

# Hopkinton Elementary Schools Improvement Plan

Center, Elmwood, and Hopkins  
2013-2014



Center School  
11 Ash Street



Elmwood School  
14 Elm Street



Hopkins School  
104 Hayden Rowe Street

## Table of Contents

School Council Memberships .....	3
Summaries of Progress .....	5
Other School Improvement Activities .....	9
School Improvement Goal Area #1: Consistent Curriculum Implementation .....	11
School Improvement Goal Area #2: Research-Based Instructional Practices .....	14
School Improvement Goal Area #3: Respectful Learning Environments .....	16

## School Council Memberships

School Improvement Plans developed by Hopkinton Elementary School Councils

### Center School Council 2012-13

<p><b><u>Parent Representatives:</u></b> Jeanne Bernardin Lee Burns Andy Brookes Mary Jane Ehrenzeller</p> <p><b><u>Community Representative:</u></b> Sipa Munukutia</p>	<p><b><u>Teacher Representatives:</u></b> Kindergarten: Sue Ferguson</p> <p>Grade 1: Amy Denault</p> <p>Special Education: Judy Anderson</p> <p><b><u>Interim Principal:</u></b> Milly Katzman</p> <p><b><u>Assistant to the Principal:</u></b> Janeen Sheelen</p>
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**Elmwood School Council 2012-13**

<p><b><u>Parent Representatives:</u></b> Mrs. Alexis Miller—Grade 2 Parent Mrs. Kristen Hardenbrook—Grade 2 Parent Mrs. Maureen Belger—Grade 3 Parent Mrs. Jen Beauvais—Grade 3 Parent</p> <p><b><u>Community Representative:</u></b> Mrs. Jeanne Bernardin</p>	<p><b><u>Teacher Representatives:</u></b> Grade 2: Ms. Meaghan Winters Mrs. Amelia Hamwey</p> <p>Grade 3: Patricia DiCostanza Dena O'Shaughnessy</p> <p><b><u>Principal:</u></b> David Ljungberg</p> <p><b><u>Assistant Principal:</u></b> Tim Kearnan</p>
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**Hopkins School Council 2012-13**

<p><b><u>Parent Representatives:</u></b> Laura Barry (Grade 4) Allison Murphy (Grade 4) Donna Orellana (Grade 5) Amy Ritterbusch (Grade 5)</p> <p><b><u>Community Representative:</u></b> Michelle Wielding</p>	<p><b><u>Teacher Representatives:</u></b> Grade 4: Cara Tortorella</p> <p>Grade 5: Maribeth Tremblay</p> <p>Specialist: Joan Frank</p> <p><b><u>Principal:</u></b> Greg Martineau</p> <p><b><u>Assistant Principal:</u></b> Tim Kearnan</p>
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## Summaries of Progress

### Center School

Center School went through a number of transitions this year. Dr. Christopher Kennedy left in January, and Milly Katzman was appointed Interim Principal in January through the end of June 2013. Even with these changes, Center remained very focused on the school's 2012-13 goals as outlined in the School Improvement Plan with a focus on literacy, math and the creation of a respectful school environment.

In literacy, teachers in both grades used assessments (BAS and DIBELS) to inform instruction and to make decisions about children who required support and challenge. Teachers had professional development in examining data and benchmark goals. The K-5 reading team established consistent guidelines for literacy assessments, and teachers implemented tiers I and II RTI in classrooms with support from reading specialists and teacher assistants. For students who exceeded grade level expectations, the library teacher implemented a literacy enrichment program for first graders. We saw an increase in the number of teachers who are using the Daily Five during guided reading as a way to have children consistently do authentic work as young readers and writers. In addition, some teachers implemented the CAFE menu as part of reading instruction to help youngsters become more strategic in their reading and to improve comprehension. Eighty-five percent of students met or exceed instructional level BAS in first grade according to the April 2013 assessment data. (This is based on Fountas and Pinnell's ten month instructional level reading chart.) Eighty-two percent of first grade students met or exceeded the Massachusetts state benchmark for oral reading fluency using the DIBELS as the assessment tool. Eighty-two percent of students made one full year's growth in guided reading between the April kindergarten baseline and April 2013 of first grade. When we considered students who were within one guided reading level of achieving one full year's growth, the percentage rose to 88%.

In writing, teachers added informational prompts to the writing assessment calendar and used newly established rubrics. These will be passed on to next year's teachers. We are still working on implementing a consistent writing program in grades K and 1.

In math, preparation for the implementation of the enVision MATH Program began in the fall with professional development sessions facilitated by Pearson. The full implementation of enVision MATH with consistency and fidelity began in January. In the spring, with the addition of four ELMO document cameras and projectors, teachers were able to use the interactive module of the program. First grade teachers gave the AimsWeb computation assessment four times this year. This was the first administration of this assessment tool at Center. Based on the AimsWeb data and teacher assessments, the math tutor provided additional support to youngsters in targeted areas. The majority of students were slightly above target in this computation assessment. In the spring, the math tutor also worked with kindergartners who required additional support based on teacher observations and assessments. We are moving towards greater use of differentiated materials for enrichment and support as well as ways for half day kindergarten teachers to fully implement the program given the time constraints.

Center School has made progress toward implementing a respectful school environment based on a consistent approach. Behavior expectations were set at the beginning of the year. Two teachers received training in Responsive Classroom I during the summer and two were trained in RC II. Morning meeting was established as a regular routine in most classrooms three out of five days a week, and there was an emphasis on common language, consistent expectations, guided practice, and logical consequences. There

has been regular communication with parents via the Center newsletter and weekly parent notes. Several faculty meetings were devoted to professional development in RC and readings from RC materials have been shared.

Despite the condition of the building and the changes in leadership this year, Center continues to provide a very strong foundation for the youngest children in the Hopkinton elementary schools. It has been a very fulfilling experience to be Interim Principal of Center School. Many thanks to the very fine teachers, caring parents and wonderful children who make the school so special, and to the Hopkinton Administrative Team who have been so supportive.

### **Elmwood School**

Elmwood School consists of all the second and third grade students attending the Hopkinton Public Schools. As of June 1st, 2013, 508 students were enrolled at Elmwood School. Class sizes in 2012-2013 averaged 22 students per class in grade 2 and 23 to 24 students in grade 3. The 2012-2013 school year was a very busy one, including several personnel transitions with a new principal and assistant principal. Elmwood School was awarded a federally funded Title I grant, and was able to hire (1) 19.75 hr/week highly qualified Reading Teacher and (1) 19.75 hr/week highly qualified math teacher. Both positions provided targeted supplemental reading and math support for identified students.

A major part of our work this year for math has been around the adoption of the new (K-6) enVision MATH Program. All Elmwood teaching faculty attended several days of curriculum training, which included a combination of in-district trainings and out of district consultants from Pearson Math Group. In addition, all teaching faculty participated in state-mandated trainings in preparation for the FY' 14 rollout of the state-mandated Supervision and Evaluation System. Teachers also received training in the implementation of the new Galileo Assessment system and the Scholastic Math Inventory. Title I funding enabled several teachers to attend the 36<sup>th</sup> annual Title I conference. The conference offered a plethora of content embedded workshops geared for implementing tier 1, tier 2, and tier three instructional models (which is aligned with the federally mandated response to Intervention Model of instruction).

Three teachers attended the Responsive Classroom week-long summer course in 2012 to become Responsive Classroom Trainers for Elmwood School. This "train the trainer model" was a cost savings measure that will enable most faculty at Elmwood School to be trained in Responsive Classroom by the end of the FY' 14 School Year.

All Elementary teachers were issued upgraded MacBook hardware in September 2012. The new hardware has provided much needed upgrades from the older hardware. Teachers utilize the MacBooks every day in conjunction with their Smart Boards to implement instruction, develop lesson plans, collaborate with colleagues, and to share and disseminate information such as curriculum, lesson planning, assessment data, and parent communication. All teachers have now established teacher web pages on the district adopted School Wires web server.

The Hopkinton curriculum and the State standards are closely aligned to the Common Core State Standards (CCSS). All teachers have been working with CCSS over the past year. The 2012-2013 MCAS for grade three is a hybrid assessment, aligned to both the 2011 Massachusetts State Standards and also to the CCSS. In 2013-2014, the MCAS Assessment will be fully aligned to the CCSS in Math and Reading.

This past year, Elmwood School piloted the Scholastic Math Inventory (a diagnostic tool) utilized to inform curriculum planning and instruction for teachers in the area of math. Elmwood School also implemented the Math Galileo Assessment for the first time. In addition, the Fountas and Pinnell Benchmark Assessment System was fully implemented at Elmwood School for its second year. Writing benchmark assessments were also administered in the fall and spring of the 2012-2013 school year.

The following 2012-2013 targeted School Improvement Plan goals were met during the past year:

- 80% of Elmwood's students will reach the instructional Benchmark Assessment (BAS) score for their grade level, by June of 2013
  - Spring 2013 BAS data indicates that 79% of second grade students reached the instructional benchmark
  - Spring 2013 BAS data indicates that 85% of third grade students reached the instructional benchmark
- By September of 2012, all students in grades 2-5, will participate in Galileo, a consistent, research based, standards aligned benchmark assessment three times per year.
  - 95% of Elmwood second graders and 97% of Elmwood third graders participated in the Winter and Spring administrations of the Galileo Math Assessment
- By June of 2013, 99% of students will demonstrate improved scores on the math standards based benchmark assessments.
  - Grade 2: Avg Winter Score: 79.6% Avg Spring Score: 85.3%
  - Grade 3: Avg Winter Score: 71.26% Avg Spring Score: 79.14%
- 60% of Elmwood School's students will participate in Morning Meeting 4 out of 5 days per week (with a target goal of 100% by September 2013).
- A team of teachers will be trained to lead in-house professional development using the training kits.
  - 90% of Elmwood School's students were participating in Morning Meeting 4 out 5 days a week as of June 2013, and 100% of students will be participating by September 2013 (built into the Master Schedule for School year 2013-2014).
  - Three teachers attended the RC 2 training workshop and 10 more teachers will be attending the RC 1 workshop during the summer of 2013.

In summary, the success of the 2012-2013 school year was due to a community effort. Without the support of the Superintendent of Schools, the Hopkinton School Committee, the Elmwood School Community, parents, and teachers, maintaining the quality and integrity of the Elmwood School would be an impossible endeavor.

## **Hopkins School**

At the center of the 2013-2014 Edward Hopkins School Improvement Plan is the belief that a high level of learning for all students is the fundamental purpose of the Hopkins School. The school-wide and grade level goals focus on the collective commitment by students, teachers, parents, and community members to create an organization where this belief is brought to life. To this end, the goals have been developed using the principles of a professional learning community: 1) A focus on learning; 2) A collective culture where students are at the center of the work; 3) A collective inquiry into best practice and current reality; 4) Learning by doing, 5) A commitment to continuous improvement; and 5) Results oriented. The common themes that connect all of the goals outlined in the plan are using data to inform instruction, developing confident and capable learners, developing a sense of community, and implementing best practices. The School Council and faculty worked in partnership to design the 2013-2014 School Improvement Plan to be a dynamic document, a document that can adapt to the changing nature of teaching and learning.

Prior to developing goals for the 2013-2014 school year, data was used to evaluate progress toward achieving the goals outlined in the 2012-2013 School Improvement Plan (SIP). The first goal, **Consistent literacy instruction and assessment will improve student achievement**, focused on establishing common instructional practices and using data to inform instruction. In the spring and summer of 2012, the Hopkins Literacy Committee updated its Literacy Framework for teachers to implement school-wide. The updated framework provided clarification around the scope and sequence of skills and strategies to be taught, as well as resources to guide instruction. Furthermore, all teachers received a writing curriculum that aligned to the 2011 Massachusetts ELA Curriculum Framework (MAELA). The curriculum included pedagogy from experts in the field and focused on the writing genres outlined in the MAELA. In addition, Hopkins School administered a consistent reading assessment in the fall, winter, and spring to all students. The assessment, The Benchmark Assessment System (BAS), provided teachers with key information to help readers and writers develop their knowledge and skills. Using these data, the teachers signed out guiding reading texts from Hopkins established guided reading book room, which contains over 1200 sets of book titles.

Hopkins second SIP goal focused on **consistent instruction and assessment in mathematics to increase students' understanding and achievement**. Hopkins School, working in partnership with Center and Elmwood Schools, worked to align the mathematics curriculum to the 2011 Massachusetts Mathematics Curriculum Framework (MAMATH). This work included implementing the enVision MATH Program with consistency and fidelity. To accomplish this goal, teachers attended several professional learning sessions focused on program implementation and developing a deep understanding of the MAMATH. Furthermore, teachers implemented common mathematics assessments using the Galileo Assessment tool. This accomplishment has provided opportunities for teachers to meet and discuss how students across a grade level performed on assessments. Using these data, teachers were able to modify instruction accordingly. In ELA and mathematics, Hopkins continued its work to increase students' achievement in answering open response questions. First, the faculty analyzed 2012 MCAS results early in the fall. Each teacher received student level, classroom level, grade level, and school level results to analyze. As a result, teachers identified patterns of strength and areas for improvement. The analysis confirmed that students need to continue to strengthen their answers to open response questions. Comparing spring 2011 results to spring 2012 results, there was a .2 increase in student performance in ELA open response questions and a .01 decrease in mathematics open response questions. Using this data, teachers focused on developing a common understanding of how to teach students to answer open response questions. Furthermore, teachers created consistent problem solving strategies and a student rubric to communicate expectations for answering open response questions. Hopkins School will analyze 2013 spring MCAS results to measure progress toward its goal.



The third goal focused on improving consistency in Hopkins School's ability to create a respectful school environment for students. During the summer of 2011, four Hopkins teachers were trained using the Responsive Classroom philosophy. The *Responsive Classroom* approach is a widely used, research-backed approach to elementary education that increases academic achievement, decreases problem behaviors, improves social skills, and leads to more high-quality instruction. Beginning in the fall of 2011, the four pilot teachers piloted the program in their classrooms. As a result, the teachers' reported a decrease in discipline issues, a stronger sense of classroom community, improved social skills, and more time to focus on instruction. The pilot teachers presented their findings to the Hopkins faculty in the spring of 2012 and as a result, the faculty came to the agreement that components of Responsive Classroom would be implemented school-wide during the 2012-2013 school year.

Hopkins School is pleased to be part of a high performing elementary program. Hopkins' greatest strengths continue to be its teachers, parents, and students. I have no doubt that the 2013-2014 School Improvement Plan will provide Hopkins with the goals and actions necessary to build on its strengths and to make important improvements to help students reach their social, emotional, and academic potential.

### **Other School Improvement Activities:**

#### **Standards-Based Report Card Revisions**

A Standards-Based Report Card Committee worked all year to revise the report card competencies to better reflect the new Common Core standards. The focus was on English language arts and mathematics, although in some grade levels science and social studies revisions were needed as well. The Massachusetts Department of Elementary and Secondary Education has not yet released new science standards, but intends to do so within the coming school year. Therefore, further report card revisions will be necessary to complete the task.

Competencies were established by the committee and reviewed by each grade level team. The committee then used teacher feedback to clarify report card language, adjust any inconsistencies, and ensure vertical alignment of expectations from grade level to grade level K-5.

In addition to core subject area revisions, Study and Social Skills report card sections were updated to better align with current school and classroom expectations. This section is now more accurately referred to as Personal Development which encompasses classroom and community skills and approaches to learning. Related arts departments engaged in the revision process as well. Art, health, music, and physical education competencies were adjusted to ensure they meet current standards and reflect Hopkinton's curriculum and assessment in these disciplines.

In the coming school year, parents will be provided a fall report card during the November conference period. This will provide families a clearer picture of grade level expectations and how their child is performing much earlier in the school year. The second report card will be available for families in February, and the final report card will be released in June.

### **K-5 Elementary Handbook Updates**

In 2012-13 Hopkinton elementary school handbooks were consolidated into a common handbook across all three buildings. Revisions to the K-5 Hopkinton Elementary Schools Handbook were made this spring. Some changes include:

- Updates to important school year dates and faculty or leadership contact information
- Refinement of the discipline/code of conduct section of the handbook
- Consolidation of redundant information

### **Assessment Pilots**

In January 2013 Elmwood and Hopkins Schools piloted ATI Galileo with all students. Galileo is an online assessment system that allows teachers to clearly see to what extent students are meeting the Common Core State Standards. This first round focused solely on mathematics. Students found the online test fairly simple to navigate, though in some cases a bit challenging. A second round of math testing was administered in May along with a first round of reading in targeted classrooms in grades 2-5. When MCAS scores are released during the summer of 2013, the Elementary Leadership Team and teachers will have a better idea how the Galileo results correlate with students' MCAS performance. We will use this information to guide future Galileo assessment decisions.

In fall 2012, Center School added AimsWeb mathematics assessments to its Assessment Calendar. AimsWeb is a curriculum-based measure used to determine student performance levels and to monitor individuals' progress over time. Results were used by the Center School math tutor to identify students in need of intervention, to determine areas of need, and to monitor individuals' learning progress throughout the school year.

**Developing an Elementary Program - Consistency of Practices**

**School Improvement Goal Area #1: Consistent Curriculum Implementation (K-5)**

- Focus Areas 2013-14: Math, ELA, implementation planning for new science standards
- Focus Areas 2014-15: Writing, literacy in content areas, and science curriculum implementation
- Focus Areas 2015-16: To be determined

**School Professional Practice Goal:** 100% of teachers will implement math and ELA common core curriculum per established expectations for SY 2013-14.

**School Student Learning Goal:** By June 2014, 85% of students will meet or exceed district expectations for proficiency in math and ELA using measures identified at each building. By June 2014, subgroup populations (i.e., high needs and special education) will show 15% improvement (compared with baseline) using ELA and math measures identified at each building.

**Related District Goal(s):**

- Priority Initiative 1B: Guaranteed and Viable Curriculum
- Priority Initiative 1C: K-12 Writing Program
- Priority Initiative 1D: STEM (science, technology, engineering, and mathematics)
- Priority Initiative 2A: Assessment

Action Steps	Responsibility	Timeline/Budget	Evidence of Effectiveness
Develop and publish common implementation guidelines including unit pacing for math (K-6) and ELA (K-5) curriculum	Administrators Teachers	2013-14 Math 2013-15 ELA  Stipends for work completion - \$3,500	<ul style="list-style-type: none"> <li>● Published implementation guidelines including unit pacing for math (K-6) and ELA (K-5) curriculum</li> <li>● Quarterly pacing checks with PLC teams</li> <li>● Classroom visits</li> </ul>
Schedule quarterly opportunities for grade level teams to review/adjust pacing	Administrators	2013-14  No expense	<ul style="list-style-type: none"> <li>● Building schedules reflect quarterly meetings (Faculty or Building-Based)</li> </ul>

Update and publish online Elementary Assessment Calendar	Administrators	2013-14 No expense	<ul style="list-style-type: none"> <li>• 2013-14 K-5 Assessment Calendar published on district website</li> </ul>
Reserve 20% of faculty and/or building-based meeting time for content-focused professional learning	Administrators	2013-14 No expense	<ul style="list-style-type: none"> <li>• School meeting agendas</li> </ul>
Analyze ELA curriculum and plan for alignment with Common Core State Standards	Administrators Teachers	2013-14 Stipends for work completion - \$3,500	<ul style="list-style-type: none"> <li>• Curriculum guides</li> <li>• Leveled literacy bookroom inventory</li> <li>• Galileo ELA and BAS assessment results</li> </ul>
Evaluate current reading support structures/programs and make recommendations for increased effectiveness	Administrators Teachers	2013-14 No expense	<ul style="list-style-type: none"> <li>• Caseload/enrollment numbers</li> <li>• Student growth data</li> <li>• Entrance/exit criterion</li> <li>• Survey of similar districts</li> <li>• Report of findings</li> </ul>
Evaluate current math support structures/programs and make recommendations for increased effectiveness	Administrators Teachers	2013-14 No expense	<ul style="list-style-type: none"> <li>• Caseload/enrollment numbers</li> <li>• Student growth data</li> <li>• Entrance/exit criterion</li> <li>• Survey of similar districts</li> <li>• Report of findings</li> </ul>
Establish teacher curriculum leadership in each of the elementary buildings	Administrators Teachers	2013-14 Cost of added positions TBD (Propose \$2,000 for each of 3 disciplines per grade level = \$36,000)	<ul style="list-style-type: none"> <li>• Resulting teacher leadership structures</li> </ul>

Implement Leveled Literacy Intervention curriculum with struggling readers K-3 as appropriate	Administrators Teachers	2013-14 with gen. ed. reading support students  \$8,100.00	<ul style="list-style-type: none"> <li>• Reading Teacher lesson plans</li> <li>• Student growth data</li> <li>• DIBELS and BAS assessment results</li> </ul>
Implement a common writing curriculum and draft a K-5 scope and sequence	Administrators Teachers	2013-15  Cost of writing materials TBD (\$2,380 for 1st + \$4,345 for 4th + \$5,530 for 5th = \$13,400)	<ul style="list-style-type: none"> <li>• Published K-5 scope and sequence</li> <li>• Common/Updated writing prompts and rubrics</li> <li>• Common published writing products</li> </ul>
Review new science standards (once published) and begin to budget for materials and/or plan for curriculum revisions	Administrators Teachers	Cost of science materials TBD (based on final draft of state/Next Generation curriculum frameworks)	<ul style="list-style-type: none"> <li>• Purchased materials for SY 2014-15</li> </ul>

**School Improvement Goal Area #2: Researched-Based Practices in Instruction**

- Focus Areas 2013-14: Tier 1 Instruction, pyramid of interventions, and differentiating instruction
- Focus Areas 2014-15: Tiers 2-3 Instruction, narrowing achievement gap, and enrichment
- Focus Areas 2015-16: To be determined

**School Professional Practice Goal:** By June 2014, 90% of teacher observations will reflect research-based effective instructional practices.

**School Student Learning Goal:** By June 2014, 85% of students will meet or exceed district expectations for proficiency in math and ELA using measures identified at each building. By June 2014, subgroup populations (i.e., high needs and special education) will show 15% improvement (compared with baseline) using ELA and math measures identified at each building.

**Related District Goal(s):**

- Priority Initiative 1C: K-12 Writing
- Priority Initiative 1D: STEM (science, technology, engineering, and mathematics)
- Priority Initiative 2A: Assessment
- Priority Initiative 4B: Interventions for Students

Action Steps	Responsibility	Timeline/Budget	Evidence of Effectiveness
Establish an elementary pyramid of interventions	Administrators	2013-14 No expense	<ul style="list-style-type: none"> <li>● Published K-5 Pyramid of Interventions</li> </ul>
Implement documented research-based tier I instructional strategies (K-5) identified by the district	Administrators Teachers	2013-14 No expense	<ul style="list-style-type: none"> <li>● Published “effective instructional strategies” document</li> <li>● Classroom visit data</li> <li>● Perceptive survey of teachers</li> </ul>

Utilize progress monitoring tools in ELA and math to inform instruction	Administrators Teachers	2013-15 No expense	<ul style="list-style-type: none"> <li>• Teacher assessment collection tools</li> <li>• Classroom visits: focus on differentiated instruction</li> <li>• PLC meeting agendas</li> <li>• Student growth data</li> </ul>
Provide opportunities for professional learning around effective research-based instructional strategies	Administrators Teachers	2013-15 No expense	<ul style="list-style-type: none"> <li>• PLC, Faculty, Building-based meeting agendas</li> </ul>
Schedule quarterly opportunities for grade level teams to discuss best practices in differentiating instruction	Administrators Teachers	2013-15 No expense	<ul style="list-style-type: none"> <li>• Building schedules reflect quarterly meetings (Faculty or Building-Based)</li> </ul>
Review current math curriculum for enrichment opportunities and begin to budget for materials and/or plan for curriculum revisions	Administrators Teachers	2013-15 \$7500.00	<ul style="list-style-type: none"> <li>• Report of findings</li> <li>• Budgeted materials for enrichment</li> <li>• Implementation plan for 2015</li> </ul>

**School Improvement Goal Area #3: Respectful Learning Environments**

- Focus Areas 2013-14: Common expectations and First 6 Weeks
- Focus Areas 2014-15: Teacher language and logical consequences

**School Goal:** By June 2014, 100% of students will participate in Morning Meeting at least three of five days each week. In addition, 90% of classroom observations will reflect principles of Responsive Classroom.

**Related Strategic Plan Vision Statement:**

- The school district’s staffing, services, and culture support the academic, social, and emotional needs of all students.

Action Steps	Responsibility	Timeline/Budget	Evidence of Effectiveness
Schedule common Morning Meeting block in each building	Administrators Teachers	2013-14 No expense	<ul style="list-style-type: none"> <li>• Evident in schedules</li> <li>• Classroom visits</li> </ul>
Conduct a parent information session	Administrators Teachers	2013-2015 \$500	<ul style="list-style-type: none"> <li>• Parent survey</li> </ul>
Implement practices outlined in “First 6 Weeks of School” guide	Administrators Teachers	2013-2015 No expense	<ul style="list-style-type: none"> <li>• Evident in classroom visits, meeting agendas, and home-school communication</li> </ul>
Increase the cohort of teachers trained in RC1	Administrators Teachers	2013-14  Expense to be determined (HPTA, district funds, building-based)	<ul style="list-style-type: none"> <li>• Consistent language K-5</li> <li>• Observations of RC1 cohort applying principles of RC</li> </ul>
Train Paraprofessionals in Principles of RC	Administrators	2013-14 Expense to be determined (HPTA, district funds, building-based)	<ul style="list-style-type: none"> <li>• Consistent language K-5</li> <li>• Observations of RC1 cohort applying principles of RC</li> </ul>