

Hopkinton Public Schools - School Improvement Plan

Hopkins Elementary School



School Improvement Plan - 2018-2019
Pgs. 2-10
<u>Members 2017-2018</u> Vanessa Bilello, Principal Julie Babson, Asst. Principal Christine Perlov, Community Representative Kristin Pedroli, Parent Lee Burns, Parent Kimberly Cooper, Parent Dawn Ronan, Parent Stephanie Doty, Teacher Rachel Siegel, Teacher Carly Audet, Teacher

Pgs. 2-10

Members 2017-2018

Vanessa Bilello, Principal

Julie Babson, Asst. Principal

Christine Perlov, Community Representative

Kristin Pedroli, Parent

Lee Burns, Parent

Kimberly Cooper, Parent

Dawn Ronan, Parent

Stephanie Doty, Teacher

Rachel Siegel, Teacher

Carly Audet, Teacher

Hopkinton Public Schools - School Improvement Plan

School:	Hopkins
School Year(s):	2018-2019
Goal Number (X of Y)	1 of 3
Goal Title:	Literacy
Strategic Plan Priority Initiative:	SMART Goal:
<ul style="list-style-type: none"> ● Aligned Curriculum <ul style="list-style-type: none"> ○ Obj. 1: Consist. Implement & Aligned Curric. ○ Obj. 2: Articulated Learning Outcomes ● Effective Instruction <ul style="list-style-type: none"> ○ Obj. 1: High Expectations for All Students ○ Obj. 2: Evidence-Based Instruct.Practices ● Student Assessment <ul style="list-style-type: none"> ○ Obj. 1: Variety of Assessments ○ Obj. 2: Assess. Results to Evaluate & Adjust Instructional Practices ○ Obj. 3: Opportunities for Students to Share in Goal Setting & Self-Evaluation 	<p>Students at Hopkins will demonstrate improved levels of achievement and growth in literacy as measured by building administered, standardized assessments.</p>

Benchmarks and Key performance Indicators	
Status of Goal	Improvement Benchmark(s)
<ul style="list-style-type: none"> ✓ Continue ✓ Revise ☐ Met ✓ New 	

Hopkinton Public Schools - School Improvement Plan

Rationale:

Hopkins School has targeted improvement towards the overall levels of student growth and achievement through a balanced literacy approach, emphasizing a workshop model for reading and writing instruction. Professional Learning Communities, at the National Park Team and full grade level, have concentrated data-driven instructional planning on using collective teaching repertoires to adjust practices and raise learning outcomes. This has included examination of whole class formative and summative assessment data, as well as student work samples. Additionally, through the use of universal progress monitoring tools there are focused conversations and planning sessions directed around individual and classroom achievement and growth levels.

Our continued work around successful instructional practices for writing, through the use of SRSD, has been a highlight this year. In our building's second year of adoption, the use of Self-Regulated Strategy Development is universally instructed across classrooms at Hopkins. There is a clear and ongoing proliferation of 'best practices'. Our successes in the past school year include adjustments to assessments and scope/sequence for writing and reading. There is clear, common language across our school and elementary district (through 6th grade) and SRSD structures are creating greater levels of independence for writing. Evidence from pre- to post- assessment data in this first two years of implementation indicates strong student gains. However, literacy assessment results describe areas for continued focus, particularly with inferential reading comprehension skills. Improved guided reading instruction has been an area of focus this past year at Hopkins. Through professional learning communities and coaching opportunities, staff have examined the key components of effective guided reading.

It's important for Hopkins to continue this curriculum and instruction with our students. The third year of implementation will be critical to modify our scope and sequences, refine practices, and improve assessment/reporting tools for use by teachers, students and parents. Additionally, there is a need to focus on building lessons around discrete skills and establishing standards of proficiency with SRSD. Finally, there is a need to revise report card standards- translating scoring "scales" or reading "levels" into information that can be communicated to families in a meaningful way driven by strengths/weaknesses rather than "numbers", as well as drive student self-assessment and revision into the writing process.

1. In February 2019, Administration will review mid-year progress towards achievement of benchmarks with all teachers through Student Review Process using ongoing common assessments.
2. By June 2019, 95% of all students will demonstrate growth in their writing (genre specific), as measured by building created, standards-driven writing scales.
3. By June 2019, 80% of all students will meet or exceed building established expectations for proficiency for writing tasks (genre specific) as measured by building created, standards-driven writing scales.
4. By June 2019, 85% of all 4th and 5th graders will be reading at grade level, as measured by the Benchmark Assessment System, the Qualitative Reading Inventory, and the STAR Reading Tool.
5. By June 2019, Hopkins School will have published, established criteria guiding report card standards-based grading for all areas of literacy.

Hopkinton Public Schools - School Improvement Plan

School:	Hopkins
School Year(s):	2018-2020
Goal Number (X of Y)	2 of 3
Goal Title:	Social-Emotional
Strategic Plan Priority Initiative:	SMART Goal:
<ul style="list-style-type: none"> ● Aligned Curriculum <ul style="list-style-type: none"> ○ Obj. 1: Consistently Implemented & Aligned Curriculum ○ Obj. 2: Articulated Learning Outcomes ● Effective Instruction <ul style="list-style-type: none"> ○ Obj. 2: Evidence-Based Instructional Practices ● Student Assessment <ul style="list-style-type: none"> ○ Obj. 3: Opportunities for Students to Share in Goal Setting & Self-Evaluation ● Leadership, Governance & Communication <ul style="list-style-type: none"> ○ Obj. 3: Cultivate Effective Partnerships w/ Families & Community 	<p>Hopkins School will further develop school-wide practices that enable students to acquire the knowledge, skills and attitudes associated with the core competencies of social-emotional learning while fostering a safe and inclusive learning environment that emphasizes respect and embraces diversity.</p>

Benchmarks and Key performance Indicators	
Status of Goal	Improvement Benchmark(s)
<ul style="list-style-type: none"> ✓ Continue ✓ Revise ☐ Met ✓ New 	
<p>Rationale: There has been a continued focus on student and staff social-emotional health this past year, with an emphasis on stress and anxiety. We have become cognizant of how our practices in the classroom impact students as we explored areas of stress with staff and</p>	<p>1. Through developed surveys, the Hopkins student body will</p>

Hopkinton Public Schools - School Improvement Plan

tried to make appropriate adjustments. One of the practices that teachers have participated in include professional development with Jessica Minahan and her books *The Behavior Code* and *The Behavior Code Companion*, along with continued commitment to Responsive Classroom values and routines.

Teachers have also incorporated mindfulness practices, as well as yoga techniques, in their classrooms to address the social-emotional well-being of students. Lastly, teachers worked together to develop lessons using literature that focus on the core values of Hopkins. We have also made a strong commitment to openly communicate with parents about social-emotional learning through newsletters and conversation. Through observations and building based meetings, teachers are building capacity to effectively work with challenging students, as well as trying new approaches, and sharing their learning with each other.

Building successes in the area of Social-Emotional Learning include the development of BEST team (Behavioral-Emotional Support Team), where teachers can refer students and consistent monitoring of these students occurs. Hopkins has also benefited from the creation of an SEL team that meets every other month to discuss SEL needs and next steps for the school. Staff and students have also been surveyed regarding SEL concerns/needs and the differentiated learning opportunities for staff to build capacity around social-emotional learning during meetings has been well received. Overall, there is a sense that there are improved Tier 1 and Tier 2 supports at Hopkins for SEL.

While there has been an ongoing, school-wide emphasis on celebrating our school values and individual strengths and differences through such efforts of an expanded CARES card/Principal's Cabinet program of recognition & leadership, as well as full implementation of the Understanding our Differences enrichment program for disability awareness, there are continued challenges and areas of ongoing focus in the Social-Emotional Learning area for Hopkins School. Specifically, significant social/emotional/behavioral needs of the student community can create acute strains on staffing. Additionally, the staff seeks professional development in the areas of cultural proficiency to meet the needs of the diverse community of Hopkinton Public Schools- socio-economic, language/cultural, etc.

report improvements in the following SEL areas:

- 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.
2. By Fall 2019, Hopkins School will have published, established criteria/rubrics at both grade levels to guide report card grading for areas of personal development
- classroom & community skills
 - approaches to learning

Hopkinton Public Schools - School Improvement Plan

Strategic Activities and Responsibilities		
Strategies/Activities	Person(s) Responsible	Timeline
<p><u>Benchmark 1: Staff Professional Learning:</u></p> <ul style="list-style-type: none"> A. Confirm Jessica Minahan to present in opening days of 2018 to bring additional focus onto SEL, as district-wide initiative. B. Devote staff meeting(s) time to SEL, with focus on topics of diversity, inclusion and cultural proficiency . C. Utilize Student Support Team (Guidance, Adjustment Counselor, Psychologist, BCBA, nurse and administration) of LST & BEST to support differentiated PD model with staff throughout the school year to improve Tier One supports. <p><u>Benchmark 1: General:</u></p> <ul style="list-style-type: none"> A. Continue to refine and improve Learning Support Team (LST) and Behavioral Emotional Support Team (BEST) models, which focus on providing support to teachers to meet the needs of all students, including social/emotional or behavioral, as well as identifying students in need for greater levels supports (Tier II and III). B. Refine SEL team, including teaching staff, paraprofessionals, admin and counseling team members to incorporate a broader focus onto developing community of inclusion C. Explore topics of diversity, the achievement gap, and cultural competency as a Hopkins' staff with the support of an identified facilitator from the district ELE department, HDCA and/or other organizations. <p><u>Benchmark 1: Tier 1 Interventions:</u></p> <ul style="list-style-type: none"> A. Continue to develop and implement Tier 1 social-emotional learning curriculum at the 4-5th grade level with a schedule that allows the school counseling team to support teachers in the implementation of skill-based lessons, with a focus on identifying stressors and behaviors that impede learning and replace with positive supports to increase achievement. 	<p><u>Benchmark 1:</u> Hopkins' Administration, SEL Team, Student Support Teams, & Staff</p>	<p><u>Benchmark 1:</u> 2018-2020 School Year (details in Meetings/PD Calendar)</p>

Hopkinton Public Schools - School Improvement Plan

<p>B. Continue to embed current community building/SEL programming: Responsive Classroom/Morning Meetings, CARES card/Principal's Cabinet program of recognition & leadership, Understanding of Differences enrichment, Whole School Meetings centered around Hopkins' Core Values and the CARES attributes.</p> <p>C. Collaborate/coordinate Counseling department & School Wellness department to implement (integrate) initiatives around goals/curriculum for mental health.</p> <p>D. Survey teachers, parents and students regarding social-emotional learning during the school year to assess effectiveness of Tiered model of supports.</p> <p>E. Strengthen culture of respect, responsibility, diversity and pride at Hopkins School.</p> <p>F. Foster partnerships to support social-emotional learning in the community at large through community/family/school workshops in topics of SEL.</p> <p><u>Benchmark 2: Improvements to Hopkins' Grading Practices for SEL</u></p> <p>A. Revise grading practices to reflect current practices and established standards/guidelines for areas of personal development (classroom & community skills as well as approaches to learning).</p> <p>B. Develop common expectation for full implementation of assessment tools for areas of personal development (established criteria/rubrics) .</p> <p>C. Establish structures to provide feedback to students/families regarding personal development (timely, specific and understandable) sections of report cards.</p> <p>D. Work as National Park and Grade Level teams to establish routines that encourage student self-assessment and monitoring of personal development goals.</p>	<p><u>Benchmark 2:</u> Admin (w/ SEL Team, BEST and Staff)</p>	<p><u>Benchmark 2:</u> 2018-2020 School Years</p>
<p>Funding Requirements: (indicate if source is the FY19 budget, grants, or other sources)</p>		
<ul style="list-style-type: none"> ● PD budget- Jessica Minahan ● Health/Counseling budget - SEL curriculum 		

Hopkinton Public Schools - School Improvement Plan

School:	Hopkins
School Year(s):	2018-2020
Goal Number (X of Y)	3 of 3
Goal Title:	Mathematics
Strategic Plan Priority Initiative:	SMART Goal:
<ul style="list-style-type: none"> ● Aligned Curriculum <ul style="list-style-type: none"> ○ Obj. 1: Consist. Implement & Aligned Curric. ○ Obj. 2: Articulated Learning Outcomes ● Effective Instruction <ul style="list-style-type: none"> ○ Obj. 1: High Expectations for All Students ○ Obj. 2: Evidence-Based Instructional Practices ● Student Assessment <ul style="list-style-type: none"> ○ Obj. 1: Variety of Assessments ○ Obj. 2: Assess. Results to Evaluate & Adjust Instructional Practices ○ Obj. 3: Opportunities for Students to Share in Goal Setting & Self-Evaluation 	<p>Hopkins School will continue analysis and alignment of math curriculum, including Scope and Sequence/Unit pacing, along with published common implementation guidelines and common assessments, for Eureka math resources.</p>

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>Rationale: Currently, Hopkins School utilizes the district-adopted <i>Envision</i> program to deliver mathematics instruction. Teachers use a math workshop with flexible groupings to meet the needs of learners. Teachers work in collaboration with their grade level teams, support staff</p>	<p>1. Implement New Scope and Sequence/ Curriculum maps in Math, incorporating Eureka</p>

Hopkinton Public Schools - School Improvement Plan

<p>and administration during weekly PLC time and common planning time to identify and develop math strategies and interventions.</p> <p>While the MA Curriculum Frameworks drive instruction, FY18 is the last year of the district subscription for <i>Envision Math</i>. <i>Envision 2.0</i> differs markedly from the current resources and requires districts to purchase significant license commitments. The HPS Math Leadership Team looked for a product that would improve alignment to the math standards and rigor. This leadership team has adopted the Eureka Math curriculum resources through Engage NY/Great Minds. The adoption of new curriculum resources in mathematics lends itself to a through examination of our current scope and sequence and refinement of unit plans.</p>	<p>math resources fully in both grade levels.</p> <p>2. Starting in the 2018-2019 school year and implemented over a 2 year period, all students will engage in a developmentally appropriate and comprehensive math curriculum 4-5 as evidenced through student assessments.</p>	
<p>Strategic Activities and Responsibilities</p>		
<p>Strategies/Activities</p>	<p>Person(s) Responsible</p>	<p>Timeline</p>
<p><u>Benchmark 1 & 2:</u></p> <ul style="list-style-type: none"> A. Continue alignment of curriculum maps, unit plans, and lesson plans for mathematics instruction using Eureka math resources. B. Develop structured opportunities for observations between teaching peers. C. Continue to develop varied approaches focused on promoting flexible grouping across grade levels to increase opportunities for differentiation. D. Establish new common assessments/instructional practices for mathematics, utilizing new resources from Eureka, including math open response prompts. E. Develop guides for parents about new math curriculum resources. F. Make improvements to the Hopkins' grading practices in mathematics. 	<p><u>Benchmark 1 & 2:</u> Admin (w/CTLs and teachers)</p>	<p><u>Benchmark 1 & 2:</u> 2018-2020 School Years (details in Meetings/PD Calendar)</p>
<p>Funding Requirements: (indicate if source is the FY19 budget, grants, or other sources)</p>		