginning Summer 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"> • NA 		

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School:	Center
School Year(s):	2016-2017
Goal Number (X of Y)	2 of 2
Goal Title:	Social and Emotional Learning
Strategic Plan Priority Initiative:	SMART Goal:
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	During the 2016-2017 school year, Center School will launch a coordinated approach for addressing students' social emotional learning needs as measured by the completion of strategies and activities.

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Benchmarks and Key performance Indicators	
Status of Goal	Improvement Benchmark(s)
<input type="checkbox"/> Continue <input type="checkbox"/> Revise <input type="checkbox"/> Met <input checked="" type="checkbox"/> New	
<p>During the 2015-2016 school year, Responsive Classroom principles implementation continued (10 staff members formally RC 1 trained; 6 staff formally RC2 trained).</p> <p>All School Meeting: Expectations (Sept)</p> <p>Conducted two Responsive Classroom overviews for families (Nov & Feb)</p> <p>Center School Times (variety of article topics including anxiety, why we teach social skills, self-regulation, respect)</p>	<ol style="list-style-type: none"> 1. All staff will demonstrate understanding of SEL skills as evidenced by classroom structure and integration into instructional practices 2. SEL strategies will be consistent across grade level and departments creating an aligned approach within the building.

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Update - Spring 2016 on 2015-2016 School Improvement Plan

Goal 1 Update, Spring 2016: Academic Achievement: Student Growth

By June 2016, 100% of students will demonstrate growth toward proficiency in ELA using district-determined measures. This will result in 90% of students meeting or exceeding grade level expectations including students in the High Needs Subgroup (students with disabilities, ELLs and low income students).

Our focus has been growth for all students. We recognize that students develop and learn at varying rates and will attain expected levels at differing points in time. This developmentally appropriate view has shifted the focus to highlight the trajectory of growth which has provided greater focus on individual growth.

Our successes include:

- Recognizing and celebrating individual growth
- Validation of instructional efforts
- All students have made growth
- April BAS - Meet or Exceed Benchmark:
 - Kindergarten: 79%, 17% one level below, June administration not complete
 - First Grade: 82%, 13% one level below, June administration not complete

Our challenges include:

- Expanding educator toolboxes to meet individual needs including resources, materials, and implementation of interventions

Goal 2 Update, Spring 2016: Researched-Based Practices in Instruction

By June 2016, 100% of teachers will use student-learning data to adjust instruction and will demonstrate effective instructional practices resulting in increased achievement for all students and closing the achievement gap in the areas of ELA and Math.

The purpose of data collection has shifted. Data collection is to inform our instruction and evaluate effectiveness. Increased comfort level has contributed to data sharing and collaboration.

Our successes include:

- Thrice year assessments completed for ELA & Math.

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- Assessments administered with greater fidelity
- BAS GRL levels now shared with parents

Our challenges include:

- Assessment time - completed 1:1
- Time to interpret and analyze data collected needs to be scheduled.
- Staff need guidance on how to interpret and analyze data
- Formative assessments not clearly identified
- Guidelines and supports on how to plan adjustments and determine effectiveness

Goal 3 Update, Spring 2016: Respectful Learning Environments

As a result of continued support of RC principles and staff development in RC 2 students will exhibit safe and positive behavior within the classroom, during specials, during lunch and at recess as a result of a school-wide approach.

The number of Center School staff formally trained in Responsive Classroom increased due to the support of the HPTA contributing to district funding for training the summer of 2015.

Our successes include:

- School-wide use of Responsive Classroom model to support social-emotional needs of students
- Positive school climate

Our challenges include:

- The staff as a whole are not Responsive Classroom trained
- While Responsive Classroom principles implemented, the implementation varies across the school
- Responsive Classroom does not meet the social and emotional needs of all students