

Hedge School Improvement Plan 2017-2019



School Council Members

Lisa Brissette, parent

Sandra Carlin, parent

Lindsey McEnroe, parent

James Maher, community member

Nicole Manfredi, teacher

Amy Shea, teacher

Katie Tessitore, teacher

Kristin Wilson, Principal



Safety ▪ Respect ▪ Responsibility

Hedge School Improvement Plan 2017-2019

Hedge School Mission Statement

The mission of the Hedge School community is to foster an inclusive environment that nurtures and challenges each child. We work to develop an environment where all students will achieve high standards of intellectual excellence and develop a strong social and cultural awareness. Students are valued as individual learners and the entire Hedge School community is an integral part of each student's success.

Hedge Demographics

Hedge School is a walking community school with a current enrollment of 154 students in grades 1-5. 29 kindergarten students residing in the Hedge district are currently attending school at West Elementary School. Hedge has 11 class sections. The 2017 DESE School Profile listed Hedge with the following demographics: 61.4% of its students were identified as High Needs, 17.6% were receiving special education services, 17.1% spoke English as a Second language (Primarily Brazilian Portuguese) and 9% of those students received English language instruction. The Hedge community is currently experiencing a shift in population as demonstrated by the unanticipated loss of 40 students from June 2017-August 2017. There are several vacant apartments in which we anticipate will be filled with school age students over the next few months.

Hedge School Improvement Plan 2017-2019

Current Building Staff

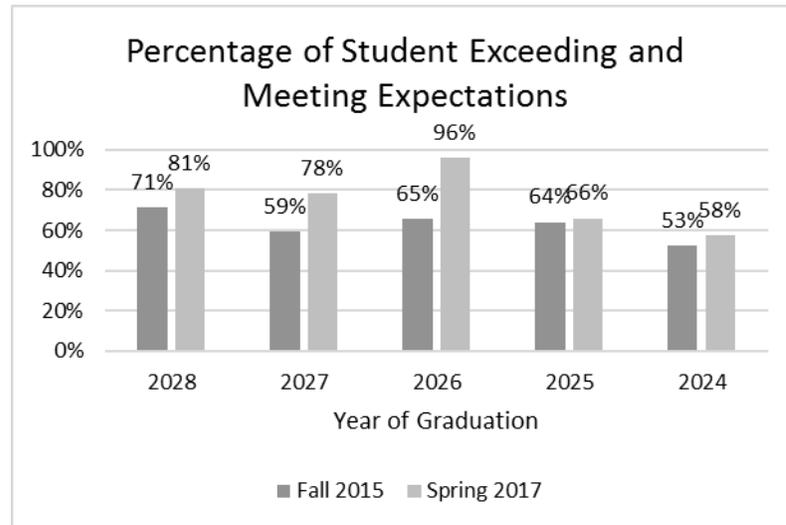
- 1 School Psychologist (Servicing West K)
- .5 School Adjustment Counselor
- 2.5 Moderate Special Needs Teachers
- 1 Consulting Teacher of Literacy
- .5 PE, Art, Music, Library Teachers
- .4 Technology Integration Specialist
- .5 Speech and Language Pathologist
- 1 English Language Learner Teacher
- 5 (.5) Paras to support Recess, Lunch and Special Needs Services
- 1 Full Time Special Education Para
- 2 (.5) Security Receptionists
- 1 Secretary
- 1 Principal
- 2 Custodians
- 4 (.5) Title 1 Teachers
- 2 (.5) Cafeteria Staff
- OT, PT, BCBA, RBT as needed

Hedge School Improvement Plan 2017-2019

Goal # 1: Increase academic achievement for all students.

In the spring of 2015 & 2016 spring state assessment administration, Hedge School scored below the district average in all subjects for all grades. In the spring of 2017 Hedge School scored above the district average on the MCAS assessment in ELA and Math for Grade 3. Additionally, Hedge Students in Grade 4 scored above the district average in Math.

MCAS 2017	ELA 3	Math 3	ELA 4	Math 4	ELA 5	Math 5	STE 5
Hedge	53	54	40	53	30	22	23
District	48	51	52	45	47	45	43
State	47	49	48	49	49	46	46



During the development of the 2015-2017 school improvement plan, School Council noticed a lack of a trend with state and district data. The only trend noticed was that the school typically functioned below the district and/or state average of performance on MCAS and PARCC. Looking at student enrollment, it was predicted that the transiency of Hedge students may hinder the ability to identify trends in achievement. School Council identified all the students enrolled as of October 1, 2015 as the cohort to follow for the two year life of the school improvement plan. In the spring of 2017, 67.5% of the students enrolled at Hedge were reading at or above grade level based on the Fountas and Pinnell Benchmark Assessment System (BAS.) In contrast, 75.8% of the students that were enrolled at Hedge from October 1, 2015 through the spring of 2017 and were provided 2 full years of instruction from Hedge teachers read at or above grade level on the BAS. Similar data was noted in the area of math with 62% of the students enrolled at Hedge in the spring of 2017 scored a 70 or above on the Plymouth Public Schools end of the year math assessment. 64% of the Students that attended 2 full years at Hedge School scored a 70% or higher on the math assessment. This data suggests that students are demonstrating growth during their time at Hedge School particularly in the area of reading. However, it also supports that students new to Hedge need to be assessed

Hedge School Improvement Plan 2017-2019

immediately and provided interventions that support their needs. This process will continue to be supported through the Response to Intervention system put in place during the last Improvement Plan cycle.

Informally, Hedge teachers feel that the students in the upper grades struggle with perseverance when it comes to navigating difficult material. School Council researched schools that were lower performing and found several schools increased student “grit” by providing students with real life scenarios for the need to persevere and do well in school. Two areas School Council would like to implement in the effort to increase academic grit is by providing healthy academic challenges through school wide celebrations and contests such as a “Battle of Books,” Spelling Bee and displaying quality work throughout the school. Additionally, we would like to expose Hedge Students to the vocational programs at the High School and bring in community members to share about their careers to spark interest and desire to do well in school.

Increase academic achievement for all students.
Strategic Plan Alignment: <i>Enhance academic achievement of all students at all levels.</i>
Principal Goal Alignment: <i>By June of 2018 70% of Hedge School students will read at or above grade level as demonstrated by the Fountas and Pinnell Benchmark Assessment System.</i>
<i>By June 2018, Special Education Students will demonstrate an increase in math performance by 2 levels on the district formative math benchmark assessment.</i>

School Council Objectives to Support Goal:

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| <ul style="list-style-type: none">• Continue school based Response to Intervention system to identify student gaps, draft learning goals, provide interventions and monitor progress.• Strategically plan for differentiated instruction for all learners.• Host 2 school wide academic contests per year to provide healthy competition and develop a sense of excitement for academic achievement.• Organize visits to PSHS and PNHS for grade 5 students to experience career and vocational opportunities for their future.• Organize 2 career day visits per year in which community members will speak as a panel to grade 4 & 5 students regarding their careers and how they achieved their goals through education and training.• Provide after school homework help and tutoring to identified students.• Provide enrichment opportunities after school for all students.• Develop a Peer Leadership program for grade 5 students.• Establish a school wide model of inclusive practice for all students including students with disabilities and English Language Learners. |
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Hedge School Improvement Plan 2017-2019

Related Professional Development Objectives:

- Utilize district math and literacy coaches to maintain fidelity of Tier 1 instruction in all classes.
- Utilize district math and literacy coaches to review student assessments and identify instructional practices to increase student performance.
- Provide professional development in the area of Universal Design for Learning.
- Provide professional development to support providing an inclusive practice for learning.
- Utilize DESE online Professional Developmental module for Inclusive Practice and Universal Design for Learning.

Success Measures:

- 78% of the students that are currently attending Hedge School will read at or above grade level as demonstrated by the Fountas and Pinnell Benchmark Assessment System administered in the Spring of 2019.
- 53 % of the students currently attending Hedge School will met or exceed the expectations of a qualifying score on the MCAS 2.0 Spring 2019 assessment.

Budget Implications:

- Continue funding to maintain current staffing model which provides interventions and supports to students.
- Continue funding to maintain math and literacy coaches.
- Continue funding to support current instructional materials and assessment tools to monitor progress and instruct students.
- Funding to pay teachers for after school enrichment and support.
- Funding to bus students to PNHS and PSHS to visit programs.

Mid Cycle Progress: *Please include information (measures) that will indicate progress toward this goal. Please use concrete indicators to support statements. This should be done mid cycle.*

Hedge School Improvement Plan 2017-2019

Goal # 2: Establish leadership opportunities for staff through a Professional Learning Community Model

During the summer of 2017, 5 Hedge School staff members attended a “Turn Around Workshop” with the Southeast DSAC group. The workshop discussed 4 key practices that emerged in schools that moved from low performing Level 4 schools to high performing Level 1 schools. The first of these four practices was “Distributed leadership and collaboration.” Based on the spring 2017 school council staff survey this area was also identified as lacking in the daily functions of the school. Additionally, a needs assessment was conducted by an outside consultant which also suggested a lack of teacher leadership in all areas of the school. She also noted special education teachers and classroom teachers were teaching in isolation with special education students receiving instruction outside of the general education classroom. It was suggested to move to a more inclusive practice to not only provide students with a high level of instruction, but to support collaboration of staff.

Identifying the need for leadership opportunities, School Council is supporting the Professional Learning Community Model. In the May 2004 publication of Educational Leadership, Richard DuFour describes a Professional Learning Community as a culture where educators work collaboratively for the purpose of assuring all students learn. A schedule to support collaboration will be created for all staff working with students to collaboratively plan for student learning. Additionally, classrooms will be designed for co-teaching models to support a more inclusive practice of instruction.

Establish leadership opportunities for staff through a Professional Learning Community Model.
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Strategic Plan Alignment: <i>Provide strong District and school leadership.</i>

Principal Goal Alignment:

<i>By June 2018, Special Education Students will demonstrate an increase in math performance by 2 levels on the district formative math benchmark assessment.</i>

<i>By June 2018, integrate technology into my professional practice involving staff, students and parents as a means of communication, presentation, collaboration and assessment. A different technology supported strategy found on the Plymouth Leadership Weebly will be used each month from October –May for a total of 8 new strategies.</i>

School Council Objectives to Support Goal:

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| <ul style="list-style-type: none">• Establish a schedule for weekly grade level PLCs as well as a location to hold meetings.• Design every classroom with 2 teacher areas to support differentiation with varied staff.• Encourage staff to assume leadership roles in their grade level PLCs.• Provide opportunities for teachers to observe each other teaching and discuss observations of such opportunities.• Encourage teachers to lead workshops or share best practices during in-service days |
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Hedge School Improvement Plan 2017-2019

or staff meetings.

Related Professional Development Objectives:

- Train para educators and specialist staff to conduct morning meetings to allow classroom teachers time to collaborate with support staff.
- Provide ongoing training which supports the inclusive practice model.
- Provide ongoing training which supports differentiated instruction and interventions.

Success Measures:

- Classroom teachers and support staff will meet weekly for grade level PLCs to plan for instruction for all students.
- Students will make academic progress as described in Goal 1.

Budget Implications:

- Continue current staffing model to allow for classroom coverage for PLC meetings.
- Continue funding to maintain current staffing model which provides interventions and supports to students.

Mid Cycle Progress: *Please include information (measures) that will indicate progress toward this goal. Please use concrete indicators to support statements. This should be done mid cycle.*

Hedge School Improvement Plan 2017-2019

Goal # 3: Establish a Tiered System of Supports in the area of social emotional health to include: instructional strategies for each tier, screening, goal setting and progress monitoring.

During the last SIP cycle, Hedge School developed a detailed Response to Intervention protocol for reading and math. Although students demonstrated academic progress through the Tiered System of Supports it was noted that children struggling with social and emotional needs progressed at a slower rate than those without such challenges. As described in the Text, “Promoting Social and Emotional Learning” provided by ASCD, authors discussed that research points to promoting social and emotional development in children as the “missing piece” to improving schooling in the United States.

Additionally, the fourth practice emerging from the Massachusetts Turn Around Practices highlight a safe, orderly and respectful learning environment as a necessity to turn a school around. Children struggling emotionally can internalize their emotions and shut down or express their needs outward with strong emotions. In either case, Hedge School Council identifies a need for a strategic system to support all students in the area of social and emotional health.

Establish a Tiered System of Supports in the area of social emotional health to include: instructional strategies for each Tier, screening, goal setting and progress monitoring.

Strategic Plan Alignment: *Enhance student social and emotional growth, health and welfare and demonstration of civic responsibility.*

Principal Goal Alignment:

By June 2018, Special Education Students will demonstrate an increase in math performance by 2 levels on the district formative math benchmark assessment.

By June of 2018 70% of Hedge School students will read at or above grade level as demonstrated by the Fountas and Pinnell Benchmark Assessment System.

School Council Objectives to Support Goal:

- Continue school based implementation of the Responsive Classroom Approach
- Identify in writing Tier 1 instruction for Social and Emotional Learning at Hedge School.
- Identify in writing interventions and supports for Tier 1 and Tier 2 approaches.
- Continue PBIS school based incentives.

Related Professional Development Objectives:

- Responsive Classroom training for Specialist staff and any new staff members hired.
- Ongoing training regarding positive adult language as described through the Responsive Classroom Approach
- Training for staff on the Zones of Regulation, Social Thinking and the Ophelia Project.

Hedge School Improvement Plan 2017-2019

Success Measures:

- A written protocol will be developed for a Tiered System of supports in the area of social and emotional health. The protocol will include a description of social and emotional instruction for each of the three tiers, a screening component to identify students at risk and a system for goal setting and data tracking.

Budget Implications:

- Funding for 5 specialists to attend a Responsive Classroom training designed for just special area teachers.
- Funding to send new classroom teachers to the 4-day Responsive Classroom training.
- Funding to continue current level of social and emotional support including a School Psychologist, .5 Adjustment Counselor, RBT and BCBA support.
- Funding to purchase self-regulation tools such as flexible seating, stress balls and other tools required as Tier 2 interventions for students.
- Funding for literature books to use as mentor texts for social and emotional instruction.
- Funding to print Hedge Kid Tickets and purchase “prizes” for students earning tickets.

Mid Cycle Progress: *Please include information (measures) that will indicate progress toward this goal. Please use concrete indicators to support statements. This should be done mid cycle.*

Hedge School Improvement Plan 2017-2019

Goal # 4: Increase engagement of all Hedge families in life of the school community.

Fall Open House Attendance

2012	76%
2013	85%
2014	90%
2015	55%
2016	69%
2017	57%

Attendance Data

Month	Enrollment	Absences	%	Tardies	%
Oct. 2013	220	164	74.5	137	62
Oct. 2014	223	160	71.7	124	55.6
Oct. 2015	233	127	54.5	153	65.6
Oct. 2016	210	145	69	118	56.2
Oct. 2017	154	75	48.7	34	22

Hedge School Council conducted a spring family survey. 56 surveys were completed which represents approximately 31% of Hedge families. Out of those 56 families 11 (19.6%) responded that they did not attend a curriculum celebration and 26 (46.4%) responded that they had volunteered at least once in their child's classroom. School Council would like to see an increase in family participation in the daily activities of the school. The annual Fall Open House has seen a decline in participation. School Council members informally questioned families to identify possible reasons for the poor attendance. Several families reported that since it is the same format every year they didn't feel they needed to attend since they were familiar with classroom routines and school procedures. School Council would like to investigate different ways to increase family attendance for the upcoming Open Houses.

There has been a decline in student absences and tardies since we implemented a school wide system to monitor truancy. However, there is still 13 identified students that had either 20 or more unexcused absences or tardies during the previous school year. School support teams will develop action plans to support children and families struggling to get to school regularly and on time.

Increase engagement of all Hedge families in life of the school community.
Strategic Plan Alignment: <i>Increase family and community engagement.</i>
Principal Goal Alignment: <i>Improve the attendance of the five students with the highest absentee rate from the prior school year by 5 fewer days for each child.</i> <i>By June 2018, integrate technology into my professional practice involving staff, students and parents as a means of communication, presentation, collaboration and assessment. A different technology supported strategy found on the Plymouth Leadership Weebly will be used each month from October –May for a total of 8 new strategies.</i>

Hedge School Improvement Plan 2017-2019

School Council Objectives to Support Goal:

- Staff continue to build relationships with parents informally to establish trust and open communication.
- Utilize tech tools to communicate with families such as: Dojo, See Saw, Facebook, etc.
- Provide 2 Parent Education events per year.
- Change format of Open House to include new activities for families.
- Provide a raffle at all family events in which families need to fill out student information to provide a means to track family attendance.
- Continue to offer 2 class curriculum celebrations per year.
- Provide 2 new family events per year that include student performances or displays of student work such as a Talent Show to include a culture focused pot luck dinner and an Art/Music Exposition.
- Utilize translation services to build relationships with non-English speaking families.

Related Professional Development Objectives:

- Training on tech tools to support staff and principal's communication and collaboration of and to staff and families.

Success Measures:

80% of Hedge School students will have 1 adult family member participate in at least 1 school activity each year including instructional celebrations, awards, family events and social (survey language)

Budget Implications:

- Increase funding to support a full time Brazilian Portuguese Parent Liason.
- Funding for speakers to conduct parent workshops.
- Funding to provide materials, dinner and snacks for family events.

Mid Cycle Progress: *Please include information (measures) that will indicate progress toward this goal. Please use concrete indicators to support statements. This should be done mid cycle.*