

STOUGHTON PUBLIC SCHOOLS

Helen H. Hansen Elementary School



School Improvement Plan

2013 – 2014 School year

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HELEN H. HANSEN ELEMENTARY SCHOOL
School Improvement Plan
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School Council Members
Faye L. Polillio-Principal
Shawna Boucher-Teacher
Christine Iacobucci-Parent
Beth Barrett-Parent
Susan Zbinski-Community Member
Sheila Osborne-Community Member

Mission Statement

It is the mission of the Hansen School to provide an environment where each child is nurtured toward a place of intellectual power, physical and emotional wellness and a deeper, caring understanding of and responsibility for him/herself and the world. At the core of our work are the Hansen School Values that guide our actions and drive us to newer heights of excellence.

Hansen School Values

Excellence
Respect Cooperation
Safety Kindness
Honesty Responsibility
Joy Acceptance

School Profile

The Helen H. Hansen Elementary School has a diverse kindergarten through fifth grade student population of approximately 290 students. For the 2013-2014 school year, there will be two classes in kindergarten, grade two, four, and five. There will be three classes in grade one and three. Class sizes range from 17 to 23 students.

In addition to the regular education classrooms from kindergarten through fifth grade, there are two substantially separate Alternate Learning Center (TLC) classrooms that house students from across the district. The ALC program is designed for students with significant special needs that fall within the Emotional disability. The ALC I class services students from kindergarten through second grade. The ALC II student population is comprised of students from third through fifth grade. Students in the ALC program often require support services in areas such as speech/language, occupational therapy, physical therapy, and counseling. Although the ALC classrooms are substantially separate programs, many of the students from these programs spend time within the instructional day in our regular education classrooms and integrate for special subjects.

In addition to the seventeen regular education teachers in kindergarten through fifth grades, there are one and a half special education teachers, one reading teachers, a full-time adjustment counselor, a .6 guidance counselor, and a full-time nurse. Special subject teachers for art, music, physical education, computers, library and computers are .6 and complete the instructional staff.

The enrollment ethnicity breakdown is as follows:

Enrollment by Race/Ethnicity (2012-13)			
Race	% of School	% of District	% of State
African American	18.2	18.5	8.6
Asian	4.5	4.5	5.9
Hispanic	6.2	6	16.4
Native American	0	0.1	0.2
White	69.1	68.8	66
Native Hawaiian, Pacific Islander	0.7	0.2	0.1
Multi-Race, Non-Hispanic	1.4	1.9	2.7

Enrollment by Gender (2012-13)			
	School	District	State
Male	135	1,956	489,289
Female	156	1,797	465,484
Total	291	3,753	954,773

Teacher Data (2012-13)

	School	District	State
Total # of Teachers	23.3	290.1	70,635.8
% of Teachers Licensed in Teaching Assignment	100.0	100.0	97.5
Total # of Classes in Core Academic Areas	-	-	-
% of Core Academic Classes Taught by Teachers Who are Highly Qualified	-	-	-
Student/Teacher Ratio	12.5 to 1	12.9 to 1	13.5 to 1

Forty-three students utilize special education services. This represents approximately 15% of our student population. If the students in the ALC program were removed from the calculation of students, the percentage of students drop to 12 %. Approximately 6 % of students currently have Section 504 Plans. 0 % have been identified as Limited English Proficient (LEP).

Ninety-one students currently qualify for and receive free or reduced lunch. This represents approximately 31% of the students enrolled at the Hansen School. This is an increase of 4 % from last year.

Overview of Performance Indicators

Grade and Subject	Proficient or Higher	Advanced	Proficient	Needs Improvement	Warning/ Failing	Students Included	CPI	SGP	Included in SGP
	SCHOOL	SCHOOL	SCHOOL	SCHOOL	SCHOOL				
GRADE 03 - READING	81	23	58	17	2	48	91.1	N/A	N/A
GRADE 03 - MATHEMATICS	77	31	46	13	10	48	87	N/A	N/A
GRADE 04 - ENGLISH LANGUAGE ARTS	62	7	55	29	9	58	82.8	54	57
GRADE 04 - MATHEMATICS	58	17	41	34	7	58	82.8	56	57
GRADE 05 - ENGLISH LANGUAGE ARTS	76	47	29	22	2	45	91.7	90	45
GRADE 05 - MATHEMATICS	69	43	26	24	7	46	87	50	46
GRADE 05 - SCIENCE AND TECH/ENG	63	26	37	35	2	46	87	N/A	N/A
ALL GRADES - ENGLISH LANGUAGE ARTS	72	24	48	23	5	151	88.1	71	102
ALL GRADES - MATHEMATICS	68	30	38	24	8	152	85.4	52	103
ALL GRADES - SCIENCE AND TECH/ENG	63	26	37	35	2	46	87	N/A	N/A

Current class sizes and the impact of class size on student performance

Teachers, parents, and administrators agree that class size has a significant impact not only on the learning that goes on in our classrooms but on the student's behavior and attitudes as well. A classroom is rooted in communication and interaction between teacher and student. As the number of students who must "share" a teacher decreases, the amount of communication increases. Smaller class size promotes a classroom atmosphere that is more affective and a learning environment that is more effective.

The Hansen School population is diverse. Heterogeneous grouping, as recommended by the Education Reform Act, increases the diversity of skills, abilities, and learning styles found in an individual classroom. The policy of inclusion, which aims to keep students with special needs in the regular classroom, creates additional challenges for classroom teachers. In such a setting, smaller class size is especially important for both teacher and student for the following reasons:

1. Teachers have more time to provide direct instruction to students.
2. Students are able to participate more frequently.
3. Teachers have better knowledge of students resulting in fewer behavior incidents and the ability to better meet each student's needs.
4. Teachers have the opportunity for more frequent and more meaningful conferencing with students.
5. Students are able to receive frequent feedback on the performance and more individualized instruction to meet their needs.
6. With more opportunity for individualized instruction, students are able to gain more confidence as successful learners.

Recommendations:

1. Primary grade classes, K and 1, that range in size from 17-21
2. Primary grade classes, 2 and 3, that range in size from 18-23.
3. Intermediate classes, 4 and 5, that range in size from 19-24
4. In determining class size, consideration should be given to the inclusion of those students who have substantial needs as identified by an Individual Education Program (IEP).
5. Annual review of enrollment to ensure an adequate teacher to pupil ratio is maintained.

Student-to-teacher ratios

Current student ratios on average: K is 16:1, grade 1 is 22:1, grade 2 is 17:1, grade 3 is 22:1, grade 4 is 24:1, and Grade 5 is 19:1

Ratios of students to other supportive adult resources

The total student enrollment is currently 293. The total number of support staff (reading (1), special education inclusion (1.5), occupation therapists (1), physical therapist (.2), and speech therapist (.6), art (.6), music (.6), computers (.6), library assistant (.6), and physical education (.6), adjustment counselor (1), and guidance counselor (.6). is 7.9.

2013-2014 ACTION PLANS

Element 1: Professional Development

Professional Development Self Assessment Results

Based on the Conditions for School Effectiveness summary, strengths in professional development include monthly meeting opportunities for our AIM and Literacy Teams to participate in professional conversation about student work and the effectiveness of student monitoring and the evaluation process. A high priority challenge includes the concern of adequate staff training to successfully analyze and implement the data.

Professional Development SMART Goal: To provide Professional Development to train staff on effectively accessing and implementing all components of AIMSweb and Envision Math to acquire pertinent data.

Action Steps	Supports/Resources from School/District	Responsible Parties	Timeline
1. Monthly training sessions to explore websites.	Trainer, computer lab, time	Trainer (Tech, AIMSweb)	Monthly training (09/13-05/14)
2. One meeting day to discuss initial data.	Time, substitutes 3X\$75.00	Assistant Superintendent	10/13
3. Modeling of lessons after reviewing data.	Time, Staffing, Money	Bill Atwood	11/13, 02/14, 04/14

S=Specific and Strategic; M=Measurable; A=Action Oriented; R=Rigorous, Realistic, and Results-Focused; T=Tim

Element 2: Enhancement of Parental Involvement

Parent Involvement Self Assessment Results

The Hansen School offers many opportunities for families to become involved in their child’s school experience including Parent/Teacher Organization, chaperone for field trips, Hansen School Field and Camp West Woods Cumulative Community Day. Based on the data from the Ready School Assessment, the school scored 3.36 out of 4.00 for Family, School, and Community Partnership. A high priority concern is the minimal number of parents who are directly involved in school activities.

Enhancement of Parental Involvement SMART Goal: To Collaborate with parents and the parent liaison to increase parent involvement in the PTO and one curriculum based parent event.

Action Steps	Supports/Resources from School/District	Responsible Parties	Timeline
1. Send parent survey to become familiar with parents suggestion and concerns related to parental involvement.	One Call Now	Principal,	08/13
2. Meet with PTO Executive Board, PTO membership, Parent Liaison, and Hansen staff to develop a plan for increasing parental involvement.	Time	Principal, PTO Executive Board and membership, parent liaison, staff	09/13, 10/13
3. Post PTO agenda and minutes of monthly meetings.	One Call Now	PTO president	09/13-06/13
4. Offer at least one curriculum night for parents	Supplies, Custodial staff	Principal, PTO , Staff, Parents	Before 02/14

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Element 3: School Safety and Discipline

School Safety and Discipline Self Assessment Results

The Hansen School maintains a Crisis Response Team consisting of six members including the principal, assistant principal, and staff members. School Safety plans are in place for specific evacuation plans and drills such as shelter-in-place, reverse evacuation, and fire drills. Drills are reviewed and practiced as required. In order to better prepare the school, procedures will be documented for all staff. A flow chart delegating specific responsibilities to each member of the Crisis Response Team will be created.

School Safety and Discipline SMART Goal: To create an effective School Crisis Response Team including well defined roles and responsibilities.

Action Steps	Supports/Resources from School/District	Responsible Parties	Timeline
1. Create Crisis Team Organization Chart	Time	Principal, Crisis Team	09/13-10/13
2. Document and Distribute school safety procedures.	Time	Principal, Crisis Team	10/13
3. Meet with entire staff to present the Crisis Team Organization Chart.	Time	Principal, Crisis Team	10/13
4. Schedule Crisis Team Meeting to review and discuss procedures 4 times per year.	Time	Principal, Crisis	09/13, 12/13, 03/14, 06/14

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Element 4: School Environment

School Environment Self Assessment Results

The Hansen School embraces our nine values (kindness, acceptance, honesty, respect, cooperation, excellence, responsibility, safety, and joy) through our cross-grade level nine communities. A challenge is a regular scheduled time to support the consistency of our “Community” gathering meetings.

School Environment SMART Goal: To foster the integration of the “Year of Music” and the Hansen School values into our monthly community gathering activities.

Action Steps	Supports/Resources from School/District	Responsible Parties	Timeline
1. Continue to add incoming Kindergartners and new students to a community.		Principal, Secretary	08/13
2. Develop guiding activities around each month’s theme	Time	Principal, Staff	09/13-10/13
3. Incorporate Responsive Classroom into our gatherings.	Time	Principal, Staff	09/13-06/14

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Element 5: Extra – Curricular Activities

Extra – Curricular Activities Self Assessment Results

The Hansen School this year, offered a Homework Club to Grade 5. This was created to reinforce and build upon skills previously taught in the classroom. The challenge is the number of students who are able to attend after school.

Extra – Curricular Activities SMART Goal: To expand the PM academic program also to the AM and to grades 3-5 to address the student’s academic needs.

Action Steps	Supports/Resources from School/District	Responsible Parties	Timeline
1. Offer before/after school homework club to all students in grades 3-5.	Time	Principal, Staff	09/13-06/14
2. Offer four one-hour paid stipends of \$25.00 per session to staff members who are appointed as the Homework Club teacher.	39 weeks/156 hours \$3900.00	Assistant Superintendent	09/13-06/14

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Element 6: Diverse Learning Needs

Diverse Learning Needs Self Assessment Results

Hansen School made growth in both MCAS English Language Arts and Math over the past year.

Diverse Learning Needs SMART Goal: Students currently in the areas of Needs Improvement and Warning on MCAS will be targeted for additional support to increase growth and performance.

Action Steps	Supports/Resources from School/District	Responsible Parties	Timeline
1. Conduct initial Data Team meetings to analyze student performance on MCAS results.	Time, substitutes 3X\$75.00	Assistant Superintendent	10/13
2. Create a consistent grade level WTR and MTM block.	Time	Principal, Staff	09/13-06/14
3. Create WTR and MTM staff to include at least one special education teacher and/or reading specialist per grade level.	Time, Staff	Principal, Staff	08/13
4. Meet monthly to discuss and group/re-group students according to WTR and MTM data.	Time	Principal	09/13-06/14

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Element 7: Wellness

Self Assessment Results

The Hansen School has a walking program at recess around the perimeter of the playground. The challenge is to have enough staff monitor and support the walking group.

SMART Goal: To create a Wellness Committee to develop a before school Wellness Program that would offer wellness activities (physical and nutritional) to students free of charge.

Action Steps	Supports/Resources from School/District	Responsible Parties	Timeline
1. Create Wellness Committee	Time	Principal, Staff	09/13
2. Partner with independent businesses (Reebok, etc) to create a before school wellness program.	Time, Space	Principal, Parents, Business Volunteers	09/13-06/14

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