



Hemenway School Improvement Plan 2017-2020

The development of the 2017/2018 School Improvement Plan reflects meetings of the Hemenway Leadership Team, the Hemenway instructional staff and the Hemenway School Council to develop the goals and the action steps. While developing the plan we considered district goals, analysis of student data, the needs of our students, and identified instructional practices that support student learning outcomes. The Hemenway School Improvement Plan represents a shared commitment to student achievement and student growth. The five goals that we have identified provide an action plan to support all students' learning and achieving at high levels across the curriculum.

Hemenway School Mission Statement:

Hemenway Elementary School strives to provide the highest quality education possible so that each student develops the necessary skills and habits of mind to become a critical thinker, to be respectful, knowledgeable, and a creative citizen, prepared for the middle school experience and life in the twenty-first century.

Vision:

Hemenway School is committed to providing all students with high quality rigorous, and engaging standards based instruction across the curriculum. Hemenway staff engages in collaborative practice and have developed a shared responsibility for student learning across grade levels and specialties. We are committed to the belief that all students can learn with high levels of achievement and growth. Our commitment to growth mindset extends not only to our students but to our staff, as adult learners. Over the next three years as a staff, we will continue to focus on developing a culture of thinking in our classrooms that includes teaching moves, routines and strategies that promote "making student thinking visible." By creating this culture of thinking, we will ensure that all students are engaged in meaningful learning across the curriculum. In addition to high academic standards, we have high standards for student behavior. At Hemenway, we use the Open Circle program, which focuses on social-emotional learning [SEL] in grades kindergarten through grade five. Social and emotional learning is the process of developing essential social emotional skills, knowledge, and attitudes related to five key areas: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Hemenway School's PBIS team, in collaboration with staff and administration, has developed the HemenWAY Positive Behavior Matrix and implemented the Hemenway PAWSitive Behavioral Intervention Program. The PAWSitive Behavior Program is based upon a systemic approach to proactive, explicitly taught and practiced behavioral expectations for school-wide behavior and the Response to Intervention model. Furthermore, several of our staff have been trained in Responsive Classroom, and we are incorporating many of the components into our classrooms. Currently Hemenway has 106 students receiving special education services, and 90 EL students enrolled in kindergarten through grade 5. In the Fall of 2018, the Parent Information Center will be placing twenty-two SEI kindergarten students at Hemenway, many of whom will exhibit low English language proficiency. We are excited to work collaboratively with the bilingual department to develop programming to support student needs. Our goal is for all of our students to increase their academic performance, to improve school safety and to continue to build upon our positive school culture. We strive to create a learning environment where students learn through real-life experience: students learn by integrating and

connecting math concepts into their daily lives, experiencing hands-on science, and viewing themselves as life-long readers and writers. We strive to provide students with the necessary skills to be true world citizens, as well as to acquire twenty-first century skills to enable them to succeed in college and the workplace.

Core Values:

Hemenway Tigers Respect Themselves

Hemenway Tigers Respect Others

Hemenway Tigers Respect Our School

Hemenway Tigers Persevere to work through problems

SCHOOL COUNCIL MEMBERSHIP & MEETINGS

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| Liz Simon | Principal |
| Tracy Bascetta | Teacher |
| Ali Corton | Parent |
| Sandra Desjardins | Parent |
| Beverly Hugo | School Committee |
| Marilyn Machkowsky | Community Representative |
| Lisa Weinstock | Teacher |

Monday October 16, 2017 7:00 pm

Monday December 4, 2017 7:00 pm

Monday February 5, 2018 7:00

Monday April 2, 2018 7:00

Monday April 30, 2018 5:30

Monday June 4, 2018 Tentative/TBD

SCHOOL COUNCIL MISSION

The mission of the Hemenway School Council is to assist, advise and collaborate with the school principal in supporting all students by promoting and ultimately adopting the school's educational goals. This will be accomplished through reviewing the school improvement plan and the supporting annual school budget. Assist in increasing awareness, to the Hemenway community, of the Hemenway School Improvement Plan.

Standard I: Curriculum, Planning, and Assessment

The Framingham Public Schools “promote the learning and growth of all students by providing high-quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an ongoing basis, and continuously refining learning objectives” (DESE, 2012).

School Improvement Goal #1

Promote the learning and growth of all students by utilizing high quality assessment throughout all curriculum areas. Teaching teams will analyze student work, performance and growth data and utilize this data to inform and strengthen instruction to meet all student needs through targeted, differentiated instruction across the curriculum. Each academic year, this goal will be measured by i-Ready and/or MCAS data to determine if all Hemenway students, in kindergarten through grade 5, achieve a student growth percentile of 60% or above in math and ELA.

School Improvement Goal Statement of Purpose

To ensure that all students have equitable access to rigorous and engaging standards-based instruction in order to increase student achievement and growth.

| Action Steps | Timeline | Relevance to District Improvement Efforts | Expected Outcomes | Resources Needed (Identified in Budget) |
|---|---|--|--|---|
| Administer i-Ready diagnostic 3 times per year to assess student growth | 3 times per year 17-18 3 times per year 18-19 3 times per year 19-20 | Standard I, goals 1 and 2 Standard II, goal 2 | All students will meet 60% growth target in reading and math as measured by i-Ready | i-Ready Diagnostic and Instructional component, computers, document camera, projectors and headphones for all classrooms Increase 3 k aides to full time |
| i-Ready instructional component will be used with a goal of 30-45 minutes per week per student in both reading and math | 2017-2018 30-45 minutes per week per subject 2018-19 and 2019-20 45 minutes per week per subject | Standard I, goals 1 and 2 Standard II, goal 2 | All students will meet 60% growth target in reading and math as measured by i-Ready. | i-Ready Diagnostic and Instructional component, computers, and headphones for all classrooms |

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| <p>PLCs with coaches and/or administration to analyze student work and data, design units, and lesson plan development.</p> | <p>Weekly 60 minutes 2017-18 focus on all students 2018-19 monitor data on sub-groups (EL and SPED) to develop interventions 2019-20 continue to monitor data</p> | <p>Standard I, goals 1 and 2 Standard II, goal 2</p> | <p>All students will meet 60% growth target in reading and math as measured by i-Ready and MCAS. This will facilitate staff in using data to inform instruction. All students will progress toward demonstrating proficiency in the science standards.</p> | <p>Full time literacy coach Increase .6 math coach to full time. Full time ESL teacher for grade k Guided Math texts for all teachers. Science/Social Studies mentor texts for curriculum integration. Foss Kits to support the science curriculum Brain Pop K-3 Science</p> |
| <p>PLC with SAGE teacher to incorporate the use of higher level thinking skills in developing unit and lesson plans</p> | <p>2017-18: one PLC 2018-19: grade level common planning times 2019-20:grade level common planning times</p> | <p>Standard I goal 1</p> | <p>All students will meet 60% growth target in math as measured by i-Ready and MCAS.</p> | <p>Maintain .5 SAGE teacher</p> |
| <p>Implement math workshop K-5</p> | <p>2017-18: exploring math workshop and structures and providing instructional support. 2018-19: Full implementation of math workshop K-5 2019-20: Refine implementation of math workshop</p> | <p>Standard I, goals 1 and 2 Standard II, goal 2</p> | <p>All students will meet 60% growth target in math as measured by i-Ready and MCAS.</p> | <p>Guided Math text for all teachers. Increase .6 math coach to full time.</p> |
| <p>Implement consistent use of Number Talks K-5</p> | <p>2017-18: review number talks and instructional expectations. 2018-19: use of numbers talks 2-3 times per week.</p> | <p>Standard I, goals 1 and 2 Standard II, goal 2</p> | <p>All students will meet 60% growth target in math as measured by i-Ready and MCAS</p> | <p>Increase .6 math coach to full time. Number Talks text by Sherry Parrish</p> |

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| | 2019-20: Purposeful planning and execution of number talks. | | | |
| Utilize all staff in support and intervention roles to support student learning outcomes (LLI, Foundations groups, Wilson, conferencing, one-to-one and small group instruction). | 2017-18: implemented Foundations K-2 2018-19: Implement Foundations grade 3 2019-20: School-wide review of word study/phonics instruction to determine next steps in grades 4 and 5 | Standard I, goals 1 and 2 Standard II, goal 2 | All students will meet 60% growth target in reading and math as measured by i-Ready and MCAS. This will facilitate staff in using data to inform instruction. | Maintain 19 hour literacy interventionist With reduction of 5 third grade classrooms to 4 fourth grade classrooms, maintain current full-time teaching position currently in 3rd grade to support RTI in grades 3-5 in math and ELA. Teacher is dual certified. Teacher is Wilson certified. |
| All staff collaborate with ESL staff to analyze the ACCESS data and the writing assessment data administered to all SEI students during PLC and /or grade level planning times. | 2017-18: .2 ESL coach and Confianza. support Kindergarten teachers for 22 newcomer SEI population. 2018-19: ESL coach to plan at least 2 staff meetings and PLCs to support the use of SEI strategies in all classrooms. 2019-20: Continue staff PD at staff meetings and PLCS to support the use of SEI strategies in all classrooms. | Standard I, goals 1 and 2 Standard II, goal 2 | All students will meet 60% growth target in reading and math as measured by i-Ready, MCAS and Access. This will facilitate staff in using data to inform instruction. | Maintain two full time ESL teachers for grades 1-5. (90 students) Full time ESL teacher for incoming 22 SEI (low proficiency) kindergarten students. Full time assistant teacher to support kindergarten students. Maintain bilingual social worker (Spanish) |

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| <p>The district is creating an SEI Kindergarten at Hemenway with students that exhibit English proficiency levels under 14.</p> | <p>2017-18: Plan PD to prepare Kindergarten teachers for new SEI population. [Confianza, other PD opportunities]</p> <p>2018-19: Planning PLCs and additional PD for K teachers to support their SEI population. Planning with grade 1 staff for following year.</p> <p>2019-20: Implement PLCs and additional PD for grade 1 teachers to support SEI population. Planning with grade 2 staff for following year.</p> | <p>Standard I, goals 1 and 2 Standard II, goal 2</p> | <p>All students will meet 60% growth target in reading and math as measured by i-Ready and Access. This will facilitate staff in using data to inform instruction.</p> | <p>Additional ESL teacher to support the new SEI Kindergarten students.</p> <p>Maintain bilingual social worker (Spanish)</p> <p>Increase three 19 hour k aides to full time.</p> <p>Increase Portuguese language support at Hemenway.</p> |
| <p>Instructional Leadership team consistently meets in order to analyze student data and assessments</p> | <p>2017-18: monthly looking at i-Ready data/MCAS/Panorama</p> <p>2018-19: monthly, using i-Ready data to align and calibrate intervention groups. Increase funding to 9 members to include an ESL teacher.</p> <p>2019-20: monthly, focus on sub-groups and monitor for fidelity and success.</p> | <p>Standard I, goals 1 and 2 Standard II, goal 2</p> | <p>All students will receive targeted instruction based on assessment data.</p> | <p>Currently funding for eight members of monthly Instructional Leadership team meetings. [one representative from each grade level, math coach, literacy coach]</p> <p>2018-19 Increase funding to nine members to include one ESL teacher.</p> |

School Improvement Goal #2

Students at Hemenway will increase the time spent using digital technology across the curriculum. Our goal is for all students, kindergarten through grade 5 to learn basic computer literacy, keyboarding, research and digital citizenship skills. In addition, all students will spend at least 45 minutes per week using the i-Ready instructional component for reading and at least 45 minutes per week for math. We will track usage of the i-Ready instructional component by student.

School Improvement Goal Statement of Purpose

To foster technology-rich, digital classrooms and develop 21st Century technology skills among all students. To provide differentiated, blended-learning opportunities to all students.

| Action Steps | Timeline | Relevance to District Improvement Efforts | Expected Outcomes | Resources Needed (Identified in Budget) |
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| Create schedules that allow all students to spend 45 minutes per week using the i-Ready instructional program for reading and math | 2017-18: goal to have students working on i-Ready for 30-45 minutes per week per subject. 2018-19: All students working 45 minutes per week per subject. 2019-20: All students working 45 minutes per week per subject | Standard I, goal 1 Standard II, goal 1 and 2 | All students will achieve their usage goal of at least 45 minutes per week per subject. | Funding for diagnostic and instructional i-Ready program for K-5 students chromebooks headphones |
| Establish Google classrooms for grades 2-5 to support technology rich curriculum opportunities | 2017-18: Grades 4 and 5 2018-19: Grade 3 2019-20: Grade 2 | Standard I, goal 1 Standard II, goal 1 | Students increase their keyboarding fluency and technology proficiency. | Funding for additional chromebooks, chromebook carts,headphones. Funding for PD in Google Classroom |

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| <p>Working with grade levels to integrate digital based resources into curriculum (text sets, digital mathematical tools) during PLCs and grade level planning time. Utilizing computer based assessments and assignments.</p> | <p>2017-18: Grade 4 and 5 2018-19: Grade 3 and expand usage in Grades 4 and 5 2019-20: Grades 1 and 2</p> | <p>Standard I, goal 1 Standard II, goal 1</p> | <p>Students will be able to access and analyze digital resources.</p> | <p>chromebooks headphones Funding for Discovery Ed Brain Pop k-3</p> |
| <p>Library Media class</p> | <p>2017-20: part of specials schedule providing teachers with contractual prep time. 2017-20: implementing digital citizenship and digital literacy standards. 2017-20: Promoting project based learning through online research skills related to STEAM.</p> | <p>Standard I, goal 1 Standard II, goal</p> | <p>Students will meet digital literacy standards and incorporate online research into their STEAM projects</p> | <p>Maintain Library Media specialist. Maintain 25 working desktop computers or chromebooks and headphones in the library media center. Funding for Discovery Ed Fiction and Nonfiction print books, eBooks, database subscriptions, periodicals, curriculum materials. Noodle Tools (research software) PebbleGo database subscription, MLS database. Library book/care supplies</p> |

Standard II: Teaching All Students

The Framingham Public Schools “promote the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency” (DESE 2012). We understand that when we attend to the social-emotional learning needs of our students, then our students are empowered to construct their own learning.

School Improvement Goal #3

Increase opportunities for students to engage in behaviors that promote social, emotional and physical wellness for all Hemenway students. All students have an hour of art, music, and physical education instruction per week. Each classroom teacher provides direct, explicit instruction of social skills using the Open Circle Social Competency Curriculum at least 30 minutes per week. Teachers are accessing Responsive Classroom training and piloting implementation. We have fully implemented our tier I school-wide Hemenway PAWSitive Behavioral Intervention Program [PBIS], and we are working to fully implement tier II positive behavioral and intervention supports by the end of the 2017/2018 school year. Progress toward achieving our SEL goal will be measured by analyzing SWIS data and Panorama Survey results.

School Improvement Goal Statement of Purpose

To promote social and emotional wellness in all students and prepare them to be productive citizens in the 21st century.

| Action Steps | Timeline | Relevance to District Improvement Efforts | Expected Outcomes | Resources Needed (Identified in Budget) |
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| All classrooms K-5 will teach the Open Circle Social Competency curriculum. | 2017-18: 30 minutes per week 2018-19: 30 minutes per week 2019-20: 30 minutes per week | Standard II goal 1,2 and 3 | Students are able to demonstrate making responsible choices and develop positive interpersonal skills. Common language and understanding at home and school. | Financial support to train teachers in Open Circle curriculum [SEL]. |
| Responsive Classroom training to build upon the Open Circle Social Competency curriculum | 2017-18: 4 teachers; implementation in some classrooms | Standard II goal 1,2 and 3 | To further develop instructional and classroom management strategies that support | Financial support in future years to train all teachers in Responsive Classroom. |

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| | <p>2018-19: 6-10 teachers; morning meeting, quiet time components implemented in all classrooms</p> <p>2019-20: 6-10 teachers; morning meeting, quiet time, closing meeting implemented in all classrooms</p> | | <p>all students' social-emotional needs to promote healthy social-emotional development and academic achievement.</p> | |
| <p>PBIS team has developed and is continuing to support teachers in the implementation of the Tier 1. We are working to develop Tier 2 interventions and supports.</p> | <p>2017-18: monitoring Tier 1 supports and working to develop Tier 2. Added bus behavior to PBIS program.</p> <p>2018-19: Continue to use data to evaluate Tier 2 interventions and supports</p> <p>2019-20: Continue to use data to evaluate Tier 2 and 3 interventions and supports.</p> | <p>Standard II goal 1,2 and 3</p> <p>Standard IV goal 1</p> | <p>Increase expected behaviors throughout the school day and across school settings. Increase staff, student and parent satisfaction by reducing the number of office referrals.</p> | <p>Financial support for: PBIS coaching stipends SWIS database usage Student incentive materials.</p> |
| <p>PBIS coaches, staff and administration inform parents about our "Pawsitive" behavior system of support through PTO meetings, School Council, school website and other methods of parental outreach.</p> | <p>2017-18: PTO meeting to inform parents about PBIS program. Communicate with parents of students who are accessing Tier 2 supports.</p> <p>2018-19: Continue to work with parents on implementation of PBIS Tier 1 and 2 supports.</p> | <p>Standard II goal 1, 2 and 3</p> <p>Standard III goal 1</p> | <p>Parents, students and school staff will have a consistent understanding of expected school behaviors which will support all students.</p> | <p>Financial support for: PBIS coaching stipends SWIS database usage Student incentive materials. Financial support for Panorama Survey to be administered annually.</p> |

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| | 2019-20: Analyze parent response to Panorama Survey | | | |
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Standard III: Family and Community Engagement

The Framingham Public Schools “promote the learning and growth of all students through effective partnerships with families, caregivers, community members, and organizations” (DESE 2012).

School Improvement Goal #4

Engage and collaborate with all families in the Hemenway community through parent-teacher conferences, PTO meetings and events, curriculum night, ongoing classroom and school-wide communication. As measured by the Panorama Survey in spring 2018. School council will review formative data on parent participation in parent-teacher conferences [in person/on phone], and attendance at school sponsored events.

School Improvement Goal Statement of Purpose

To maximize the learning opportunities for all students by partnering with families.

| Action Steps | Timeline | Relevance to District Improvement Efforts | Expected Outcomes | Resources Needed (Identified in Budget) |
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| Tracking attendance at parent teacher conferences. Administration will reach out to parents who have not attended after first round of conferences. | 2017-2018: two times per year after each round of conferences. Portuguese interpreter available from 9:15-11:15 every Tuesday. | Standard II goal 1 Standard III goal 1 | Increase parent participation in their child’s education. | Translators need to be available for parent conferences (in person or phone conferences). Funding for increase in Portuguese speaking staff/interpreter. |

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| | <p>2018-19: two times per year after each round of conferences. Increase availability of Portuguese speaking staff.</p> <p>2019-20: two times per year after each round of conferences. Increase availability of Portuguese speaking staff.</p> | | | |
| Hemenway Happenings in English, Portuguese and Spanish | <p>2017-18: Monthly</p> <p>2018-19: Monthly</p> <p>2019-20: Monthly</p> | <p>Standard II goal 1</p> <p>Standard III goal 1</p> | Increase ongoing communication with the principal regarding school events and grade level curriculum. | Funding for translation services to translate newsletter into Spanish and Portuguese. |
| Connect-Ed communication | On-going | <p>Standard II goal 1</p> <p>Standard III goal 1</p> | Increase ongoing communication about district and school news and emergency updates. | Funding for Connect-Ed. Funding for translation into Spanish and Portuguese. |
| PTO meetings with staff presentations (Literacy and Math coach, SAGE teacher, specialists, PBIS team) on curriculum and school initiatives | Monthly | <p>Standard II goal 1</p> <p>Standard III goal 1</p> | Allows for ongoing communication about school events and curriculum initiatives. Provides opportunities for parents to become active in school-wide events. | Funding for custodial costs for evening hours. Funding for interpreters. |
| PTO events (International night, Spring Fair, Spooktacular, Game Night, etc.) | <p>2017-18</p> <p>2018-19: TBD</p> <p>2019-20: TBD</p> | Standard III goal 1 | Increase parent participation and collaboration in school-based activities | Funding for interpreters and custodial costs. |

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| EL Home Visit program through bilingual office | <p>2017-18: Discussion with bilingual department to train staff next year in EL home visit program</p> <p>2018-19: pilot with 2 teachers, guidance, social work and 1 administrator</p> <p>2019-20: expand program to include more teachers</p> | Standard II goal 1 Standard III goal 1 | To strengthen home-school connection with EL families. | Funding from bilingual department to pilot and ultimately expand the program. |
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Standard IV: Professional Culture

The Framingham Public Schools “promote the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice” (DESE 2012).

School Improvement Goal #5

To engage all teaching teams in professional development and grade level coaching cycles to foster our school-wide initiative of Making Student Thinking Visible.

School Improvement Goal Statement of Purpose

To build on, and continue to support, our professional culture of collaboration and life-long learning in order to support teachers in designing and implementing standards-based curriculum to increase student achievement and growth.

| Action Steps | Timeline | Relevance to District Improvement Efforts | Expected Outcomes | Resources Needed (Identified in Budget) |
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| Hour long monthly staff meetings focused on curriculum development, analyzing student data and ensuring opportunities for students to make their | <p>2017-18: monthly meetings 60 minutes</p> <p>2018-19: monthly meetings 60 minutes</p> | Standard I, goals 1 and 2 Standard II, goals 1 and 3 Standard IV goal 1 | All staff will increase their ability to devise standards-based instruction to meet the needs of all students. Shared responsibility for student learning. | Maintain full time literacy coach. Increase part time math coach to full time. EL coach to provide PD at least 2 times per year at staff meetings. |

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| thinking visible across the curriculum. | 2019-20: monthly meetings 60 minutes | | | |
| Weekly PLCs led by instructional coaches. | 2017-18: Weekly (60 minutes per grade level) 2018-19: Weekly (60 minutes per grade level) 2019-20: Weekly (60 minutes per grade level) | Standard I, goals 1 and 2 Standard II, goals 1 and 3 Standard IV goal 1 | All grade levels work collaboratively to design standards-based units of study and lesson plans. Shared responsibility for student learning. | Increase part time math coach to full time to support teaching teams in math unit and lesson development and strengthen math workshop. Maintain funding for full time literacy coach. Full time ESL teacher at k. |
| Full-day Thursday afternoons used for peer observations and additional grade level and specialists curriculum planning with coaches. | 2017-18: math workshop and Lucy Calkins writing units at various grade levels 2018-19: math workshop and analyzing student writing at various grade levels 2019-20: TBD | Standard I, goals 1 and 2 Standard II, goals 1 and 3 Standard IV goal 1 | All staff will increase their ability to devise standards-based instruction to meet the needs of all students. | Maintain full time literacy coach Increase part time math coach to full time. Full time ESL teacher at k. |
| Monthly afterschool PDP course on Creating Cultures of Thinking offered to staff. | 2017-18: monthly afterschool course on Creating Cultures of Thinking 2018-19: monthly afterschool course TBD 2019-20: monthly afterschool course | Standard I, goals 1 and 2 Standard II, goals 1 and 3 Standard IV goal 1 | To grow a culture of thinking by building capacity among interested staff members. | Funding to pay for facilitator and textbooks to support ongoing professional development. |
| Teaching teams use common planning time to meet with coaches/administration | 2017-18: ongoing with various grade level teams | Standard I, goals 1 and 2 Standard II, goals 1 and 3 | Grade level teams will meet with coaches to work toward their coaching cycle goals. | Maintain funding for full time literacy coach Increase part time math coach to full time |

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| <p>around coaching cycle goals including strategies for making student thinking visible and developing teacher capacity to consistently implement SEI strategies.</p> | <p>2018-19: ongoing with various grade level teams 2019-20: ongoing with various grade level teams</p> | <p>Standard IV goal 1</p> | | <p>Funding for .5 EL coach</p> |
| <p>PD opportunities for paraprofessionals on early release parent conference days</p> | <p>2017-18: planning 2018-19: TBD 2019-20: TBD</p> | <p>Standard I, goals 1 and 2 Standard II, goals 1 and 3 Standard IV goal 1</p> | <p>To increase paraprofessionals' skills in dealing with students exhibiting challenging behaviors, working with students in small groups during reading and math instruction in the workshop model.</p> | <p>Support staff and team chairperson. Maintain funding for full time literacy coach Increase part time math coach to full time Funding for .5 EL coach</p> |
| <p>PD through bilingual department to support the addition of 22 SEI low English proficiency kindergarten students at Hemenway</p> | <p>2017-18: Confianza, EL home visit program training 2018-19: TBD 2019-20: TBD</p> | <p>Standard I, goals 1 and 2 Standard II, goals 1 and 3 Standard IV goal 1</p> | <p>To support professional practice in meeting the needs of our newcomer EL students across the curriculum.</p> | <p>Funding for PD</p> |