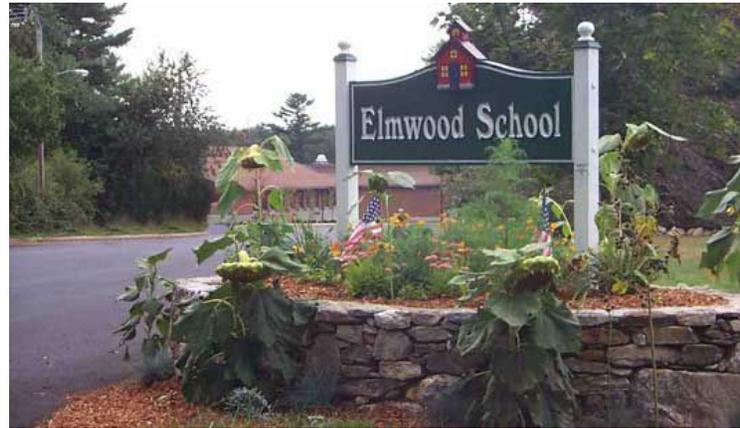


# Hopkinton Public Schools - School Improvement Plan

## Elmwood School



### School Improvement Plan - 2018-2019

#### Members 2017-2018

Anne M. Carver, Principal  
Aidan McCann, Assistant Principal  
Kathy Bain, Nurse Leader  
Carolyn Carver, Learning Specialist  
Molly Labb gr. 3 Teacher  
Kristin Conroy gr. 3 Teacher  
Christine Chapman gr. 2 parent rep  
Praveena Tenneti gr. 2 parent rep  
Amanda Robichaud gr. 3 parent rep  
Dave Turner, gr. 3 parent rep

## Hopkinton Public Schools - School Improvement Plan

### New- 2018-2019 School Improvement Plan

School:	Elmwood School
School Year(s):	2018-2019
Goal Number (X of Y)	1 of 2
Goal Title:	Effective Reading Instruction
Strategic Plan Priority Initiative:	SMART Goal:
<ul style="list-style-type: none"> <li>● <b>Aligned Curriculum</b> 1: Consistently Implemented &amp; Aligned Curriculum 2: Articulated Learning Outcomes</li> <li>● <b>Effective Instruction</b> 1: High Expectations for All Students 2: Evidence-Based Instructional Practices</li> <li>● <b>Student Assessment</b> 1: Variety of Assessments 2: Assess. Results to Evaluate &amp; Adjust Instructional Practices</li> </ul>	Goal 1 - By June of 2019, 100% of teachers will implement reading instruction that includes guided reading strategies and differentiated teaching to support students in developing reading proficiency. With a sharp focus on continuous improvement, staff will concentrate on student specific needs and critically examine instructional practices.

Benchmarks and Key performance Indicators	
Status of Goal	Improvement Benchmark(s)
<input type="checkbox"/> Continue <input checked="" type="checkbox"/> Revise <input type="checkbox"/> New	

## Hopkinton Public Schools - School Improvement Plan

<p style="text-align: center;"><b>Rationale</b></p> <p>The Elmwood School staff is committed to teaching students the skills needed for reading. Strong instructional practices will improve the reading skills of students of all abilities and at all levels. Staff will benefit from improved PLC practices and procedures where each member of the group participates in job embedded learning based on CCSS, student data, and the grade level curriculum.</p> <p>Staff will engage in a multi-year study of their grade level standards as well as the standards at the grade levels before and after their grade levels. Analysis of student work and benchmark data will inform instructional practices.</p>	<ul style="list-style-type: none"> <li>● BAS assessments</li> <li>● Running records</li> <li>● STAR Reading assessments</li> <li>● Authentic reading assessments</li> <li>● Foundations Unit assessments</li> </ul>	
<b>Strategic Activities and Responsibilities</b>		
<b>Strategies/Activities</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>
<ol style="list-style-type: none"> <li>1. Professional Learning Communities will develop an understanding of grade specific learning expectations of the Common Core State Standards before, at, and following each grade level and use as a basis to develop common learning experiences. PLCs will identify student work to be used to demonstrate learning and will collaborate on analysis of the work and adjust instruction to reflect this analysis. Teams may watch videos, review existing lessons, create new lessons, observe a peer as a group, or demonstrate/model a reading lesson during PLC time and or Building Based Meeting time.</li>   <li>2. Provide individualized professional development for teachers focusing on guided reading, which includes, but is not limited to, content specific training, peer to peer observations over the course of the year, consistent work with school based literacy coach to plan guided reading groups, plan model lessons, and/or gather resources,</li> </ol>	<p>Classroom teachers Curriculum Team Leaders Principal, Assistant Principal, Assistant Superintendent Literacy Coach</p>	<p>2 year goal-ongoing September 2018-June 2020</p>

## Hopkinton Public Schools - School Improvement Plan

<p>modeling of small group instruction by the literacy coach or the CTL and/or individual or team visits to other schools to examine best practices in guided reading.</p> <ol style="list-style-type: none"> <li>3. Identify appropriate small group guided reading book sets that meet the needs of students at the grade level and in the room, and the purchase of those not yet in our bookroom/library</li> <li>4. Implement the ELA scope and sequence resource to guide reading instruction, and collaboration with the grade level team around how this curricular resource supports guided reading in the classroom and continue to work with small groups of planning teams to update and revise as needed</li> <li>5. Teach <i>Foundations</i> with fidelity in Grade 2 for all students and in Gr. 3 as a remedial tool. This multisensory, research based system of instruction includes phonemic awareness, reading fluency, vocabulary, reading comprehension strategies, handwriting and spelling. This daily instruction will ensure that critical skills for reading and spelling are taught consistently and daily across all classrooms. Grade 3 teachers will conduct a comparison of <i>Words Their Way</i> and Gr. 3 Foundations instruction and data will be used to plan instruction for the 2019-2020 school year.</li> </ol>		
<p><b>Funding Requirements: (indicate if source is the FY18 budget, grants, or other sources):</b> FY19- substitute teachers will allow teacher time for Professional Learning work on Common Core State Standards/Curriculum alignment</p>		

## Hopkinton Public Schools - School Improvement Plan

School:	Elmwood School
School Year(s):	2018-2020
Goal Number (X of Y)	<b>2</b> of 2
Goal Title:	Social-Emotional Learning
Strategic Plan Priority Initiative:	SMART Goal:
<ul style="list-style-type: none"> <li>● Aligned Curriculum                             <ul style="list-style-type: none"> <li>1: Consistently Implemented &amp; Aligned Curriculum</li> <li>2: Articulated Learning Outcomes</li> </ul> </li> <li>● Effective Instruction                             <ul style="list-style-type: none"> <li>2: Evidence-Based Instructional Practices</li> </ul> </li> <li>● Student Assessment                             <ul style="list-style-type: none"> <li>3: Opportunities for Students to Share in Goal Setting &amp; Self-Evaluation</li> </ul> </li> <li>● Leadership, Governance &amp; Communication                             <ul style="list-style-type: none"> <li>3: Cultivate Effective Partnerships w/ Families &amp; Community</li> </ul> </li> </ul>	Goal 2 - By June of 2020, Elmwood School will develop a set of school-wide systems to acknowledge positive behavior in students, support the emotional well-being of students and staff, and appropriately encourage on-task and kind behaviors.

<b>Benchmarks and Key performance Indicators</b>	
<b>Status of Goal</b>	<b>Improvement Benchmark(s)</b>
<input type="checkbox"/> Continue <input checked="" type="checkbox"/> <b>Revise</b> <input type="checkbox"/> New	



## Hopkinton Public Schools - School Improvement Plan

<p>handle these challenges in the classroom.</p> <p>3. Create classroom lessons for target areas of concern- teachers teach the lessons with SEL team support.</p> <p><b>Administrators:</b></p> <ol style="list-style-type: none"> <li>1. Provide professional development to create a shared understanding of the importance of caring relationships between adults and students, and the connection between emotional health and learning. Jessica Minahan, Guest Speaker and Author of <i>The Behavior Code</i> will increase staff understanding of the variables that cause students to act inappropriately and provide interventions that will lead to more appropriate, constructive student behavior in and out of school.</li> <li>2. Implement "Roadshow Visits" to each classroom in September and October and as needed throughout the year, where expectations will be explained to the entire school community.</li> <li>3. Train paraprofessionals who supervise/monitor students on what expected behaviors are and how to acknowledge positive student behavior and redirect students when there is unexpected behavior.</li> </ol>			<ol style="list-style-type: none"> <li>1. 2018-2020</li> <li>2. Fall 2018 (and as needed throughout 2018-20)</li> <li>3. Fall 2018</li> </ol>
<p><b>Funding Requirements: (indicate if source is the FY18 budget, grants, or other sources): FY 18: funding from professional development budget</b></p>			