

STOUGHTON PUBLIC SCHOOLS

[HELEN H. HANSEN]

School Improvement Plan

2010 – 2011 School year



School Council Members

Faye L. Polillio-Principal
Kerry Sullivan-Teacher
Shawna Boucher-Teacher
Anne Marie Piana-Parent
Beth Barrett-Parent
Helen H. Hansen-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

The enrollment ethnicity breakdown is as follows:

Enrollment by Race/Ethnicity (2009-10)			
Race	% of School	% of District	% of State
African American	14.5	15.1	8.2
Asian	1.8	4.0	5.3
Hispanic	4.3	4.9	14.8
Native American	0.0	0.2	0.3

Overview of Performance Indicators and Staffing

MCAS Tests of Spring 2009: Percent of Students at Each Performance Level

Grade and Subject	Advanced/ Above Proficient		Proficient		Needs Improvement		Warning/ Failing		Students Included	CPI	SGP	Included in SGP
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE				
GRADE 03 - READING	12	12	48	45	40	33	0	10	50	87.0	N/A	N/A
GRADE 03 - MATHEMATICS	12	20	46	40	30	25	12	15	50	78.5	N/A	N/A
GRADE 04 - ENGLISH LANGUAGE ARTS	4	11	42	42	40	35	13	11	45	78.9	41.0	43

GRADE 04 - MATHEMATICS	22	16	38	32	29	41	11	11	45	83.3	47.0	43
GRADE 05 - ENGLISH LANGUAGE ARTS	9	15	63	48	26	29	2	8	54	88.9	41.5	54
GRADE 05 - MATHEMATICS	30	22	33	32	33	29	4	18	54	85.6	50.0	54
GRADE 05 - SCIENCE AND TECHNOLOGY	13	17	46	32	33	39	7	12	54	82.9	N/A	N/A
ALL GRADES - ENGLISH LANGUAGE ARTS	9	16	52	51	35	25	5	8	149	85.2	41.0	97
ALL GRADES - MATHEMATICS	21	23	39	32	31	28	9	16	149	82.6	48.0	

2009 AYP (Adequate Yearly Report Progress) Summary Data

	NCLB Accountability Status	Performance Rating	Improvement Rating
ENGLISH LANGUAGE ARTS	No Status	High	No Change
MATHEMATICS	No Status	High	Declined

To make Adequate Yearly Progress in 2009, a student group must meet (A) a student participation requirement, either (B) the State's 2009 performance target for that subject or (C) the group's own 2009 improvement target, and (D) an additional attendance or graduation requirement.

Native American	-	-	-	-	-	-	-	-	-	-
White	Yes	100	Yes	88.7	Yes	0.0	Yes	96.3	Yes	

Adequate Yearly Progress History											NCLB Accountability Status
		2001	2002	2003	2004	2005	2006	2007	2008	2009	
ELA	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No Status
	All Subgroups	-	-	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
MATH	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No Status
	All Subgroups	-	-	Yes	-	-	-	Yes	Yes	Yes	

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: grades are 17:1 grade 4 is 18:1 grades 1 and 2 are 20:1 and grade 5 is 23:1

Ratios of students to other supportive adult resources

The total student enrollment is currently 289. The total number of support staff (reading (1), special education inclusion (1), occupation therapists (1), physical therapist (1), and speech therapist (.4), art (.6), music (.6), computers (.6), library assistant (.6), and physical education (.6), adjustment counselor (1), and guidance counselor (.6). is 7.

2010 – 2011 ACTION PLANS

Element 1: Professional Development				
Objective: To enhance student learning by providing a wide variety of opportunities for ongoing growth to improve teaching and learning.				
Strategy / Action(s)	Responsibility	Start Date	Targeted Completion Date	Resources
1. Plan and implement system wide professional development workshops by grade level.	Assistant Superintendent, Principals, Teachers	September 2010	June 2011	Time, materials, funds for presenters
2. Facilitate/implement the “Year of Community”	Principal, Staff	September 2010	June 2011	Time, Presenters
3. Facilitate peer observation, in order to promote collaboration and professional growth.	Assistant Superintendent, Principal, Teachers	September 2010	June 2011	District Budget
4. Provide professional development in English Language Learner	Principal, Teachers, ELL Head Teacher	September 2010	June 2011	Time
5. Provide professional development for our “Mindset” initiative.	Principal, Staff	September 2010	June 2011	Time, Funds for Presenters
Assessment / Evaluation				
<ol style="list-style-type: none"> 1. Staff meeting agendas 2. Formal/Informal student performance 				

Element 2: Enhancement of Parental Involvement

Objective: To increase parent involvement focusing on participation and communication.

Strategy / Action(s)	Responsibility	Start Date	Targeted Completion Date	Resources
1. To reinstitute monthly parent meeting to address grade level concerns.	Principal	September 2010	June 2011	
2. To maintain Hansen Website, Hansen Herald, Monthly Calendar, and List Serve.	Principal, Technology Coordinator, Secretary	September 2010	June 2011	Time
3. To continue “On A Roll” program.	Principal, Classroom Teachers, Secretary	September 2010	June 2011	Time
4. To participate in Milton Academy and other extra-curricular activities.	Teachers, Parents, Students	September 2010	June 2011	Time, Parent Funds
5. To encourage participation in school-wide events such as Bingo Night, School Carnival, Field Day, etc.	Principal, PTO Board, Classroom Teachers	September 2010	June 2011	Time, PTO Budget
6. Invite students and families to Books for Bingo, Turn off the TV Week, Read-A-Thons, Read Across America	Teachers, PTO	September 2010	June 2011	Time, PTO Budget

Assessment / Evaluation

1. Sign in and pledge sheets for activities.
2. Copies of newsletters, invitations, etc.
3. Event invitations.
4. Percentage of parents present at activities.

Element 3: School Safety and Discipline				
Objective: To insure a safe and secure school environment.				
Strategy / Action(s)	Responsibility	Start Date	Targeted Completion Date	Resources
1. Provide emotional stability for all learners: Biweekly Second Step program.	Guidance	September 2010	June 2011	Time
2. Maintain physical safety in and around the school (anti-bullying initiatives, dismissal procedures, lunch/recess supervision, and safety drills).	Principal, Counselors, Staff	September 2010	June 2011	Time
3. Participate on the District Crisis Team.	Counselor			
Assessment / Evaluation				
<ol style="list-style-type: none"> 1. Crisis Team agendas/notes 2. Drill recording sheet 3. Duty schedules 4. Referral to the principal forms 				

Element 4: School Environment				
Objective: To model and encourage respect for all and for individual differences.				
Strategy / Action(s)	Responsibility	Start Date	Targeted Completion Date	Resources
1. Continue to reinforce the Hansen School Values.	Principal, staff	September 2010	June 2011	Time
2. Distribute Home School Connection and Nutrition Nuggets newsletter.	Principal, Secretary, PTO	September 2010	June 2011	Time
3. Initiate school wide "Communities".	Principal, staff	September 2010	June 2011	Time, PTO budget
4. Continue and maintain tokens and white tablecloth incentives.	Principal, staff, PTO	September 2010	June 2011	
5. To continue and maintain "On A Roll" and "Fact Master".	Principal, staff, Secretary	September 2010	June 2011	Time, PTO budget
6. Continue and maintain Student Council.	Staff	September 2010	June 2011	Time
7. Continue grade level meetings.	Principal, Staff	September 2010	June 2011	Time
Assessment / Evaluation				
<ol style="list-style-type: none"> Grade level meeting agendas Student Council minutes Percentage of students who become Fact Master and who are On A Roll. Agendas and final products from the "Communities". 				

Element 5: Extra – Curricular Activities**Objective:** To continue to develop and provide after school activities for our students.

Strategy / Action(s)	Responsibility	Start Date	Targeted Completion Date	Resources
1. Continue to host outside programs such as Extended Day before and after school programs, and Drama Kids.	Outside agencies, Superintendent, Staff	September 2010	June 2011	Outside resources
2. Continue MCAS camp for ELA and Math for students in grades 3, 4, and 5.	Principal, Teachers, Students, PTO	September 2010	May 2011	District Funds, PTO Budget Time
3. Continue the AM computer time availability to provide for Study Island.	Staff	September 2010	June 2011	

Assessment / Evaluation:

1. Student enrollment/participation
2. Study Island minute reports.
3. MCAS camp class lists.

Element 6: Diverse Learning Needs

Objective: To meet the diverse needs of our student population.

Strategy / Action(s)	Responsibility	Start Date	Targeted Completion Date	Resources
1. Work with staff through the Building Based Support Team.	Principal, BBST Staff,	September 2010	June 2011	Time
2. Provide guidance and support in the development of individual student behavior plan.	Principal, Staff	September 2010	June 2011	Time
3. Conduct monthly grade level meetings to review student assessments.	Teachers, Support Staff	September 2010	June 2011	Time, Assessment materials
4. Provide inclusion services for reading, speech and language, OT, PT, etc.	Service Providers	September 2010	June 2011	Time, staffing
5. Continue to provide a reading block in which to implement the ETR” model.	Staff	September 2010	June 2011	Time
6. Assign all students placed in self-contained programs in regular education classrooms as appropriate.	Principal, Staff	September 2010	June 2011	Time
7. Continue to explore the “Walk To Math” model.	Principal, Teachers, Support Staff	September 2010	June 2011	Time, schedule, staffing

Assessment / Evaluation:

1. BBST documentation
2. Completed BIP's
3. WTR/WTM schedules
4. IEP service delivery

Element 7: Student Achievement				
Objective: To design and implement instruction to address and narrow the achievement gap.				
Strategy / Action(s)	Responsibility	Start Date	Targeted Completion Date	Resources
1. To utilize MCAS data gathered through MCAS results to implement overarching Math/ELA school wide goal.	Principal, Staff	September 2010	June 2011	Time
2. Develop strategies for answering open response questions/exemplars.	AIM, Teachers	September 2010	June 2011	Time
3. Continue to implement summer math/reading assignments for students entering 1-5.	Principal, Teachers	June 2010	June 2011	Time
4. Provide collaboration time to analyze student work.	Principal, Assistant Superintendent	September 2010	June 2011	Time
5. To maintain our goal of 80% on our mid and end of the year Math assessments.	Principal, Teachers	September 2010	June 2011	Time
6. Continue our read-a-thon winter program	Principal, Teachers, PTO	January 2011	June 2011	Time, PTO
7. Continue grade/subject level meeting to assess and plan needed adjustments to best teaching practices.	Principal, Staff	September 2010	June 2011	Budget Time
Assessment / Evaluation				
<ol style="list-style-type: none"> 1. MCAS data 2. Student lists 3. Percentage of returned/completed summer packets 4. Staff schedules 5. Grade level staff meeting agendas 6. Math assessment tests 				

Element 8: Technology**Objective:** To continue to equip the classrooms and to integrate technology into the curriculum.

Strategy / Action(s)	Responsibility	Start Date	Targeted Completion Date	Resources
1. Identify and purchase software that will facilitate standards based instruction.	Principal, computer teacher, technology teacher	September 2010	June 2011	School Budget
2. Continue to install additional Smartboards.	Principal	September 2010	June 2011	District Budget
3. Utilize technology staff to present workshops and update software.	Principal, Technology staff	September 2010	June 2011	Time
4. Incorporate technology in the classroom instruction.	Principal, Staff	September 2010	June 2011	Time

Assessment / Evaluation:

1. Purchase of Smartboards
2. Purchase of software

Element 9: Community Building				
Objective: To assist children to reach their fullest social and academic potential.				
Strategy / Action(s)	Responsibility	Start Date	Targeted Completion Date	Resources
1. Establish 18 cross grade communities.	Principal, staff, students	September 2010	June 2010	Professional library, Time
2. To maintain a close ad caring relationship with peers and teachers	Principal, staff, students	September 2010	June 2010	
3. To provide opportunities to practice and benefit from prosocial values.	Principal, staff	September 2010	June 2011	Professional library budget Time
4. To provide challenging and relevant social/academic curriculum.	Principal, staff	September 2010	June 2011	
5. To foster close cooperation and communication between families and school staff.	Principal, staff	September 2010	June 2011	
Assessment / Evaluation:				
<ol style="list-style-type: none"> 1. Community's final product. 2. Teacher observation. 3. Number (or lack of) discipline incidents. 				