

Hildreth Elementary School Improvement Plan 2023-2024

School Council

Rebecca Katsh-Singer, Principal (Co-Chair)	
Atalay Kesli, Parent	(2021-2024)
Rachel Kopay, Parent (Co-Chair)	(2021-2024)
Liz Joyce, Parent	(2022-2025)
Chengwu Yang, Parent	(2023-2026)
Shaye Van Dyne, Teacher	(2022-2025)
Michelle Keane, Teacher (Secretary)	(2022-2025)
Marisa Khurana, Teacher	(2022-2025)
Pat Jennings, Community Rep	(2023-2026)
TBD, Community Rep	
Abby Besse, School Committee Rep	

District Vision Statement

We commit to providing a high quality education centered around dynamic learning and personal well being in a community where everyone can find belonging.

District Core Values

*Engage in Learning with Courage
Promote Balance and Well-Being
Cultivate an Equitable, Just & Inclusive School Culture
Value Individuals and Relationships
Partner with Community*

Core Value 1: Engage in Learning with Courage

<p>Harvard Improvement Plan 5-Year Goals</p>	<p>Update academic pathways and curriculum alignment to ensure dynamic and equitable learning for all students.</p> <p>Increase student voice and choice in advocating for their learning needs while increasing sense of belonging for all.</p> <p>Increase inclusion opportunities for students.</p> <p>Intentionally increase joy, courage, and curiosity in student learning.</p>	<p>Explicitly support social learning and executive functioning for our students' success in school and life</p>
<p>Hildreth Improvement Plan 2023-2024 Goals</p>	<p>Increase the amount of and consistent delivery of phonics instruction in grades K-3.</p> <p>Examine the resources used, instructional approach, and consistency for word study and grammar in grades 4 and 5.</p> <p>Hold regular facilitated data meetings to discuss Dibels results.</p> <p>Introduce Universal Design for Learning as a framework for unit and lesson design.</p>	<p>Incorporate language around the Zones of Regulation into school.</p>

Update academic pathways and curriculum alignment to ensure dynamic and equitable learning for all students.

Increase student voice and choice in advocating for their learning needs while increasing sense of belonging for all.

Increase inclusion opportunities for students.

Intentionally increase joy, courage, and curiosity in student learning.

HES SIP Goal	Action Steps	Status
Expand the amount of and consistent delivery of phonics instruction in grades K-3.	<ul style="list-style-type: none"> ● Purchase <i>From Phonics to Reading</i> materials for grades K-3. ● Engage teachers in professional development to explore the curriculum and strategies for phonics instruction. ● Use the selected curriculum to instruct students in phonics. ● Provide teachers with time to plan and look at student work and data together and with the ELA specialist. ● Engage in ongoing reflection about the experience of teaching the curriculum and analysis of student literacy data. 	
Examine the resources used, instructional approach, and consistency for word study and grammar in grades 4 and 5.	<ul style="list-style-type: none"> ● With the ELA Specialist, classroom teachers, and special educators, hold several meetings that focus on: (1) the current instructional materials used for word study and grammar, with an eye towards how they align with the K-3 phonics program; (2) historical as well as current data that reflect students' areas of successes and needs around word study and grammar; and (3) data that indicate areas where some groups of students may or may not be more or less successful. ● With the ELA Specialist, classroom teachers, and special educators, decide whether to continue with one of the current word study and grammar programs or select another research-based program. 	
Introduce Universal Design for Learning as a framework for unit and lesson design	<ul style="list-style-type: none"> ● Engage in year-long district-wide professional development to introduce the framework and associated language to teachers. ● Provide structured and facilitated opportunities for teachers to reflect on their developing understanding and plan for/reflect on curricular and instructional shifts. ● Integrate UDL into supervision and evaluation discussions. 	
Hold regular facilitated data meetings to examine Dibels results.	<ul style="list-style-type: none"> ● With the ELA Specialist, classroom teachers, special educators, and interventionists, hold data meetings at each grade level after Dibels testing to: (1) identify successes; (2) consider the types of whole-class and small group instruction that can support students in skill growth in the classroom; and (3) identify students who would benefit from additional instruction either through a push-in or pull-out model, and which students no longer need additional instruction. 	

Explicitly support social learning and executive functioning for our students' success in school and life

HES SIP Goal	Action Steps	Status
Incorporate language around the Zones of Regulation into school.	<ul style="list-style-type: none"> ● Include the zones of regulation language and associated graphics to all students at monthly school meetings. ● Provide teachers with posters and other graphics they can use in their classrooms. ● Encourage proactive as well as reactive use of the zones language with students. ● Support counselors to do full class and small group lessons with students around zones of regulation. 	

Core Value 2: Promote Balance and Well-Being

Harvard Improvement Plan 5-Year Goals	Create a model for belonging that is embedded across all aspects of a student's school experience.	Provide supports for all members of the school community that address social, emotional, physical well being.
Hildreth Improvement Plan 2022-2023 Goals	Increase the sense of connection and belonging for students and strengthen the relationships between students and adults in the school.	Continue to increase the sense of connection and belonging for staff.

Create a model for belonging that is embedded across all aspects of a student's school experience.

HES SIP Goal	Action Steps	Status
Increase the sense of connection and belonging for students and strengthen the relationships between students and adults in the school.	<ul style="list-style-type: none">● Focus the work of the student culture team on developing a sense of belonging for all students.● Increase the use of restorative practices school-wide through professional development, PLCs, and explicit modeling for staff.● Include morning meeting time for all grade levels in the master schedule.	

Provide supports for all members of the school community that address social, emotional, physical well being.

HES SIP Goal	Action Steps	Status
Increase the sense of connection and belonging for staff.	<ul style="list-style-type: none">● Continue the staff culture team to focus on ways to (re)establish connections and sense of belonging for staff.● Based on the recommendations of the staff culture team, provide opportunities for staff to recognize and celebrate each other, spend time together, and make connections between the work of this team and the student culture team.	

Core Value 3: Cultivate an Equitable, Just & Inclusive School Culture

<p>Harvard Improvement Plan 5-Year Goals</p>	<p>Increase consistent restorative justice opportunities for students.</p>
<p>Hildreth Improvement Plan 2022-2023 Goals</p>	<p>Increase the use of restorative practices across the school.</p>

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<p>HES SIP Goal</p>	<p>Action Steps</p>	<p>Status</p>
<p>Increase the use of restorative practices across the school.</p>	<ul style="list-style-type: none"> • Expand the Restorative Practices Professional Learning Community (PLC) to staff members who may not have participated previously. • Model community circles and other restorative practices strategies for teachers during faculty meetings and other PD opportunities. • Include morning meeting time for all grade levels in the master schedule. 	

Core Value 5: Partner with the Community

<p>Harvard Improvement Plan 5-Year Goals</p>	<p>Establish varied pathways for members of the community to be involved and provide input to the district and ensure a range of voices are heard.</p>
<p>Hildreth Improvement Plan 2022-2023 Goals</p>	<p>Hold regular Coffee with Principal events that are open to all members of the community. Hold 2-3 school-wide evening events.</p>

<p>HES SIP Goal</p>	<p>Action Steps</p>	<p>Status</p>
<p>Hold regular Coffee with Principal events that are open to all members of the community</p>	<ul style="list-style-type: none"> ● Publicize the dates of these Coffee with the Principal events in school and community communications. ● Hold monthly coffees with the Principal and/or Assistant Principal to create connections, answer questions, and listen to the community. ● Collaborate with the PTO to publicize and hold these events. 	
<p>Hold 2-3 school-wide evening events.</p>	<ul style="list-style-type: none"> ● Plan and hold an in-person Open House for this school year. ● Plan 1-2 additional evening events open to all families that support family connections with each other and the school. 	