

**HEBRON PUBLIC SCHOOLS
HEBRON ELEMENTARY SCHOOL
ADVANCEMENT PLAN
2018-2019**

District Name: Hebron Public Schools

School Name: Hebron Elementary School

HES School Advancement Plan Committee:
Jen Guernsey, Ashley Archer, Carrie Maranda,
Dana Mutch, Julia Clark, Katie Clancy and
Michael Larkin

Current School Year: 2018-2019



High Expectations. Bright Futures.



HEBRON PUBLIC SCHOOLS DISTRICT ADVANCEMENT PLAN 2018-2019

Mission

The Hebron Public Schools, in partnership with families and the community, is committed to fostering confidence, creativity, responsibility, and academic excellence in our children to enable them to explore the possibilities in their diverse world as respectful, contributing members of their community.

District Vision

The Hebron Public Schools is a high achieving district that supports all learners.

We...

- Maintain high academic standards;
- Value the importance of technology;
- Celebrate participation in the Unified Arts;
- Actively recruit, train, and support educational professionals;
- Foster social and emotional well-being;
- Establish meaningful relationships through collaboration with staff, students, families and the community;
- Adapt to changes in a fiscally responsible manner.

Board Goals

Student Achievement & Development

Maximize learning opportunities for all students.

Communication

Ensure clarity, understanding, and transparency for our staff, parents, and school community.

Professional Learning and Growth

Strengthen professional learning opportunities, encourage reflection, and collaborate to support student development and achievement.

Resource Management

Implement budget policies that reflect the priorities of the school community and align with the District mission and vision.



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THEORIES OF ACTION

BOE GOAL 1: Communication and District/School Climate

If we foster a positive district culture with a high level of stakeholder engagement, communication and collaboration, then we will be more effective in mobilizing students, faculty, staff, parents, and community members around continuous improvement and high levels of student achievement.

BOE GOAL 2: Student Achievement and Development

If we establish a system of monitoring through the use of student assessment data, curriculum review, and evaluation, then we will be more effective in adjusting our curriculum, programming, and instructional pedagogy to insure a high level of student achievement.

BOE GOAL 3: Professional Learning and Growth

If we assure that all staff are provided meaningful professional development opportunities that are current in theory, practical, and align directly with their responsibilities, then staff will be able to apply their learning and enhance their effectiveness in meeting the needs of our students.

BOE GOAL 4: Resource and Management Practices

If we facilitate the development of talent and collective responsibility through the intelligent allocation of our financial and human resources, then we will be able to effectively adjust our curriculum, programming, and instructional pedagogy to insure high levels of student achievement.

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GOAL 1: Communication & District/School Climate

NAME OF PERSON RESPONSIBLE: Superintendent, Director of Educational Services, Director of Finance and Operations, Principals, District Faculty and Staff

Objectives	Strategies/Action Steps	Results Indicators
<p>To create nurturing family partnerships and increase involvement to best support student success.</p> <p>To create open, respectful communication amongst all staff and students.</p>	<p>If we have easily accessible, pertinent and relevant school and classroom information</p> <p>If we openly communicate strengths and concerns about students</p> <p>If we provide multiple opportunities for families to support their children</p> <p>If we invite parents to participate in school events (Open Houses, Family Math and Reading Nights, Parent Book Clubs)</p> <p>If we demonstrate and model positive and appropriate body language and interactions</p>	<p>Then families will know expectations, opportunities, and ways to participate in their child's learning experience.</p> <p>Then families will be educated and able to support and celebrate their child's learning.</p> <p>Then families will be an invested partner in their child's school.</p> <p>Then families will be informed of school happenings and will make connections between school practices and home.</p> <p>Then our students will learn and be able to display appropriate body language and interactions.</p>

<p>To establish an environment where ALL STAFF feel equally valued in our work with children.</p>	<p>If we notice and openly compliment strengths and communicate concerns in a respectful way</p> <p>If we promote an environment where students and staff feel safe</p> <p>If we teach, model and expect respect for all adults in our school community,</p> <p>If we communicate expectations and include all staff,</p>	<p>Then we will promote dialogue, build trust among staff and students, and instill a safe school environment</p> <p>Then students and staff will be comfortable taking risks and asking questions</p> <p>Then all staff will feel respected and valued.</p> <p>Then all staff will be more active and vocal participants in our students' growth.</p>
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Goal Area 2: Student Achievement and Development

NAME OF PERSON RESPONSIBLE: Superintendent, Director of Educational Services, Director of Finance and Operations, Principals, District Faculty and Staff

Objectives	Strategies/Action Steps	Results Indicators
<p>Teachers adjust the structure of the classroom and learning activities by providing options for students to make choices and use common language</p>	<p>If we get to know students through various ways (interest inventories, morning meeting, lunch bunches, parent surveys, etc...)</p> <p>If we provide positive and specific feedback</p> <p>If we promote teachers visiting their colleagues to gain new learning experiences/strategies</p>	<p>Then all students will have a strong sense of belonging and significance at HES</p> <p>Then students will be able to reflect on their strengths and set goals</p> <p>Then we will have a professional learning community culture</p> <p>Then we will improve student independence</p>

	<p>If we provide flexible seating options/spaces within classroom</p> <p>If we vary groupings of students</p> <p>If we provide opportunities for students to make choices in learning (order of completing tasks, choosing 2 of 3 options, independent study, choosing how to create final product - song, game, etc...)</p>	<p>Then we will have high levels of student engagement and empowerment</p> <p>Then students will display levels of confidence and comfort in learning situations and will take risks and put forth effort and persistence</p>
<p>Students work to create and monitor achievable goals (academic, social, personal)</p>	<p>If we plan for teacher-student conferring across the content areas</p>	<p>Then students will receive actionable feedback to forward their learning</p> <p>Then we will see improvement in student and teacher selected areas of focus</p> <p>Then our students will demonstrate overall improved self-awareness and reflection skills</p>

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GOAL 3: Professional Learning and Growth

NAME OF PERSON RESPONSIBLE: Superintendent, Director of Educational Services, Director of Finance and Operations, Principals, District Faculty and Staff

Objectives	Strategies/Action Steps	Results Indicators
Professional learning is practical and useful.	<p>If we use available time to provide teachers with learning choice/opportunity to lead pd sessions</p> <p>If we vary the topics of professional development</p>	<p>Then teachers will be actively engaged during PD.</p> <p>Then teachers will engage in meaningful reflection of their learning</p>
Professional learning is relevant.	If we implement our new professional learning in the classroom	Then students will grow in the areas related to our professional learning

	If we set goals to build our capacity and focus our professional learning on our goals	Then we will achieve alignment and coherence in professional learning and growth
Professional learning is energizing.	<p>If we plan for new learning and offer educators choice when possible</p> <p>If we provide time for teachers to engage in authentic collaboration</p>	<p>Then professional learning will reflect the background knowledge of participants</p> <p>Then professional learning topics will be integrated into the classroom routine</p>