

STOUGHTON PUBLIC SCHOOLS  
Helen H. Hansen Elementary  
School



School Improvement Plan  
*SY 2019-2020*

# **STOUGHTON PUBLIC SCHOOLS**

**HELEN H. HANSEN**

## **School Improvement Plan**

***2019-2020***

### **School Council Members**

Christine D. Feeney- Principal

Darlene Manchester- Teacher

Clint Johns- Parent

Lisa Baroletti Stewart- Parent

Susan Zbinski- Community Member

Sheila Osborne- Community Member

### **Mission Statement**

It is the mission of the *Helen H. Hansen School* community to provide a safe and nurturing environment for ALL children and their families. The HHH is a place where students are able to grow, flourish, and learn each day. At the core of our work are the *Hansen Hawk Values*. Our values guide our actions and help us support each other to make our community stronger.

*Our Hansen Hawk Values:*



Joy  
Safety  
Respect  
Excellence  
Acceptance  
Cooperation  
Kindness  
Honesty  
Responsibility

### *School Profile*

The *Helen H. Hansen Elementary* School has a diverse kindergarten through fifth grade student population of approximately 250 students. For the 2019-2020 school year, there will be two classes in grade one, grade two, grade three, grade four, and grade five. There will be three classes in kindergarten. Class sizes range from 16 to 24 students.

In addition to the regular education classrooms from kindergarten through fifth grade, there are two substantially separate *Alternative Learning Center* (ALC) classrooms that contain students from across the district. The ALC program is designed for students diagnosed with a significant emotional disability. The ALC I class services students in first grade through third grade. The ALC II student population is comprised of students in fourth and fifth grade. Students in the ALC program often require support services in

areas such as speech/language, occupational therapy, and counseling. Although the ALC classrooms are substantially separate programs, many of the students in this program are included with grade level peers in regular education classrooms and integrated into special subjects with support. There are 9 students in ALC I (grades 1-3) and 9 students in ALC II (grades 4 and 5).

In addition to the fifteen homeroom teachers in kindergarten through fifth grades, there are two special education teachers, one literacy coach, one adjustment counselor, one guidance counselor, and one nurse. *The Helen H. Hansen* also has part-time staff for art, music, physical education, technology, and library.

<b>Enrollment by Race/Ethnicity (2018-19)</b>			
<b>Race</b>	<b>% of School</b>	<b>% of District</b>	<b>% of State</b>
<b>African American</b>	<b>18.0</b>	<b>23.2</b>	<b>9.2</b>
<b>Asian</b>	<b>4.1</b>	<b>6.2</b>	<b>7.0</b>
<b>Hispanic</b>	<b>12.2</b>	<b>11.7</b>	<b>20.8</b>
<b>Native American</b>	<b>0.0</b>	<b>0.1</b>	<b>0.2</b>
<b>White</b>	<b>57.7</b>	<b>53.4</b>	<b>59.0</b>
<b>Native Hawaiian, Pacific Islander</b>	<b>0.0</b>	<b>0.3</b>	<b>0.1</b>
<b>Multi-Race, Non-Hispanic</b>	<b>8.1</b>	<b>5.1</b>	<b>3.8</b>

<b>Enrollment by Gender (2018-19)</b>			
	<b>School</b>	<b>District</b>	<b>State</b>
<b>Male</b>	<b>112</b>	<b>1,803</b>	<b>487,594</b>
<b>Female</b>	<b>110</b>	<b>1,697</b>	<b>463,816</b>
<b>Total</b>	<b>222</b>	<b>3,500</b>	<b>951,631</b>

Kindergarten Enrollment (2018-19)						
Student Group	Kindergarten Enrollment				Full-day Kindergarten	
	Total	Part-time	Tuitioned	Full-time	Total	Percent
All Students	37	0	0	37	37	100.0
High Needs	17	0	0	17	17	100.0
Economically Disadvantaged	12	0	0	12	12	100.0
LEP English language learner	1					
Students with disabilities	6	0	0	6	6	100.0
African American/Black	5					
Asian	2					
Hispanic or Latino	2					
Multi-race, non-Hispanic or Latino	3					
White	25	0	0	25	25	100.0

Teacher Data	School	District	State
Total # of Teachers (FTE)	18.4	298.0	73,878.0
Student/Teacher Ratio	12.1 to 1	11.7 to 1	12.9 to 1
% of Teachers Licensed	100.0	100.0	97.3

Forty-seven students utilize special education services. This represents approximately 19% of our student population. If the students in the ALC program were removed from the calculation of students, the percentage of students drops to 11 %. We currently have 2% of our student population on 504 Plans. English Learners (ELs) represent 8 % of our student population. Ninety-six students currently qualify for and receive free or reduced lunch. This represents approximately 38% of the students enrolled at the Hansen School.

## ELA and MATH MCAS SPRING 2018

Grade and Subject	Meeting or Exceeding Expectations		Exceeding Expectations		Meeting Expectations		Partially Meeting Expectations		Not Meeting Expectations		No. of Students Included	Avg. Scaled Score	Avg .SGP	Included in Avg. SGP	Ach. Pctl
	School	State	School	State	School	State	School	State	School	State					
GRADE 03 ENGLISH LANGUAGE ARTS	57	52	9	9	49	43	43	41	0	7	35	504.4	N/A	N/A	55
GRADE 03 MATHEMATICS	71	50	17	10	54	40	29	38	0	12	35	512.7	N/A	N/A	87
GRADE 04 ENGLISH LANGUAGE ARTS	65	53	3	10	61	43	26	38	10	9	31	503.1	50.5	30	52
GRADE 04 MATHEMATICS	48	48	3	7	45	41	48	39	3	13	31	497.8	40.3	30	46
GRADE 05 ENGLISH LANGUAGE ARTS	48	54	0	6	48	48	46	38	7	8	46	497.2	48.5	46	31
GRADE 05 MATHEMATICS	26	46	2	5	24	41	59	44	15	10	46	488.0	29.4	46	16
GRADES 03 - 08 ENGLISH LANGUAGE ARTS	55	51	4	9	52	42	39	38	5	11	112	501.1	49.3	76	46
GRADES 03 - 08 MATHEMATICS	46	48	7	7	39	40	46	40	7	12	112	498.4	33.7	76	47

## SCIENCE and TECH/ENG MCAS SPRING 2018

Grade and Subject	Proficient or Higher		Advanced		Proficient		Needs Improvement		Warning/Failing		No. of Students Included	CPI	Avg.SGP	Included in Avg.SGP
	School	State	School	State	School	State	School	State	School	State				
GRADE 05 - SCIENCE AND TECH/ENG	22	47	2	18	20	30	43	39	35	13	46	58.7	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 behavior and attitude, 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 with increased communication and a learning environment that is more effective.

The *Helen H. Hansen* population is diverse. We believe strongly in 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 17-19.
2. Primary grade classes, 2 and 3, that range in size from 18-22.
3. Intermediate classes, 4 and 5, that range in size from 19-23.
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 21:1, grade 2 is 19:1, grade 3 is 24:1, grade 4 is 19:1, and Grade 5 is 20:1

### ***Ratios of students to other supportive adult resources***

The total student enrollment is currently 250. The total number of support staff: literacy (1), special education inclusion (2), adjustment counselor (1), guidance counselor (1), occupational therapists (.6), speech therapist (.6), art (.6), music (.6), technology (.6), library assistant (.6), and physical education (.6).

## 2019 – 2020 ACTION PLANS

### Element 1: Student Academic Performance

**Self-Assessment Results:** *As part of the SPS district's triennial plan, the elementary schools will participate in data review and analysis, as well as the development of appropriate data collection tools.*

#### Student Academic Performance SMART Goal:

By June 2020, teachers will engage in data analysis of students' work to identify factors that may motivate student performance and then adjust their instruction to better meet students' needs through the use of trimester data meetings.

Action Steps	Supports/Resources from School/District	Responsible Parties	Timeline
Schedule grade-level meetings devoted to analyzing student data and developing next step plans for students. Examples: LASW/Data and PWR (Planning/Working/Reflecting) Hour	Time	Hanesen staff, Building Principal	September 2019 – June 2020
Develop meeting norms and protocols	Time	Hansen staff, Building Principal	September 2019 – June 2020
Provide appropriate training to staff on accessing and analyzing data.	Time, Materials	Hansen staff, Building Principal, and Curriculum Coordinators as appropriate	September 2019 – June 2020
Explore different protocols for examining assessment data ( <i>i.e. reviewing and analyzing student work</i> ).	Time, Materials	Hansen Staff, Building Principal, and Curriculum Coordinators as appropriate	September 2019 – June 2020

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

**Element 2: Professional Practice**

**Self-Assessment Results:** *As part of a district initiative and due to the lack of flexible spacing at the HHH, we were given the opportunity by the TECH department to be part of the creation of a dynamic learning space- The Learning Common.*

**Professional Practice SMART Goal:**

The Helen H. Hansen in conjunction with our TECH and library departments created the HHH Learning Common during the summer of SY 19/20. The Learning Common is a new concept to the HHH. It is comprised of two spaces, the technology room and the library, forming one large multi-purpose space for all staff and students. Our goal, as a school community, is to utilize this space in a variety of ways, such as a space to research and create.

<b>Action Steps</b>	<b>Supports/Resources from School/District</b>	<b>Responsible Parties</b>	<b>Timeline</b>
1. Continued development of the Learning Commons	Time, Equipment	Hansen Staff, Building Principal, Director of Technology	September 2019 – June 2020
2. Implementation of a Professional Learning Community (PLC) of library assistants and computer staff to develop a program to incorporate the Learning Commons and computer spaces.	District Funding, Early Release Dates	Hansen Staff, Building Principal, Director of Technology	September 2019 – June 2020
3. Implementation of a sign-up chart for the use of the Learning Commons.	Time, Equipment	Hansen Staff, Building Principal	September 2019 – June 2020
4. Designate agenda items during each monthly staff meeting to discuss updates of progress with the Learning Commons development and implementation.	Time	Hansen Staff, Building Principal	September 2019 – June 2020

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### Element 3: School Environment

**School Environment Self-Assessment Results***The Helen H. Hansen student body has become increasingly more diverse across all demographic areas. Although the student body has become more diverse, the teaching population at the HHH has remained the same. In order to best support the staff more professional development opportunities are needed that address the social/emotional wellness of ALL students.*

**School Environment SMART Goal:** By June 2020, HHH School will be better able to support and celebrate ALL students in our increasingly more diverse student body.

Action Steps	Supports/Resources from School/District	Responsible Parties	Timeline
1. Review the major tenets to “Cultural Competence” with all staff.	Time, Materials, FY19 Budget, <i>Cultural Proficiency – A Manual for School Leaders</i>	Hansen Staff, Building Principal	September 2019 – June 2020
2. Begin to incorporate the tenets of “Cultural Competence” into our community.	Time, Materials, <i>Cultural Proficiency – A Manual for School Leaders</i>	Hansen Staff, Building Principal	September 2019 – June 2020
3. Develop a SEL/WELL teacher leadership team to support ALL students.	Time	Hansen Staff, Building Principal	September 2019 – June 2020
4. Create a strong relationship with our new ESL director and ask for her support to better prepare as we transition into a school community that supports and services ALL students in their home school.	Time	Hansen Staff, Building Principal, ESL Director	September 2019 – June 2020
4. Hold a school community event that celebrates the diversity that exists within our school	Time, Materials	Hansen Staff, Building Principal, students, families, Hansen PTO, and Hansen Liaison.	September 2019 – June 2020

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**Element 3: School Environment SMART Goal:** By June 2020, staff will be able to utilize consistent school determined strategies, tools, and interventions for supporting the SEL, social/emotional learning needs of all students. Evidence will include creating and maintaining a classroom calm spot, actively using the Responsive Classroom routines/practices, development and participation at our SEL/WELL team.

Action Steps	Supports/Resources from School/District	Responsible Parties	Timeline
1. Staff will participate in a book study of <i>Yardsticks</i> (Child and Adolescent Development) by Chip Wood to support our conversations in our SEL/WELL and BBST meetings.	Time and materials	Building Principal, Hansen staff, Counseling Staff	September 2019 – June 2020
2. Staff will create Calm Spots in each classroom, teach students how to use this space, and maintain the sensory kit	Time, space, and sensory items for kits	Building Principal, Hansen staff, Counseling Staff	September 2019 – June 2020
3. Development of our SEL/WELL team: a building based teacher support team whose function parallels BBST with a specific focus on the Social Emotional Wellness of ALL students.	Time	Building Principal, Hansen Staff, Counseling staff	September 2019 – June 2020
4. Redesigned BBST meetings to include more data and interventions, as well as what is age appropriate as defined in <i>Yardstick</i> by Chip Wood.	Time	Building Principal, Hansen Staff, Counseling staff	September 2019 – June 2020
4. All staff will continue to work closely with our adjustment counselor, guidance counselor, and special education staff.	Time	Building Principal, Hansen Staff, Counseling staff	September 2019 – June 2020